



Reception Meeting October 2025



A PROUD MEMBER OF



Staff



Mrs Skinner
Early Years Lead
Oak Class Teacher



Mrs Franklyn
Early Years Educator in Oak Class



Ms Agnes
PPA Teacher



Miss Smith
Maple Class Teacher



Mrs Pickett
Early Years Educator in Maple Class

Things to remember

- School starts at 8:30am and finishes at 3:00pm. Please be prompt.
- Water bottles need to have water only.
- All children need a backpack which is large enough to hold clothes and books/diary.
- Change of clothes due to accidents or getting wet outside when it rains.
- Dress for the weather. We learn outside every day.
- Please let us know in person, via the reading diary or Seesaw if anyone different is collecting your child.
- Gold sticker books / LW Books / School Library books.
- Label EVERYTHING.

Uniform

Please make sure your child is wearing the correct uniform to school.

Expectation for School Uniform

- Abbey blue V-neck jumper/cardigan with embroidered school logo or a royal blue equivalent
- Classic white polo shirt with or without the school logo
- Winterbottom blue tartan skirt/pinafore or a plain grey skirt/pinafore tailored trousers/short (**not leggings, combats or jogging bottoms**)
- Royal/Gold striped tie (Year 6) worn with a shirt or blouse
- Black school shoes to be worn with school coloured socks (**not trainers, this rule changed in September 2024**)
- Children may wear blue/ yellow cheque summer dresses during the Summer Term and the month of September
- Jewellery must not be worn to school apart from small sleepers or stud earrings. If children should come to school with items of jewellery, these will be confiscated and will be returned to the parents at the end of the school day

PE days only:

- Plain trainers on PE days only
- Abbey blue PE top with or without the school logo on PE days
- Abbey hoody on PE days only
- Plain black/ royal blue PE shorts

Curriculum

- EYFS curriculum is centred around play-based learning. Children will learn from the environments (inside and outside) and the purposeful activities set up in them.
- We have half termly topics to guide our curriculum coverage.
- Planning based around a different/focus book each week.
- Aim for 80% child initiated and 20% adult directed learning.
- Daily practical maths lessons.
- Twice yearly parents' evenings.
- 'An invitation to play'.

Curriculum

Curriculum Themes - Early Years.

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Magical Me	Sparkle & Shine	What's your Superpower?	We are Explorers!	What a Wonderful World	Imagination & Creation
					

Timetable additions

Library session every Thursday

- Children will bring a library book home every Thursday which needs to be returned after 2 weeks for their book to be changed. The school charge £5 for any damaged or lost books.

PE session every Friday

- Children must come into school in their PE kits.
- This includes Abbey PE top/jumper, black or blue jogging bottoms/shorts and trainers.

Reading

Reading Diaries

- Your child will take a reading diary home with them. Please fill this in when you read with your child at home. We would like children to look at their books daily. We would like to see at least 4 comments a week.

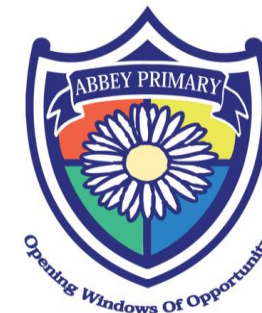
Reading Volunteers

- We are always looking for reading volunteers
- If you would be happy to volunteer to read with a class/year group please speak to one of the Reception team.

Seesaw

- Children's work will be uploaded onto Seesaw regularly.
- Updates and messages will be uploaded onto Seesaw as necessary, so it is important to check in regularly and look out for any announcements.
- You are also able to upload any achievements from home onto seesaw.
- Upload evidence of home learning and the children will be awarded with class points.
- Please like or comment on your children's work so that we know it has been seen.
- We will add pictures/work that we would like the children to practice at home.
- Children's literacy work will also be filed into their individual folder.

Our Behaviour Ethos: Ready, Respectful & Safe



At Abbey, our ethos is for our children will be Ready, Respectful & Safe.

At Abbey we are...

Be on time

Have correct uniform

Ready

Have your resources

Show your positive attitude

Toilet at break time

At Abbey we are...

Be kind

listen

Be polite

Respectful

give people time

look after each other

accept

At Abbey we are...

Have a go!

Try new things

Safe

Make mistakes

Walk in corridors

Sit Safely



Bronze 100 points

Silver 200 points

Gold 300 points

Platinum 500 points

Reflection



We are a Silver Award Right's Respecting School

Abbey Primary School wants to be a school where children's rights are at the heart of our ethos and culture, to improve well-being and to develop every child's talent and ability to their full potential. As part of this plan, we are working towards recognition as a Rights Respecting School, an award given to schools on behalf of UNICEF UK.

At Abbey Primary School pupils will learn about their rights by putting them into practice every day. You can find out more about the Award here: [unicef.uk/About_RRSA](https://www.unicef.uk/About_RRSA)

We really hope that you will support our school on our Rights Respecting journey.



Trips

Walk to the Post box

In December we will walk to the post box on the corner of Hunston Road to post our letters to Santa.

Trip to Bocketts Farm

In June we will take the children by coach to the most wonderful children's farm in Leatherhead.



**MOMENTS
MATTER,**

**ATTENDANCE
COUNTS.**

Why does it matter?

- Children who attend regularly, keep up with lessons
- Regular attendance is linked to higher achievement
- Helps build and maintain friendships
- Boosts self-esteem and a sense of belonging
- Teaches the importance of punctuality and commitment
- Helps teachers plan to meet the needs of your child
- Helps us identify and address learning needs or emotional challenges
- Legally responsibility
- Poor attendance can lead to warnings, fines and other legal consequences
- We are all ready, respectful and safe





0 days off in a year 0 lessons missed	100%
2 days off in a year 10 lessons missed	99%
5 days off in a year 25 lessons missed	97%
10 days off in a year 50 lessons missed	95%
14 days off in a year 70 lessons missed	93%
20 days off in a year 100 lessons missed	90%

Your child's attendance available on:

- Arbor App
- Newsletters
- Parents' evening
- End of year report

How can you help?



- Make sure your child is on time.
- Ring/email the office if your child is unwell.
- Dentist/doctors - bring your child back.
- Below 92% (Arbor) you must provide medical evidence.
- Ask for help.
- Leave of absence request. No holidays in term time will be authorised *except in exceptional circumstances.*

Poor attendance

- absent 5 days = £160 fixed penalty fine per parent, per child.
- irregular attendance (miss 10 sessions within 10 weeks) = £160 fixed penalty fine per parent, per child.
- if repeat within 3 years = £160 fine with no reduction for early payment.
- if further repeat within 3 years = prosecution, magistrate court, £2500 fine.



How can we help?

**MOMENTS
MATTER,
ATTENDANCE
COUNTS.**

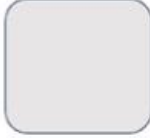
Our attendance in = %



MONDAY TUESDAY WEDNESDAY THURSDAY FRIDAY

Name: _____ Class: _____

Weekly Attendance Tracker



Monday Tuesday Wednesday Thursday Friday



**MOMENTS
MATTER,**

**ATTENDANCE
COUNTS.**



Some questions?

Phonics

Little Wandle Letters and Sounds Revised

Abbey Primary School has chosen *Little Wandle Letters and Sounds Revised* as our systematic, synthetic phonics (SSP) programme to teach early reading and spelling.

Phonics is the knowledge of the alphabetic code and the skill of segmenting and blending



Teaching order

Phase 2 grapheme information sheet

Autumn 1

Grapheme and mnemonic	Picture card	Pronunciation phrase	Formation phrase
 s	 snake	Show your teeth and let the s hiss out ssssss	Under the snake's chin, slide down and round its tail.
 a	 astronaut	Open your mouth wide and make the 'a' sound at the back of your mouth aaa	Around the astronaut's helmet, and down into space.
 t	 tiger	Open your lips; put the tip of your tongue behind your teeth and press ttt	From the tiger's nose to its tail, then follow the stripe across the tiger.
 p	 penguin	Bring your lips together and push them open and say ppp	Down the penguin's back, up and round its head.
 i	 iguana	pull your lips back and make the 'i' sound at the back of your mouth iii	Down the iguana's body, then draw a dot [on the leaf] at the top.
		Open your lips a bit, put your tongue behind your teeth and	Down the stick, up and over the

Phase 2 grapheme information sheet

Autumn 2

Grapheme and mnemonic	Picture card	Pronunciation phrase	Formation phrase
 j	 jellyfish	Pucker your lips and show your teeth use your tongue as you say jjj	All the way down the jellyfish. Dot on its head.
 v	 volcano	Put your teeth against your bottom lip and make a buzzing vvvv	Down to the bottom of the volcano, and back up to the top.
 w	 wave	Pucker your lips and keep them small as you say www	From the top of the wave to the bottom, up the wave, down the wave, then up again.
 x		Mouth open then push the cs/x sound through as you close your mouth cs cs (x x x)	Start at the top, then across to the bottom of the box. Start at the top, then across to the bottom of the box.

Gradually your child learns the entire alphabetic code:



Little Wandle Letters and Sounds Revised 2021: Programme progression

Reception and Year 1 overviews

This programme overview shows the progression of GPCs and tricky words that we teach term-by-term. The progression has been organised so that children are taught from the simple to more complex GPCs, as well as taking into account the frequency of their occurrence in the most commonly encountered words. All the graphemes taught are practised in words, sentences, and later on, in fully decodable books. Children review and revise GPCs and words, daily, weekly and across terms and years, in order to move this knowledge into their long term memory.

Children need to learn to read as quickly as reasonably possible, so they can move from learning to read, to reading to learn, giving them access to the treasure house of reading. Our expectations of progression are aspirational yet achievable if schools maintain pace, practice and participation by all children. Children who are not keeping-up with their peers should be given additional practice immediately through keep-up sessions.

Reception

Autumn 1 Phase 2 graphemes	New tricky words
s a t p i n m d g o c k c k e u r h b f l	is I the

Autumn 2 Phase 2 graphemes	New tricky words
ff ll ss j v w x y z zz qu ch sh th ng nk - words with -s /s/ added at the end (hats sits) - words ending -s /z/ (his) and with -s /z/ added at the end (bags)	put* pull* full* as and has his her go no to into she push* he of we me be

*The tricky words 'put', 'pull', 'full' and 'push' may not be tricky in some regional pronunciations; in which case, they should not be treated as such.

Spring 1 Phase 3 graphemes	New tricky words
ai ee igh oa oo oo ar or ur ow oi ear air er - words with double letters - longer words	was you they my by all are sure pure

Spring 2 Phase 3 graphemes	No new tricky words
Review Phase 3 - longer words, including those with double letters - words with -s /z/ in the middle - words with -es /z/ at the end - words with -s /s/ and /z/ at the end	Review all taught so far

Summer 1 Phase 4	New tricky words
Short vowels with adjacent consonants CVCC CCVC CCVCC CCCVC CCCVC	said so have like some come love do were here little says there when what one out today

Year 1

Autumn 1	Review tricky words Phases 2-4
Review Phase 3 and 4 Phase 5 /ai/ ay play /ow/ ou cloud /oi/ oy toy /ea/ ea each	Phases 2-4: the put* pull* full* push* to into I no go of he she we me be was you they all are my by sure pure said have like so do some come love were there little one when out what says here today

*The tricky words 'put', 'pull', 'full' and 'push' may not be tricky in some regional pronunciations; in which case, they should not be treated as such.

Autumn 2 Phase 5 graphemes	New tricky words
/ur/ ir bird /igh/ ie pie /oo/ /yoo/ ue blue rescue /yoo/ u unicorn /oa/ o go /igh/ i tiger /ai/ a paper /ee/ e he /ai/ a-e shake /igh/ i-e time /oa/ o-e home /oo/ /yoo/ u-e rude cute /ee/ e-e these /oo/ /yoo/ ew chew new /ee/ ie shield /or/ aw claw	their people oh your Mr Mrs Ms ask* could would should our house mouse water want

*The tricky word 'ask' may not be tricky in some regional pronunciations; in which case, it should not be treated as such.

Spring 1 Phase 5 graphemes	New tricky words
/oa/ u funny	any many again

Terminology

<https://www.littlewandlelettersandsounds.org.uk/resources/my-letters-and-sounds/getting-started/>



Phoneme

Grapheme

Digraph

Trigraph

Split vowel digraph

Blend

Segment



Oral blending

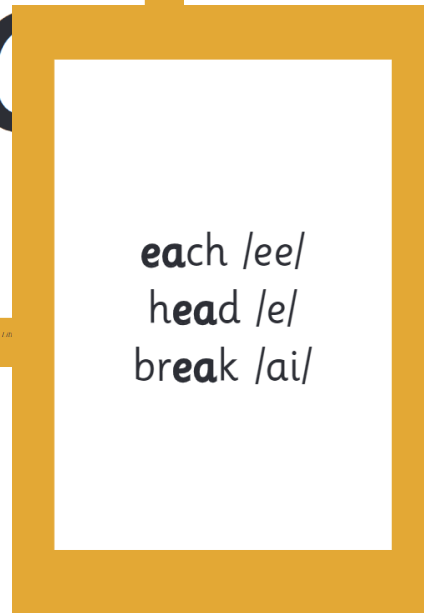
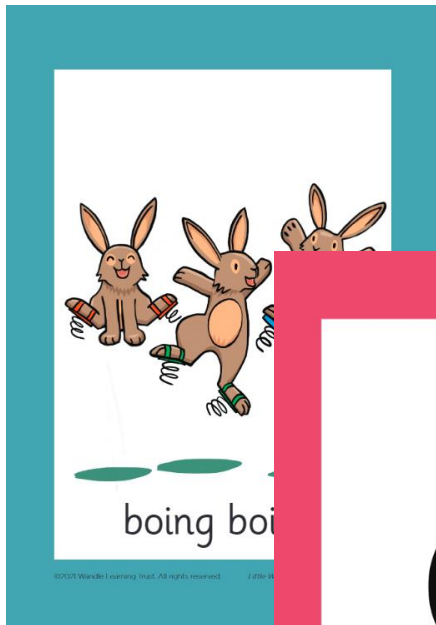
This is the first step for the children to try to achieve.

Example...

Blending to read words



How we make learning stick



Reading and spelling

Tricky Words

Tricky words are words that the children cannot phonetically sound out. We talk to the children about what makes the words tricky.

The children know that they have to learn these words from memory

e.g. the, no, of, me

Tricky words

<https://www.littlewandlelettersandsounds.org.uk/resources/for-parents/>



Spelling



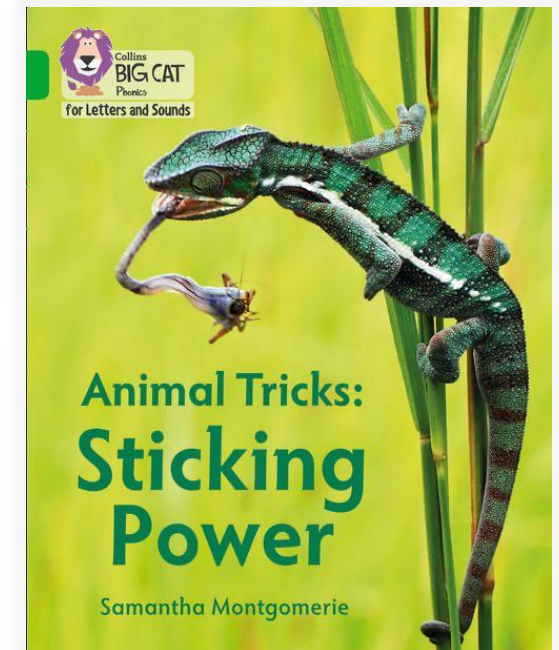
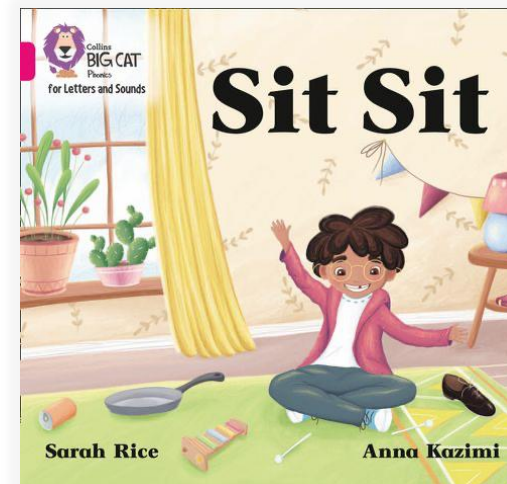
- Say the word.
- Segment the sounds.
- Count the sounds.
- Write them down.



How do we teach reading in books?

Reading practice sessions are:

- timetabled
- taught by a trained teacher/teaching assistant
- taught in small groups.
- children read 3 times a week
- take the book home to continue practicing



We use assessment to match your child the right level of book



Little Wandle Letters and Sounds Revised Reception Child assessment

Autumn 1

m	a	p	c	o
s	g	k	u	h
i	t	n	r	f
d	ck	e	b	l

sat man hug red peck



Reading a book at the right level

This means that your child should:

- Know all the sounds and tricky words in their phonics book well
- Read many of the words by silent blending (in their head) – their reading will be automatic
- Only need to stop and sound out about 5% of the words by the time they bring the book home – but they should be able to do this on their own.



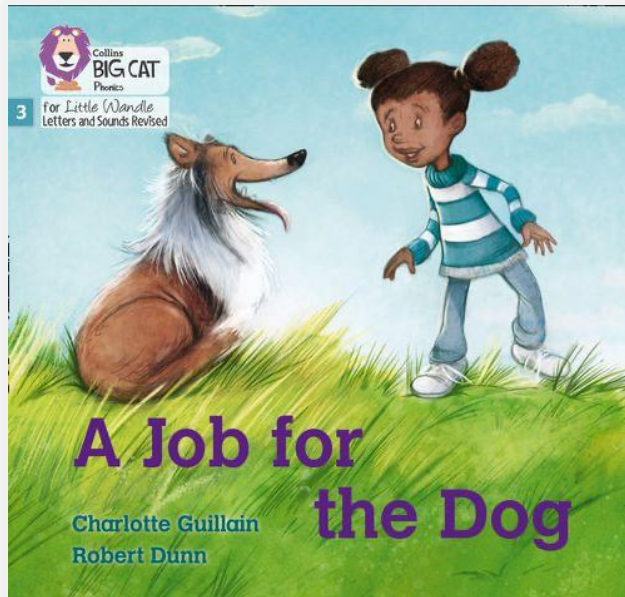
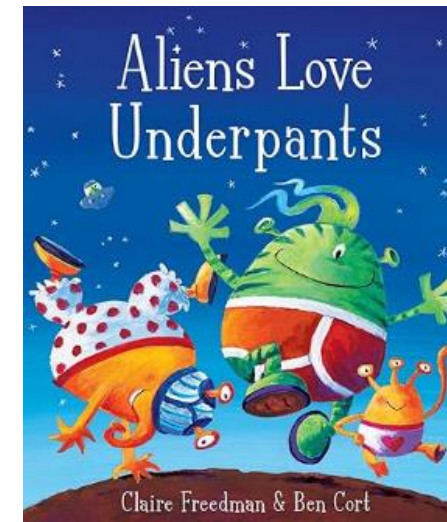
Example books



Reading at home

Books going home

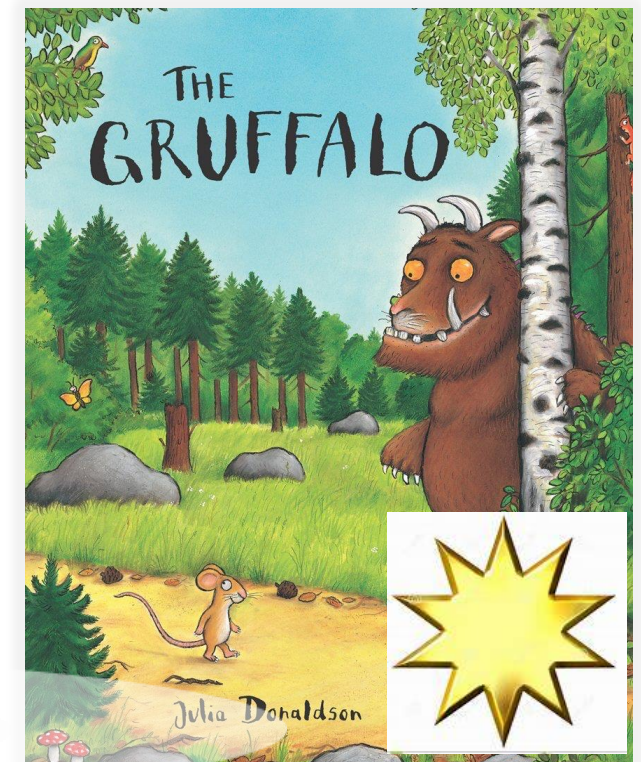
Library Book



Little Wandle Book



In Class Library Book



Listening to your child read their phonics book

- Your child should be able to read their book without your help.
- If they can't read a word read it to them.
- Talk about the book and celebrate their success.



Read to your child



The shared book is for **YOU** to read (gold star):

- Make the story sound as exciting as you can by changing your voice.
- Talk with your child as much as you can:
 - Introduce new and exciting language
 - Encourage your child to use new vocabulary
 - Make up sentences together
 - Find different words to use
 - Describe things you see.



Supporting your child with phonics

<https://www.littlewandlelettersandsounds.org.uk/resources/for-parents/>



**Phase 2 sounds taught in
Reception Autumn 1**



**Phase 2 sounds taught in
Reception Autumn 2**



**Phase 3 sounds taught in
Reception Spring 1**



Parents Page

Letters and Sounds – A complete Phonics resource to support children (littlewandlelettersandsounds.org.uk)



Phonics Home Learning

- Will be sent home every Friday and will show the sounds we have looked at that week
- Please upload to seesaw

Little Wandle - Letters and Sounds Reception Phonics Home Learning



Phase 2 - Autumn 2 Week 1

Focus - Phonemes ff / ll / ss / j

Please support your child to practise and reinforce the phonemes and graphemes we are learning in school. More information and support can be found on the Little Wandle website -

<https://www.littlewandlelettersandsounds.org.uk/resources/for-parents/>

Phonemes we will be focusing on this week in school -



Pronunciation Phrase - ff
Open your lips a little; put your teeth on your bottom lip and push the air out to make the sound **ffff ffff**

Digraph (ff) - two letters, one sound

Formation Phrase - ff
Down the flamingo to its foot and across its wing



Pronunciation Phrase - ss
Show your teeth and and let the s hiss out **sssss sssss**

Digraph (ss) - two letters, one sound

Formation Phrase - ss
Down the snake from head to tail



Pronunciation Phrase - ll
Open your mouth a little; put your tongue up to the top of your mouth, behind your teeth, and press **llll llll**

Digraph (ll) - two letters, one sound

Formation Phrase - ll
Down the lollipop stick



Pronunciation Phrase - j
Pucker your lips and show your teeth use your tongue as you say **j j j**

Formation Phrase - j
Down the jellyfish and dot its head

We will be reading and writing words. Can you spot segment and blend these words and spot this week's phonemes?

huff

off

bell

till

mess

hiss

jug

jet

We will be reading sentences. Can you spot any tricky words? Can you segment and blend the words and look out for this week's phonemes?

A bell in a bed.

The jam is red.

I can huff and puff.

It is a mess!

We will be practising tricky words. Can you spot the tricky part of the word?

is

the

I

as



Some questions?