

Reception Curriculum Information Meeting 2024



Our staff



Wrens Class
with Mrs Lovewell



Mrs McLaren



Mrs Smith



Mrs Hunt



Mrs Wheeler

Our staff



Robins Class
with Miss Meechan



Mrs Gregory



Mrs Irwin

Mrs Kent
(fortnightly)



Mrs Taylor

Our topics throughout the year

Autumn 1: All About Me & My Emotions

Autumn 2: Festivals & Celebrations

Spring 1: Space & Traditional Tales

Spring 2: Ready, Steady, Grow &
& Traditional Tales

Summer 1: Time Travelling Detectives
Dinosaurs

Summer 2: Castles, Knights & Dragons
Come Fly With Me
Seaside and Under the Sea



Phonics and Early Reading

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



Phonemes and Graphemes

Phase 2 grapheme information sheet









Autumn 1

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

Phoneme: The smallest unit of sound in a word
i.e. cat = c-a-t

Grapheme: The way we write the phoneme. A grapheme is a single letter that represents a sound.

Digraphs and Trigraphs

Grapheme and mnemonic	Picture card	Pronunciation phrase	Formation phrase Catchphrase
 qu qu	 queen	Pucker your mouth, then open it as you say qu qu qu	Round the queen's face, up to her crown, down her robe with a flick at the end. qu Quick, it's the queen!
 ch ch	 cherries	Pucker your lips and show your teeth; use your tongue as you say ch ch ch	ch Chew the cherries, children.
 sh sh	 shells	Show me your teeth and push the air out shshshshsh shshshshsh	sh Share the shells.
 th th	 thumb	Voiced: Tongue on your teeth, teeth almost closed to make a 'buzzing' th th th Unvoiced: Tongue on your teeth; push the air out th th th	th Thumbs up, we're having fun.
 ng ng	 ring	Open your mouth a bit and then use your tongue at the back of your mouth to say ng ng ng	ng Bling on a ring.
 nk nk		Open your mouth a bit and then use your tongue at the back of your mouth to say ngk ngk ngk	nk I think I am pink.

Sometimes phonemes (sounds) are represented by more than one letter:

Digraph: two letters that make one sound.

sh- e- ll

r-i-ng

Trigraph: three letters that make one sound.

l-igh-t



Autumn 1








Sound talking games- touch your h-ea-d.








Introduce new Phase 2 phonemes: & the graphemes that represent them.









Pronunciation Phrase: S- show your teeth and let the s hiss out.

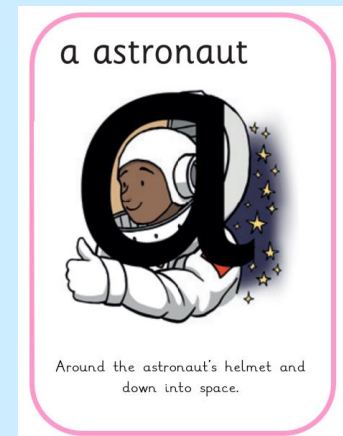
Picture for each grapheme: to aid memory.

Formation Phrase: around the astronaut's helmet and down into space.

Grapheme and mnemonic	
 s	s
 a	a
 t	t
 p	p
 i	i
 n	n
 m	m

Grapheme and mnemonic	
 d	d
 g	g
 o	o
 c	c
 k	k
 ck	ck
 e	e

Grapheme and mnemonic		Picture card
 u	u	 umbrella
 r	r	 rainbow
 h	h	 helicopter
 b	b	 bear
 f	f	 flamingo
 l	l	 lollipop



Blending for reading

Sound talking children sound talk the sounds in a word.

Blending: children then put those sounds together, or blend them, to be able to read them. This is called blending.



Known sounds: we only expose children to words that have sounds in them that they have been taught.

Pure sounds: we teach children how to say the pure sounds. Be careful with **s n m t d l**.

Sound Buttons

When we are teaching blending, we put sound buttons underneath the sounds to help children to identify the sounds in a word.



pan



chip

Saying the Sounds



Phase 2 sounds taught in
Reception Autumn 1



Phase 2 sounds taught in
Reception Autumn 1

Segmenting for spelling

When we spell words we need to break or segment the word into its individual sounds. This is **segmenting**.

Sound talk the word by putting the sounds on our phoneme fingers.

Count the sounds to be sure we write all of them down.

Write each sound down to spell the word.



Tricky words

There are some words which we cannot use our knowledge of phonics to sound out. These are called **tricky words**.

We teach the children the tricky part of the word where the letters do not make the expected sound.



is
○ ~

the
~

the

Reading

Lilac book: your child will bring a lilac book home this week. Wordless book.

Enjoy the book together

Look at the details in the picture

Ask questions

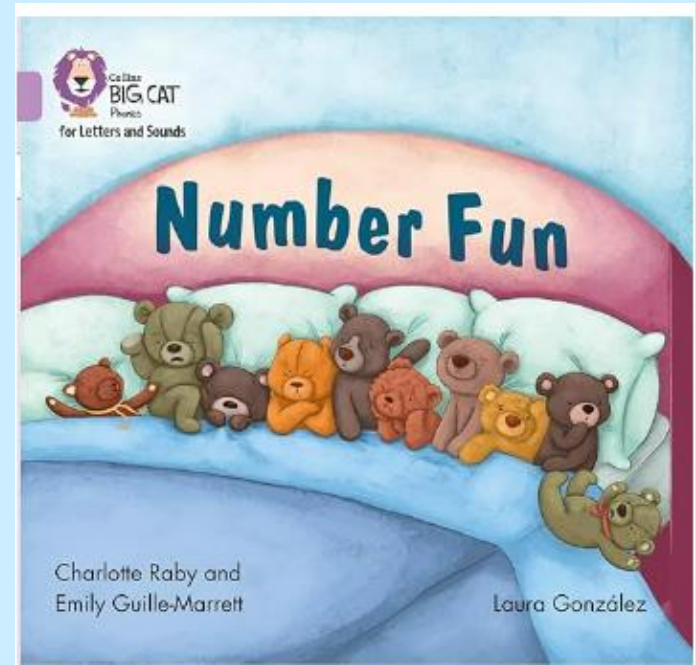
Retell the story

Record your reading in the reading record every day (little and often is best)

Bring reading folder into school every day. Reading groups may change. Phonics in school is always further ahead.

A book with words when children are secure with the first set of sounds and can successfully blend them. The children will take home the same book that they have read in Reading Practice at school.

Library book- opportunity to change weekly on a Monday. A picture book for sharing together.



Writing

Lots of opportunities for children to apply and practice their phonics through their writing in this first term: first with writing initial sounds and single graphemes and then by segmenting sounds to spell simple words like cat and dog.

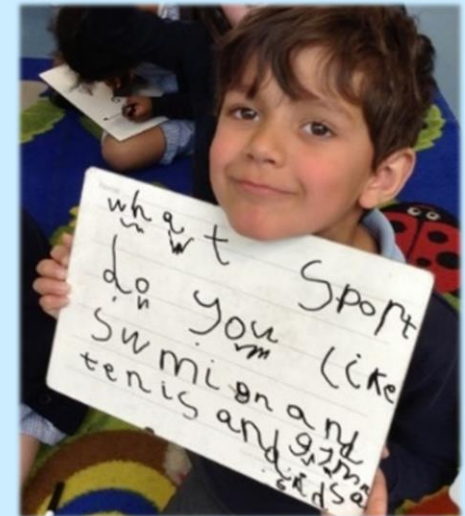
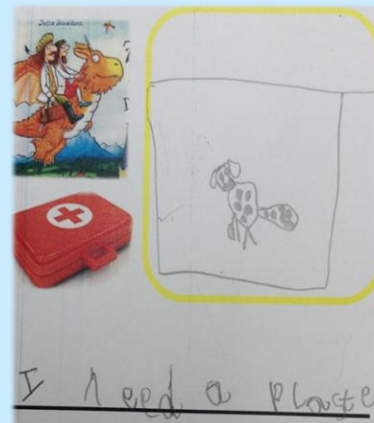
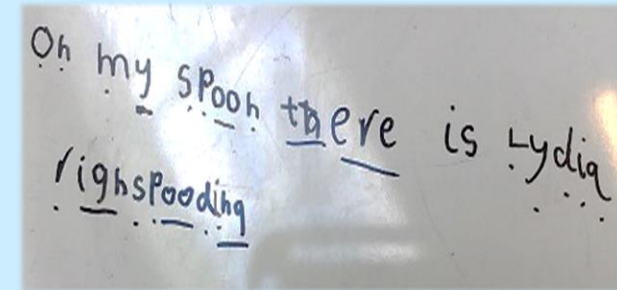
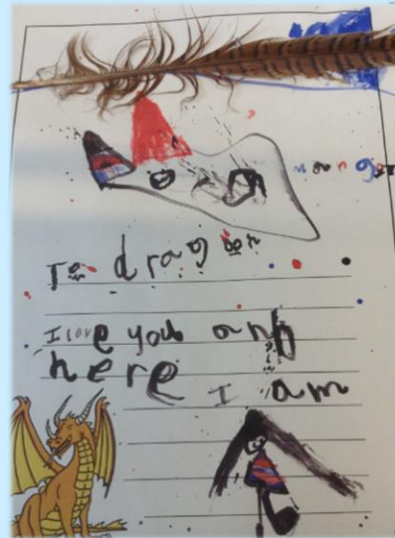
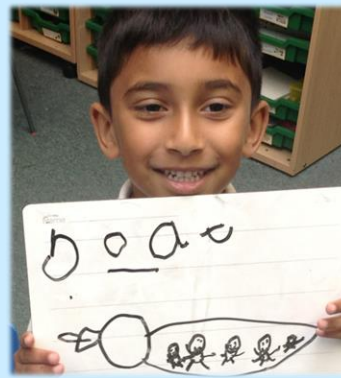
- Activation challenges
- Choosing challenges
- Passcodes
- Letter formation in different mediums
- Building up hand strength and fine motor skills



Writing for Purpose

As children learn more sounds, they will start to be able to write more words and then short phrases and even sentences!

- Notes to the elves and fairies
- Letters to the Bog Babies and the dinosaurs
- Posters to warn rabbits not to eat carrots
- Get well soon cards for dragons
- Prescriptions to help Zog cure different animals
- Lists of picnic food to take to the moon



Maths

Aim to help children have a deep understanding numerical patterns.

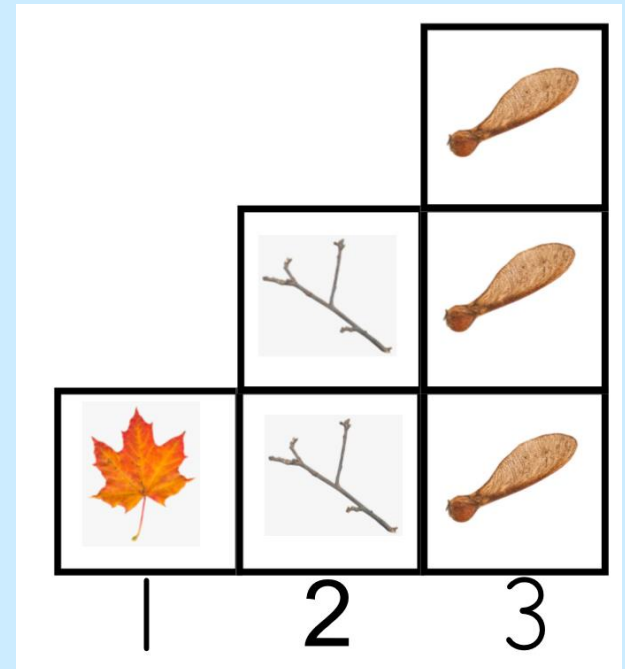
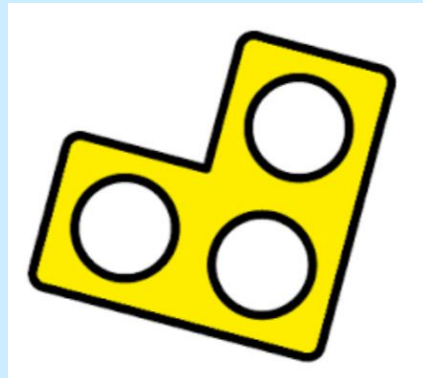
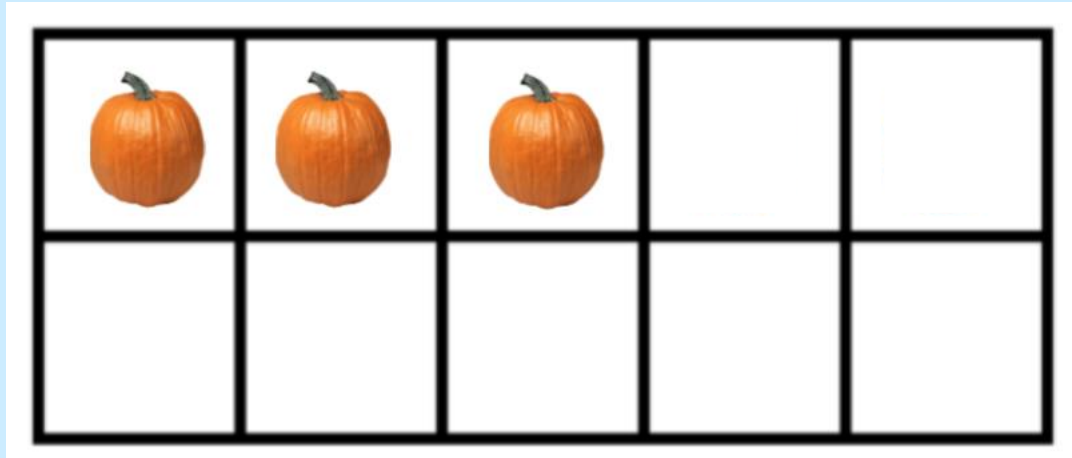
Start with careful counting:

- Count everything once- 1:1 correspondence.
- Count with the numbers in the right order.
- The number you end on is the stopping number.
- Objects can be counted in any order.
- You can count different things- objects, sounds, shapes etc.
- The number is the same whether the objects are spread out or close together.



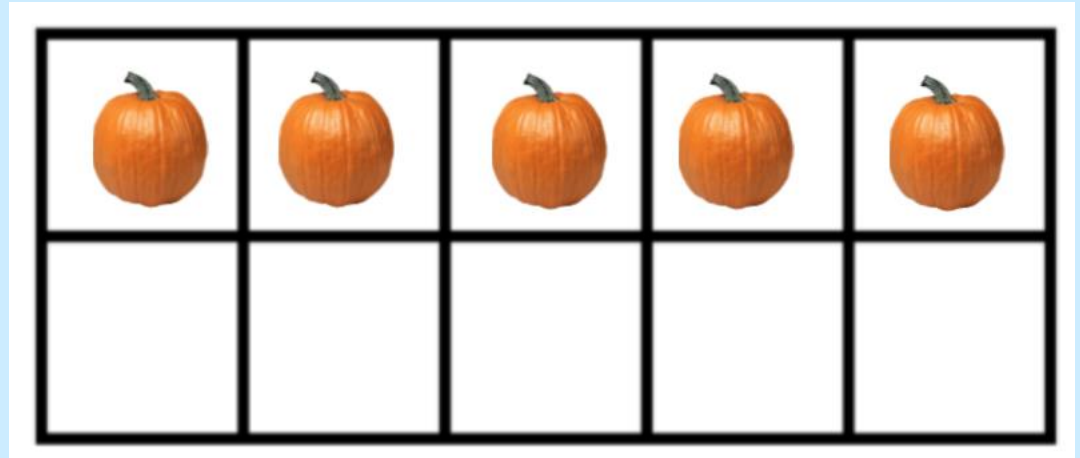
Deep understanding of numbers 1-5

Representation



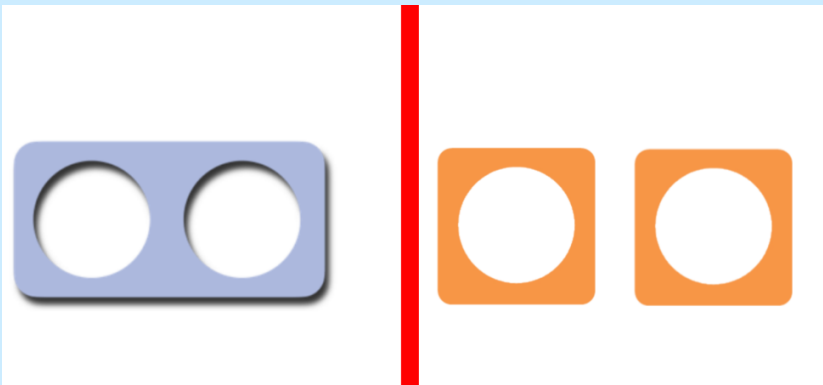
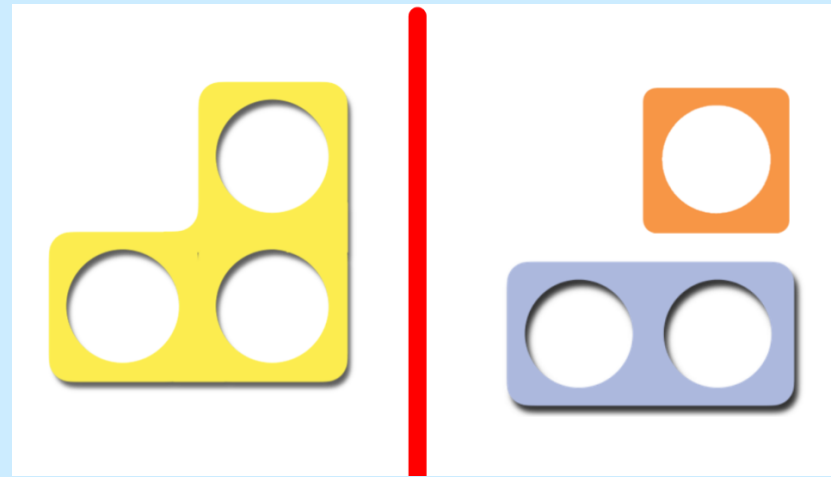
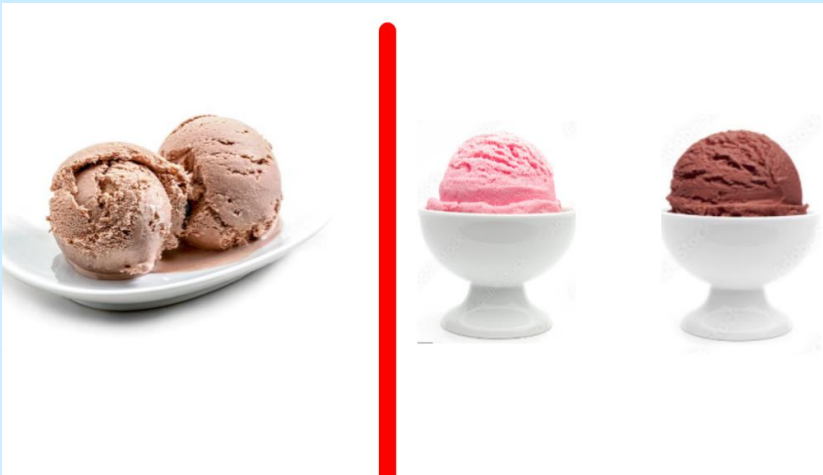
Deep understanding of numbers 1-5

Subitising- don't count see the amount



Deep understanding of numbers 1-5

Composition



Deep understanding of numbers 1-5

Comparing



Ordering



Patterns, sorting, capacity, length



Assessment

September: Statutory Reception Baseline Assessment.

It is an activity based assessment of pupils' starting points in: language, communication and literacy & mathematics.

Government assessment to create school-level progress measures for primary schools which show the progress pupils make from reception until the end of Key Stage 2 .

Half termly: Phonics and Maths. Assessments.

Ongoing formative assessment: responsive teaching to meet children's needs and interests.



We love learning!

The Early Years Foundation Framework



- Communication and Language
- Personal, Social and Emotional Development
- Physical Development (fine and gross)
- Literacy
- Mathematics
- Understanding the World
- Expressive Arts and Design

Children work towards reaching **Early Learning Goals**.
Early Years Foundations Stage Profile will be completed at the end of the year.

Reminders



**Please label
everything!**

- Coats / wetcoats
- Hats and gloves
- Wellies- shoes to change into
- Optional cycle helmet
- Spare clothes
- No snack needed for school
- Book bags not rucksacks
- No earrings / jewellery apart from plain studs
- Nut free school
- Family photos- email the office

Soaring to Success

