

Reception: Helping Your Child At Home 2026



Welcome to Reception

Wrens Class



Miss Osborn



Mrs Booth
Forest School

Robins Class



Miss Dutton
EYFS/KS1 Lead

Our TA Team



Mrs Gregory



Mrs Smith

Miss Vyse



Mrs McLaren

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

Weekly Timetable

	9.10am	9.30am	10.00am	10.30am	11.15am		1.00pm	1.30pm	2.30pm	2.45pm	3.00pm
M	Reading Practice	Phonics	PE / Woodland play and snack			L U N C H	<u>Maths</u>	Play Projects	Topic	Woodl and Play	Story Home Time
T	Reading Practice	Phonics	Snack Play	Play Projects	Hand writin g		<u>Maths</u>	Play Projects	Topic	Woodl and Play	Story Home Time
W	Reading Practice	Phonics	Snack Play	Play Projects	Hand writin g		<u>Maths</u>	Play Projects	Topic	Woodl and Play	2:55pm Singing Assembly Home Time
T	Reading Practice	Phonics	Snack Play	Play Projects	Hand writin g		<u>Maths</u>	Play Projects	Topic	Woodl and Play	Story Home Time
F	Reading Practice	Phonics	Snack Play	Play Projects	Hand writin g		<u>Maths</u>	Play Projects	Topic	Woodl and Play	2:55pm Celebratio n Assembly Home Time

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 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 shshshshshshshshshshsh	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	 umbrella
 r	 rainbow
 h	 helicopter
 b	 bear
 f	 flamingo
 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

Three black dots are positioned below the letters 'p', 'a', and 'n' respectively, representing sound buttons.



chip

Four black dots are positioned below the letters 'c', 'h', 'i', and 'p' respectively, representing sound buttons. A small horizontal bar with diagonal lines is located below the 'c' and 'h'.

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 have a lilac book initially. Wordless book.

Enjoy the book together

Look at the details in the picture

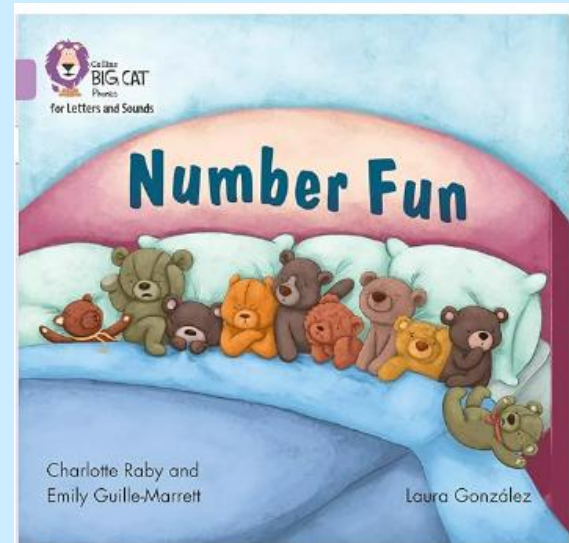
Ask questions

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.



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.

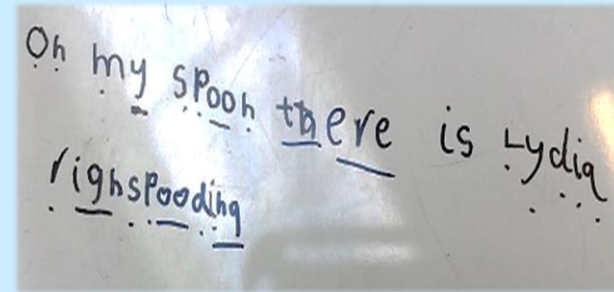
- Activation challenges
- Choosing challenges
- Passcodes
- Letter formation in different mediums
- Building up hand strength and fine motor skills



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



We follow a scheme called Mastering Number in Reception. We also follow elements of the White Rose Scheme for developing skills in space, shape, pattern and measure.

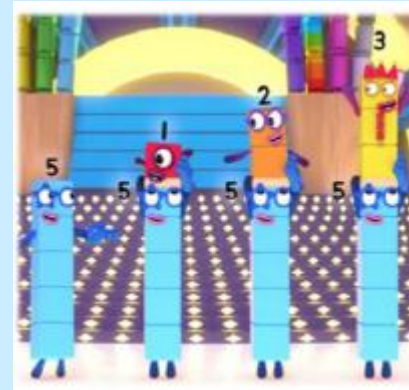
- aims to secure firm foundations in the development of good number sense.
- Ensures children have a deep understanding of numbers.
- Develops fluency in calculation and a confidence and flexibility with number.

Based on Numberblocks characters.

Children are taught stem sentences to embed learning.

There are five fingers on my hand

6 is made of 3 and 3; 3 and 3 make 6



Children are taught to use their fingers to represent numbers.

8 is made of 5 and 3



Children use rekenreks in the Summer term to represent numbers and embed counting.



Maths

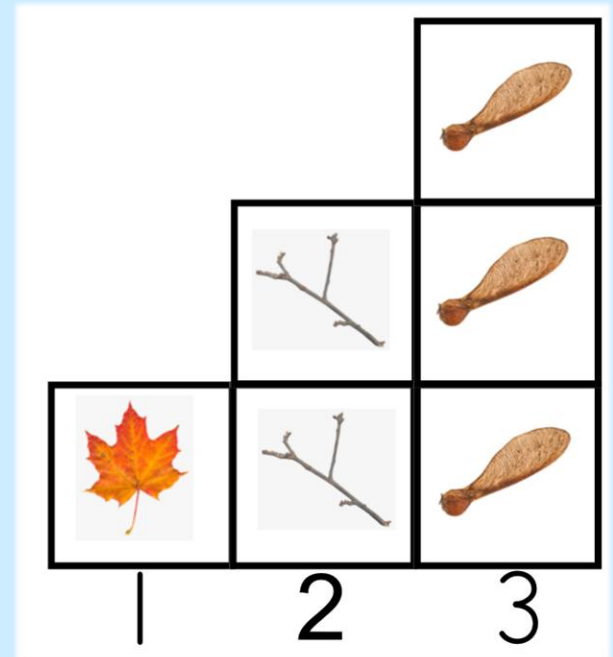
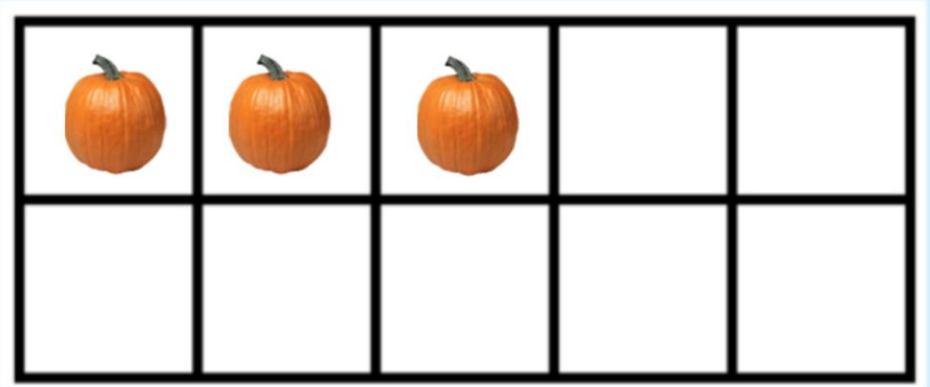
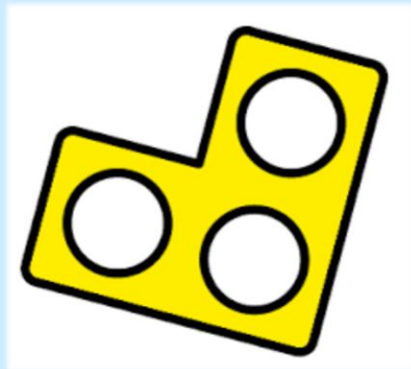
We start with learning how to count carefully

- 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 1-10

Representation
of numbers



Deep understanding of numbers 1-10

Composition- How numbers are made up of other numbers

$$4 = 4 + 0 \quad 3 + 1 \quad 2 + 2$$

Subitising- don't count, see the amount

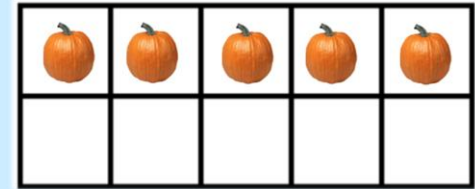
Perceptual subitising- being immediately able to recognise the exact number of objects without needing to count them (usually up to 5)

I know I can see 5, because I know there are 5 dots on my die pattern

Conceptual subitising-

being able to see the total quantity by breaking it into smaller groups that can perceptually subitised.

I know I can see 7 because I can see a 5 and a 2



Deep understanding of numbers 1-10

Comparing



Ordering



Assessment

September: Statutory Reception Baseline Assessment.

It is an interactive assessment of pupils' starting points: 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 Assessments.

Termly: Maths Assessments.

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

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

- Hats and gloves
- Wellies- shoes to change into
- Optional cycle helmet
- Spare clothes
- No earrings / jewellery apart from plain studs
- Nut free school
- Family photos- email the office

**Please label
everything!**