



Early Years Foundation Stage

Reception Class

# Working Together

- Parents evenings – twice a year and an open afternoon to look at your child's work with them and collect your child's report. There will also be open mornings. Dates are on the newsletter.
- Mrs Davies is available via email or after school for clarification on specific concerns or queries.
- Opportunities for parent input include contributing to the learning journal, having a go at optional challenges and supporting reading at home.
- Please read carefully the Headteacher Newsletters and Reception Class Newsletters.
- Please support our school through Easyfundraising and supporting events organised by The Friends of Great Chesterford.

# General Information for Families

- Please take the opportunity to look at the website. It has lots of information for families including staff lists, theme weeks, term dates, lunches etc.
- In the case of absence, please contact the office by 9:00am on the first morning of your child being absent from school due to illness. Children may not return to school until 48 hours after the last bout of vomiting or diarrhoea
- Please send in a letter or email regarding collection arrangements (which have not already been communicated on the “Going Home Arrangements” form) or medical appointments during school time. Wherever possible, please make appointments outside of school time.

- We will contact you to collect your child if they become ill during the school day.
- If medication is required, and your child is well enough to attend school, an “Administration of Medicines” form (available on the website) needs to be completed and handed into the office with the medicine. This includes medication for ongoing conditions, for example, an inhaler or epipen.
- PE – please notify us in writing if your child is unable to do PE. Please note jewellery (including wrist bands etc) must not be worn to school. Small stud earrings may be worn but they must be taken out on PE days.
- Snack/lunch boxes – Smooth, round foods eg grapes, olives, cherry tomatoes etc present a choking hazard. Please cut them into an appropriate size.
- Lunch boxes must provide a balanced diet and should have a cool pack in them – they are not refrigerated.



This year, we are pleased to continue to work alongside Charley Bird, an Educational Mental Health Practitioner working with MIND.

Charley will continue to offer weekly parent support sessions for those families with children experiences anxiety or challenging behaviour at home. These are done with families on a 1:1 basis and don't involve the child. If you feel this free service may be something you are interested in, additional information can be found on the school website (including an easy self-referral link) or you can contact your child's class teacher or Mrs Sargeant.

In addition to the parent support sessions, Charley will be working with groups of children across the school on a weekly basis on topics including; managing emotions, developing friendships and coping with transitions.

Further information about the support MIND in West Essex offers families outside of school can be found at: <https://www.mindinwestessex.org.uk/>

# Seven Areas of Learning

- Personal, Social and Emotional Development
- Physical Development
- Communication and Language
- Literacy
- Mathematics
- Understanding of the World
- Expressive Arts and Design

Children's progress and learning needs are  
measured through  
the **Early Learning Goals..**

# A Typical Day in Reception Class!

Collective Worship – time to come together as a class or a whole school community

Phonics – 5 sessions per week and 3 reading practice sessions

Communication and Language/Literacy activities – a mixture of adult and child led activities/play

Maths – Daily teaching and a mixture of adult and child led activities/play

Shared reading/story time.

Additionally:

Activities relating to our topic or other areas of the curriculum.

PE - twice weekly

Music

On going provision includes role play areas (inside and in the courtyard), art table, ICT.

Outdoor learning – courtyard and nature space.



# Mathematics

- ▶ Count confidently, forwards and backwards and develop a deep understanding of numbers.
- ▶ Recognise and order numbers
- ▶ Correctly form numbers
- ▶ Subitise – recognise small quantities without counting
- ▶ Number bonds
- ▶ Number patterns (eg odd and even)
- ▶ Spatial awareness including shape, space and measure.
- ▶ Optional maths activity
- ▶ Maths pack available to purchase



# Home Learning

- ▶ Weekly class library book and a phonics book.
- ▶ Weekly tricky word activity (including learning to read these words).
- ▶ Optional maths activity.
- ▶ The emphasis, at this stage, should be on enjoying an activity together which practises and consolidates what they are learning in school.

# ELG – Writing



Write recognisable letters, most of which are correctly formed.

Spell words by identifying sounds in them and representing the sounds with a letter or letters.

Write simple phrases and sentences that can be read by others.

# Early Learning Goal – Word Reading

Say a sound for each letter in the alphabet and at least 10 digraphs.

Read words consistent with their phonic knowledge by sound blending.

Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.



# Little Wandle – Our Phonics Scheme and Reading Programme



# Teaching order

We will send home a list of sounds that have been taught during the week. More information regarding the order of teaching can be found on the Little Wandle Letters and Sounds Website






## Phase 2 grapheme information sheet

Autumn 1

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

## Phase 2 grapheme information sheet

Autumn 2

| Grapheme and mnemonic | Picture card   | Pronunciation phrase   | Formation phrase  |
|-----------------------|--|--|---|
| <b>j j</b>            | <br>jellyfish | Pucker your lips and show your teeth use your tongue as you say <b>jjj</b>                         | All the way down the jellyfish. Dot on its head.  |
| <b>v v</b>            | <br>volcano  | Put your teeth against your bottom lip and make a buzzing <b>vvvv</b>                              | Down to the bottom of the volcano, and back up to the top.  |
| <b>w w</b>            | <br>wave    | Pucker your lips and keep them small as you say <b>www</b>   | From the top of the wave to the bottom, up the wave, down the wave, then up again.                              |
| <b>x x</b>            | <br>box     | Mouth open then push the <b>cs/x</b> sound through as you close your mouth <b>cs cs cs (x x x)</b> | Start at the top, then across to the bottom of the box. Start at the top, then across to the bottom of the box. |
|                       |             | Smile, tongue to the top of your mouth, say <b>y</b> without                                       | Down and round the yo-yo, then follow the string sound  |



# How we teach phonics

The Parents Tab on the Little Wandle website provides information and clips on how phonics is taught in school, including information on the phonemes taught in Reception, how to say the phoneme, how we teach tricky words and the phrases used to support correct letter formation.

Please visit the [Little Wandle Letters and Sounds website](https://www.littlewandle.com/).

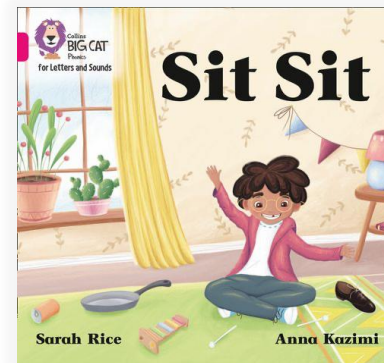
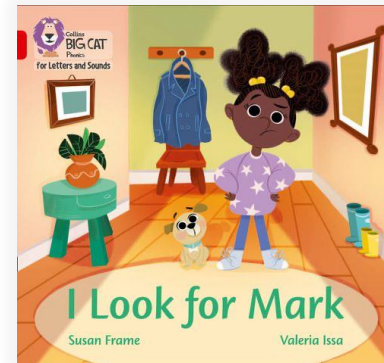
# Reading in School

## How will we teach reading in school?



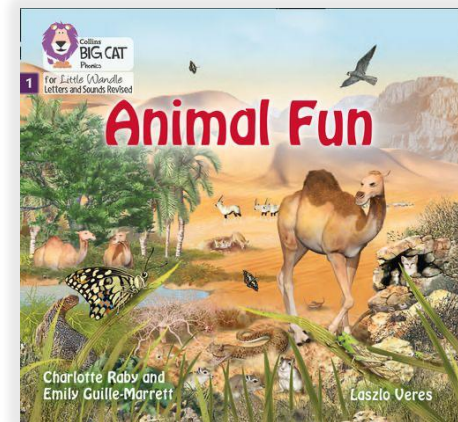
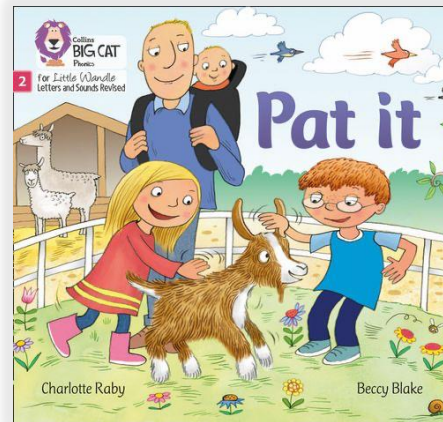
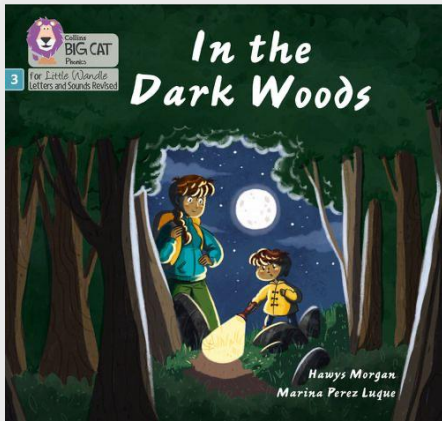
### Reading practice sessions are:

- timetabled three times a week
- taught by a trained teacher/teaching assistant
- taught in small groups.





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



# 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.





# Reading at home



# The most important thing you can do is read with your child

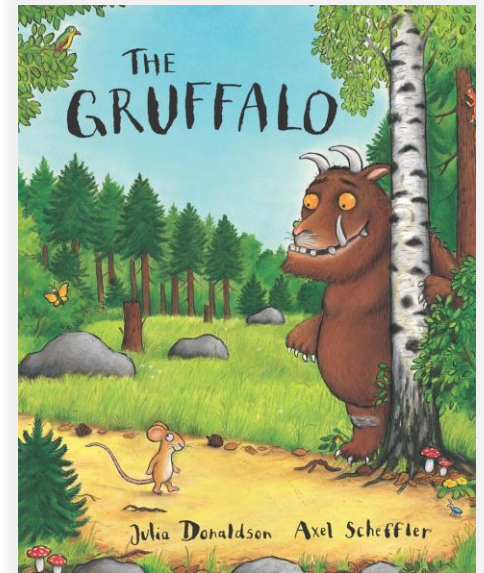
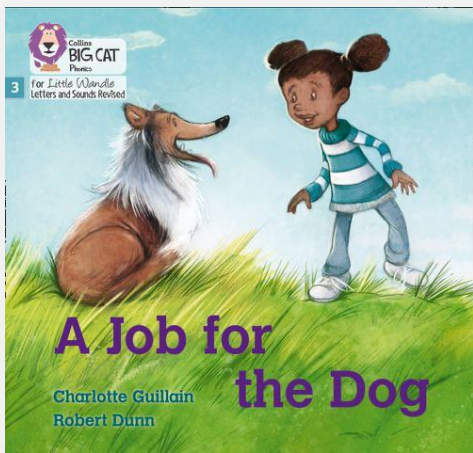
## Reading and talking about a book has a positive impact on children's ability to...

- understand words and sentences
- use a wide range of vocabulary
- develop listening comprehension skills.

The amount of books children were exposed to by age 6 was a positive predictor of their reading ability two years later.



# Books going home





# Listening to your child read their phonics book

- Your child will bring home a reading book on Thursday or Friday to share with you. This book must be returned on Monday.
- 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 “library” book is for YOU to read:

- Your child may pick one book a week. They will choose their book on Monday and will need to return it the following Monday to choose another one.
- 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
  - Develop listening comprehension skills.
  - Leaflet with more information will be emailed to you.





# Supporting your child with phonics



When supporting your child at home, it is really important to pronounce the sounds correctly. Please use these clips on the Little Wandle website if you are unsure.



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



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



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



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**One of the greatest gifts adults can  
give is to read to children**

Carl Sagan

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