




Welcome to Reception!



A black and white photograph of a young child, seen from the side, crouching on a sandy beach. The child is wearing a light-colored, short-sleeved shirt and dark shorts. They are focused on something in the sand, possibly digging or playing with a small object. The background shows the ocean with gentle waves breaking onto the shore. The lighting is soft, suggesting a calm day.

“For a small child there is no division
between playing and learning;
between the things he or
she does ‘just for fun’
and things that are
‘educational.’

The child learns while
living and any part of living
that is enjoyable is also play.”

~ Penelope Leach

**Topic based and cross curricular
covering 3 Prime Areas**

- * Personal Social & Emotional Dev**
- * Communication and Language**
- * Physical Development**

**New EYFS 2022-2023
Curriculum**



Personal Social & Emotional development





* Communication & Language



* Physical Development



*

**And 4 Specific Areas
Literacy**



*** Mathematical Development**



*** Understanding the World**



* Expressive Arts & Design

Early Learning Goals

Communication and Language

Listening, Attention and Understanding

- Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions.
- Make comments about what they have heard and ask questions to clarify their understanding.
- Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.

Speaking

- Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.
- Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.
- Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.

Understanding the World

Past and Present

- Talk about the lives of the people around them and their roles in society.
- Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.
- Understand the past through settings, characters and events encountered in books read in class and storytelling.

People, Culture and Communities

- Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.
- Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class.
- Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and (when appropriate) maps.

The Natural World

- Explore the natural world around them, making observations and drawing pictures of animals and plants.
- Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class.
- Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.

Personal, Social and Emotional Development

Self-Regulation

- Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly.
- Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate.
- Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.

Managing Self

- Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.
- Explain the reasons for rules, know right from wrong and try to behave accordingly.
- Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.

Building Relationships

- Work and play cooperatively and take turns with others.
- Form positive attachments to adults and friendships with peers.
- Show sensitivity to their own and to others' needs.

Expressive Arts and Design

Creating with Materials

- Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.
- Share their creations, explaining the process they have used.
- Make use of props and materials when role playing characters in narratives and stories.

Being Imaginative and Expressive

- Invent, adapt and recount narratives and stories with peers and their teacher.
- Sing a range of well-known nursery rhymes and songs.
- Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music.

Mathematics

Number

- Have a deep understanding of number to 10, including the composition of each number.
- Subitise (recognise quantities without counting) up to 5.
- Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts.

Numerical Patterns

- Verbally count beyond 20, recognising the pattern of the counting system.
- Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity.
- Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.

Physical Development

Gross Motor Skills

- Negotiate space and obstacles safely, with consideration for themselves and others.
- Demonstrate strength, balance and coordination when playing.
- Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.

Fine Motor Skills

- Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases.
- Use a range of small tools, including scissors, paintbrushes and cutlery.
- Begin to show accuracy and care when drawing.

Literacy

Comprehension

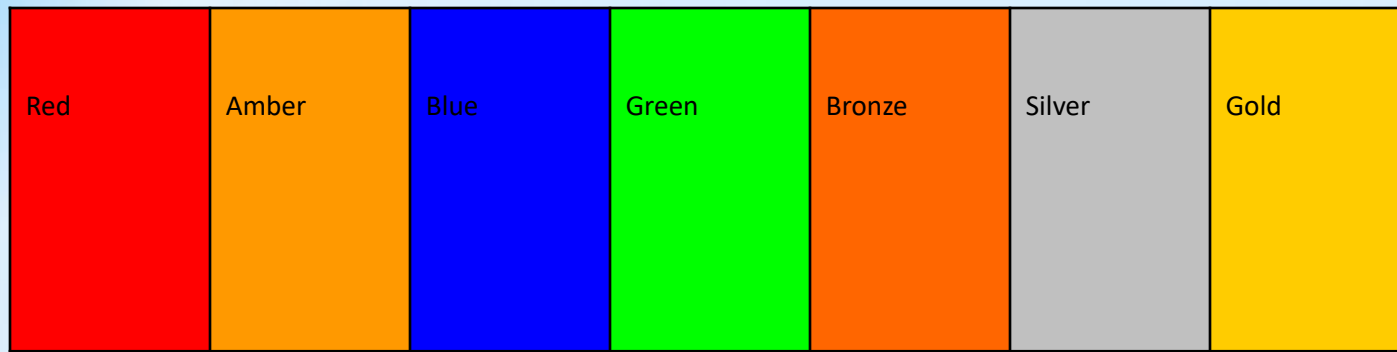
- Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.
- Anticipate (where appropriate) key events in stories.
- Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.

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.

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.



Negative choices

Positive choices

Children start every day on green!

Going for Gold Behaviour System

Going for Gold Behaviour System

We all start the day on green.

If we have been making the right choices, working hard, being a good friend or sharing, the teacher can move us to silver. If we are on silver at the end of the day we will get a sticker.

If we have continued to work hard and made a good choices and really impressed people with our behaviour and attitude the teacher can move us to gold. If we are on gold at the end of the day we will get a prize.

If we have not made the right choices we will move to yellow. This is a warning and a chance to make the right choices and move back to green.

If we continue to make the wrong choices, are rude to people, don't listen or use our hands or feet to hurt someone we will move to orange. If we move to orange we will spend some time in time out.

If we have been in time out but continue to make the wrong choices or make a very serious wrong choice we will move to red. If we move to red we will have to have time out in another class and parents will be informed.

Daily routines

8:40-9:00	Welcome Time + Registration
9:00-9:30	Phonics carpet session
9:30-10:30	Free flow + Phonics focus activities
10:30-11:00	Literacy Carpet session + Challenge ▾
11:00-11:30	Literacy focused activities
11:30-1:00	Lunch
1:00-1:30	Maths carpet session
1:30-2:30	Free flow + Maths focus activities
2:15-2:45	Tidy up time
2:45-3:00	Story telling

3.15


Hometime

* Parent share

<https://evidence.me/2bap/parent-share>

Pictures & Videos

Upload



Observation Details

Notes

Jamari, Samuel, Gabriel and Ayobami decided to mix colored water as 'Chemicals' in the science lab. Jamari "Oh my god, I'm so excited". Samuel "Its a party!" The boys continued taking turns to fill the beaker using the test tubes. Gabriel "Lets try again" "I'm using two". He started to use two tubes to fill the beaker and said "We just need a few more". The boys were playing, filling and pouring the water for around 20 minutes. They loved watching the colours mix together. They were able to mix the primary colours to make secondary colours. When they over filled the beaker, they were able to compare it to the volcano experiment stating "It's lava!" "It's exploding"

Parent Share	Yes
Experience Date	04/03/2021
Experience Time	13:31

Dates

- *Settling in Meetings - Week of 21st November
- *Phonics/Teaching of reading evening in November
- *There will be further meetings on phonics, maths and writing during the year followed by chances to work in the class with your child as well as art & craft sessions at Christmas & Easter

- Homework - books to share/read & literacy or maths with an emphasis on talking about the task
- Absences
- News on the webpage - <http://www.st-lukes.newham.sch.uk>
- Put names on everything!!!
✱
- Golden Assemblies
- Instagram follow us at @stlukessche16

More Info

- Download Schoolping APP for notifications
- Spare pants & socks in marked bag
- Jacket
- Tuesdays and Fridays are PE

Wednesdays we will change books

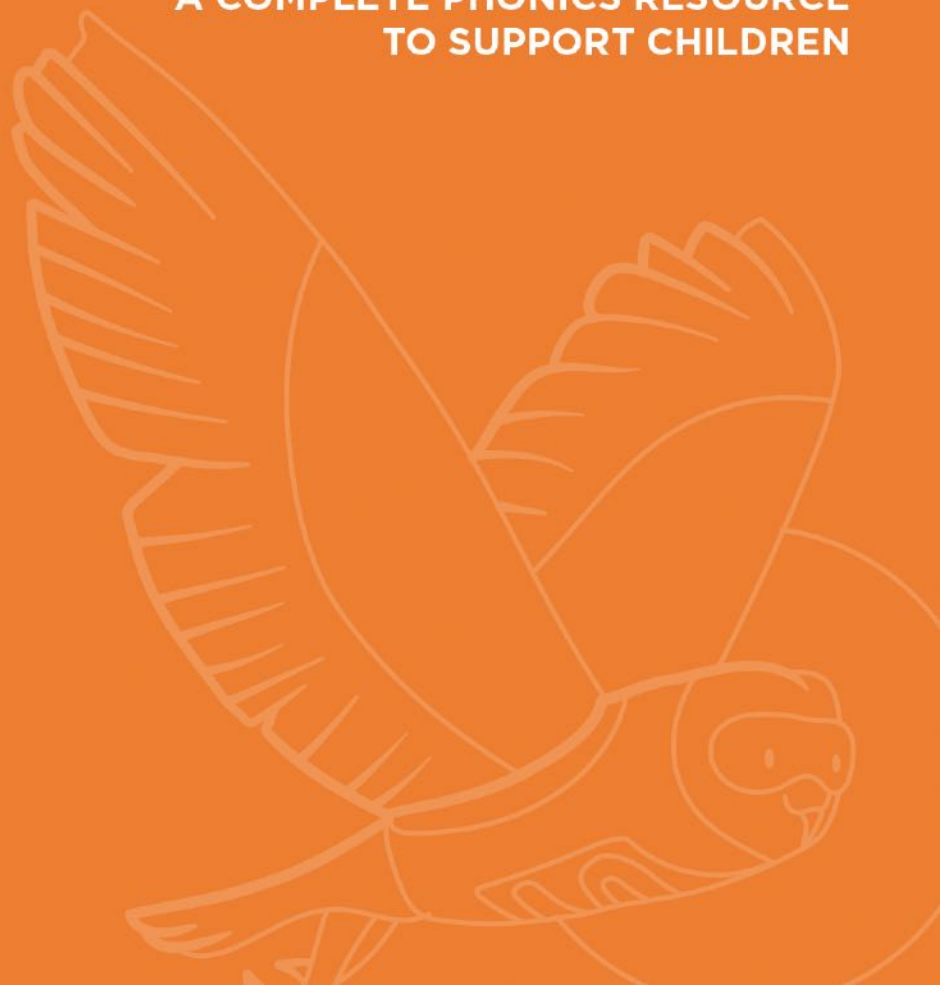


Even more info!



**Teach
reading:
change
lives**

**A COMPLETE PHONICS RESOURCE
TO SUPPORT CHILDREN**



“

**A love of reading is the biggest
indicator of future academic
success.**

OECD (The Organisation for Economic Co-operation and Development)

”

How many times have you already read today?



Phonics

Little Wandle Letters and Sounds Revised



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



“

Phonics is:
making connections between
the sounds of our spoken words
and the letters that are used to
write them down.

”

Blending to read words



Terminology

Phoneme

Grapheme

Digraph

Trigraph

Split vowel digraph

Blend

Segment

Terminology

- **Phoneme**

smallest unit of sound in a word e.g. r-u-n or sh-o-p

- **Grapheme**

Letter or letters representing a phoneme

- **Digraph**

two or more letters that make 1 sound e.g. t-h making 'th'

Terminology 2

- **CVC**

consonant vowel consonant word eg. **c a t**

- **Blending**

recognising the individual letter sounds in a written word and putting them together to read the word **e.g. c-a-t makes 'cat'**













- **Segmenting**

Recognising the sounds in a spoken word and sounding them out to write **eg working out that the word cat has the sounds c-a-t**

Teaching order

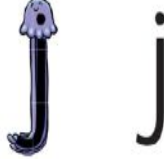







Phase 2 grapheme information sheet

Autumn 1

Grapheme and mnemonic	Picture card	Pronunciation phrase	Formation phrase
 s	 snake	Show your teeth and let the s hiss out ssssss 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 a a a	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 t t t	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 p p p	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 i i i	Down the iguana's body, then draw a dot (on the leaf) at the top.
 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.

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 j j j	All the way down the jellyfish. Dot on its head.
 v	 volcano	Put your teeth against your bottom lip and make a buzzing vvv vvv	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 w w w	From the top of the wave to the bottom, up the wave, down the wave, then up again.
 x	 box	Mouth open then push the cs/x sound through as you close your mouth cs 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 <ul style="list-style-type: none"> 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 <ul style="list-style-type: none"> 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 <ul style="list-style-type: none"> 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 <ul style="list-style-type: none"> CVCC CCVC CCVC CCVC CCVC longer words and compound words words ending in suffixes: -ing, -ed /t/, -ed /d/ /ed/, -est 	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 /ou/ 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

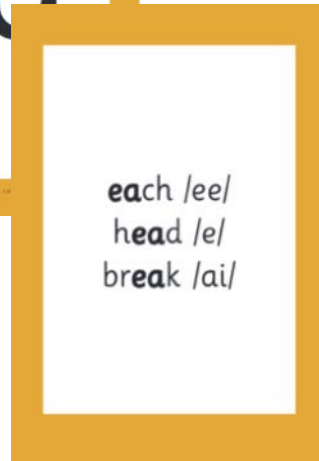
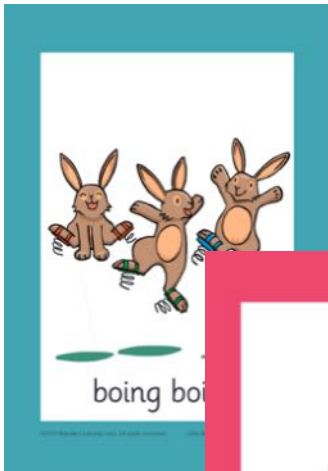
*The tricky words 'put', 'pull', 'full' and 'push' may not be tricky in some regional pronunciations; in which case, they should not be treated as such.

Autumn 2 Phase 5 graphemes	New tricky words
/ur/ ur 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/ ie time /oa/ o-e home /oo/ /yoo/ u-e rude cute /ee/ e-e these /oo/ /yoo/ ew chew new /ee/ ie shield /or/ ow 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
/ee/ y funny /el/ ea head /w/ wh wheel /oa/ oe ou toe shoulder /igh/ y fly /oa/ ow snow	any many again who whole where two school call different thought through friend work

How we make learning stick



Reading and spelling

Reading and spelling

ea

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Little Wandle Letters and Sounds Revised

each /ee/
h**ea**d /e/
br**ea**k /ai/

And all the different ways to write
the phoneme sh:



shell

caption

chef

mansion

special

passion

Tricky words



Spelling

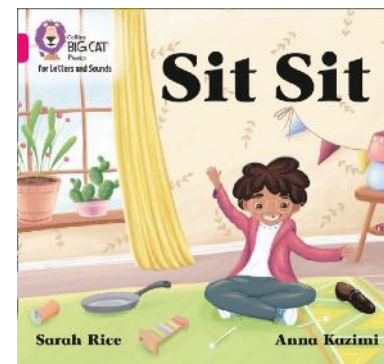
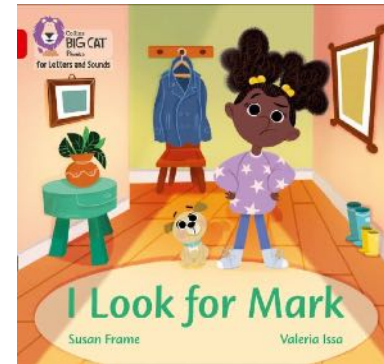
- Say the word.
- Segment the sounds.
- Count the sounds.
- Write them down.



How do we teach reading in books?

Reading practice sessions are:

- timetabled 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



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.



Reading at home

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

Reading a book and chatting had a positive impact a year later on children's ability to...

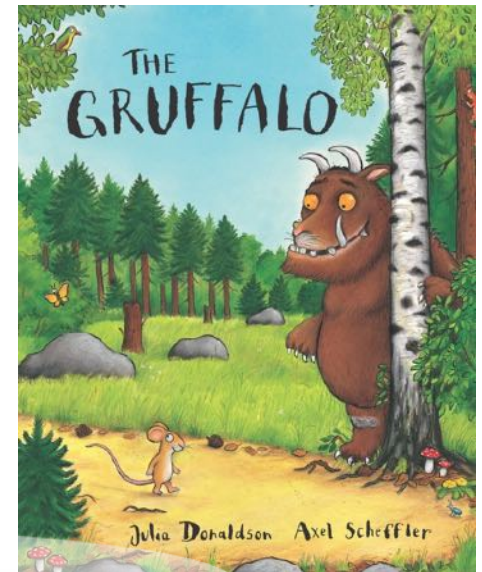
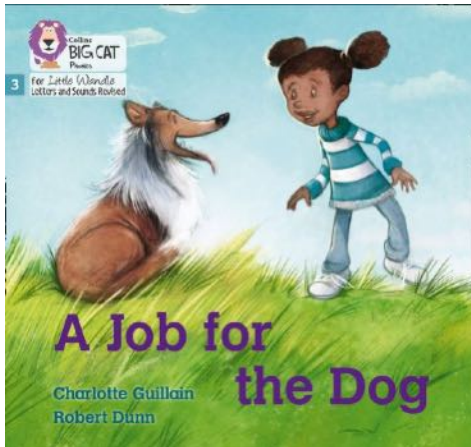
- understand words and sentences
- use a wide range of vocabulary
- develop listening comprehension skills.

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

Parental involvement in the development of children's reading skills: A five-year longitudinal study
(2002) Senechal, M. and Lefvre, J



Books going home



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.



Supporting your child with phonics



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



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



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

Read to your child

The shared book is for **YOU** to read:

- 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.



“

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

Carl Sagan

”

Reading eggs

The screenshot shows the Reading Eggs website homepage in a web browser. The browser's address bar displays 'https://readingeggs.co.uk'. The website has a blue header with navigation links: 'READING EGGS', 'READING EGGS JUNIOR', 'READING EGGS PRESS', and 'MATHS EGGS'. There are 'LOGIN' and 'SIGN UP' buttons in the top right. The main banner features the 'Reading eggs' logo, a cartoon egg character, and the tagline 'Where children learn to read!'. Below the banner is a yellow navigation bar with links: 'Home', 'About', 'News', 'Schools', 'Pricing', and 'Apps'. The main content area includes a large text block on the left stating 'Learning to read can be easy and fun!' and 'Reading Eggs makes learning to read interesting and engaging for kids, with great online reading games and activities.' It also mentions 'And it really works!' and 'Children love the games, songs, golden eggs and other rewards which, along with feeling proud of their reading, really motivate children to keep exploring and learning.' A call to action says 'Your child can learn to read right now. Register now to start your FREE trial!'. To the right of this text is a 'Register NOW for a FREE TRIAL' box with buttons for 'PARENTS Click here' and 'TEACHERS Click here', and an image of the egg character and other animals. Further right is a video player showing a cartoon character and the text 'Reading eggs'. Below the video player is a 'LOGIN HERE' button. At the bottom right, there is a quote: 'What a fantastic concept. Thank you so much for making learning to read so enjoyable for our 4 year old. I imagine a lot of passion and energy has been put into reading eggs -'. The Windows taskbar is visible at the bottom with the search bar and various application icons.

Home Page - Lo... X Outlook Web App X Statutory framework... X Need-to-know... X Letters-and-sounds... X Learning to Read... X PhonicsPlus X

https://readingeggs.co.uk

READING EGGS READING EGGS JUNIOR READING EGGS PRESS MATHS EGGS

LOGIN SIGN UP

Reading eggs Where children learn to read!

Home About News Schools Pricing Apps

Learning to read can be easy and fun!

Reading Eggs makes learning to read interesting and engaging for kids, with great online reading games and activities.

And it really works!

Children love the games, songs, golden eggs and other rewards which, along with feeling proud of their reading, really motivate children to keep exploring and learning.

Your child can learn to read right now. **Register now to start your FREE trial!**

Register NOW for a FREE TRIAL

PARENTS Click here TEACHERS Click here

Reading eggs

Already a member? LOGIN HERE

"What a fantastic concept. Thank you so much for making learning to read so enjoyable for our 4 year old. I imagine a lot of passion and energy has been put into reading eggs -"



**Together our aim is to make learning fun
and motivating & allow your children to
achieve their potential**