

# Welcome to our talk about your child's learning journey in Reception

We'll give you an overview about your child's learning journey in Reception and how we can all help our children make the best possible progress to achieve the expected level by July. This gives them the best foundation to build on for the rest of their life.



# Our day in reception:

Literacy or Mathematical Development on alternate mornings inside and outside (**please ensure your child wears appropriate clothing for the weather**)

10.15-10.30am –Assembly on a four days a week

10.35-10.50 -Play time

10.55-11.25am - Letters and sounds

Activities - Literacy or Mathematical Development.  
(Guided reading twice a week)

12-12.30pm -Dough Disco/ Go Noodle/ Hand writing and maths fluency.

12.30-1.30pm -Lunch time

Afternoon – PE (every Wednesday – children wear their PE kit) or topic based activities

2.45pm –Story/ Songs/ Poetry time

3.10pm - Home time



# THE EYFS CURRICULUM- consist of 17 Early Learning Goals -ELG

## EYFS Early Learning Goals

|      |  |
|------|--|
| CL   | Listening, Attention and Understanding |
|      | Speaking                               |
| PSED | Self-Regulation                        |
|      | Managing Self                          |
|      | Building Relationships                 |
| PD   | Gross Motor Skills                     |
|      | Fine Motor Skills                      |
| L    | Comprehension                          |
|      | Word Reading                           |
|      | Writing                                |
| M    | Number                                 |
|      | Numerical Patterns                     |
| UW   | Past and Present                       |
|      | People, Culture and Communities        |
|      | The Natural World                      |
|      | (No ELG)                               |
| EAD  | Creating with Materials                |
|      | Being Imaginative and Expressive       |

There are seven Areas of Learning and Development:

### Three Prime Areas

Communication and Language (C&L)

Personal, Social and Emotional Development (PSED)

Physical Development (PD)



### Four Specific Areas

Literacy (L)

Mathematics (M)

Understanding the World (UW)

Expressive Arts and Design (EAD)



# Characteristics of learning – the different ways children learn

## By playing and Exploring:

Finding out and exploring

Using what they know in their play

Being willing to HAVE A GO and not give up – persevere



## Through active learning:

- Being involved and concentrating
- Keeping on trying
- Enjoying achieving what they set out to do

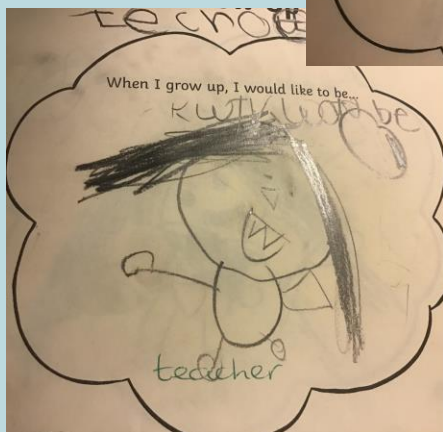
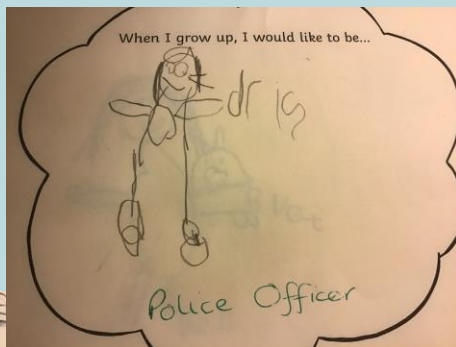
## By creating and thinking critically:

- Having their own ideas
- Using what they already know to learn new things
- Choosing ways to do things and finding new ways



# Growth mindset, believing we CAN do it!

We talk a lot about our aspirations and what job we want to do when we grow up.



## CHANGE YOUR WORDS

| FIXED                    | GROWTH                                 |
|--------------------------|--|
| I can't do it.           | I will keep trying!                    |
| I give up.               | I will try a different way.            |
| It's too hard.           | With more practice it will get easier. |
| I don't know how.        | I can learn how.                       |
| I am not good at this.   | How can I get better?                  |
| I don't like challenges. | Challenges make me better.             |

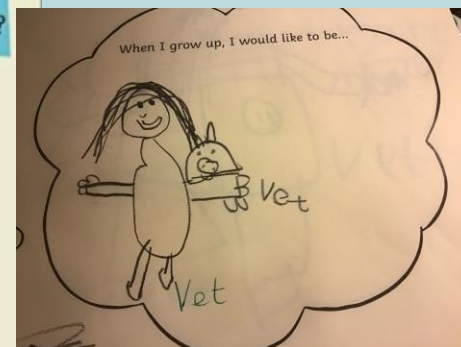
## CHANGE YOUR MINDSET

A central graphic featuring a brain with the left side in grayscale (labeled 'FIXED') and the right side in vibrant colors (labeled 'GROWTH').

## SUPER KIDS

|                                  |                       |                           |
|----------------------------------|-----------------------|---------------------------|
| What's your Superpower?          | I am honest.          | I do the right thing!     |
| I believe in myself.             | I think before I act. | I am helpful!             |
| I am kind!                       | I am responsible.     | I care!                   |
| I learn. What's your superpower? | I do my best!         | I learn from my mistakes! |
| I solve problems!                | I don't give up!      | I stay positive!          |
| I work hard!                     | I like a challenge!   | I train my brain!         |

A grid of 18 superhero-themed cards, each with a different affirmation and a small superhero illustration.



# Reception Baseline Assessment Explained

This is a statutory assessment for all reception children in the country, covering Literacy, Communication & Language and Maths.

It comprises of short, practical activities for the children to complete with their teacher.

All children completed this within the first six weeks of starting school.

The children aren't aware they were completing an assessment and it is not something that they can prepare for in advance, so please do not worry!

It is used by the government to measure progress between entering reception and leaving year 6.

If you'd like to know more please see this leaflet:

[https://assets.publishing.service.gov.uk/media/64f5e8b29ee0f2000db7be4f/2023\\_Information\\_for\\_parents\\_reception\\_baseline\\_assessment\\_WEBHO.pdf](https://assets.publishing.service.gov.uk/media/64f5e8b29ee0f2000db7be4f/2023_Information_for_parents_reception_baseline_assessment_WEBHO.pdf)



# THE EYFS PROFILE

At THE END of the reception year in June, the school make a decision what stage each child is at for each of the 17 Early Learning Goals whether that's an **emerging** level or at the **expected** level.

You will receive a copy of what stage your child has reached with a report in June/July.

We do everything we can to ensure all our children make the best possible progress.

Please don't be concerned if your child doesn't reach the expected level, they will continue their learning journey into year 1.

| EYFS Early Learning Goals |  |
|---------------------------|--|
| CL                        | Listening, Attention and Understanding |
|                           | Speaking                               |
| PSED                      | Self-Regulation                        |
|                           | Managing Self                          |
|                           | Building Relationships                 |
| PD                        | Gross Motor Skills                     |
|                           | Fine Motor Skills                      |
| L                         | Comprehension                          |
|                           | Word Reading                           |
|                           | Writing                                |
| M                         | Number                                 |
|                           | Numerical Patterns                     |
| UW                        | Past and Present                       |
|                           | People, Culture and Communities        |
|                           | The Natural World                      |
|                           | (No ELG)                               |
| EAD                       | Creating with Materials                |
|                           | Being Imaginative and Expressive       |

# Emphasise on LANGUAGE AND VOCABULARY in the EYFS

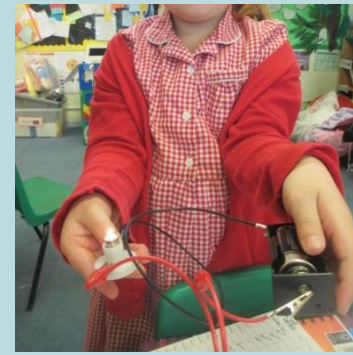
Children need to do the following:

Talk about the size, weight, capacity, position, distance, time and money to compare objects and solving problems

Talk about past and present events and talk about similarities and differences between people, places, environments, creatures and materials.

Talk about **WHY** things happen and **HOW** things work.

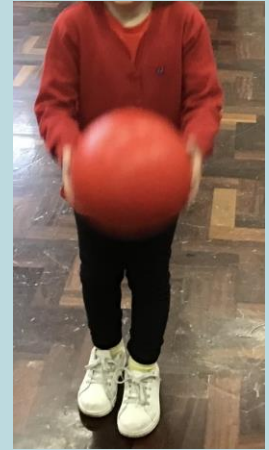
Represent their OWN IDEAS, THOUGHTS AND FEELINGS in design, technology, art, music, dance, role play and stories and be able to TALK about them and explain their choices.





# Why is physical development so important?

There is a strong link between physical development and self-regulation which impacts academic achievement.



Physical development is linked with positive early numeracy and literacy outcomes.

Spinning, swinging, balancing, throwing and catching develops children's spatial awareness which helps with problem solving skills.



# A brief overview of Letters and Sounds

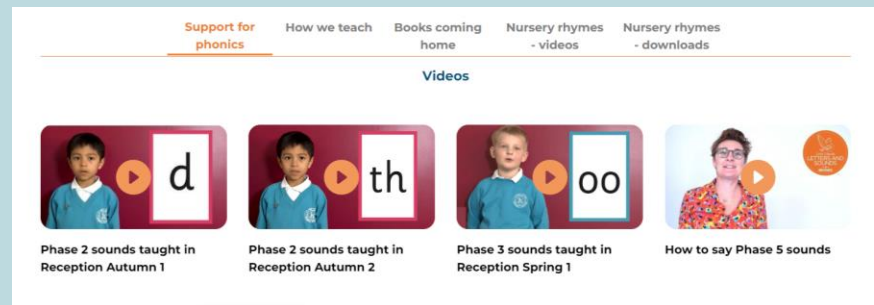
We use the Little Wandle phonics scheme, please see the website for all the information you need to help your child's progress at home:

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

The children do a 25 minute phonic session everyday.

We aim to give young children the tools they need to read and spell words easily so that they are ready for the wide range of reading and writing tasks they will be asked to do when they older.

We send a link on DoJo each week to the videos linked to the letter sounds we're learning: <https://www.youtube.com/watch?v=zCKu-m-8czk&list=PLByInf4b6qQvsCziWw816PVJ7ye7efggO>



Letters and their sounds are introduced one at a time. We encourage our children to say the 'pure' sound without saying an 'er' sound. They are taught in the following order:

**Autumn 1:** s, a, t, p, i, n, m, d,

g, o, c, k, ck, e, u, r, h, b, f, l

**Autumn 2:** j, v, w, x, y, z, qu,

ch, sh, th, ng, nk

**Spring 1:** ai, igh, oo, ar, ur, oi, air,

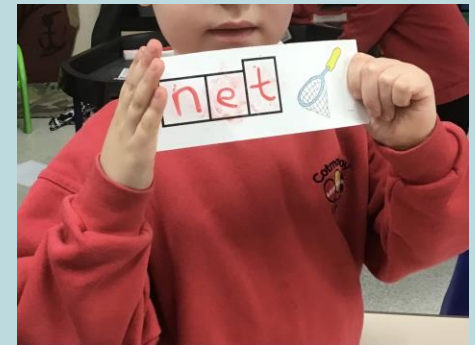
ee, oa, oo, ow, ear, er

We then read longer words and revise these sounds for the rest of the year until children can read fluently.








1 letter making 1 sound - ba**t**







2 letters making 1 sound – digraph - sh**ip**





3 letters making 1 sound – trigraph - li**ght**



# Phonemes we teach and the catch phrases:

| Grapheme and mnemonic | Picture card  | Pronunciation phrase   | Formation phrase  |
|-----------------------|---|--|---|
| s s                   |  | Show your teeth and let the s hiss out <b>ssssss</b>   | Under the snake's chin, slide down and round its tail.                      |
| a a                   |  | 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.                          |
| t t                   |  | 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. |
| p p                   |  | Bring your lips together, push them open and say <b>ppp</b>  | Down the penguin's back, up and around its head.                            |
| i i                   |  | 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 (on the left) at the top.           |
| n n                   |  | Open your lips a bit, put your tongue behind your teeth and make the <b>nnnn</b> sound <b>nnnn</b> | Down the stick, up and over the rest.                                       |
| m m                   |  | Put your lips together and make the <b>mmmmmm</b> sound <b>mmmmmm</b>                              | Down, up and over the mouse's ears, then add a flick on the nose.           |

| Phase 2 grapheme information sheet |   | Autumn 2  |   |
|------------------------------------|---|---|---|
| Grapheme and mnemonic              | Picture card  | Pronunciation phrase  | Formation phrase  |
| j j                                |   | Pucker your lips and show your teeth, use your tongue to give <b>jjjjjj</b>               | All the way down the jellyfish. Do on its head.   |
| v v                                |  | Put your teeth against your bottom lip and make a buzzing <b>vvvvvv</b>                   | Down to the bottom of the volcano and back up to the top.   |
| w w                                |  | Pucker your lips and keep them small as you say <b>w w w</b>                              | From the top of the wave to the bottom, up the wave, down the wave, then up again.                              |
| x x                                |  | Mouth open, then push the pick sound through as you close your mouth on <b>xx xx</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. |
| y y                                |  | Slide tongue to the top of your mouth, say <b>y</b> without opening your mouth <b>yyy</b> | Down and round the yo-yo, then follow the string round.   |
| z z                                |  | Show your teeth and buzz for a sound <b>zzzz</b>  | Zip across, zig down and across the zebra.  |

| Grapheme and mnemonic | Picture card  | Pronunciation phrase  | Formation phrase  |
|-----------------------|---|---|---|
| d d                   |  | Put your tongue to the top and front of your mouth and make a quick <b>d</b> sound <b>d d d</b>   | Round the duck's body, up to its head and down to its feet.   |
| g g                   |  | Give me a big smile that shows your teeth, press the middle of your tongue to the top and back of your mouth, push your tongue down and forward to make the <b>g</b> sound <b>g g g</b> | Round the goat's face, up to his ears, down and curl under his chin.  |
| o o                   |  | Make your mouth into round shape and say <b>ooo</b>   | All around the octopus.   |
| c c                   |  | Open your mouth into a little smile, make your tongue flat and move it up towards the top of your mouth, to say <b>c c c</b>  | Curly around the cat.   |
| k k                   |  | Open your mouth into a little smile, make your tongue flat and move it up towards the top of your mouth, to say <b>k k k</b>  | Down the kite, up and across, back and down to the corner.  |
| ck ck                 |  | Open your mouth into a little smile, make your tongue flat and move it up towards the top of your mouth, to say <b>ck ck</b>  | <p>Curly round the heel of the sock.</p> <p>Down the sock, up and across, back and down to the corner.</p> <p><b>Catchphrase:</b> Rock that sock!</p> |
| e e                   |  | Open your mouth wide and say <b>eee</b>   | Around the elephant's eye and down to its trunk.  |

| Grapheme and mnemonic | Picture card  | Pronunciation phrase   | Formation phrase  |
|-----------------------|---|--|---|
| qu qu                 |    | Pucker your mouth, then open it as you say <b>qu qu qu</b>   | Round the queen's face, up to her crown, down her side with a flick at the end.<br><b>qu</b> Quick, it's the queen! |
| ch ch                 |  | Pucker your lips and show your teeth, use your tongue as you say <b>ch ch ch</b>   | Ch Chase the cherries, children.  |
| sh sh                 |  | Show me your teeth and push the air out <b>shshshshsh</b>  | sh Share the shells.  |
| th th                 |  | <b>Waiiii:</b> Tongue on your teeth, push them closed to make a buzzing <b>th th th</b><br><b>Shhhhhhh:</b> Tongue on your teeth, push the air out <b>th th th</b> | th Thanks up, we're having fun.   |
| ng ng                 |  | Open your mouth a bit and then use your tongue at the back of your mouth to say <b>ng ng ng</b>  | ng Ring on a ring.  |
| nk nk                 |  | Open your mouth a bit and then use your tongue at the back of your mouth to say <b>ngk ngk ngk</b>   | nk I think I am pink.   |

| Grapheme and mnemonic | Picture card  | Pronunciation phrase  | Formation phrase  |
|-----------------------|---|---|---|
| u u                   |  | Open your mouth wide and say <b>uuu</b>   | Down and around the umbrella, stop at the top and down to the bottom and flick. |
| r r                   |  | Show me your teeth to make a <b>rrrr</b> sound <b>rrrr rrrr</b>   | From the cloud to the ground, up the arch and over the rainbow.                 |
| h h                   |  | Open your mouth and breathe out sharply <b>hhh</b>  | Down, up and over the helicopter.   |
| b b                   |  | Put your lips together and say <b>b</b> as you open them <b>bbb</b>   | Down bear's back, up and round his big tummy.                                   |
| f f                   |  | Open your lips a little, put your teeth on your bottom lip and push the air out to make the sound <b>fff</b>    | Down the flamingo's neck, all the way to its feet, then across its wings.       |
| l l                   |  | Open your mouth a little, put your tongue up to the top of your mouth, behind your teeth, and press <b>llll</b> | All the way down the lollipop.  |

## Phase 3 grapheme information sheet Spring 1

| Catchphrase           | Grapheme | Catchphrase      | Grapheme |
|-----------------------|----------|------------------|----------|
| all in the rain       | ai       | Wheep at a jump  | ee       |
| is light on the night | igh      | escape that goat | oa       |
| zoom to the moon      | oo       | float a book     | oo       |
| month in the dark     | ar       | horn with a horn | or       |
| soft the fur          | ur       | sway that        | ow       |
| strong strong         | oi       | get near to hear | ear      |
| after in the air      | air      | is bigger digger | er       |

# Reading:

Part of the Little Wandle scheme includes the children doing a guided reading session in a small group three times a week. They use a book which matches their phonic level.

Children need to be able to re tell a story in their own words. Ask your child questions about the story, why did something happen? How? What might happen next?

The children take home a phonic book and a 'real' story book for you to read to them.

Encourage your child to look at the pictures for a clue, point to one word at a time as they read, say the letter sounds then try and blend them together.

Ask them if a sentence makes sense.

As children read more fluently they can learn to track with their eyes and read more fluently with expression.



# Expectations in Writing by the end of the year in Reception:

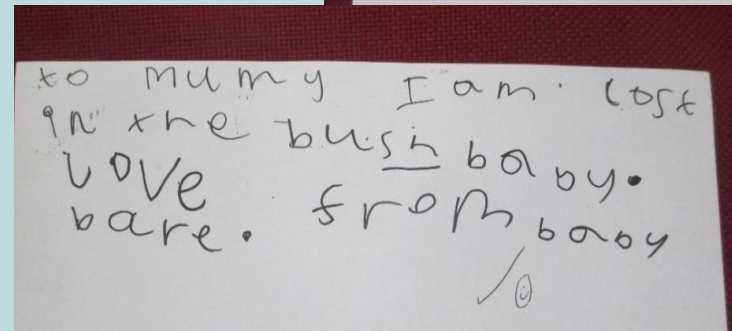
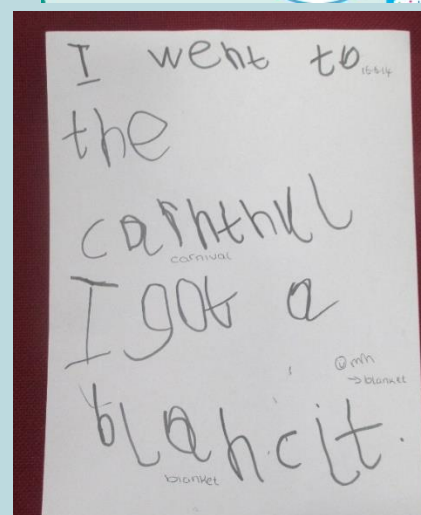
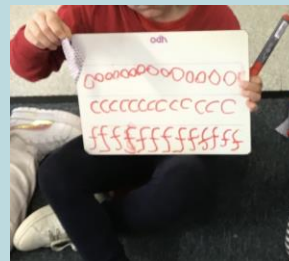
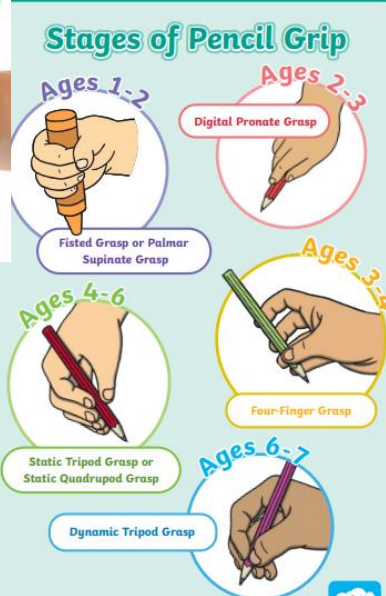
Write a sentence that can be read by themselves AND others.

Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases.

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.

Try to encourage your children to write at every opportunity; shopping lists, practice their spellings everyday, Birthday/ Christmas cards and complete 'homework packs'. If you need any resources please ask.

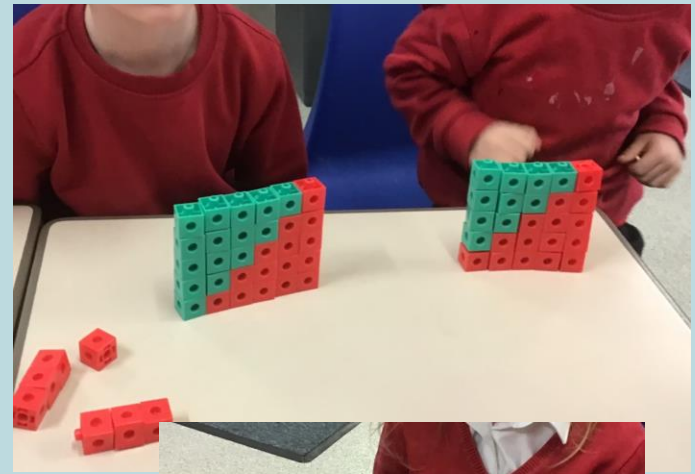


# Number expectations:

By June/July the national expectation is that children can do the following:

**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.



# Mathematics – we follow a Maths Mastery approach

We use [White Rose Education](#) as our main maths scheme and [Mastering Number](#) for our fluency programme which we do 4-5 times a week for 15 mins.

Using representations and structures.

Use small numbers to develop a deep understanding of the composition of each number.

Use 'maths talk' and 'stem sentences'.

Go slowly to go fast.

Lessons with small steps of learning.

Repeated practise.

Make connections

Confident to solve problems.



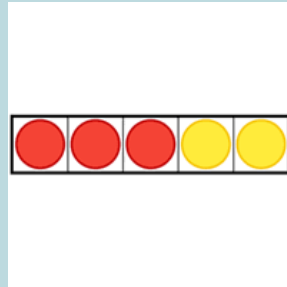


# Manipulatives and representations.

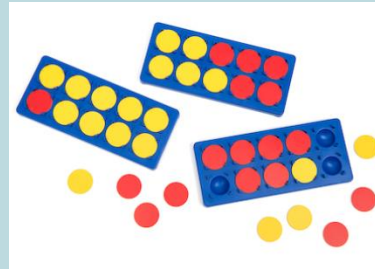
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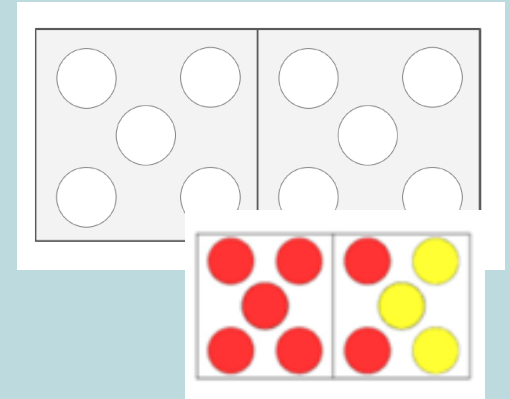
Fives frames



Tens frames



Dice frame



Cubes and counters



Numicon



Numberblocks

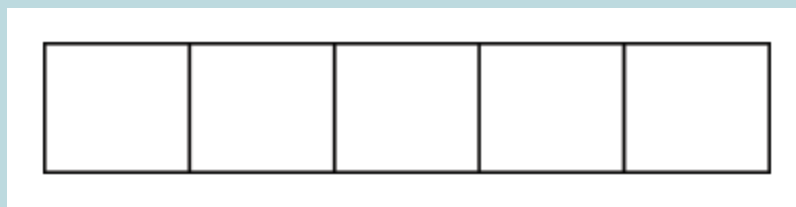
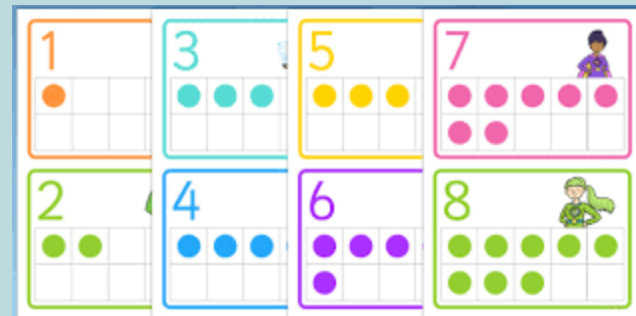


# Using Five and Tens Frames in Reception

A tens and fives frame is a simple graphic tool that allows children to 'SEE' numbers.

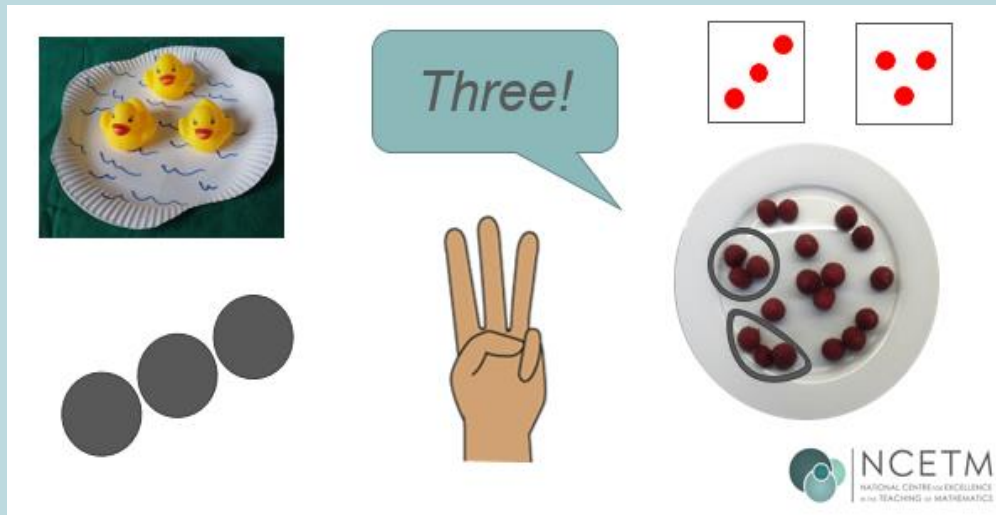
Encouraging children to arrange objects in different ways on a tens frame helps children form mental images of the numbers represented and helps them recognise sets without counting - subitising. We say 'fast 5 and full 10.'

<https://www.youtube.com/watch?v=p6RaMGDPfJg>

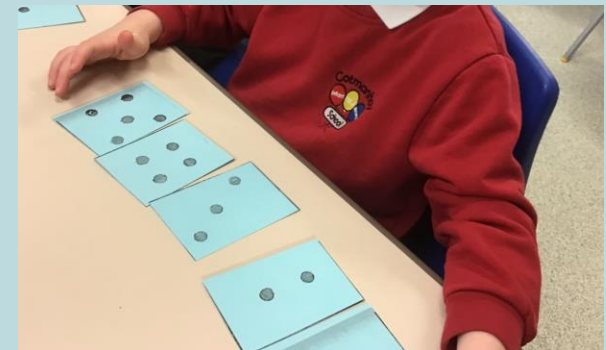


# Subitising.

Children tend to be able to subitise the amount that matches their age up to 5.



Subitising is instantly seeing how many are in a group without counting one by one.

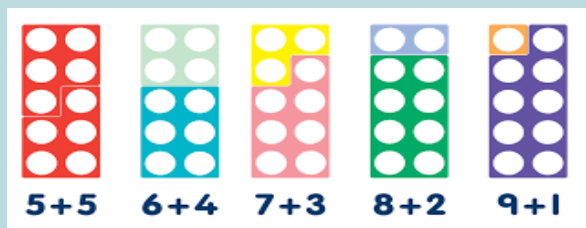
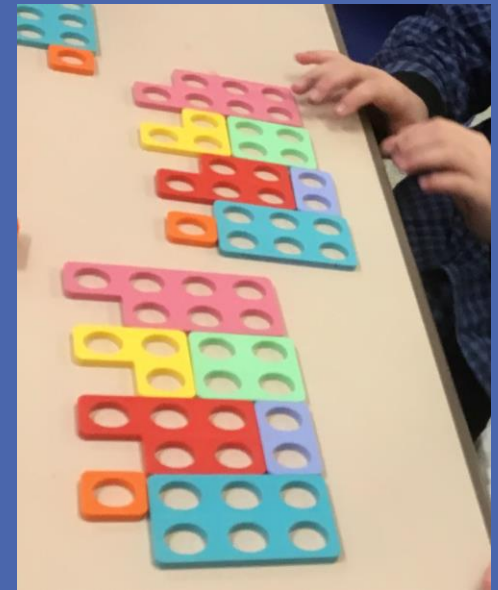


# Numicon in Reception

We use Numicon in Reception as it is a multi-sensory experience which enables children to touch and see the numbers.

Children can see the shapes which represent numbers from 1- 10 and then go on to explore higher numbers which gives an important concrete image of place value.

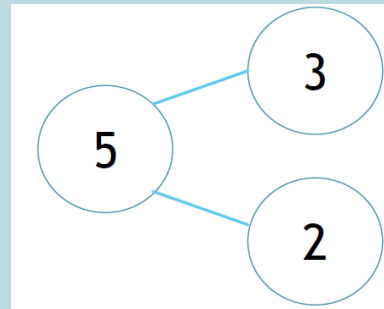
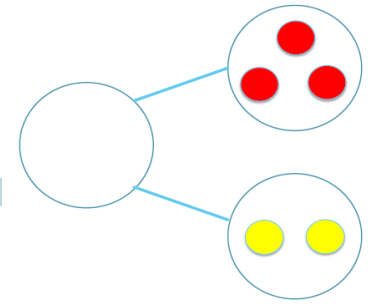
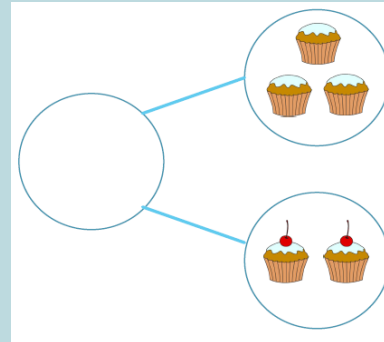
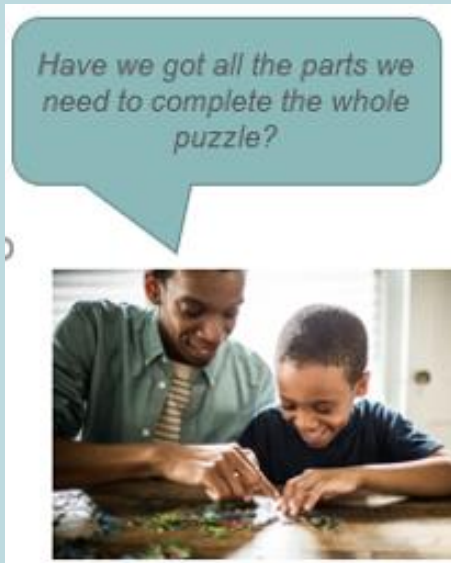
It makes it easier for children to explore number relationships between the whole and two parts.



# Parts and wholes.

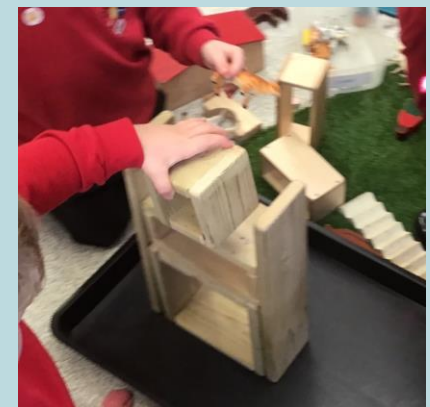
Early on in school use language in everyday situations to show what 'parts' and 'wholes' means.

Then we can talk about 'parts' and the whole mathematically with real objects.



# Importance of block play in the Early Years

Blocks enhance children's problem-solving abilities, mathematics skills, language and literacy abilities, imaginative thinking and help develop key mathematical concepts.



# A little reminder about Online Safety

You may have seen information on DoJo encouraging all adults and children to stay safe online. We encourage our children to:

Be nice to people online.

Don't tell strangers your passwords, name or address.

Don't send photographs of yourself to someone you don't know.

Tell a grown up you trust if something makes you feel scared, sad or confused. We say: 'close it down, click on the cross, then the adult will report and remove it.'

Always use the internet with an adult, never in a room on your own.

Don't play games that are for older children or grown ups.

Children should not go on Google, YouTube or Facebook.



# Toothbrushing tips

It's important to use a fluoride toothpaste, as this helps prevent and control tooth decay.

## Children aged 3 to 6 years

Brush at least twice daily for about 2 minutes with fluoride toothpaste.

Brush last thing at night before bed and at least on 1 other occasion.

Parents or carers should brush the teeth.

Use children's fluoride toothpaste containing no less than 1,000ppm of fluoride (check label) unless a dentist advises family toothpaste containing between 1,350ppm and 1,500ppm fluoride.

Use only a pea-sized amount of toothpaste.

Spit out after brushing and don't rinse – if you rinse, the fluoride won't work as well.





# Top Tips for Great Progress:

Please encourage your child to read their book every night for 5 minutes (bring your book bag everyday). Watch the phonics video's we put on DoJo each week.

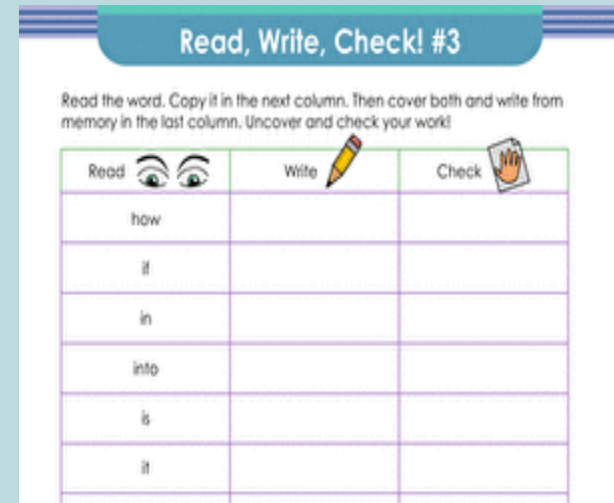
Try to come to school everyday, on time.

Please ask your child questions like why or how something happened and 'how do they know'.

Watch numberblocks – series 1-3.

Please encourage your child to write as much as possible and practice their spellings .

Please encourage your child to go on the MATHSEED app, count objects, saying the numbers as they see them on doors and buses etc. Encourage them to solve number problems.



# A very big thank you for your support.

Please remember you can message staff on our Class Dojo app with any questions and to share and celebrate your child's experiences at home.

Our website is amazing!

It has important information, dates, ideas for learning at home, contact details, so much...!

Information about the EYFS curriculum is in the 'Learning' section, pictures and resources are in the 'Children' - class pages section.

[www.cotmanhayinfants.co.uk](http://www.cotmanhayinfants.co.uk)

