

Reception Parents Meeting

September 2025



Reception Team:

Miss Rebecca Storey - Honeybee Class Teacher and Early Years Lead

Miss Jane Elvin - Reception Ladybird Class Teacher

Miss Grace Burns - Reception Caterpillar Class Teacher

Mrs Nina Bigg - Teaching Assistant (PPA Cover in Reception)

Mrs Nikki Franklin & Mrs Suzanne Watson - Teaching Assistants (Caterpillar)

Miss Pheobe Hampson- Teaching Assistant (Ladybird)

Mrs Laura Brown - Teaching Assistant (morning only - Honeybee)

Mrs Imma Mobbs - Teaching Assistant / 1:1 Support

Other Key Staff:

Mrs Andrea Whatnell School Admin Assistant

Mrs Sarah Lancaster School business Manager





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.**

”

Terminology

Phoneme

Grapheme

Digraph

Trigraph

Split vowel digraph

Blend

Segment



This term we are teaching Phase 2

- ▶ These are the first group of letters and sounds your child will learn.
- ▶ We start teaching from week 2 of Reception.
- ▶ The lessons are fun, interactive, engaging and have been designed to gradually build over time.



We teach Phase 2 in this order

Phase 2 grapheme information sheet

Grapheme and mnemonic	Picture card	Pronunciation phrase	Formation phrase
S		Show your teeth and let the s hiss out ssssss ssssss	Under the snake's chin, slide down and round its tail.
a		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		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		Bring your lips together and push them open and say p p p	Down the penguin's back, up and round its head.
i		pull your lips back and make the 'i' sound at the back of your mouth iiii	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.

Autumn 1

Phase 2 grapheme information sheet

Grapheme and mnemonic	Picture card	Pronunciation phrase	Formation phrase
j		Pucker your lips and show your teeth use your tongue as you say jjjj	All the way down the jellyfish. Dot on its head.
v		Put your teeth against your bottom lip and make a buzzing vvvv vvvv	Down to the bottom of the volcano, and back up to the top.
w		Pucker your lips and keep them small as you say wwww	From the top of the wave to the bottom, up the wave, then up again.
x		Mouth open then push the cs/s 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.

Autumn 2

We teach blending so your child learns to read

- ▶ Teacher-led blending is taught throughout Phase 2.
- ▶ Our aim to is to teach every child to blend by Christmas.
- ▶ We will inform you if your child needs additional practice.



Blending to read words

To combine individual phonemes into a whole word, working all the way through from left to right. Once the GPCs involved have been learned, blending is the key process involved in reading words effectively. It is a skill that needs extensive practice.

Practice in oral blending is very helpful, both before and during the process of learning to read. We play lots of oral blending games throughout the school day in Reception.



Teaching Order



Phase 2 grapheme information sheet

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

Autumn 1

Phase 2 grapheme information sheet

Grapheme and mnemonic	Picture card	Pronunciation phrase	Formation phrase
j		Pucker your lips and show your teeth use your tongue as you say jjjjjj	All the way down the jellyfish. Dot on its head.
v		Put your teeth against your bottom lip and make a buzzing vvvv vvvv	Down to the bottom of the volcano, and back up to the top.
w		Pucker your lips and keep them small as you say wwww wwww	From the top of the wave to the bottom, up the wave, down the wave, then up again.
x		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.
			y Smile, tongue to the top of your mouth, say it without
			yy Down and round the yo-yo, then follow the string round

Autumn 2

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 ck 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 z qu ch sh th ng nk • 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 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 • 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 • 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 • CVCC CVCC CVCCC CCCVC CCCVCC • 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 /ow/ 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
/url/ ir bird /igh/ ie pie /oo/ yool ue blue rescue /yoo/ u unicorn /oa/ o go /igh/ i tiger /ai/ a paper /ee/ e he /ai/ a-e shake /igh/ i-e time /oa/ o-e home /oo/ yoo/ u-e rude cute /ee/ e-e these /oo/ yoo/ ew chew new /ee/ e shield /or/ aw 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

Let's say the Phase 2 sounds

S								
s	t	p	n	m	d	g	c	r
ss	tt	pp	nn	mm	dd	gg	k	rr
							ck	cc
							cc	
								
h	b	f	l	j	v	w	x	y
bb	ff	ff	ll		vv			
								
z	qu	ch	sh	th	ng	nk		
zz								
s								
								
a	e	i	o	u				



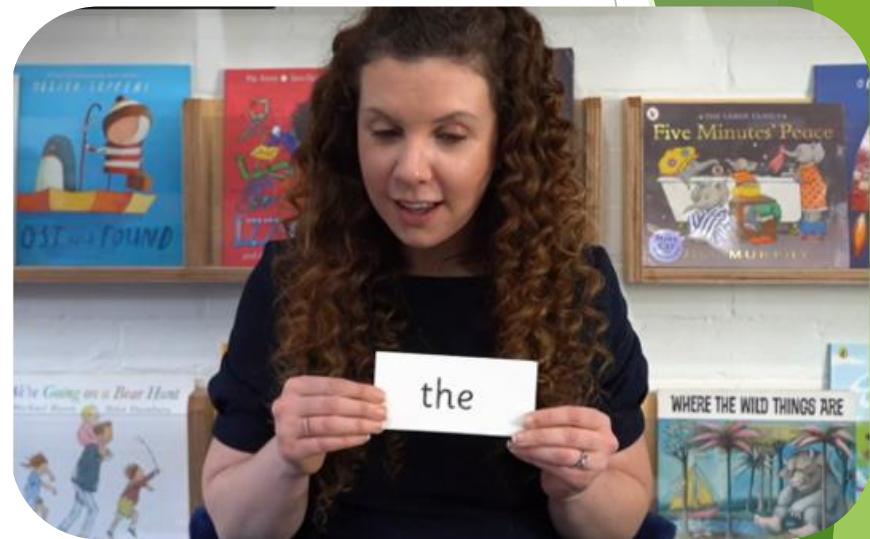
Phase 2 sounds taught in
Reception Autumn 1



Phase 2 sounds taught in
Reception Autumn 2

Tricky words

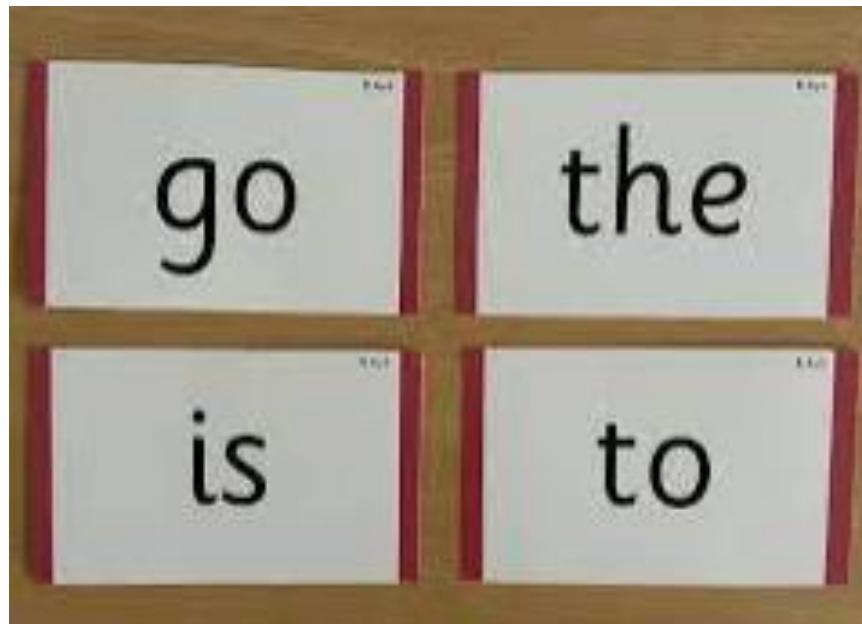
- ▶ These words have unusual spellings e.g. he, the, was.
- ▶ They are taught in a systematic way.
- ▶ Children are now learning to read the Phase 2 tricky words: is, I, the, put, pull, full, as, and, has, his, her, go, no, to, into, she, push, he, of, we, me, be.



Tricky Words



High-frequency words that, although decodable in themselves, cannot be decoded by children using the GPCs they have been taught up to that point. Not all high-frequency words are 'tricky words'. Many tricky words cease to be tricky in the later stages of our programme, as more GPCs are learned.



How we make learning stick



There are specific resources for the Little Wandle Programme which the children will be very familiar with.



Each sound that we teach to begin with has either a mnemonic (like the astronaut that you can see here) or a phrase like boing-boing for ‘oi’.

Sound Buttons

When reading words, we use sound buttons so we can ‘sound talk’ and then blend the word.

- If the word contains a digraph, then we have a line under the digraph.

What does a phonics lesson look like?



Lesson focus	Revisit and review		Teach and practise							Practise and apply		
	GPCs	Pronunciation phrase	Initial/end sounds: What's in the box?	New GPC and mnemonic	Formation phrase + catchphrase for digraphs	Oral blending	Teacher-led blending words Independent reading	Tricky words	Read the sentence	Spelling	Reading practice	
z zebra zz buzz	ll ss ff j a e i o u v w x y	Show me your teeth and buzz the z sound zzzzz	zebra zip zoo buzz (a bee) fizz (fizzy water)	z zebra	Zip across, zag down and across the zebra.	z-i-p z-a-p b-u-zz	Review: vet win mix New: zip zap buzz Independent: can kick	New: go Review: and has his her	I can kick and yell.	can		

Spelling

- ▶ Your child will be taught how to spell simple words, using the graphemes they have been taught.
- ▶ They will practise the correct formation of letters. They will also have handwriting lessons.

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 hiss out ssssss sssss	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, push them open and say p p p	Down the penguin's back, up and around its head.



How do we teach spelling?

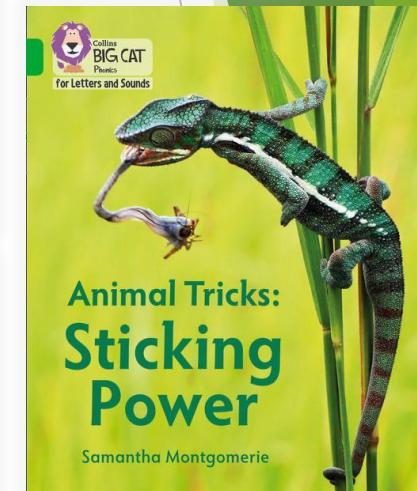
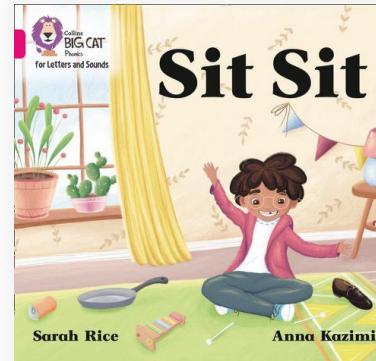
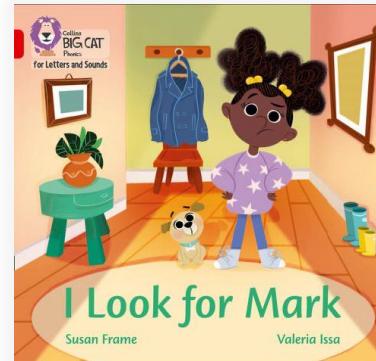
- ▶ Say the word.
- ▶ Segment the sounds.
- ▶ Count the sounds.
- ▶ Write them down.



How do we practise reading in books?

Reading practice sessions are:

- ▶ timetabled two/three times a week
- ▶ taught by a trained teacher/teaching assistant
- ▶ taught in small groups
- ▶ children in Reception will bring a book home by week 6 of the first half-term.

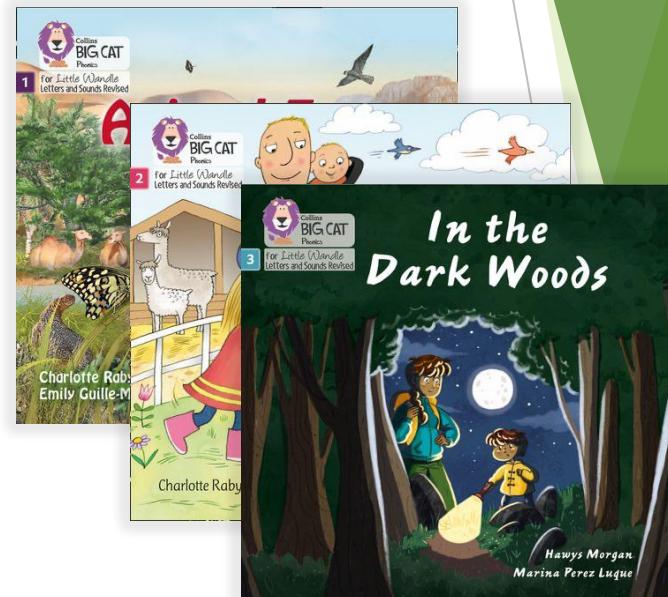


How do we find the right book for your child?

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.

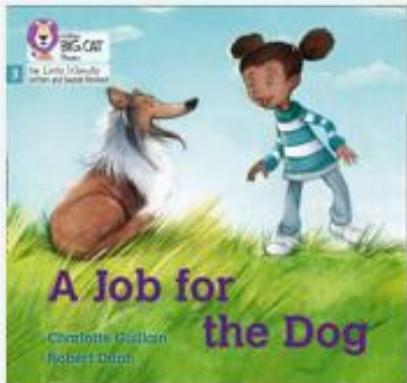
The amount of books children were exposed to by age 6 was a positive predictor of their reading ability two years later.

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

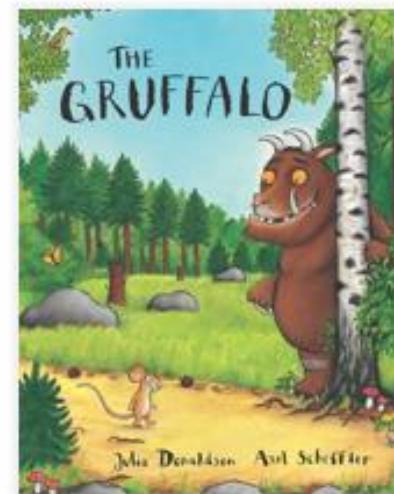
Reading at home



Two books will be sent home each week



Reading practice book



Sharing book/Reading for pleasure book

Listening to your child read their phonics book

- ▶ Your child should be able to read their book without your help.
- ▶ They might sound out words and blend them before they read them fluently.
- ▶ If they can't read a word, read it to them.
- ▶ Talk about the book and celebrate their success.



Reading a wordless books

Wordless books are invaluable as they teach reading behaviours and early reading skills to children who are not blending - yet!

- ▶ Talk about the pictures.
- ▶ Point to the images in the circles and find them on the page.
- ▶ Encourage your child to make links from the book to their experiences.



The Shared Reading Book



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.



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

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

Handwriting

- ▶ Before a child starts to write it is important that they learn to hold the pencil correctly.
- ▶ It is important that children learn to form their letters correctly in the early stages.
- ▶ Children should use **lower case letters**.
- ▶ The Little Wandle formation guide will be useful to use at home.

Palmar Grip

The pencil is held in the whole fist. Usually develops between the ages of one and two.



The elbow, wrist and fingers stay in a fixed position. Movement comes from the shoulder.

Digital Pronate Grip

All fingers are holding the pencil and the palm is facing downwards. Usually develops between the ages of two and four.



The elbow and the wrist stay in a fixed position. Movement comes from the shoulder.

Splayed Four-Finger Grip

Looks similar to how adults would hold a dart, with four fingers opposite the thumb. Usually develops between the ages of two and four.



The hand is in the air, not resting on the table. Movement comes from the elbow and later the wrist. Fingertips and shoulders remain in a fixed position.

Static Tripod and Quadropod Grip

Pencil is held with the first three or four fingers. Usually develops between the ages of three and five.



Movement comes from the wrist. Fingertips, elbow and shoulder remain in a fixed position.

Dynamic Tripod Grip

The pencil is held lightly between the thumb and index finger and middle finger. The ring and little finger curl gently into the palm of the hand. Usually develops before the age of seven.



The hand rests on the table. Movement comes from the fingertips. The wrist, elbow and shoulder remain in a fixed position.

Gross Motor Skills

Before children start to ‘write’, it is important that we develop their gross motor skills first

- Gross motor skills are those which require whole body movement and which involve the large (core stabilising) muscles of the body to perform everyday functions, such as standing and walking, running and jumping, and sitting upright at the table.
- In order to develop gross motor skills, we do lots of ‘BIG’ activities with the children like ‘Squiggle whilst you Wiggle’
- This is where the children move to music and make big movements to get a feel for their own bodies and develop their core strength! Lots of gross motor activities happen outside in the outdoor area and happen everyday!

Fine Motor Skills

Alongside gross motor skills, we then help the children to develop their fine motor skills and dexterity.

- Fine motor skills are involved in smaller movements that occur in the wrists, hands, fingers, feet and toes. They involve smaller actions such as picking up objects between the thumb and finger and writing carefully. This also develops the strength of the fingers to be able to write later.
- In order to develop fine motor skills, we encourage the children to use and access enhancements in our funky finger area of the classroom. Mark making, using chalks, tweezers and pincers, threading on string, follow and overwriting on wavy lines are all examples of activities to build fine motor skills. We even have daily dough disco sessions!



Maths in Reception

The first few years of a child's life are especially important for mathematics development.

Our objective is to ensure that all children develop firm mathematical foundations in a way that is engaging, and appropriate for their age.

Children's chances of success are maximised if they develop deep and lasting understanding of mathematical procedures and concepts.



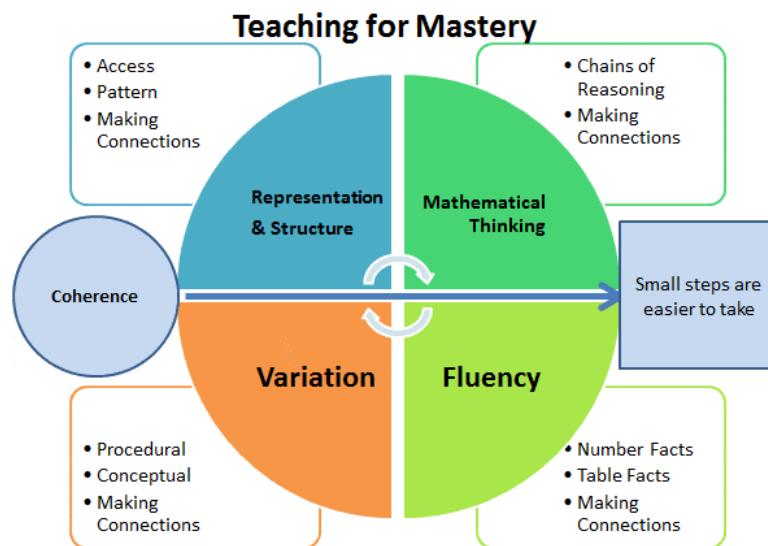
EYFS Maths Statements

Children in Reception

- Count objects, actions and sounds.
- Subitise.
- Link the number symbol (numeral) with its cardinal number value.
- Count beyond ten.
- Compare numbers.
- Understand the 'one more than/one less than' relationship between consecutive numbers.
- Explore the composition of numbers to 10.
- Automatically recall number bonds for numbers 0–5 and some to 10.
- Select, rotate and manipulate shapes in order to develop spatial reasoning skills.
- Compose and decompose shapes so that children recognise a shape can have other shapes *within* it, just as numbers can.
- Continue, copy and create repeating patterns.
- Compare length, weight and capacity.

What is Maths Mastery?

Maths Mastery ... Mastering maths means pupils of all ages acquiring a deep, long-term, secure and adaptable understanding of the subject.



Maths

The teaching and learning of maths happens both indoors and outdoors through a wide range of practical, "hands on" activities and using lots of concrete resources.

Maths through...

- Child initiated during busy play
- Whole class sessions
- Adult led group tasks
- Independent group tasks

- All areas, including busy play are carefully planned and sequenced to ensure children's knowledge is deepened and that they are challenged and making progress.

Maths



White Rose Maths is an organisation that provides maths resources and Schemes of Learning for children of all ages. It follows a mastery approach.

- Maths mastery is the idea that all children can, and should achieve success in maths and to do this they need to 'master' concepts before moving on.
- We start with the teaching of very basic skills to make sure that children have a deep, secure and adaptable understanding of mathematical concepts.
 - Our focus is teaching to develop fluency, reasoning and problem solving skills.

The idea that all children can, and should, achieve success in maths.

White Rose Maths



The scheme is divided into ten key phases and provides a variety of opportunities to develop their understanding of number, shape, measure, and spatial thinking.

In Early Years there is a strong focus on early number. Children need a really strong sense of numbers to 10.

This includes:

Understanding the link between numbers and quantity (representing in different ways)

Investigating how quantities are composed of smaller parts (6 can be two 3s or three 2s or 4 and two 1s)

Knowing how numbers relate to one another and being able to compare and order them

Exploring how quantities change when you add more items or take items away

Children may already be able to recite the number names to twenty and beyond but a sense of what those numbers mean develops gradually with repeated experiences in different contexts.



There are six key areas of early mathematics learning, which collectively provide a platform for everything children will encounter as they progress through their maths learning at primary school, and beyond.



Cardinality and Counting

Understanding that the cardinal value of a number refers to the quantity, or 'howmanyness' of things it represents



Comparison

Understanding that comparing numbers involves knowing which numbers are worth more or less than each other



Composition

Understanding that one number can be made up from (composed from) two or more smaller numbers



Pattern

Looking for and finding patterns helps children notice and understand mathematical relationships



Shape and Space

Understanding what happens when shapes move, or combine with other shapes, helps develop wider mathematical thinking



Measures

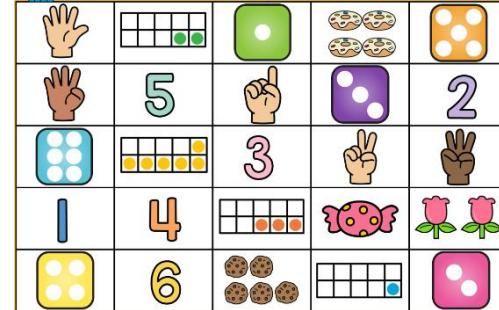
Comparing different aspects such as length, weight and volume, as a preliminary to using units to compare later

Maths Fluency

Fluency is about having a secure and deep enough knowledge of maths and mathematical concepts so that children are able to automatically understand and respond.

- It is important that children develop a really strong sense of numbers to 10 including the link between numbers, comparing, and number composition.
- A specific fluency skill that children are taught is to subitise. This is the ability to recognise small amounts without the need to count them.

Subitising



- ▶ In order for children to develop fluency and calculate successfully and quickly, children need to be able to 'subitise' well.
- ▶ This means they need to be able to recognise how many spots there are on dice, dominoes and Numicon etc. instantly without counting them.
- ▶ Eventually, the children will imagine these images in their head, helping them to calculate.

Maths Reasoning

Reasoning in maths is the children's ability to explain their thinking.

- Children often work in mixed ability groups and have talk partners during carpet sessions to enable them to have lots of practice with this.
- We use stem sentences to provide children opportunities to explain their thinking.
- Other examples of teaching 'reasoning' in whole class sessions or busy play are spotting mistakes and explaining true or false statements.

Problem solving

Problem solving allows children to use their maths skills in lots of contexts and in situations that are new to them.

It allows them to seek solutions, spot patterns and think about the best way to do things rather than blindly following maths procedures

How we teach Maths in Reception

- ▶ Maths happens both indoors and outdoors through a wide range of practical activities using lots of concrete resources.
- ▶ Children are taught in a whole class carpet session focused on a particular area of their learning.
- ▶ Children then have the opportunity to practise those skills and choose from different indoor and outdoor activities all based around the skill they have just learnt.
- ▶ Child initiated play.
- ▶ Adult led group tasks.



Ways in which maths may be taught in Reception

- ▶ Through Songs –

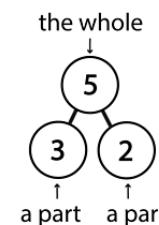
“1,2,3,4,5

Once I caught a fish alive”.

- ▶ Talk about counting on, altogether, one more etc
- ▶ Matching numbers to objects up to 20
- ▶ Illustrate number stories with number sentences
- ▶ Representing numbers e.g. making marks or using the environment
- ▶ Counting on fingers in a consistent way



Maths Resources



The Reception Day

Reception Timetable

8.50 – 8:55	8:55-9.10	9.10-9.35	9.35-10.15	10.15-10.35	10.35-10.50	10.50-11.30	11.30 - Lunch
Doors open Miss Storey & Miss Elvin welcome children through courtyard door.	Morning Jobs	Registers Days of the week Daily run Phonics	Busy Play Adult focused tasks	Snack time	Maths	Busy Play	Tidy up and prepare Toilets and handwashing for lunchtime 11:45 Lunchtime

12.45-1.15	1.15-2.40	2.40-2.45	2.45-3	3-3.10	3.10-3.20
Register Topic focus	Busy Play Adult focussed tasks	Tidy up time	Circle time/show and tell/circle game	Story	Prepare for home Home time- 3.20

*Current PE Days: Monday & Thursday - Ladybirds
Monday & Tuesday - Honeybees
Tuesday & Thursday - Caterpillars*

Star of the Week

Ideas include...

Hobbies

Family
photos

Pets

Interesting
objects

Favourite
book

Family
member

Developing Independence

- Encourage children to dress/feed themselves at home
- Please ensure your child has a coat in school every day
- Please ensure that your child has a pair of named wellingtons in school and a name water bottle
- Label every item of their school belongings with their name
- Please leave toys at home

Helpers

Please let us know if you have any spare time to help with hearing individual readers and library visits in school.