

# Reception Parents Meeting



**Reception Team:**

Miss Rebecca Storey - Honeybee Class Teacher and Early Years Lead

Miss Jane Elvin - Reception Ladybird Class Teacher

Mrs Suzanne Watson - Teaching Assistant

Mrs Nina Bigg - Teaching Assistant

**Others:**

Mrs Andrea Whatnell      School Admin Assistant

Mrs Sarah Lancaster      School business Manager

Mrs Lynn Mingoia      Higher Level Teaching Assistant - PPA Cover  
Ladybird Class Tuesday AM      Honeybee Class Wednesday AM





# 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



# 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

### Autumn 1

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

## Phase 2 grapheme information sheet

### Autumn 2

Grapheme and mnemonic	Picture card	Pronunciation phrase	Formation phrase
<b>j</b> j	 jellyfish	Pucker your lips and show your teeth use your tongue as you say <b>j j j</b>	All the way down the jellyfish. Dot on its head.
<b>v</b> v	 volcano	Put your teeth against your bottom lip and make a buzzing <b>vvvv vvvv</b>	Down to the bottom of the volcano, and back up to the top.
<b>w</b> w	 wave	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.
<b>x</b> x	 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 it without	Down and round the yo-yo, then follow the string sound

# 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"> <li>words with -s /s/ added at the end (hats sits)</li> <li>words ending -s /z/ (his) and with -s /z/ added at the end (bags)</li> </ul>	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"> <li>words with double letters</li> <li>longer words</li> </ul>	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"> <li>longer words, including those with double letters</li> <li>words with -s /z/ in the middle</li> <li>words with -es /z/ at the end</li> <li>words with -s /s/ and /z/ at the end</li> </ul>	Review all taught so far

Summer 1 Phase 4	New tricky words
Short vowels with adjacent consonants <ul style="list-style-type: none"> <li>CVCC CCVC CCVCC CCCVC CCCVCC</li> <li>longer words and compound words</li> <li>words ending in suffixes: -ing, -ed /t/, -ed /id/ /ed/, -est</li> </ul>	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 <b>Phase 5</b> /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
/ur/ ir bird /igh/ ie pie /ool/ /yool/ ue blue rescue /yool/ u unicorn /oa/ o go /igh/ i tiger /ai/ a paper /eel/ e he /ai/ a-e shake /igh/ i-e time /oa/ o-e home /ool/ /yool/ u-e rude cute /eel/ e-e these /ool/ /yool/ ew chew new /eel/ ie 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.

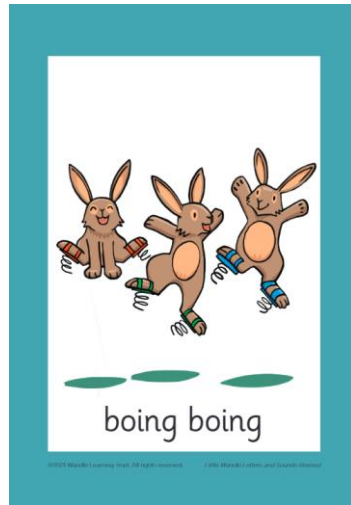
Spring 1 Phase 5 graphemes	New tricky words
/eel/ y funny /el/ ea head /wl/ wh wheel /oa/ oe ou toe shoulder /igh/ y fly /oa/ ow snow	any many again who whole where two school call different thought through friend work



# How we make learning stick



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'.

Phase 2 grapheme information sheet			Autumn 1
Grapheme and mnemonic	Picture card	Pronunciation phrase	Formation phrase
s s	s	Show your teeth and let the his out <b>ssss</b> <b>ssss</b>	Under the snake's chin, slide down and round its tail.
a a	a	Open your mouth wide and make the 'a' sound at the back of your mouth <b>a a a</b>	Around the astronaut's helmet, and down into space.
t t	t	Open your lips, put the tip of your tongue behind your teeth and press <b>t t t</b>	From the tiger's nose to its tail, then follow the stripe across the tiger.
p p	p	Bring your lips together and push them open and say <b>p p p</b>	Down the penguin's back, up and round its head.
i i	i	Put your lips back and make the 'i' sound at the back of your mouth <b>i i i</b>	Down the iguana's body, then draw a dot (on the leaf) at the top.
n 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 hat.

# 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.

# Segmenting



To identify each of the individual phonemes in a word, working all the way through from left to right. This is an important first stage of writing (spelling) a word but needs to be practised orally first. Counting the phonemes is often helpful in reinforcing this process.

Say the word.

Segment the sounds.

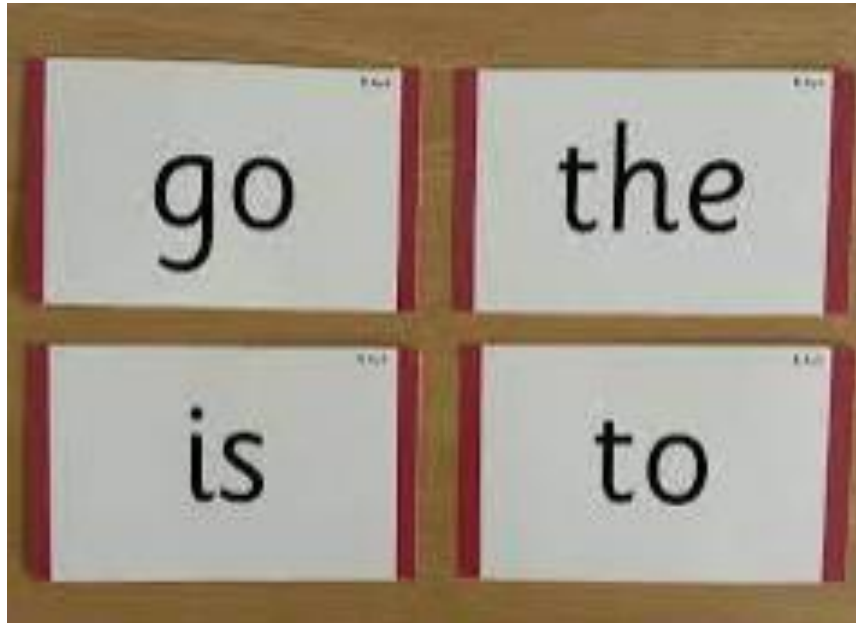
Count the sounds.

Write them down.

# 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.



# 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
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	<b>Review:</b> vet win mix <b>New:</b> zip zap buzz <b>Independent:</b> can kick	<b>New:</b> go <b>Review:</b> and has his her	I can kick and yell.	can

Reading practice



# Reading in books



## Reading practice sessions are:

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



*The first time we work on decoding (sounding out) the words.*

*The second time we work on prosody which is reading with expression - making the book sound more interesting with our story-teller voice.*

*The third time we look at comprehension.*

# 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.

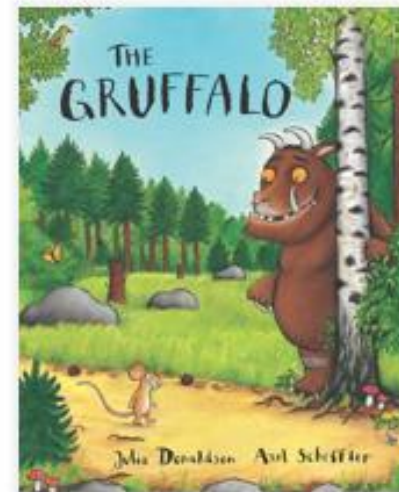
# Reading at home



Two books will be sent home each week



Reading practice book

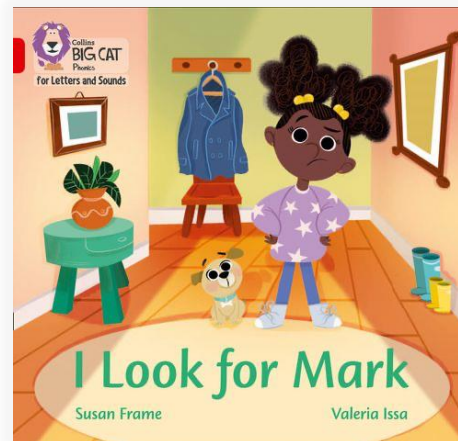
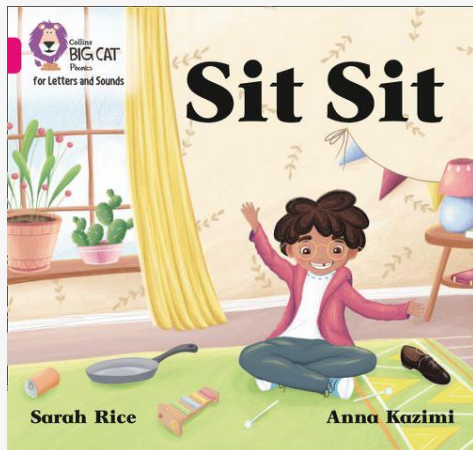


Sharing book/Reading for pleasure book

# The Reading Practice Book



Your child should be able to read their book without much help.  
If they can't read a word, read it to them.  
Talk about the book and celebrate their success.





# 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 chinks, 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

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

Maths through...

- Child initiated 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.***

# 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.

# 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 of false statements.

# The Reception Day

**Reception Timetable**

8.50 – 9	9-9.15	9.15-10	10-10.15	10.15-10.35	10.35-10.45	10.45-11.15	11.15-11.40	11.40-
Doors open Miss Storey & Miss Elvin welcome children through courtyard door.	Register  Daily Routine  Dough Disco  Phonics	Busy Play  Adult focussed activities  Groups outside	Snack time	Playtime	Maths focussed carpet time	Busy Play  Outdoor area open for directed groups	Tidy up  Toilets and handwashing for lunchtime	Lunchtime

12.45-1.05	1.05-2	2 – 2.15	2.15-2.25	2.25-2.55	2.55-3.05	3.05-3.20
Register  Topic focussed carpet time	Busy Play  Free flow – Outside/indoor continuous provision	Playtime	Circle time –PSED focus	Busy Play  Free flow – Outside/indoor continuous provision	Tidy up time	Story  Home time

*Current PE Days: Monday & Thursday*

# 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.



# Thank you

