

Colwich CE Primary School

God is Love, so we: Learn to Love; Love to Learn, Learn for Life.



FRIENDSHIP

ENDURANCE

TRUST

COMPASSION

KOINONIA

WELCOME MEETING RECEPTION

Vision

Our vision is that every child is fully welcomed into our supportive community and discovers their value as a unique child of God. Through the highest quality of teaching and learning, we endeavor to nurture them so that they leave us as confident, curious and resilient life-long learners ready to fulfil their God given potential. We are guided by our Christian values to inspire one another to flourish through life's journey. *'Start children off on the right path. And even when they are old, they will not turn away from it.'* (Proverbs 22:6 NRIV)



The Golden Rule

‘So in everything, do to others what you would have them do to you, for this sums up the Law and the Prophets’.

(Matthew 7:12).

So, we treat others as we expect to be treated



The Colwich Way

Our way of
interpreting the
Golden rule:

1. Be kind
2. Be respectful
3. Be ready to learn



Mrs Chalkley
Class teacher

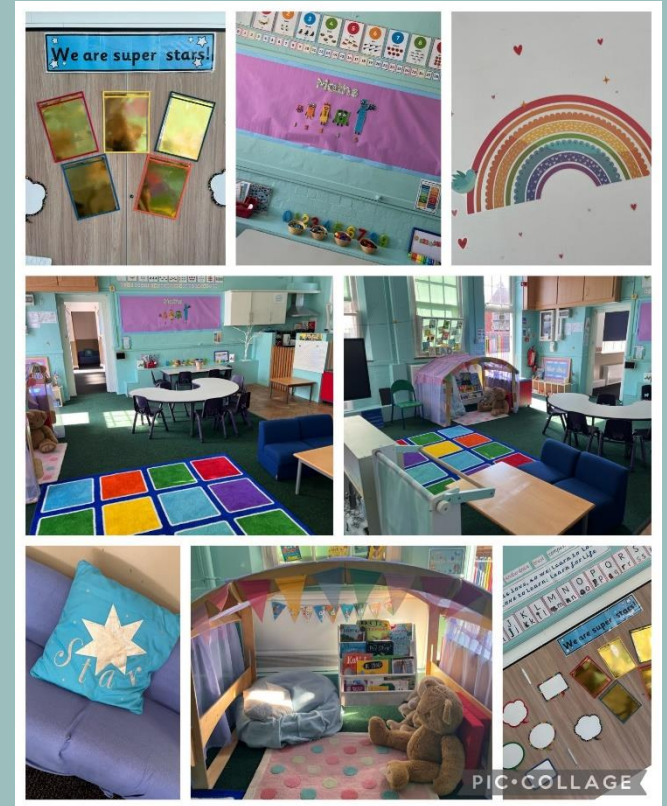


Mr Thomas
Teaching assistant

WELCOME TO RECEPTION |

A day in Reception

- Reception children will be welcomed at the gate or door each morning. After half term, children will be dropped off at the main gate to build independence.
- As we progress through the term, children will have morning challenges each day with a focus on name writing initially.
- We use a balance of adult guided activities and child-initiated learning, allowing us to learn through play and follow children's interests.
- We use Mastering Number for number work and White Rose Maths for shape, space and measure.
- We are introducing 'Drawing Club' for fine motor, vocabulary and writing skills.
- We use Little Wandle for phonics and reading.
- Each half term we will join the school in their art or design technology week.



Areas of Learning and Development			
Prime Areas			
Personal, Social and Emotional Development	Physical Development	Communication and Language	
<ul style="list-style-type: none"> • Self-Regulation • Managing Self • Building Relationships 	<ul style="list-style-type: none"> • Gross Motor Skills • Fine Motor Skills 	<ul style="list-style-type: none"> • Listening, Attention and Understanding • Speaking 	
Specific Areas			
Literacy	Mathematics	Understanding the World	Expressive Arts and Design
<ul style="list-style-type: none"> • Comprehension • Word Reading • Writing 	<ul style="list-style-type: none"> • Number • Numerical Patterns 	<ul style="list-style-type: none"> • Past and Present • People, Culture and Communities • The Natural World 	<ul style="list-style-type: none"> • Creating with Materials • Being Imaginative

Reception Curriculum

Reception end of year expectations

Children in Reception will work towards the Early Learning Goals and will be tracked across the year against age related expectations to see who is on track and who is not yet on track. Support and challenge will be given to those that need it.

Early Learning Goals			
Communication and Language	Personal, Social and Emotional Development	Physical Development	
Listening, Attention and Understanding	Self-Regulation	Gross Motor Skills	
<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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. 	
Speaking	Managing Self	Fine Motor Skills	
<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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. 	
Understanding the World	Building Relationships	Literacy	
Past and Present	<ul style="list-style-type: none"> 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. 	Comprehension	
<ul style="list-style-type: none"> 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. 	Expressive Arts and Design	Word Reading	
People, Culture and Communities	Creating with Materials	Writing	
<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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. 	
The Natural World	Being Imaginative and Expressive	Mathematics	
<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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. 	Number	
		Numerical Patterns	
		<ul style="list-style-type: none"> 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. 	
		<ul style="list-style-type: none"> 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. 	

Copies of these can be found in your packs.



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

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



Phonics

“

Phonics is:

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

”

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.



Information pages can be found in your pack.

Phase 2 grapheme information sheet Autumn 1

Grapheme and mnemonic	Picture card	Pronunciation phase	Formation phase
s s S		Show your teeth and curl let the his out ssss snakes	Down the snake from head to tail.
a a		Open your mouth wide and make the a sound at the back of your mouth aaa	Around the aeroplane's helmet and down into space.
t t		Open your lips, put the top of your tongue behind your teeth and press t t t	Down the tiger and across to neck.
p p		Bring your lips together, push them open and say p p p	Down the penguin's back, up and around to head.
i i		Pull your lips back and make the i sound at the back of your mouth i i i	Down the igana and dot the tail!
n n		Open your lips a bit, put your tongue behind your teeth and make the nnnn sound nnnn	Down, up and over the net.
m m		Put your lips together and make the mmmmmm sound mmmmmm	Down, up and over the mouse's ears.

Grapheme and mnemonic	Picture card	Pronunciation phase	Formation phase
d d		Put your tongue to the back and front of your mouth and make a quick d sound d d d	Round the duck's back, 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 middle of your mouth, push your tongue down and forward to make the g sound g g g	Round the goat's face and curl under its chin.
o o		Make your mouth into round shape and say o o o	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 c c c	Curled 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 k k k	Down the kite, up to the top corner and down to the bottom 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 c c c	Curled around the heel of the sock, down to the toe. Catchphrase: Rock that sock!
		Open your mouth wide and say e e e	Around the elephant's eye and curl down its trunk.

Phase 2 tricky words: Reception Autumn term

Information for parents and carers

'Tricky words' are words that cannot easily be decoded ('sounded out' and read). This is because some of the sounds in the words are spelled in an unusual way. It is important for children to be able to read these words as they are among the most common words in English.

The table below shows the tricky words that your child will learn in Phase 2 in the Autumn term of Reception and explains why each word is tricky. Children will practise the tricky words in school until they can read them automatically. They will also practise reading the tricky words in the decodable books that they bring home.

Phase 2 tricky word	Tricky part(s)	Why is it tricky?
is	s	The 's' makes the sound z . Learning so far: For 's', your child has learned the sound s as in 'sat'. They will learn that 's' can make the sound a letter in the Autumn term.
as	s	The 's' makes the sound z . Learning so far: For 's', your child has learned the sound s as in 'sat'. They will learn that 's' can make the sound a letter in the Autumn term.
has	s	The 's' makes the sound z . Learning so far: For 's', your child has learned the sound s as in 'sat'. They will learn that 's' can make the sound a letter in the Autumn term.
his	s	The 's' makes the sound z . Learning so far: For 's', your child has learned the sound s as in 'sat'. They will learn that 's' can make the sound a letter in the Autumn term.
it	i	The 'i' makes the sound igh . Learning so far: For 'i', your child has learned the sound i as in 'pin'. Your child has not yet learned the digraph 'th' or the schwa sound made by the 'e'.
the	th e	The 'th' makes the sound th . Learning so far: For 'th', your child has learned the sound th as in 'the'. Your child has not yet learned the digraph 'th' or the schwa sound made by the 'e'.
put*	u	The 'u' makes the sound oo (as in 'book'). Learning so far: For 'u', your child has learned the sound u as in 'cup'.
pull	u	The 'u' makes the sound oo (as in 'book'). Learning so far: For 'u', your child has learned the sound u as in 'cup'.
full	u	The 'u' makes the sound oo (as in 'book'). Learning so far: For 'u', your child has learned the sound u as in 'cup'.
push	u	The 'u' makes the sound oo (as in 'book'). Learning so far: For 'u', your child has learned the sound u as in 'cup'.
and	nd	Your child has not yet learned how to blend together adjacent consonants.
her	er	Your child has not yet learned the digraph 'er'.
go	o	The 'o' makes the sound oo . Learning so far: For 'o', your child has learned the sound o as in 'dog'.
no	o	The 'o' makes the sound oo . Learning so far: For 'o', your child has learned the sound o as in 'dog'.
to	o	The 'o' makes the sound oo (as in 'food') or the schwa sound, depending on context. Learning so far: For 'o', your child has learned the sound o as in 'dog'.
into	o	The 'o' makes the sound oo (as in 'food') or the schwa sound, depending on context. Learning so far: For 'o', your child has learned the sound o as in 'dog'.
she	e	The 'e' makes the sound ee . Learning so far: For 'e', your child has learned the sound e as in 'egg'.
he	e	The 'e' makes the sound ee . Learning so far: For 'e', your child has learned the sound e as in 'egg'.
we	e	The 'e' makes the sound ee . Learning so far: For 'e', your child has learned the sound e as in 'egg'.
me	e	The 'e' makes the sound ee . Learning so far: For 'e', your child has learned the sound e as in 'egg'.
be	e	The 'e' makes the sound ee . Learning so far: For 'e', your child has learned the sound e as in 'egg'.
of	f	The 'f' makes the sound v . This is a new spelling for the sound. Learning so far: For 'f', your child has learned the sound f as in 'fish'.

*Depending on regional pronunciations, not all children will be taught the words 'put', 'pull', 'full' and 'push' as tricky words.

Terminology

Phoneme: The smallest unit of sound that can be identified in words. We also use the term 'sound' but your child may use the word 'phoneme'. There are 44 phonemes or sounds in the English language.

Grapheme: A letter or group of letters used to represent a phoneme in writing. The way graphemes are used to represent phonemes in our written language is known as the alphabetic code.

Decode: To break down ('sound out') a written word into sounds then blend the sounds together to read the word.

Digraph: A grapheme made of two letters that represent one sound. An example is the 'sh' in 'shop'.

Schwa: This is the name for the most common sound in English. It is the unstressed sound that we find in many words and can be spelled in many ways. It makes an 'uh' sound, which varies according to accent. Examples include: the, better, carrot, balloon.

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
sa t p i n m d g o c k e e u r h b f l	is I the
Autumn 2 Phase 2 graphemes	New tricky words
ff ll ss v w x y z zz qu ch sh th ng nk + words with -s /z/ 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 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 or 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 -s /z/ at the end + words with -s /z/ and /z/ at the end	Review all taught so far
Summer 1 Phase 4	New tricky words
Short vowels with adjacent consonants + CVCC CCVC CCVCC CCVC CCVCC + 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
Summer 2 Phase 4 graphemes	No new tricky words
Phase 3 long vowel graphemes with adjacent consonants + CVCC CCVC CCVC CCVC CCV CCVCC + words ending in suffixes: -ing, -ed /t/, -ed /d/ /ed/, -ed /d/ -er, -est + longer words and compound words	Review all taught so far



There are specific resources for the Little Wandle Programme which the children will become very familiar with. Each sound that we teach to begin with has either a mnemonic (like the astronaut that you can see below) or a phrase like boing-boing for 'oi'. This helps the children recognise and remember the graphemes. Every time we teach a new sound, we also read words during the phonics lesson that contain that new sound so that the children practise what they have learned. We then go on to reading a sentence containing some of those words. We have displays in the classroom and on the tables to support the children throughout the day.





Reading and spelling



TRICKY WORDS FOR RECEPTION AND YEAR 1

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.



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.



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



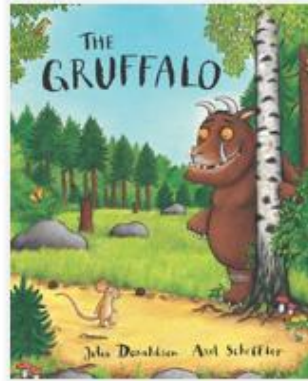
Reading a book and chatting had a positive impact a year later on children's ability to...

- 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.



Books going home



As well as the 'learning to read' book that your child will bring home they will also bring home a book for sharing with you. This book is SO important. This is how we are going to give them the WILL to read. Please read with your child as often as you can – at least once a day if possible.

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.



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.



SIX KEY AREAS OF EARLY MATHEMATICS LEARNING



Cardinality and Counting

Understanding that the cardinal value of a number refers to the quantity, or 'howmany-ness' 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



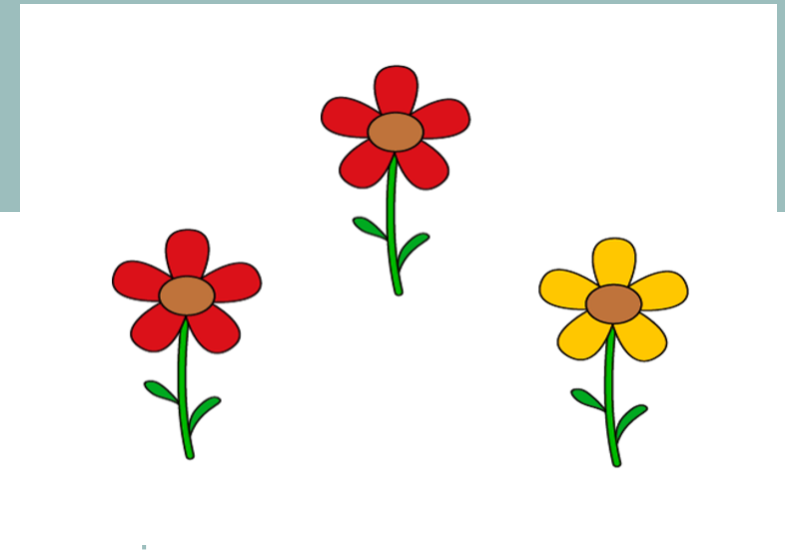
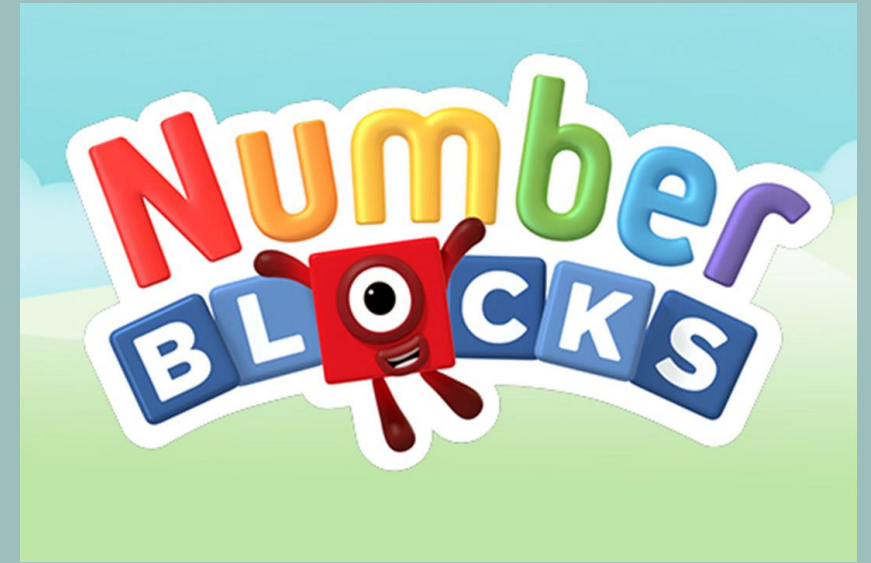
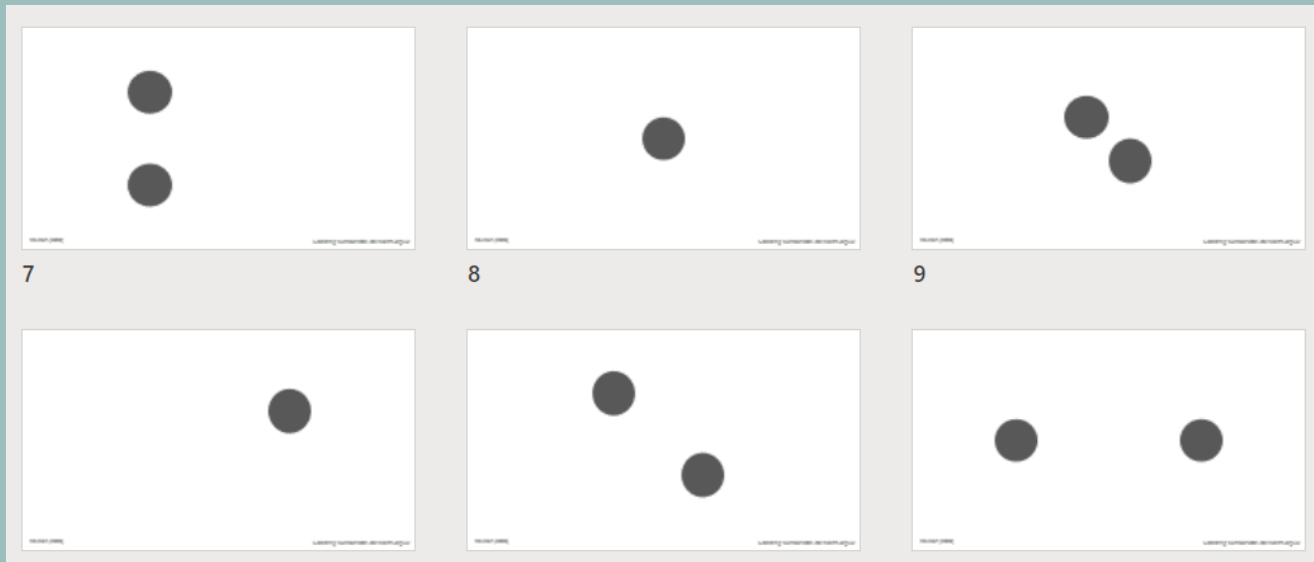
Shape and Space

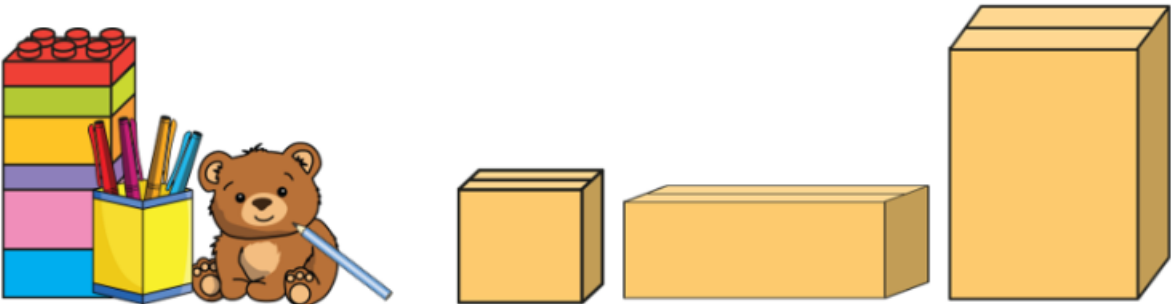
Understanding what happens when shapes move, or combine with other shapes, helps develop wider mathematical thinking



Measures

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






Which objects will fit inside each box?

The illustration shows a stack of colorful blocks (red, green, yellow, purple, pink, blue), a yellow pencil holder with colored pencils, a brown teddy bear holding a blue pencil, and three orange boxes of increasing size from left to right. Below the illustration is the text "Which objects will fit inside each box?".

Termly overviews


- Each term we will send home a termly overview via class dojo to let you know what exciting things we will be learning about in Reception.
- There will be different topics, books and skills as well as websites and ideas to support learning at home.



COLWICH CE PRIMARY SCHOOL
Reception Autumn Term Overview

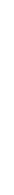
This term in Reception, we are exploring starting school, Autumn and celebrations. We will be learning all about our new class and our new school as well as looking at the rules and routines we follow. We will learn about the seasons and will look closely at Autumn. After half term, our topic is 'Let's Celebrate' where we will look at different celebrations including bonfire night, Diwali and of course, Christmas! Take a look at the learning opportunities below to see what else we will be doing in school.

English	Maths
<p>Some of the books we will look at this term are:</p> <ul style="list-style-type: none">• The Colour Monster• Room in the Broom• The Little Red Hen• The Gingerbread Man <p>In phonics, we will be looking at phase 2. We will learn about initial sounds then move on to reading and writing CVC words.</p>	<p>We will be using Mastering Number to:</p> <ul style="list-style-type: none">• Subitise numbers to 5• Count using the 1-to-1 principle• Order numbers to 5• Compare numbers and amounts• Look at the composition of numbers to 5 <p>We will also:</p> <ul style="list-style-type: none">• Compare size, mass and capacity• Explore simple patterns
PE	RE
<ul style="list-style-type: none">• Children will need to come to school in full school PE kit on their PE day.• We will be learning about core strength and balance.• We will be looking at travelling and agility after half term.	<ul style="list-style-type: none">• Why are some stories special?• Why do Christians perform nativity plays at Christmas?• The celebration of Diwali
Wider Curriculum	
<ul style="list-style-type: none">• We will look at holding a pencil and using it with control. We will learn about letter formation and writing our names. We will use simple tools such as scissors, knives and forks.• We will listen carefully and learn new songs and rhymes. We will learn and use new vocabulary.• We will listen to, make and move to music. We will explore different artistic effects including paint and pastels.• We will develop confidence and friendships. We will learn new rules and routines and follow them. We will talk about our feelings and look for solutions to problems.• We will think about our family, different occupations and celebrating differences.• We will use our senses, learn about materials and talk about push and pull forces we can feel. We will think about the environment and the seasons.	
Useful websites	
<ul style="list-style-type: none">• https://www.phonicsplay.co.uk/ Phonics Play has free games for phase 1 and 2 phonics.• https://www.bbc.co.uk/1player/episodes/b08bzfmb/numberblocks We use the Numberblocks to support our Maths.• https://www.bbc.co.uk/1player/episodes/b08bzfmb/numberblocks There are some great Numberblocks songs and activities here.• https://www.topmarks.co.uk/Search.aspx?AgeGroup=1 Top Marks has lots of Early Years games and activities.• https://www.ictgames.com/ ICT Games has both Maths and English games, some of these are great for using on a tablet.	
How to support your child at home	
<p>Reading and homework expectations:</p> <ul style="list-style-type: none">• Read every night with your child, encouraging them to read aloud.• Sign your child's reading record at least once a week (these will be sent out in the first few weeks)• Send your child's book into school every Monday to be changed.• Homework will be sent home every Friday	
<p>Other ideas:</p> <ul style="list-style-type: none">• We will frequently update Class Dojo to tell you all about our learning. Talk to your child about what they have done and what they have enjoyed.• Encourage your child to dress independently, including taking jumpers and cardigans off. Model and encourage them to turn their coats the right way round and to zip them up.	



Homework expectations

- We will send home new phonics books and sharing books on a Tuesday. Books will be collected on a Monday . Keep your reading folder in your bag everyday as we may read on other occasions. Your child will choose the sharing book from a selection in school.
- Reception children should read to or with an adult every day to improve fluency and comprehension. Please sign reading records at least once each week.
- Reception children will be sent a weekly phonics homework linked to Little Wandle. We will send this on a Friday after we have taught the phonemes on there . You can add photos to your child's class dojo portfolio to show us them doing their homework for extra dojo points!



House Keeping

- PE days are **Tuesday and Friday**. Please send your child to school wearing their PE kit on these days.
- Water bottles should be filled at home each day with water.
- Please ensure all of your child's belongings are labelled, particularly water bottles, lunch boxes, jumpers and cardigans.
- Snack is free for all children in the morning. Reception children will also receive free milk and an afternoon snack. They can bring in a healthy snack from home if they prefer.
- Please check bags daily for letters, permission slips and artwork!
- Join class dojo and we love interactions so please like and comment on posts.

thank
you

Any questions? |