

Top tips for Reception

Red Ash

Class teachers: Mrs Owen (Tues-Fri) Miss Bowers (Mon & Weds)

Mrs Smith will be with us for the Autumn and Summer term
(trainee teacher)

lucy.owen@greenway.herts.sch.uk

susanne.bowers@greenway.herts.sch.uk

Learning support: Mrs Coleman

School starts at
8:55am

School finishes
at 3:15pm
at Reception
gate.

Please collect your
Reception child **first**
before other siblings.



Welcome!

It is lovely to meet you and get to know your children. Your children have settled in very well to the daily routines and learning in Reception. They are a pleasure to teach and are engaged and excited about their learning!

Your children have been amazing, coming in to Reception independently in the mornings. Thank you for your support with this.

We look forward to the fun and creative learning that we have in store this year!





Key information

We ask for a £5 cash voluntary contribution each term towards cooking and craft activities, or £15 cash in the Autumn Term.

Please hand it to the class staff in a named envelope.
Thank you.

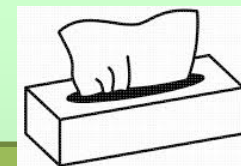


Coats needed
daily



Please label **ALL** belongings.
Please have a spare set of
named clothes.

PE kits need to be in school on a **Wednesday**.
You will need a t-shirt, jogging trousers/shorts and trainers
if your child does not have these as outdoor footwear.



Termly tissue
box donations
would be much
appreciated!

Children **must** have a change of shoes for inside
and outside... named!



Key information



- All children need to bring in a named water bottle every day and a healthy snack (e.g fruit, veg, plain carb – **no sesame, hummus, eggs, avocado or nut products**)

This is to keep ALL children safe!

- All admin that needs to go to the office please email admin@greenway.herts.sch.uk
- If your child has a medical/physical condition of which we are not aware, then please let us know. If they require any medication to be administered then it must be in writing for us to be able to give it to your child with your written consent
- Please ensure that if your child requires an epi-pen or inhaler that we have this in school and it is in date.



Timetable 2024-2025

Symbol								
First type text	9:00	9:20	10:00	10:15	10:45	12:00	1:15	3:15
 Monday	 Funky fingers	 Phonics	 Snack	 Literacy	 CIP	 Lunch	 UTW	 Home
 Tuesday	 Funky fingers	 Phonics	 Snack	 Maths	 CIP	 Lunch	 PSED & Library	 Home
 Wednesday	 Funky fingers	 Phonics	 Snack	 Literacy	 CIP	 Lunch	 P.E	 Home
 Thursday	 Funky fingers	 Phonics	 Snack	 Maths	 CIP	 Lunch	 EAD	 Home
 Friday	 Funky fingers	 Phonics	 Snack	 Maths	 CIP	 Lunch	 Literacy & Yoga	 Home



New EYFS Curriculum

‘Every child deserves the best possible start in life and the support that enables them to fulfil their potential.’

Early Years Foundation Stage Framework, 2021

- On 31st March 2021, the Department for Education (DfE) released the new statutory framework for the Early Years Foundation Stage (EYFS).
- From September 2021, the framework has become statutory.
- The learning and development requirements of the EYFS remain largely unchanged. These include:
- Areas of learning and development to shape activities and experiences for children
- Early learning goals which children must work towards so that they can achieve these by the end of the academic year in which they turn five
- Assessment arrangements for measuring progress and reporting to parents and carers.

Reception baseline

- A new baseline assessment that is statutory in Reception in England from September 2021.
- It is going to be used to improve the way that schools measure progress.
- It is an informal 1-1 assessment with your child and their class teacher. Led through play and their interests.
- It is not a test and the results are not shared with parents or teachers, but used as a tool for assessment at the end of Key Stage 1.



Curriculum overview

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EYFS Themes	Children's interests: All about me and my family Autumn (Harvest)	Children's interests: Space Fireworks Christmas	Children's interests: Winter Weather Dinosaurs	Children's interests: Spring & Growing Easter Poetry	Children's interests: Traditional Tales Mini-beasts (The very hungry caterpillar)	Children's interests: Around the World Animals The Seaside
PSED: Jigsaw Program	Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
R.E.	Special People Religions: Christianity, Judaism	Christmas Religion: Christianity	Celebrations Religions: Hinduism	Easter Religion: Christianity	Stories Religions: Christianity, Islam, Hinduism, Sikhism	Special Places Religions: Christianity, Islam, Judaism
Phonics/Literacy	Read Write Inc. Phonics Program – Ruth Miskin Topic Book – fortnightly 'Take One Book Week' – whole school					
Maths	Herts For Learning (HFL) Essential Foundations For Counting: Comparison, classification, pattern & Group Recognition (Subitising) Number Blocks – National Centre For Excellence in The Teaching Of Mathematics (NCETM)					



PSHE scheme

- 'Changing me' is taught in the Summer term.
- **Main vocabulary-** Eye, foot, eyebrow, forehead, ear, mouth, arm, leg, chest, knee, nose, tongue, finger, toe, stomach, hand, baby, grown-up, adult, change, worry, excited, memories.
- **Learning intentions:** I can name parts of the body, I can tell you foods I can eat to be healthy, I understand that we all grow from babies to adults, I can express how I feel about moving to Year 1, I can talk about my worries and things I am looking forward to, I can share my memories.

School lunches

- School lunches are provided by [Radish](#) and are served on site in our dining hall
- School lunches are provided free of charge to all children in Reception and Key Stage 1 as part of the government's 'universal free school meals' scheme. The current cost of a meal for children in Key Stage 2 is £3.35 (September 2024).
- If your child has an allergy this should be reported to the school office and must be registered with Radish by completing a form, found on our website. They offer specifically adapted menus in line with their mainstream offer for selected food allergies, intolerances or cultural choices. In order to register your child's allergy, please complete a form, return to Sarah Coete, Nutritionist at Radish via this email address Sarah.Cloete@radishallgood.com and confirm with the school office who can then follow up your application.
- Free School Meals – even if your child is in Reception or KS1, they may be eligible for the 'Pupil Premium Grant'. This is a sum of money, paid every year to school, which can be used to support your child's education in a variety of ways. Eligibility is linked to the criteria for Free Schools Meals. To check your eligibility click [here](#)
- Children who do not want a school meal can bring in their own packed lunch. We do have children with severe allergies in school. ***Therefore please do not send in anything containing egg (all forms), sesame, nuts and avocado. This includes humous and pesto.***
- Please give the school one weeks notice should your child wish to change to or from school lunches.
- You can access all forms on our website.



End of year expectations-ELGs

Physical Development

Gross Motor Skills

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

Fine Motor Skills

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

Mathematics

Number

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

Numerical Patterns

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

Literacy

Comprehension

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

Word Reading

- Say a sound for each letter in the alphabet and at least 10 digraphs.
- Read words consistent with their phonic knowledge by sound-blending.
- Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.

Writing

- Write recognisable letters, most of which are correctly formed.
- Spell words by identifying sounds in them and representing the sounds with a letter or letters.
- Write simple phrases and sentences that can be read by others.

How do we work towards these goals?



How do children learn to read?

It starts in
Nursery!

Listen to
sounds



Hear sounds



Say sounds

Match sounds to
letters
(graphemes)



Blend sounds to
read words

in	on
it	an
and	pin



Sight read- say
words just by
looking at them

Comprehend what
they have read



Develop a narrators
voice



A fluent
confident
reader!





Children learn 44 sounds
(phoneme) and matching
letters (graphemes)

Children learn to blend
sounds to read words... This
is decoding!

How does RWI work?

Read specially designed
books which allow them to
apply taught phonemes
(sounds)

Daily phonic
teaching



Read Write Inc rules

- Magnet eyes
- My turn, your turn
- Hand signal
- Talk partner



Graphemes = letters that make the sound

The sound that is written down

English language has more than 150 graphemes

There are more than 150 ways to represent the 44 sounds using our 26 alphabet letters

A complex code!

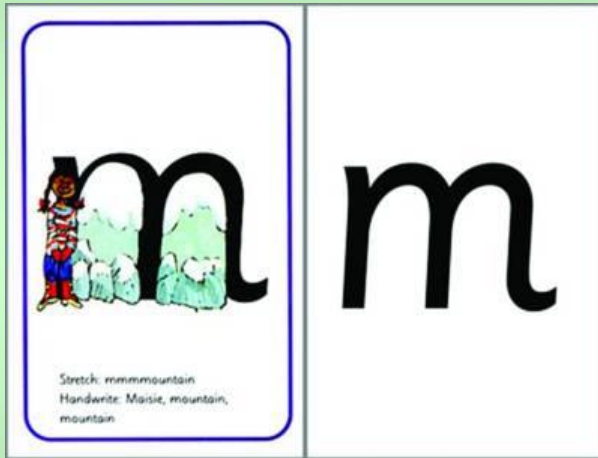
Complex Speed Sounds											
Consonant sounds											
f	l	m	n	r	s	v	z	sh	th	ng	
ff	ll	mm	nn	rr	ss	ve	zz	ti		nk	
ph	le	mb	kn	wr	se		s	ci			
					ce		se				
b	c	d	g	h	j	p	qu	t	w	x	y
bb	k	dd	gg		g	pp		tt	wh		ch
	ck				ge						tch
	ch				dge						
Vowel sounds											
a	e	i	o	u	ay	ee	igh	ow			
	ea				ā-ē	y	ī-ē	ō-ē			
					ai	ea	ie	oa			
						e	i	o			
							y				
oo	oo	ar	or	air	ir	ou	oy	ire	ear	ure	
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			au								



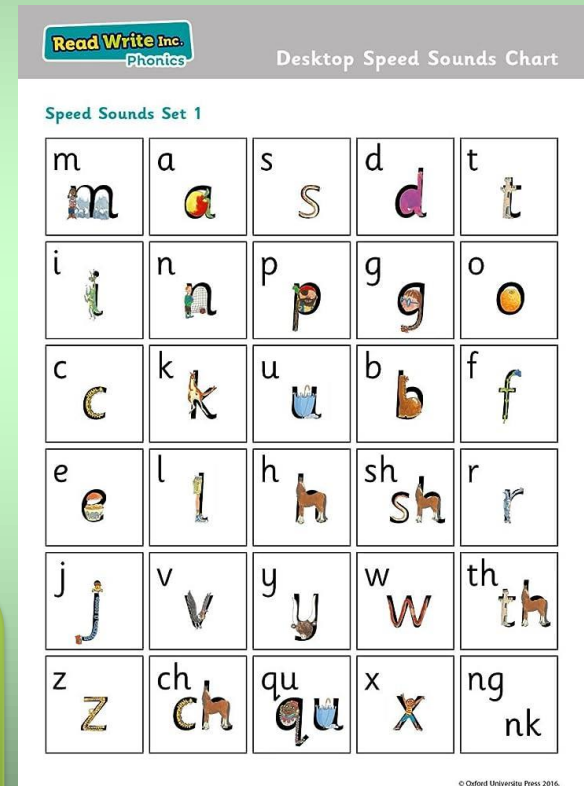
Speed Sound Lesson

Typically we learn these at the start of term

Set 1 sounds



Children need to be **really fluent** with these sounds and pronounce them purely without a schwa (an “uh” sound at the end) and have fun with them. They need to be able to **apply** these sounds to read words. Once confident, we will then move on to the Set 2 Sounds.



Sounds = phonemes

Once confident at reading words with Set 1 sounds
we progress to Set 2 sounds

Set 2 sounds

Children learn 44 pure
sounds

Ask your child to look at
your mouth or in a mirror
to make the sounds



Sounds = phonemes

Set 1 sounds

Now it's
your
turn!

Focus on the following
phonemes:






























m
t
d
p
x
f
th
l



Read Write Inc. Phonics

Desktop Speed Sounds Chart

Speed Sounds Set 1

m 	a 	s 	d 	t 
i 	n 	p 	g 	o 
c 	k 	u 	b 	f 
e 	l 	h 	sh 	r 
j 	v 	y 	w 	th 
z 	ch 	qu 	x 	ng nk

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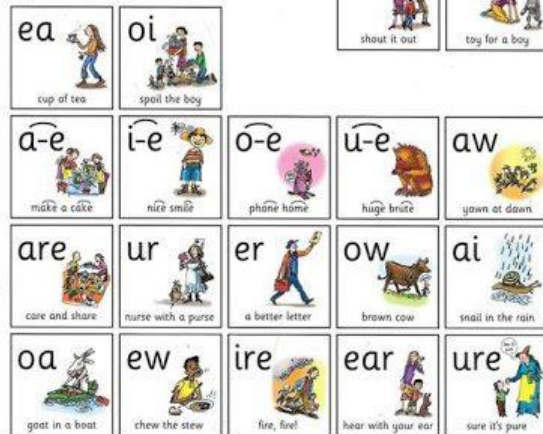
Special friends

Set 2 sounds

Speed Sounds Set 2



Speed Sounds Set 3



When we ask a child to decode a word we ask them to look closely for *special friends*.



Blending

Blending- putting the phonemes (sounds) together to read the word

Oral blending is when children can hear the sounds in a word e.g. m-a-t= mat

Fred only speaks in sounds



Now it's your turn... Fred says...!

All starts in Nursery



Decoding and blending

Decoding is saying the sounds and putting them together

Blending- putting the sounds (phonemes) together to read the word

As children progress
they use...
**FRED IN YOUR
HEAD**

We use Fred to
help us decode
unknown words
because he talks
in sounds



Fred in your head for sight
reading



fish

Special friends?
How many
sounds?



pan

Special friends?
How many
sounds?



dog

Special friends?
How many
sounds?



Segmenting

Segmenting is to break up a spoken word into separate sounds to spell.

Complex Speed Sounds

Consonant sounds

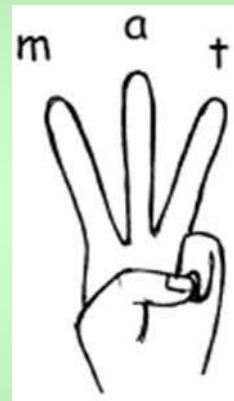
f	l	m	n	r	s	v	z	sh	th	ng
ff	ll	mm	nn	rr	ss	ve	zz	ti		nk
ph	le	mb	kn	wr	se		se	ci		
					c					
					ce					

b	c	d	g	h	j	p	qu	t	w	x	y	ch
bb	k	dd	gg		g	pp		tt	wh			tch
	ck				ge							
	ch				dge							

Vowel sounds

a	e	i	o	u	ay	ee	igh	ow
	ea				ā-e	y	ī-e	ō-e
					ai	ea	ie	oa
						e	i	o
							y	

oo	oo	ar	or	air	ir	ou	oy	ire	ear	ure
ū-e			oor	are	ur	ow	oi			
ue			ore		er					
ew			aw							
			au							



Fred
fingers



Sound blending books

Sound blending books provide an opportunity to decode and blend sounds together to read words, whilst having reinforcement of a picture, once they have read the word.



RWI book
scheme starts



This is the first book we send home, when your child is ready. Each week your child will bring home a book (**Friday**) they have chosen from the library as well. Please keep this at home for one week before returning it so your child can become familiar with the story/rhyme/words and enjoy exploring the illustrations with you. Library day is a **Tuesday**.

Ditty and Story time



A time to apply taught sounds in a story.

They read it daily to build their confidence.

Comprehension questions to ensure full understanding of the text

Children are continually assessed throughout all of our phonic lessons. They will be grouped, but our groups are fluid and children may move into different groups during the year.

Read Write Inc Story book progression

RWI book scheme finishes

Red

Green

Purple

Pink

Orange

Yellow

Blue

Grey

End of
Reception
Expected level

Year 1 End
of Autumn
Expected
level

End of Year 1
Expected level

$\frac{1}{2}$ half term
in Spring
Year 2
expected
level



Please remember every child is different and it is not a race! We should not be comparing our children.



Reading with your child

- Create a calm environment to read with your child.
- Look at the book together and talk about holding the book correctly, turning the pages, looking at the title etc.
- This can be with your child's library book or any books from home. It is important to read a variety of texts to encourage their interests and literacy appetite!
- Your child will have a reading record for them and yourselves to record their reading.
- Please write in the Reading Record book when your child reads to you. (You will receive the Reading Record book with your child's first reading book.)
- Your child must bring in the reading record every day.
- Your child will need to practise reading at home at least 3 times a week – it is recommended that they read every day. Please write a comment about how they have read and sign the reading record once a week ready for us to change books on a Friday. (if ready to).
- Please remember every child is different and it is not a race! We should not be comparing our children.



Oxford Owl

Check out!

home.oxfordowl.co.uk/reading/reading-schemes-oxford-levels/read-write-inc-phonics-guide/

OXFORDOWL Help Contact Us Teacher

Home English Reading Maths At school Bookshop Activities Blog

Read Write Inc. Phonics: a guide for parents



Home » Reading » Reading schemes, Levels, and Stages » Read Write Inc. – A guide for parents

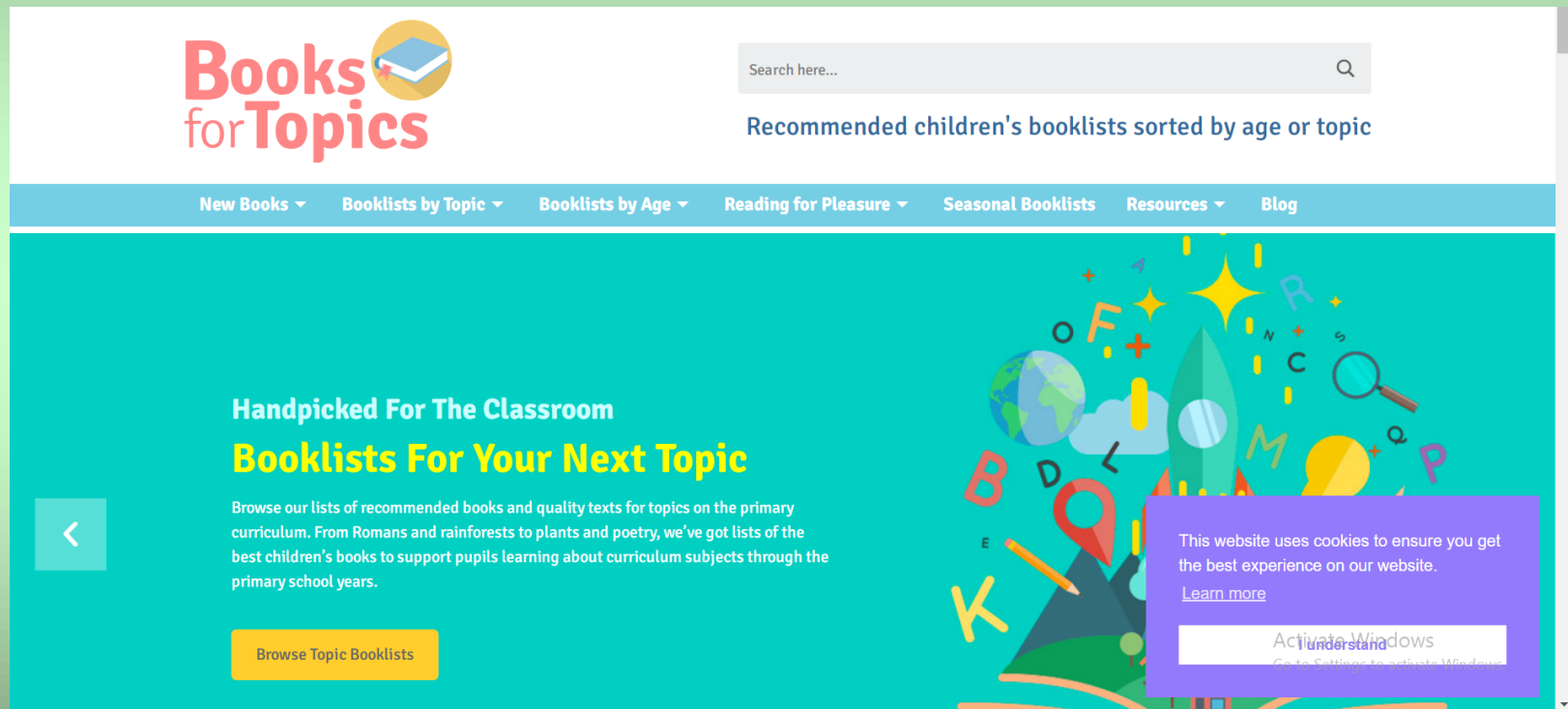
Read Write Inc. – A guide for parents

Reading by age Activate Windows
Go to Settings to
Phonics and word reading



Book list- Books for topics

Check out!



The screenshot shows the homepage of the 'Books for Topics' website. The header features the logo 'Books for Topics' with a book icon, a search bar with the placeholder 'Search here...', and a navigation menu with links: 'New Books', 'Booklists by Topic', 'Booklists by Age', 'Reading for Pleasure', 'Seasonal Booklists', 'Resources', and 'Blog'. Below the header, a teal banner contains the text 'Handpicked For The Classroom' and 'Booklists For Your Next Topic'. A paragraph describes the booklists as recommended for primary curriculum topics like Romans, rainforests, plants, and poetry. A yellow button labeled 'Browse Topic Booklists' is at the bottom left of the banner. On the right, a colorful illustration depicts a globe, a rocket, a magnifying glass, and various letters. A purple cookie consent banner is overlaid on the bottom right, stating 'This website uses cookies to ensure you get the best experience on our website.' with a 'Learn more' link and an 'I understand' button. An 'Activate Windows' watermark is also visible.

Books for Topics

Search here...

Recommended children's booklists sorted by age or topic

New Books ▾ Booklists by Topic ▾ Booklists by Age ▾ Reading for Pleasure ▾ Seasonal Booklists Resources ▾ Blog

Handpicked For The Classroom

Booklists For Your Next Topic

Browse our lists of recommended books and quality texts for topics on the primary curriculum. From Romans and rainforests to plants and poetry, we've got lists of the best children's books to support pupils learning about curriculum subjects through the primary school years.

[Browse Topic Booklists](#)

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Activate Windows
Go to Settings to activate Windows



Mark making

Developing fine and gross motor skills is vital



Writing progression

Reception

The cat lay on the mat.



Colour coded visual writing

	Single (main) clause
	Subordinate clause
	Co-ordinating conjunction

Year 1

The cat lay on the mat and he fell asleep.



Year 2 & 3

The cat lay on the mat and he fell asleep.



The cat lay on the mat because he was tired.



Maths

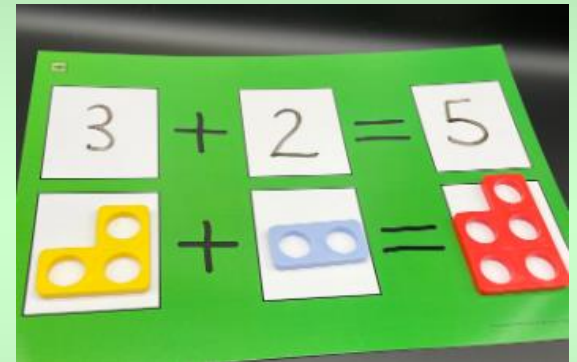
Concrete



Pictorial



Abstract



End of year expectations-ELGs

Communication and Language

Listening, Attention and Understanding

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

Speaking

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

Personal, Social and Emotional Development

Self-Regulation

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

Managing Self

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

Building Relationships

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



End of year expectations-ELGs

Expressive Arts and Design

Creating with Materials

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

Being Imaginative and Expressive

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

Understanding the World

Past and Present

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

People, Culture and Communities

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

The Natural World

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



Home learning

After half-term, fun home learning activities will be set fortnightly on Fridays at 12pm on Google Classroom. This needs to be submitted/up loaded to Google Classrooms 2 weeks later on a Thursday by 12pm.

Frequent reading at home



Special educational needs/disabilities SEND

- Greenway School INCO-(Inclusion Co-ordinator) and Autism Lead is Dani Roe dani.roe@greenway.herts.sch.uk
- INCO works in partnership with parents/carers, staff and professionals to ensure that pupils with SEND have the appropriate provision and **reasonable adjustments** in place in school.
- SEND policy, School offer and Hertfordshire local offer for SEND is on website
- All pupils with SEND will have a One Page Profile. This will be shared and targets reviewed with staff and parents/carers
- Please look out for letters and flyers for courses and opportunities for pupils with SEND, sent via email
- If you have concerns regarding your child please email your class teacher and/or INCO



Children's wellbeing

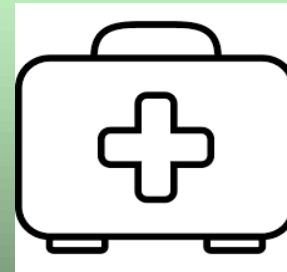
- Life is full of ups and downs!
- Please let us know of anything that may affect your child at school
- This will allow us to support you and your child.
- Examples might be...



Moving house



Parent
travelling or
away



Family member
illness



Show and Tell

We start this in Autumn 2.

The children take it in turns to take home our special class box and fill it with 3 items they would like to talk about.

Please support them to think of things they would like to say about each item.

5 minutes- informal and not a PowerPoint presentation! It is about the children becoming confident to speak in front of an audience.

It is also a good way to develop listening and questioning skills.

Class reps

Thank you to Charis and Magnus' Mum

If you change your mobile phone number or e-mail address then please let the office know (if you have not given either of these to the office please do so asap).

Thank you for listening

Ways that you can support at home

Daily reading in a calm and quiet environment

Use money when visiting the shop, weigh items when making cakes and find many practical ways of involving maths in daily life. E.g. sorting socks into pairs and exploring how many knives and forks you need for dinner. How many altogether?

Share story books with your child as often as possible. Please talk about the pictures and story with your child and model page turning, predicting what might happen next, how a character may be feeling and why, etc. It is important to read together for enjoyment!

Play games to encourage your child to recognise their name, both handwritten and in a simple, typed font.

Celebrate making 'good mistakes' as a family

Counting in context (walking up steps, collecting objects)

Please ensure **writing is in lower case**, where appropriate.

Encourage your child to recognise numbers in different places around the indoor and outdoor environments.

