

Top tips for Reception

Red Ash 2026 - 2027

Class teachers: Miss Riggs (Monday – Wednesday)

Mrs Morris (Thursday – Friday)

Bethany.Riggs@greenway.herts.sch.uk

Sarah.Morris@greenway.herts.sch.uk

Learning support: Mrs Hunter, Mrs Sanchez and Miss Wardle.

School starts at
8:55am

School finishes
at 3:15pm
at Reception
gate.





Key information



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

Coats needed daily please!

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

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

PE kits need to be in school on a **Monday** – although 'PE' won't start until after Christmas, so no rush. We do Writedance to support gross motor but the children don't need to change for this.

You will need a t-shirt, jogging trousers/shorts and trainers if your child does not have these as outdoor footwear.



Key information



- All children need to bring in a named water bottle every day
- Children are provided with a piece of fruit everyday. If you would like to provide your own snack you can – please stick to fruit/veg/plain breadsticks or rice cakes. **Snack envy is hard! Must all be named please.**
- If your child has a packed lunch please remember, no sesame, eggs, nut products, humous or kiwi please.
- **This is to keep ALL children safe!**



School lunches

- School lunches are provided by Clever Chef 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.
- If your child has an allergy this should be reported to the school office and must be registered with Clever Chef 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 Mari Clark, Nutritionist at Clever Chef via this email address Mari.Clark@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. You can access all forms on our website.
- no sesame, eggs, nut products, humous or kiwi please



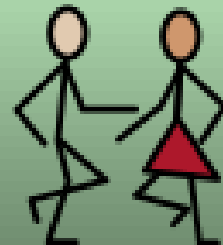
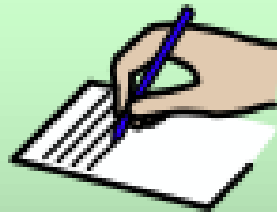
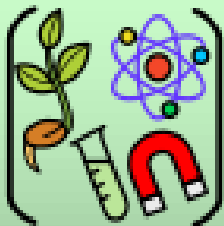
Key information

- 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 auto injector or inhaler that we have this in school and it is in date.



Timetable 2026-2027

9am	9.20am	9.40am	10.45am	11am	11.30am	12pm	1.15pm	2.35pm	2.35
Register	Phonics	CIP	Snack	Maths	Story/Hands	Lunch	Funky Fingers	CIP	Story and home
									



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

- 17 areas of learning, split into prime and specific areas – all assessed continually and at the end of the year. Children are ‘emerging’ or ‘expected’ – they’re the only judgements!
- 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.



EYFS Curriculum

How do we show learning?

- **Teacher Assessment** – us knowing our children is what Ofsted are most interested in.
- **Observations** – informal, whilst children are exploring their own interests during CIP. These are in note form – handwritten – trailed IPads last year and actually we're happy being old school!
- **Teacher Directed Learning Books**



Reception Baseline

- 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

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
	Magical Me	Celebrations	Traditional Tales	Traditional Tales	Under the Sea	Under the Sea
Key Question	What makes you, you? What is your favourite thing to do? Who is in your family?	What do you celebrate? What do other people celebrate?	Where has the Gingerbread Man Gone? Should Jack have climbed the Beanstalk?	Would you have eaten the Three Bears Porridge?	What will you find beneath the sea?	What's happening to our oceans?
Key Learning Experiences	Self portraits Family Trees Houses from lollipop sticks	Diva lamps Fireworks writing Toasting <u>marshmallows</u> Nativity	Making gingerbread biscuits Hunting for our biscuits! Beanstalk grows in the classroom Growing our own beans	Tasting different porridge Crime scene!	Exploring senses with a fish! Oil pastel sea creatures CD fish	Save our Seas protest Making posters



Curriculum overview

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Reading	RWI Ruth Miskin Phonics Scheme Weekly Reading Books Weekly Library Books Daily Story time					
Maths	Herts for Learning : Essential Foundations for counting (Comparison, Classification, Pattern and <u>Subitising</u>) NCTEM: <u>Numberblocks</u>					
PSE - Jigsaw	Me being me in my world	Celebrating difference	Dreams and goals	Healthy me	Relationships	Changing me
RE	Special People (Christianity, Judaism)	Christmas (Christianity)	Celebrations (Hinduism)	Easter (Christianity)	Stories (Christianity, Islam, Hinduism, Sikhism)	Celebrations (Christianity, Islam, Hinduism, Sikhism)



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.



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?



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.



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



Graphemes = letters that make the sound

The sound that is written down

English language has more than 150 graphemes

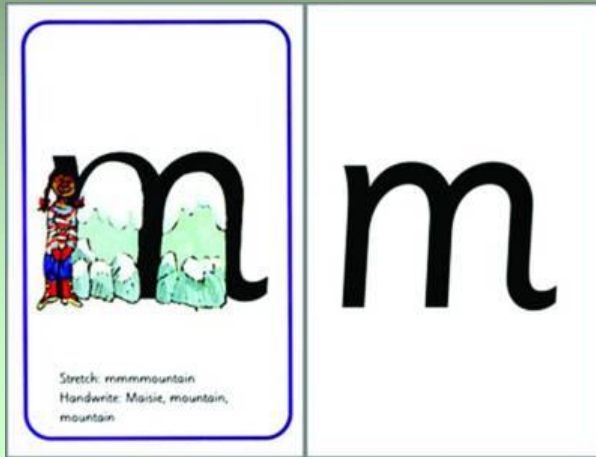
There are more than 150 ways to represent the 44 sounds using our 26 alphabet letters

A complex code!

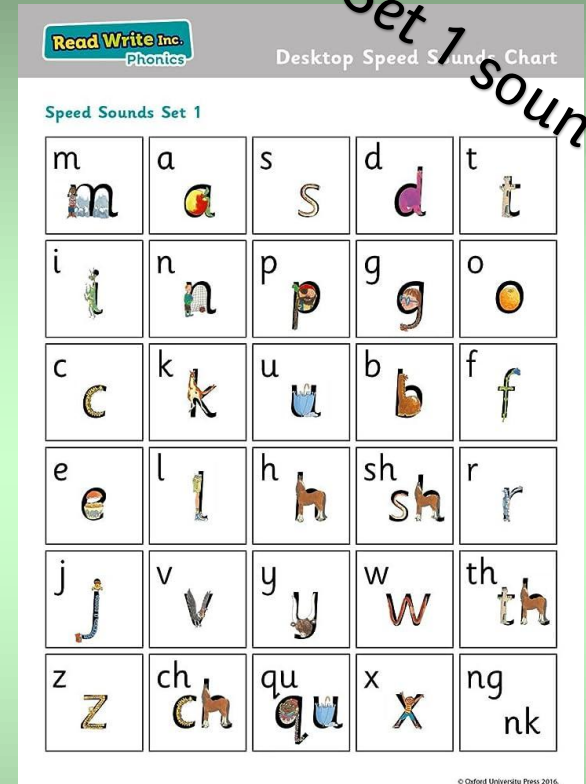
Complex Speed Sounds											
Consonant sounds											
f	l	m	n	r	s	v	z	sh	th	ng	
ff	ll	mm	nn	rr	ss	ve	zz	ti		nk	
ph	le	mb	kn	wr	se		s	ci			
					ce		se				
b	c	d	g	h	j	p	qu	t	w	x	y
bb	k	dd	gg		g	pp		tt	wh		ch
	ck				ge						tch
	ch				dge						
Vowel sounds											
a	e	i	o	u	ay	ee	igh	ow			
	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	
ū-e			oor	are	ur	ow	oi				
ue			ore		er						
ew			aw								
			au								



Speed Sound Lesson



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.



You may see them making actions too – that’s called cued articulation!

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



Special friends

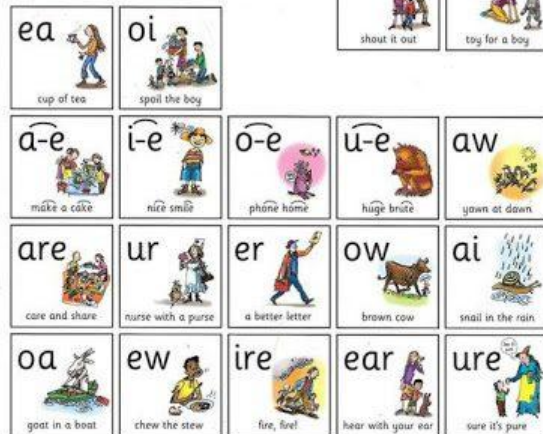
Set 2 sounds

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

Speed Sounds Set 2



Speed Sounds Set 3



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...!



Decoding and blending

Decoding is saying the sounds (sounding it out!)

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



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				a-e	y	i-e	o-e
					ai	ea	ie	oa
						e	i	o
							y	

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



Fred
fingers



This is a writing skill –
not a reading one!



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 (**Monday**) 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.

Ditty and Story time



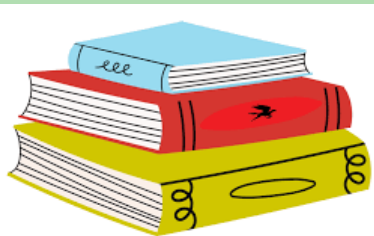
A time to apply taught sounds in a story.

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



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 Monday.
- Please remember every child is different and it is not a race! Rates of progress are really interesting when it comes to reading...



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

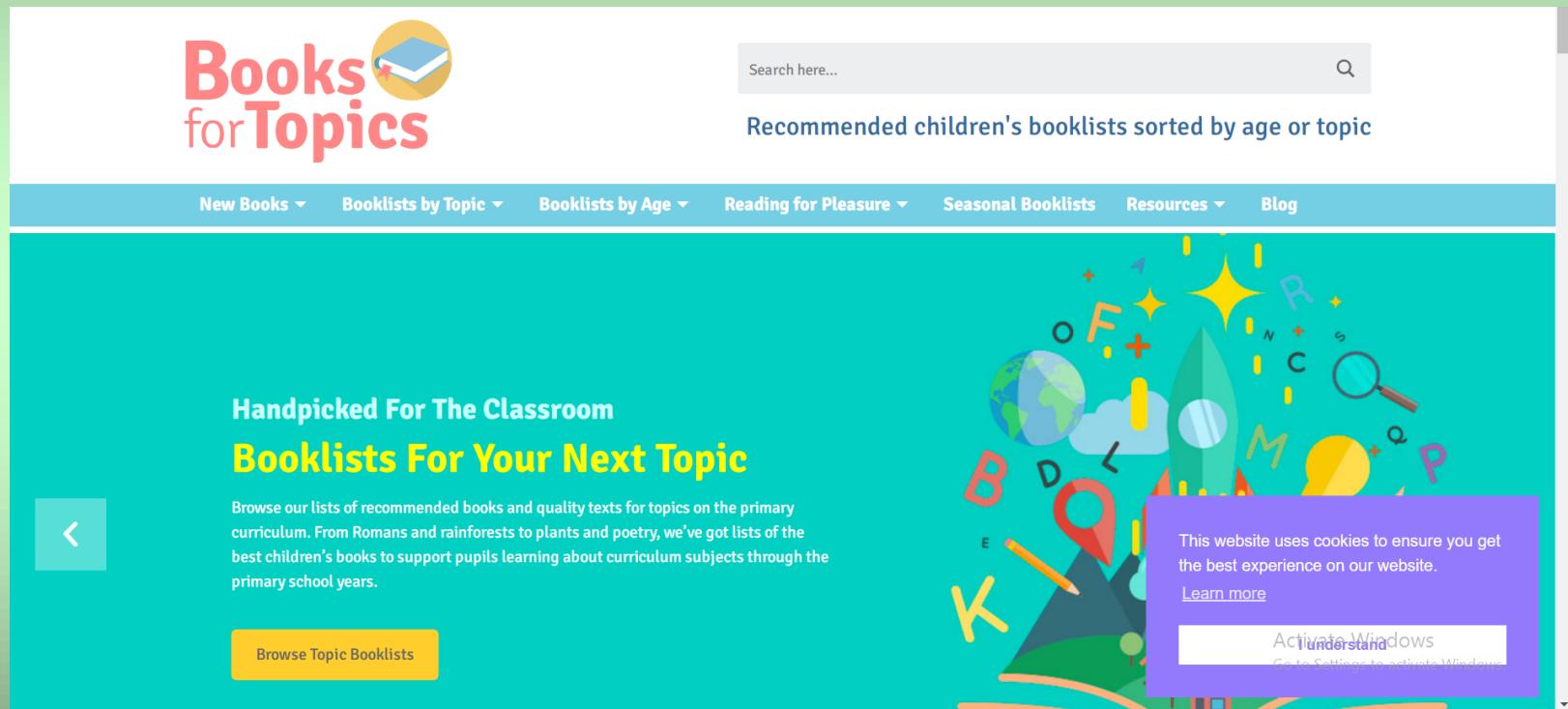
Read Write Inc. – A guide for parents

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



Book list- Books for topics

Check out!



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

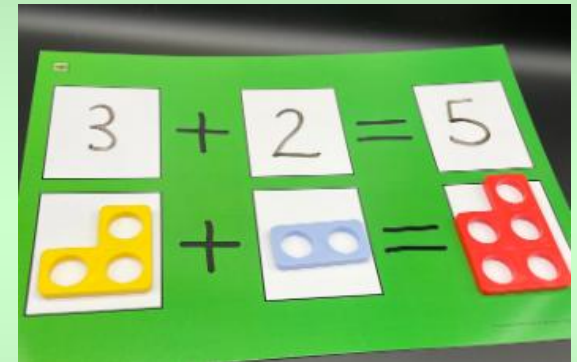
Concrete



Pictorial



Abstract



Home learning

Tuesday Newsday Books – next slide! Does NOT have to be every week!

Frequent reading at home – we try to say everyday – this is the priority!



Tuesday Newsday Books

We start this in Term 2.

Such a great way to develop speaking and listening skills and the children love the responsibility.

We will share these in small groups and build up to sharing as a whole class too.



Class reps

Thank you to Lily R and Isla's Mum's!

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).

Inclusion and SEND

- **SEND**-Special education Needs and Disability
- 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



Inclusion and SEND

- All pupils with SEND will have an **Individual Support Plan (ISP)** created showing set targets and planning through an **Assess, Plan, Do and Review Cycle**. This will be shared and targets reviewed with staff and parents/carers
- If you have concerns regarding your child please email your class teacher and/or INCO
- Greenway Inclusion information can be found on the website



Children's wellbeing

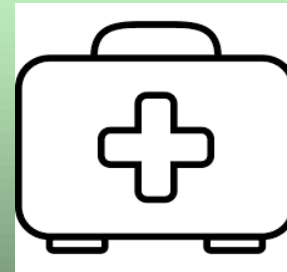
- Life is full of ups and downs!
- Please let us know of anything that may affect your child at school
- This will allow us to support you and your child.
- Examples might be...



Moving house



Parent
travelling or
away



Family member
illness



Welcome to Greenway Explorers

Afterschool
Monday to Thursday



Explorers

Our Early Years Wraparound Care

- 1-8 child to staff ratio
- Highly qualified staff
- Planned continuous provision indoors/outdoors to continue to support children's development
- Snack and a high tea created by the children (not a dinner!)
- Children who attended this provision last year continued to develop self-care skills, fine and gross motor skills, communication skills as well as their independence and their resilience.



It's fun to explore!



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.

