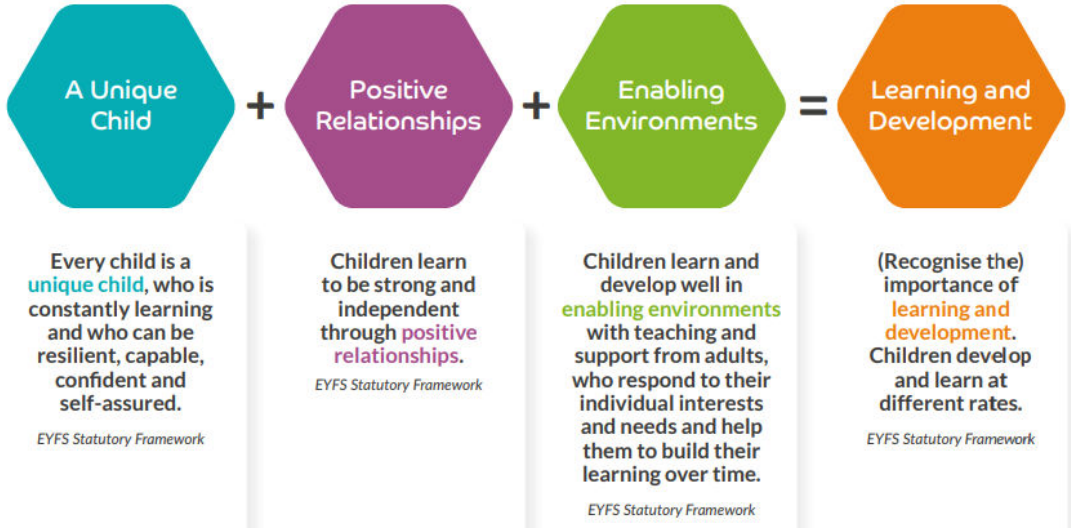
RECEPTION PARENT MEETING

Tuesday 22nd September 2026

Holy Trinity C of E Primary School

Areas to be covered:

- Early Years Foundation Stage (EYFS) Curriculum and age-related expectations.
- Phonics
- Reading
- Handwriting, spelling and composition
- Maths
- Homework
- Behaviour/Expectations



EYFS Curriculum

- The Early Years Foundation Stage covers the first stage of a child's care from birth to 5 years.
- There are 4 principles which together shape a child's learning and development.

1. **The Unique Child** ~ every child is a unique child who is constantly learning and can be resilient, capable, confident and self-assured.
2. **Positive Relationships** ~ with staff and other children, they learn to be strong and independent.
3. **Enabling Environments** ~ children learn and develop well in enabling environments that respond to their individual needs. Children benefit from a strong partnership between practitioners, parents and carers.
4. **Learning and Development** ~ children develop and learn at different rates. It is not an automatic or linear process.

Characteristics of Effective Learning

Playing and Exploring ~ children investigate and experience things and 'have a go'.

Active Learning ~ children concentrate and keep on trying if they encounter difficulties and enjoy achievements.

Creating and thinking critically ~ children have and develop their own ideas, make links between ideas and develop strategies for doing things.

The areas of learning and development

- The EYFS curriculum is made up of 7 areas of learning and development which are divided into the 3 **prime** areas and 4 **specific** areas.

Prime Areas ~ these are fundamental throughout the EYFS and support development in all other areas. These include:

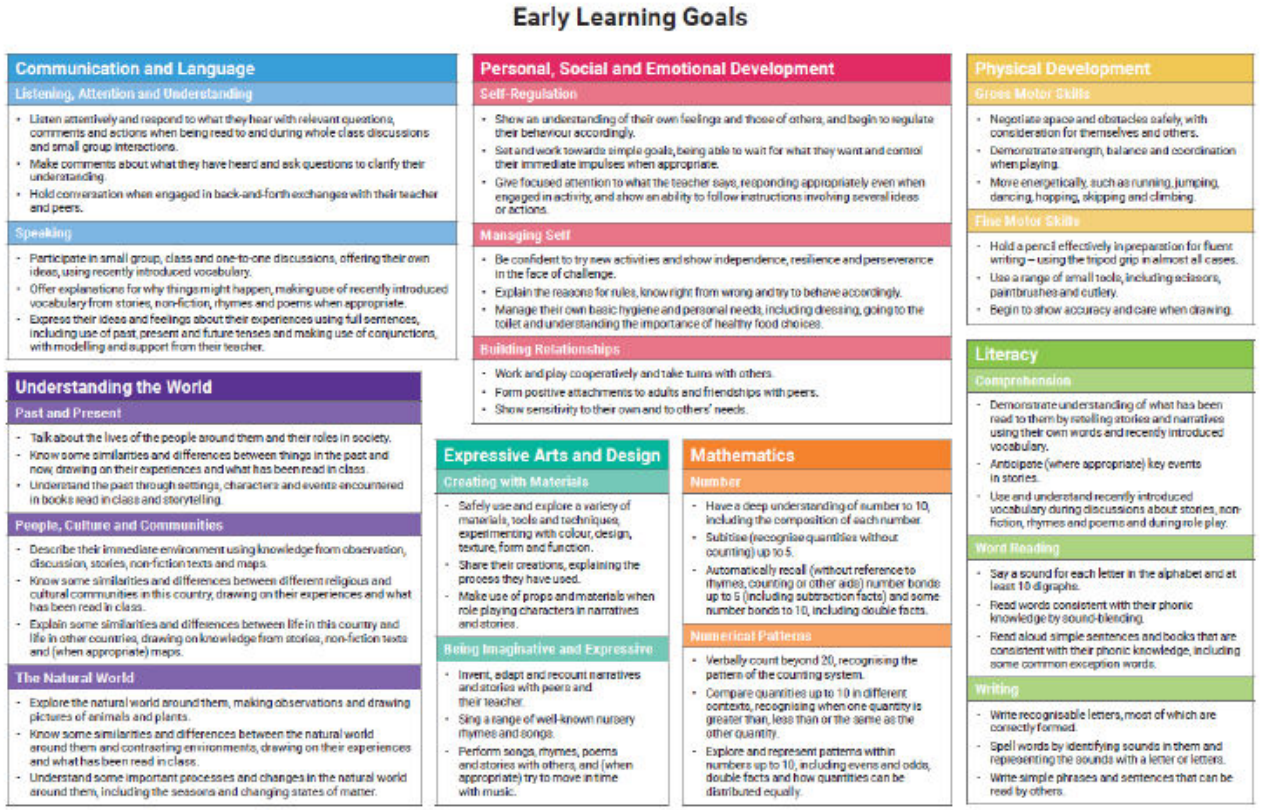
1. Communication and Language (listening, attention and speaking)
2. Physical Development (gross motor skills and fine motor skills)
3. Personal, social and emotional development (self-regulation, managing self and building relationships)

The areas of learning and development

Specific Areas ~ include essential skills and knowledge through which the prime areas are strengthened and applied. These include:

1. Literacy (comprehension, word reading and writing)
2. Mathematics (number and numerical patterns)
3. Understanding the world (past and present, people, culture and communities and the natural world)
4. Expressive Arts and Design (creating with materials, being imaginative)

Age related expectations



Early Learning Goals

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.

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.

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.

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.

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.

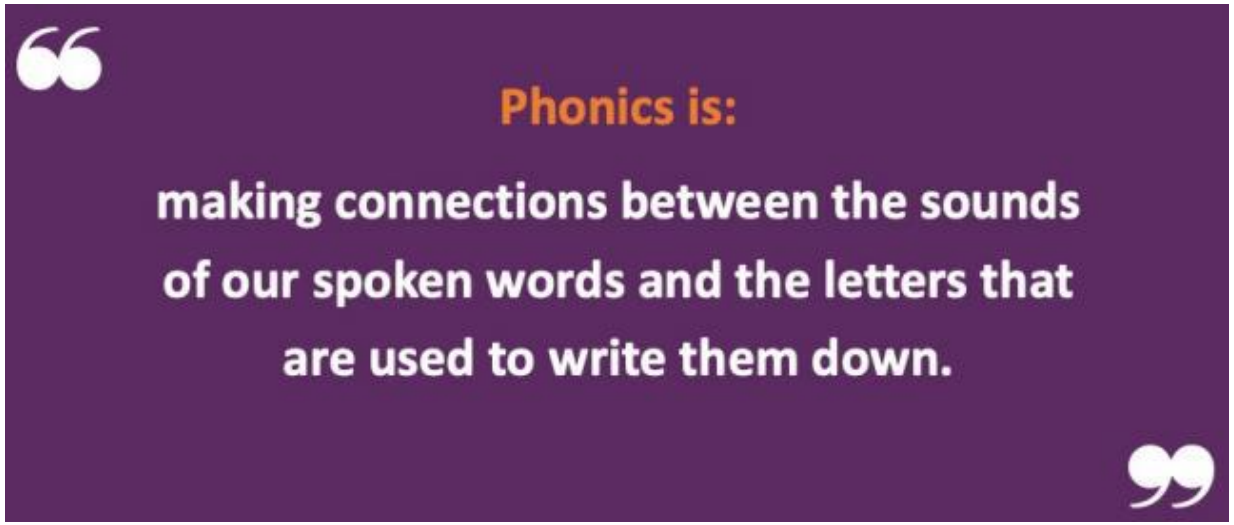
Writing

- 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.

The Early Learning Goals (ELGs) summarise the knowledge, skills and understanding that all children should have gained by the end of the reception year.

Phonics

- Phonics is a way of teaching children to read and write.
- Our school uses Little Wandle Letters and Sounds Revised as their phonics programme.
- Written language is like a code, when children know the sounds individual letters make, they can decode words and read them.



Key Terminology



Phoneme ~ the smallest unit of sound in speech. For example, the word cat has 3 phonemes 'c' 'a' 't' which make up the word. Important we say the pure sound – schwa 'uh'.

Grapheme ~ a letter or number of letters that represent the phoneme (sound) in a word. The way we represent the sound.

Digraph ~ two letters which make one sound. Examples: th, sh, ch, ll, ee.

Trigraph ~ three letters which make one sound. Examples: 'igh' in high, 'air' in fair.

Two important processes in phonics include:

Blending ~ recognising the letter sounds in a written word and merging them together in the order they are written to read the word. E.g. 'c-u-p = cup'. Children need to be able to blend to read.

Segmenting ~ breaking up a spoken word into its individual sounds. E.g. h-i-m in the word him. Children need to be able to segment to be able to spell.

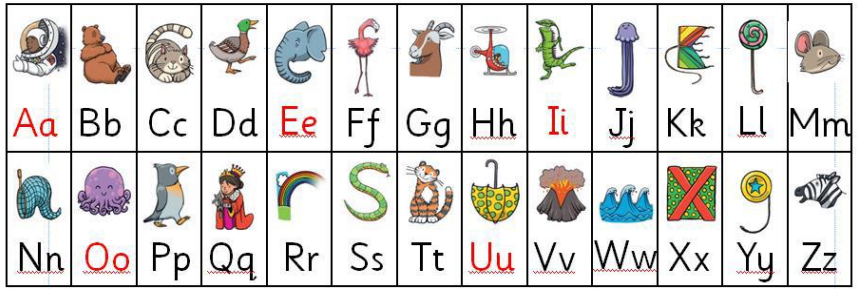
Phonics Phases

- Phonics is broken down into phases.
- Phase 1 ~ Nursery ~ focus on listening skills, oral blending and segmenting. Initial sounds and rhyming strings.
- Phase 2 ~ Reception ~ blending and segmenting, sounds covered include: **s a t p i n m d c k e h r g o u l f b ll ss ff j v w x y z qu ch sh th ng.**
- Phase 3 ~ Reception ~ Digraphs represented in one-way: **ai ee igh oa oo ar ur ow ear air.**
- Phase 4 ~ Reception/Year 1 ~ consonant clusters e.g. t e **n t** **c l** a p
- Phase 5 ~ Year 1 – alternative digraphs.

Little Wandle Approach



- Little Wandle Letters and Sounds Revised uses specific resources children will be familiar with.
- Each phoneme (sound) that we teach has a mnemonic e.g. a for astronaut.
- This helps the children recognise and remember the graphemes (letters).
- Every time we teach a new phoneme (sound) we also read words during the phonics lesson that contain the new sound, so children can practise what they have learned.
- This will progress in future phonics lessons, to reading a sentence containing some of the words.
- We have displays in the classroom and on the tables to support children in their learning.



Tricky Words

the, was, I, he, she, could, here, said, you, some, they, is, has, his, and.

- Tricky words cannot be blended or segmented because they are irregular therefore the only way to read them is for children to recognise them as whole words.
- Children are aware that for some common words phonics doesn't work and should be explicitly taught.
- We encourage children to also think about what part of the word is tricky e.g. was.

Importance of Reading

"A love of reading is the biggest indicator of academic success"

- Researchers in the United States who had looked at the impact of parents reading with their children quoted the following figures in a news release about their findings: Here's how many words kids would have heard by the time they were 5 years old:

*Never read to, 4,662 words;

*1–2 times per week, 63,570 words;

*3–5 times per week, 169,520 words;

*daily, 296,660 words;

*five books a day, 1,483,300 words.



School's Approach to Reading

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



The children read the same book three times in a week. 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 storyteller voice or our David Attenborough voice – and the third time we look at comprehension. We read the books three times at school because we want to develop the fluency. The more children see words, the more they begin to read them automatically without having to sound them out.

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 one their own.



School's Approach to Reading



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.

- Reading for pleasure – children's free choice to share at home.
- Daily story times to promote a love for reading.
- Listen to children read individually at school.
- Guided reading book to be read 3x at home.

Reading Focus

Understanding text
What word tells you…?
What word means…?
What does the word ….. mean
Find a word that describes how..
Copy a word that means the same as ….

Identify and explain characters /events /titles information (retrieval)
Which..? What…? How…? How…? Where…?
When…? Why…? Why…? Who…?
Give me a reason why….?
Which character…?
Identify two ways….

Identify/explain sequence
Order what happened in the story.
What happened after?
What happened before?
Which of the events happened first?
Which events happened last?

Make inference from text
Why do you think..?
Which do you think…?
How do you know…?

True false questions
What evidence is there that…..?
What is this characters attitude?

Predict
What will happen next?
What would happen if..

Reading at Home



You can help your child at home by:

•Practising with their reading book at least 3 times per week.

•Talking about stories that you have read with them –questioning on their understanding.

•Reading around a text and making links with everyday life e.g. meanings behind a story.

•Blending and segmenting at any opportunity e.g. in the bath, at the park, at the shops. Can you see the c-a-t? Point to the t-r-ee.

•Practising letter recognition when you are out and about. You may notice your child start to point out familiar sounds or words in the environment.

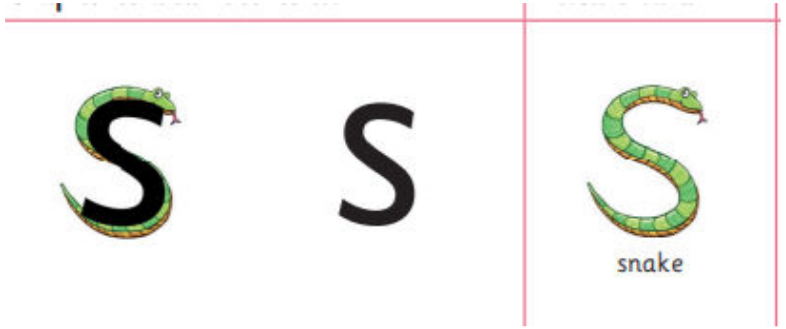
•Praise and encourage your child. It can be frustrating at times, but reading must be a positive experience in order for them to remain enthusiastic.

Handwriting

	***Physical Development*** **8-20months** Holds pen or crayon using a whole hand (palmar) grasp and makes random marks with different strokes.
	Beginning to use three fingers (tripod grip) to hold writing tools. Developmental Mattter- 3-4 years Use a comfortable grip with good control when holding pens and pencils
	• Holds pencil between thumb and two fingers, no longer using whole-hand grasp. • Holds pencil near point between first two fingers and thumb Developmental Mattter- 3-4 years Use a comfortable grip with good control when holding pens and pencils Show a preference for a dominant hand.
	ELG Physical fine motor– *Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases.*

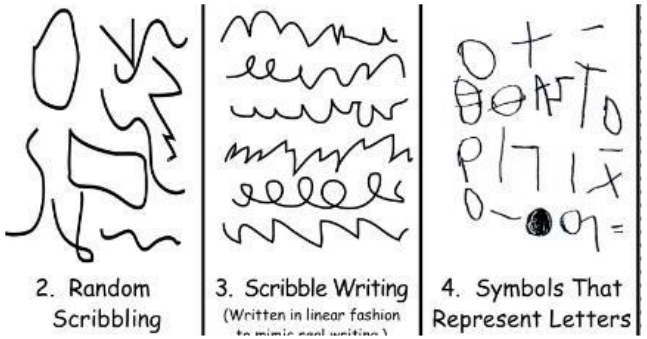
- Handwriting is so important and something that is practised in school.
- When learning a new grapheme, Little Wandle provides a formation phase which helps children with their letter formation.

E.g.



Down the snake, from head to tail.

Progress of Writing



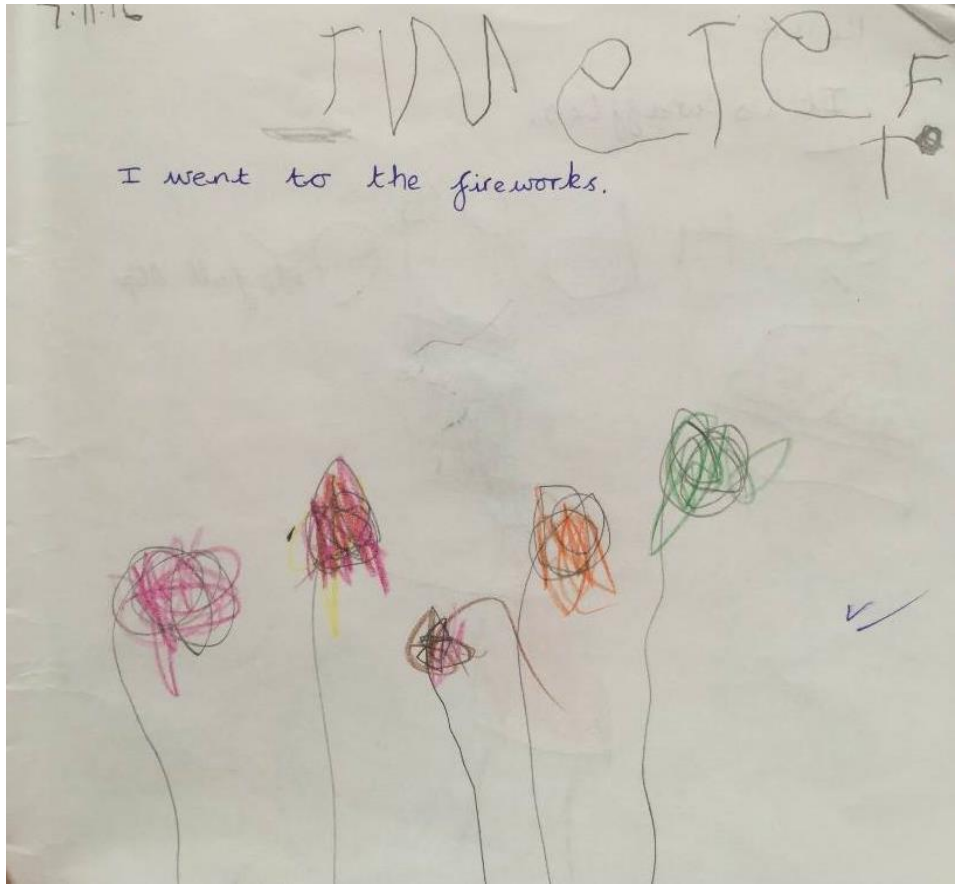
- We encourage all children to try to write, even before they know any sounds. What are you going to write about your picture? This is known as mark making, children make the marks then explain what it says.
- Once children have learnt the first set of sounds, and are beginning to form the letter shapes, they can begin to attempt writing words.
- Even if they can hear the initial sounds, write this and try to sound out other letters.
- Many words will not be spelt correctly, it should be phonetically plausible – we can still 'get the message'. For example –kite may be written kightt and bike may be written bighk.

Progress of Writing

Development Matters Literacy - 3-4 years old:

Autumn term

- Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; write 'm' for mummy.
- Write some or all their name.
- Write some letters accurately.
- Identify the initial sound in words.
- Begin to use their phonics understanding to spell CVC words such as cat.



Begin with the 'It is…' sentence structure.

Progress of Writing

Development Matters Literacy – Working in Reception

Spring/Summer term

- Form lower-case and capital letters correctly.
- Spell words by identifying the sounds and then writing the sound with letter/s.
- Write short sentences with words with known letter-sound correspondences using a capital letter and full stop.
- Reread what they have written to check that it makes sense.
- Spell CVC words containing the vowel digraphs. E.g. rain

Segmenting independently, writing sounds in a sequence using resources to help independently.

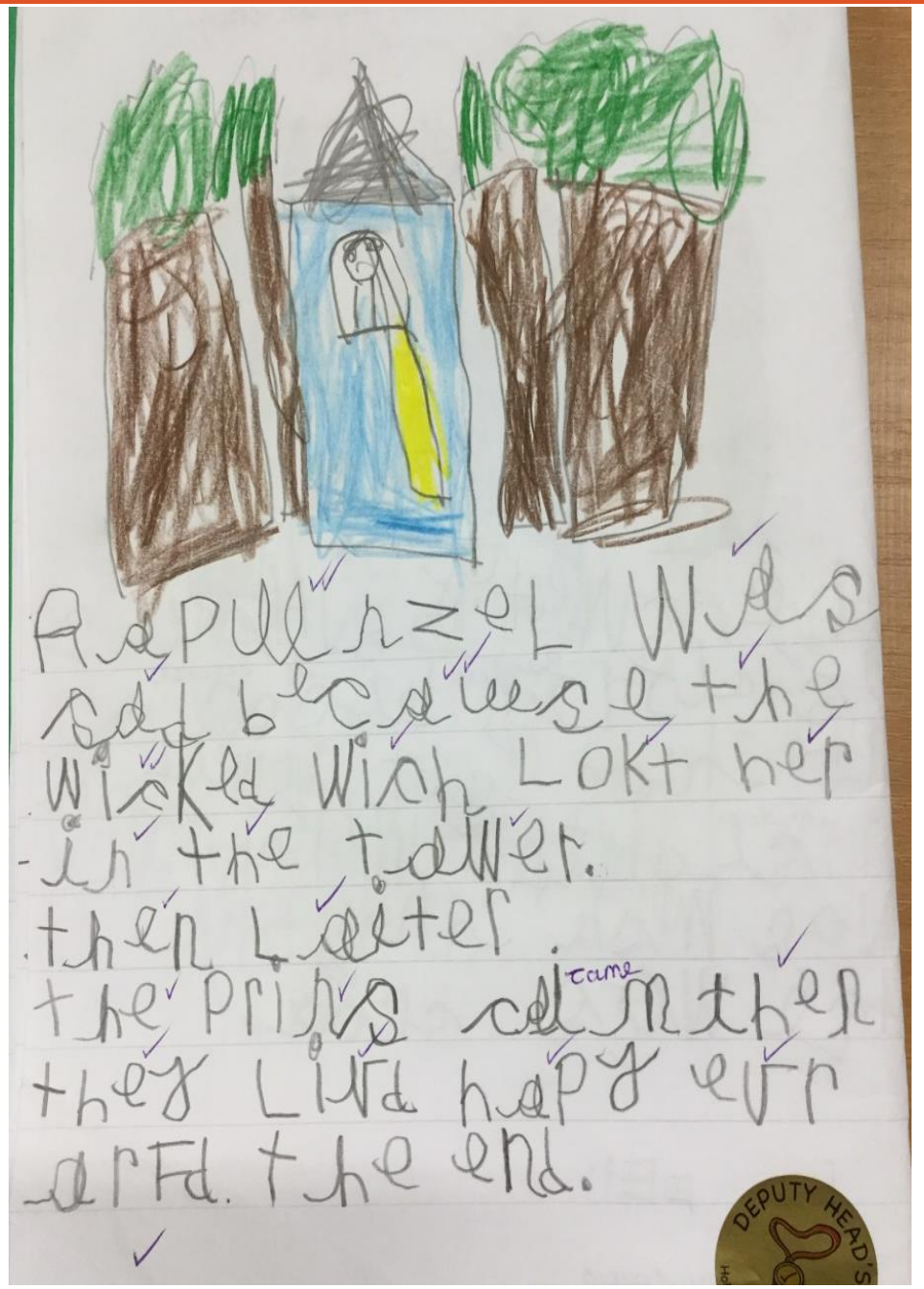


Progress of Writing

Early Learning Goals – Age Related Expectation for Reception

- 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.
- Begin to spell CVCC and CCVC words such as tent, train.

Children segmenting independently, writing sounds from memory, writing tricky words from memory or using resources independently.



Supporting Writing at Home



You can help your child at home by:

- Segment words (spell) at any opportunity e.g. in the bath, at the park, at the shops.
- Ensure your child is forming their letters correctly. Use chalk boards, wipeboards.
- Praise and encourage your child when they write something. Ask them to tell you what it says.
- Provide writing opportunities during play and activities you are doing at home. E.g. write 'to Mam/Dad From .....' in cards or write shopping list.
- **We absolutely love to share in class any writing, drawings, maths, UTW work that you do at home. You can send it in with your child or send it on dojo via the chat function.**

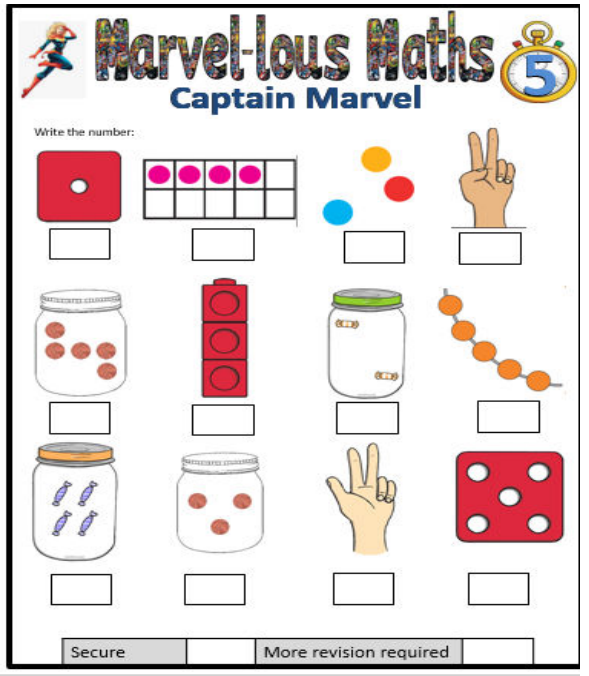
Mathematics

- Children need to develop the following counting skills:
- **Subitising** ~ instantly recognising objects in a small group without counting.
- **One-to-one correspondence** ~ counting one object as you say the correct number.
- **Cardinal counting principle** ~ children recognising that the final number said when counting a set tells us how many is in the set.

- In School we use Marvellous Maths superhero tests which focus on three main areas: Subitising up to 10, doubles and halves and number bonds to 10 e.g. which pairs of numbers make 10 9+1= , 8+2=, 7+3=
- After Christmas, we progress further on to looking at number bonds to 5 and 10, odds and evens, doubles and halves.

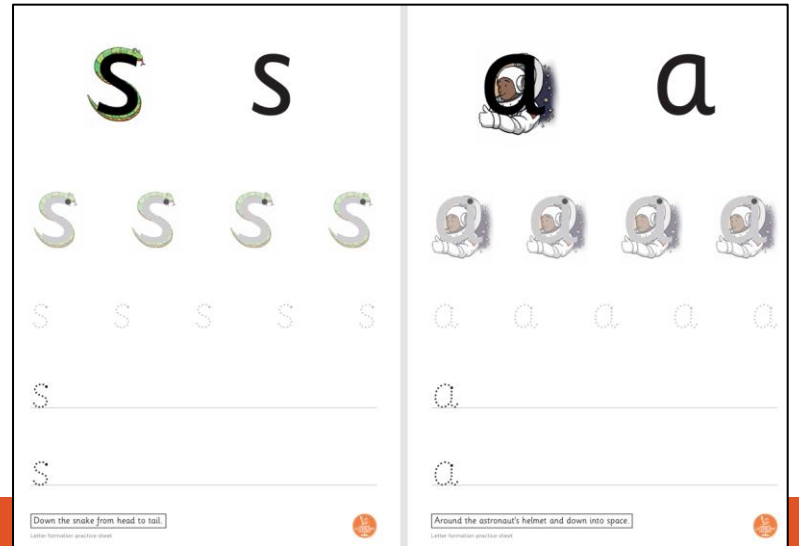
We expect children to have a deep understanding of numbers 1-10 by the time they leave reception. To meet the ELG they need to be able to recall number bonds to 5 and some to 10, odd and even numbers and doubles and halves verbally.

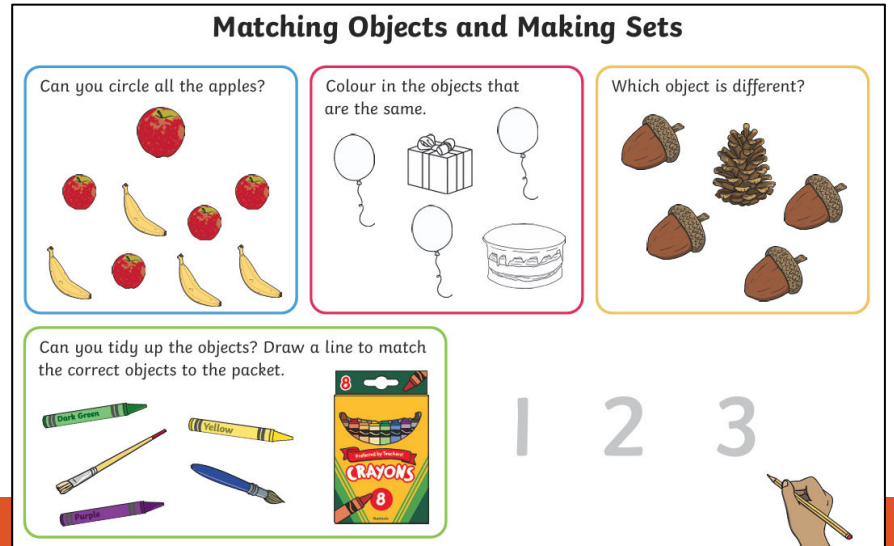
Superhero Tests		Rec
	CAPTAIN MARVEL Subitising up to 10	
	ANT MAN Doubles and halves	
	SILVER SUFER Number bonds to 10	



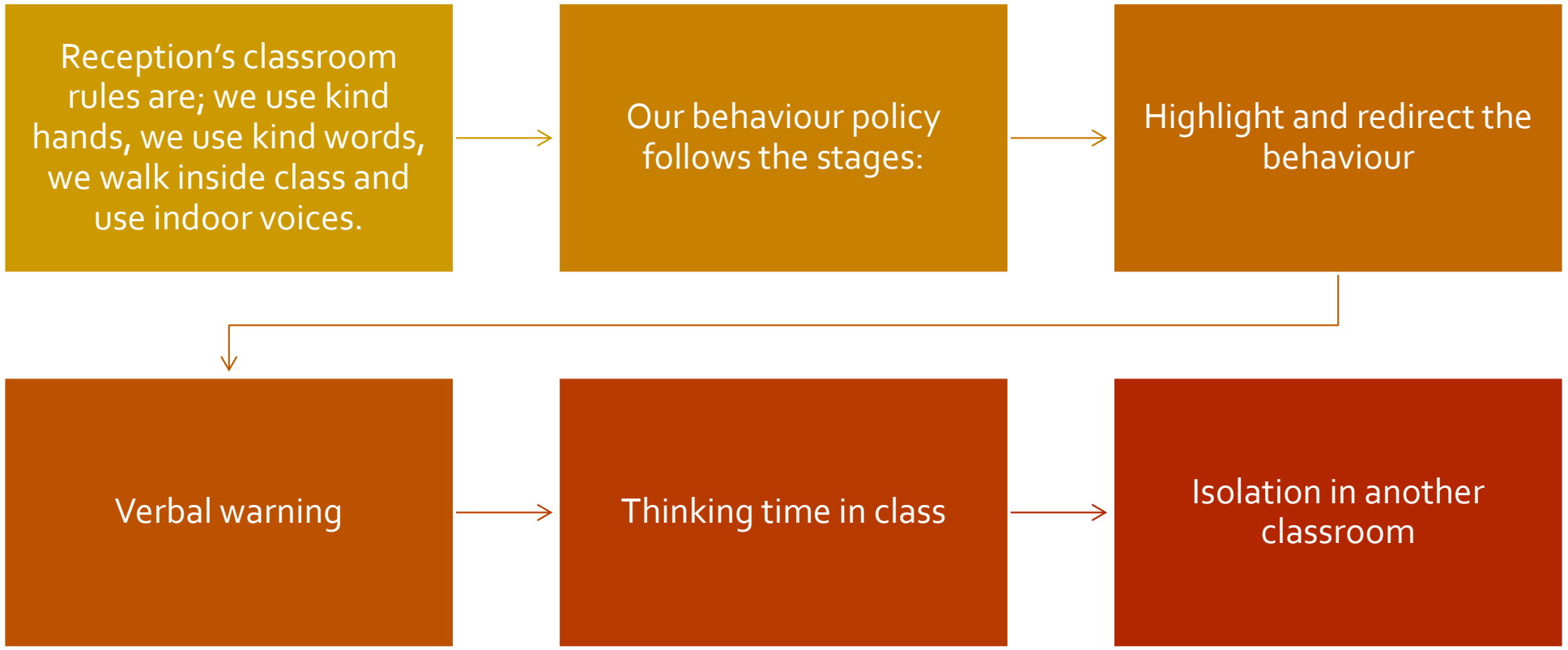
Homework

- Homework is given out every Friday with the expectation of it being completed by the following Thursday.
- This will begin this Friday.
- We will send it home in a yellow folder.
- In the Autumn term, we will focus on letter and number formations and a bit of Maths.
- Once they have completed their homework, send it back into school and we will give them a dojo point and a token for the Maths and Phonics raffle which is drawn at the end of each term.





School Expectations and Behaviour Policy



Your help will make a huge difference to your child's learning. Thank you for listening.







Any Questions?

