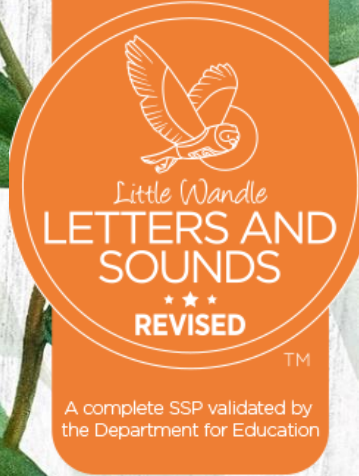


Welcome



We're teaching every child to read with



A complete SSP validated by the Department for Education

Maths

In Reception, we follow a mastery approach to maths. We help children develop a deep and secure understanding of numbers and early maths skills laying strong foundations for the years ahead.

These early maths skills are developed through play, exploration, and practical activities (you won't see lots of recorded work). Children use real objects, games, and practical activities to explore maths in a fun and meaningful way.

Depth, not speed – we spend time really understanding each concept, like what the number 5 means, rather than rushing ahead.

Fluency, reasoning, and problem-solving – children learn number facts, explain their thinking, and solve simple problems in everyday contexts.

Concrete – pictorial – Abstract – we start with hands on resources (like counters or cubes), move to pictures, and then introduce numbers and symbols.

The focus is on building confidence, curiosity, and a strong foundation for future learning.



Lunch, snack and water



Please talk through the choices with your child. We cannot change this on the day. *If you wish to cancel or edit your child's lunch choice please do so the Tuesday before, thank you.*

Healthy lunch boxes please!

We ask children to bring a water bottle into school with just water inside please.

Reminders

Label
EVERYTHING!!

- Wellies (as and when you can and labelled).
- PE kit – named kit in school for Friday 3rd October 2025 (do not need trainers as we will be using the school hall).
- Red, Malmesbury Book bags only please – for space, please send your child with a school book bag, not a rucksack. Please **DO NOT** put drinks bottles in book bags as they leak on the school reading books.
- Stud earrings only (not hoops or dangly) to be removed or covered for PE. No other jewellery.

Thank you for your support.



A COMPLETE PHONICS RESOURCE
TO SUPPORT CHILDREN

Phonics is:
"making connections between the sounds of our spoken words and the letters that are used to write them down."

**Teach reading:
change lives**

**Parent workshop: Phonics and early reading in Reception, Phase 2
(Autumn 1)**

Terminology



Phoneme

Grapheme

Digraph

Trigraph

Blend

Segment

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.



This term we are teaching Phase 2









- These are the first group of letters and sounds your child will learn.






We teach Phase 2 in this order

- We start teaching from week 2 of Reception.
- The lessons have been designed to gradually build over time.

Phase 2 grapheme information sheet Autumn 1

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

Phase 2 grapheme information sheet Autumn 2

Grapheme and mnemonic	Picture card	Pronunciation phrase	Formation phrase
j j	 jellyfish	Pucker your lips and show your teeth use your tongue as you say j j j	All the way down the jellyfish. Dot on its head.
v v	 volcano	Put your teeth against your bottom lip and make a buzzing vvvv vvvv	Down to the bottom of the volcano, and back up to the top.
w w	 wave	Pucker your lips and keep them small as you say w w w	From the top of the wave to the bottom, up the wave, down the wave, then up again.
x x	 box	Mouth open then push the c/x sound through as you close your mouth cs cs cs (x x x)	Start at the top, then across to the bottom of the box. Start at the top, then across to the bottom of the box.
	 yo-yo	Smile, tongue to the top of your mouth, say yo-yo	Down and round the yo-yo, then follow the string around

<https://www.littlewandle.org.uk/resources/for-parents/>

Let's say the Phase 2 sounds

 s ss	 t tt	 p pp	 n nn	 m mm	 d dd	 g gg	 c k ck cc	 r rr
 h	 b bb	 f ff	 l ll	 j	 v vv	 w	 x	 y
 z zz s	 qu	 ch	 sh	 th	 ng	 nk		
 a	 e	 i	 o	 u				



Phase 2 sounds taught in
Reception Autumn 1



Phase 2 sounds taught in
Reception Autumn 2

We teach blending so your child learns to read

- Teacher-led blending is taught throughout Phase 2.
- Our aim to is to teach every child to blend by Christmas.
- We will inform you if your child needs additional practice.



Blending to read words



Tricky words

- These words have unusual spellings e.g. he, the, was.
- They are taught in a systematic way.
- Children are now learning to read the Phase 2 tricky words: is, I, the, put, pull, full, as, and, has, his, her, go, no, to, into, she, push, he, of, we, me, be.

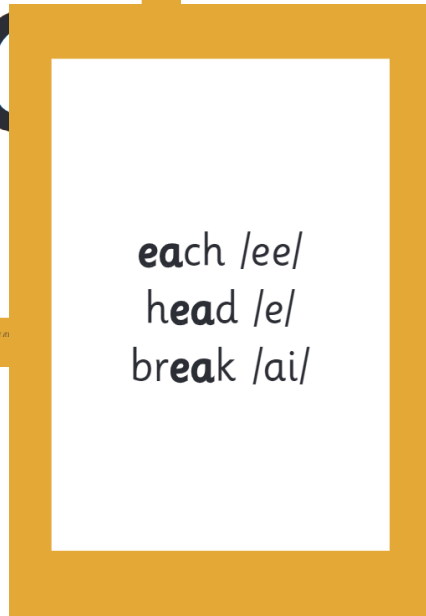
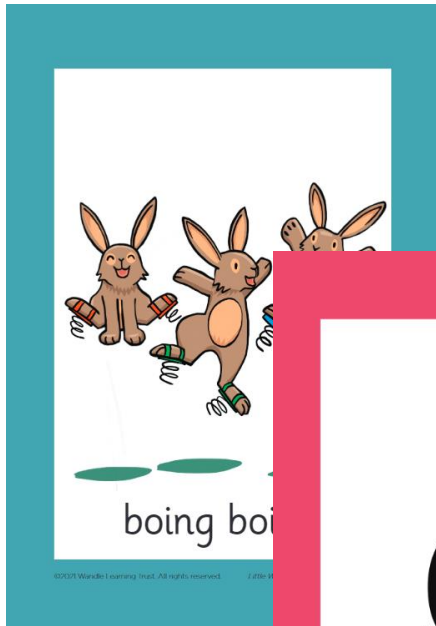


<https://www.littlewandle.org.uk/resources/for-parents/#tabnametabHowWeTeach>

Reading tricky words



How we make learning stick





Reading and spelling

How do we teach spelling?



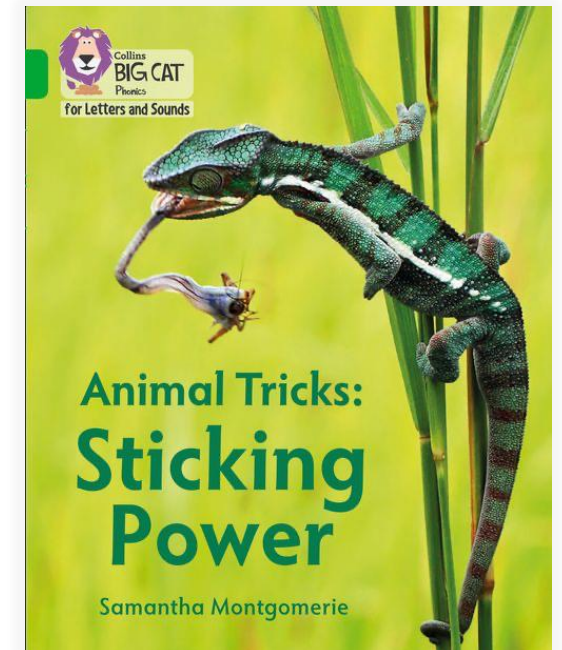
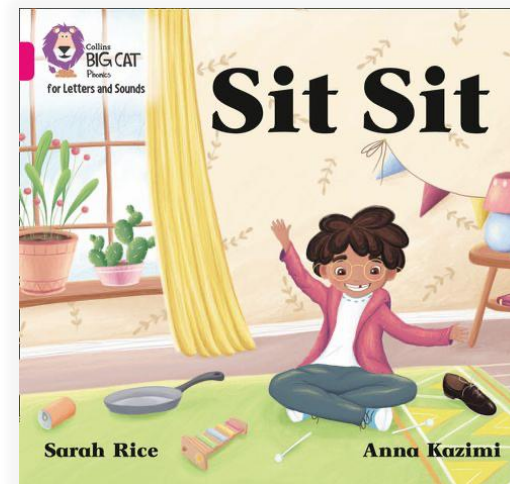
- Say the word.
- Segment the sounds.
- Count the sounds.
- Write them down.



How do we practise reading in books?

Reading practice sessions are:

- timetabled three times a week
- taught by a trained teacher/teaching assistant
- taught in small groups
- children in Reception will bring a book home by week 4 of the first half-term.



How do we find the right book for your child?

Little Wandle Letters and Sounds Revised Reception Child assessment

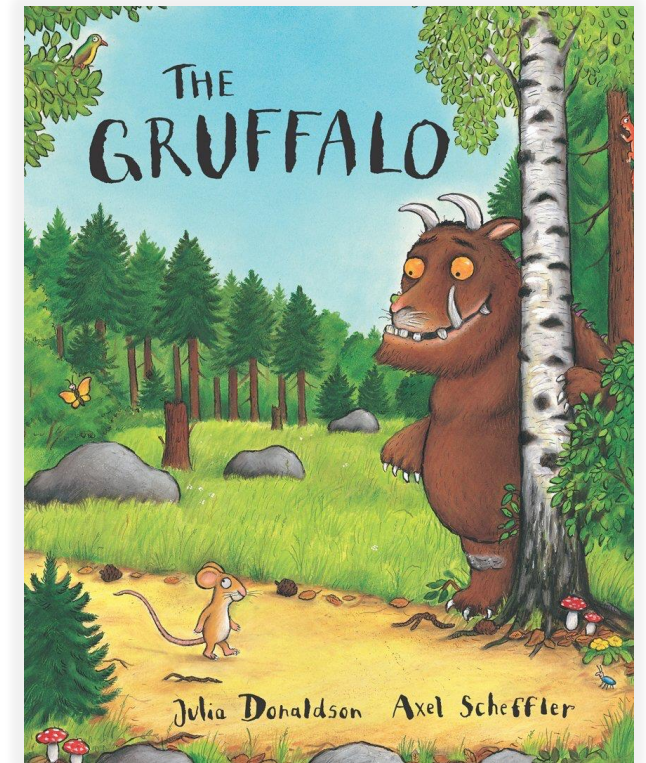
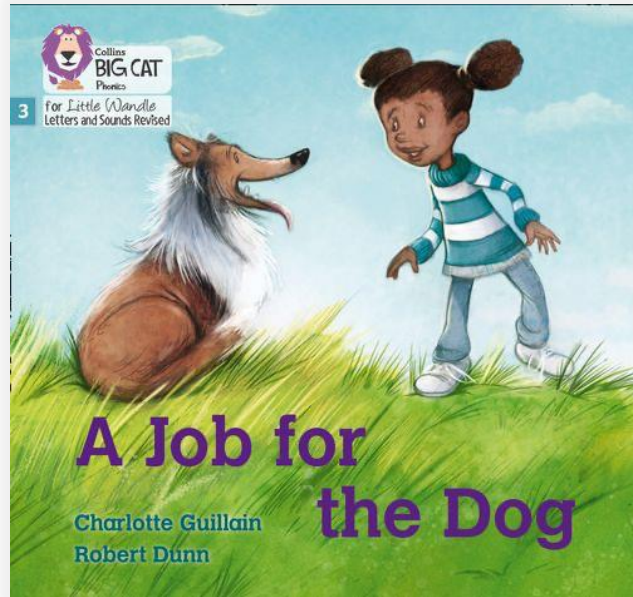
Autumn 1

m	a	p	c	o
s	g	k	u	h
i	t	n	r	f
d	ck	e	b	l

sat man hug red peck



Reading at home



School folders

At Home

We're teaching every child to read with

Little Wandle
LETTERS AND
SOUNDS

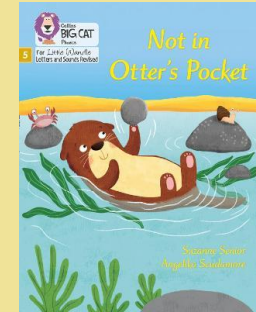
REVISED

A complete SSP validated by the Department for Education

Your child will bring home on **THURSDAYS:**

- A reading practice book
- A reading record
- Library book (for pleasure).

Also, a phonics homework sheet explaining the learning for the week (FRIDAYS).



Reading Record

Name: _____

Class: _____

Little Wandle: Letters and Sounds
EYF's Phonics Home Learning
Phase 2 - Autumn 1 Week 2

Please expect your child to practice and reinforce the phonemes and graphemes we are learning in school. More information and support can be found at the Little Wandle website: <http://www.littlewandle.com/parentsandcarers/parentsandcarers>

Phonemes we will be focusing on this week in school:

g	n	m	d
---	---	---	---

We will be working to recognise and write the letters using the right:

g: Down the square and dot the leg.	m: Down, up and over the monkey's ears.
n: Down, up and over the hat.	d: Round the donkey's belly, up to the head and down to the tail.

We will be reading and writing words. Can you spot the week's phonemes?

sit	nap	man	dip
pat	sad	nip	mat

Can you write the words used for these pictures? Use the legend to help you.

Reading practice books will be expected back in school for the following **Monday (new books can only be handed out when previous books are returned).**

The library book will be sent home for a week- **THURSDAYS.**

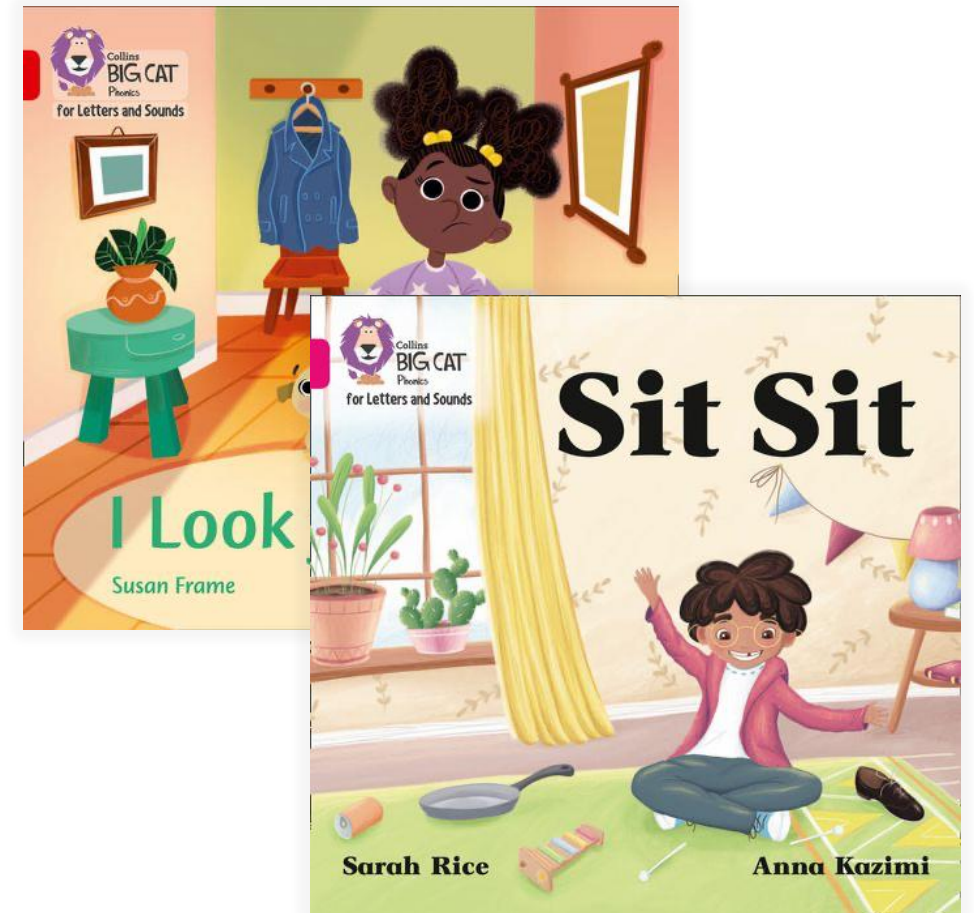
Please note; there will be a replacement cost for any lost or broken books.

Listening to your child read their phonics book

- Your child should be able to read their book without your help.
- They might sound out words and blend them before they read them fluently.
- If they can't read a word, read it to them.

Wordless books

- Talk about the pictures.
- Point to the images in the circles and find them on the page.
- Encourage your child to make links from the book to their experiences.



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.



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.



“One of the greatest gifts adults can give is to
read to children”

Carl Sagan



- If a child is never read to they will have heard approximately 4,662 words by the time they are 5 years old.
- If a child is read to 1-2 times per week, they will have heard approximately 63,570 words by the time they are 5 years old.
- If a child is read to 3-4 times per week, they will have heard approximately 169,525 words by the time they are 5 years old.
- If a child is read to daily, they will have heard approximately 296,660 words by the time they are 5 years old.