



Reception Parents Welcome Meeting 2026



Aims

To give you an overview of Early Years Foundation Stage (EYFS) and what your child will be learning

To provide ideas so we can effectively work together and ideas on how you can best support your child at home

To help you understand what to expect from us



Transition is different for every child

Each child is different, and some may take a little longer to settle

Our transition processes are based on the best interests and needs of your child

We will work with you to help your child to settle and be confident in their new surroundings



The learning adventure

Prime Areas

- Communication and Language
- Physical Development
- Personal, social and emotional development

Specific Areas

- Literacy
- Maths
- Understanding of the World
- Expressive Art and Design



How does my child learn

Characteristics of Effective Learning

Playing and exploring – engagement

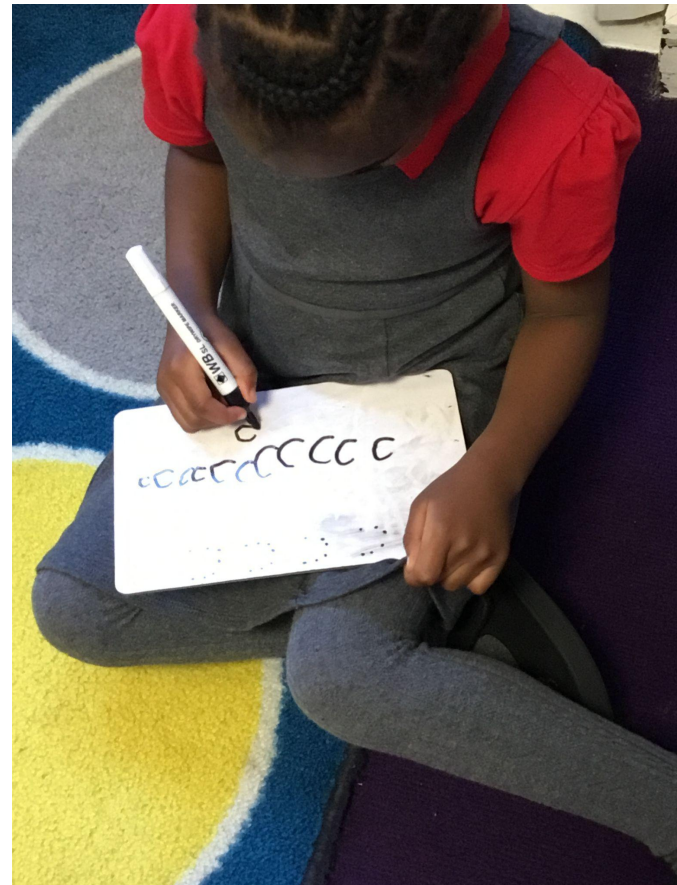
Finding out and exploring
Playing with what they know
Being willing to 'have a go'

Active learning – motivation

Being involved and concentrating
Keeping trying
Enjoying achieving what they set out to do

Creating and thinking critically – thinking

Having their own ideas
Making links
Choosing ways to do things



Daily skills

Daily skills

- Good morning and time to share
- Plan, explore and investigate
- Sound explorers – Little Wandle
- Maths mastery

Why?

- The opportunity to connect with children
- Builds independence skills
- Allows the children to practice skills
- Develop key phonic skills
- Develop key maths skills
- Develop language and communication skills

Speaking and Listening

Essential ingredients for an effective adventure:

- ▶ Verbalising our ideas
- ▶ Listening for those all important sounds
- ▶ Communicating to each other
- ▶ Making connections
- ▶ Building up vocabulary to express learning

Play

This is an essential ingredient of the EYFS and will play a key part of our daily routine:

- ▶ Practise skills
- ▶ Explore their own ideas
- ▶ Work with other children
- ▶ Build their confidence



Learning starting points

Autumn Term

Me, Myself and I

Spring Term

Our World

Summer Term

Changes



How we share with you

Reading

- ▶ Talking books - Talk to us about their reading
- ▶ Little Wandle - Phonics and reading schemes
- ▶ Home Learning activities
- ▶ Library books and reading for pleasure

Parent Information

- ▶ Parent mail and Newsletters
- ▶ Notices on the door or fence
- ▶ Daily conversations
- ▶ How To Support Reading
- ▶ Parents' meeting in Autumn/Spring
- ▶ Sharing assembly

Assessment

Development Matters – Know what we know

- ▶ Your child's learning is assessed with the development statements.
- ▶ We use teacher judgement and wider knowledge of the child.
- ▶ Children are assessed at Pre-Reception (PRE), Working Towards Reception level (WTS), Working at Expected levels (EXS) or working above expected level - at Greater Depth (GDS).

Tapestry

- ▶ An electronic record of key moments that records their journey through the year.
- ▶ Opportunity for you to be involved in sharing their development.

Teaching Early Reading

- Phonics is a way of teaching children how to read and write.
- It helps children hear, identify and use different sounds that distinguish one word from another in the English language.

Our school uses:

Little Wandle Letters and Sounds Revised as our systematic, synthetic phonics (SSP) programme to teach early reading and spelling.

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



How we teach phonics

- Reviewing sounds and words already learnt
- Oral blending – whisper blending
- Decoding new words
- Reading using blending skills
- Writing using segmenting skills



s



t

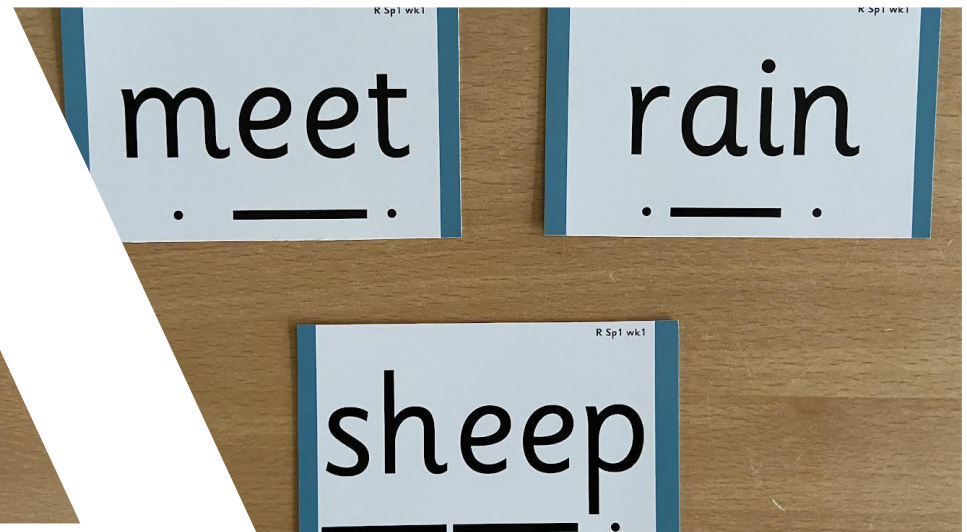
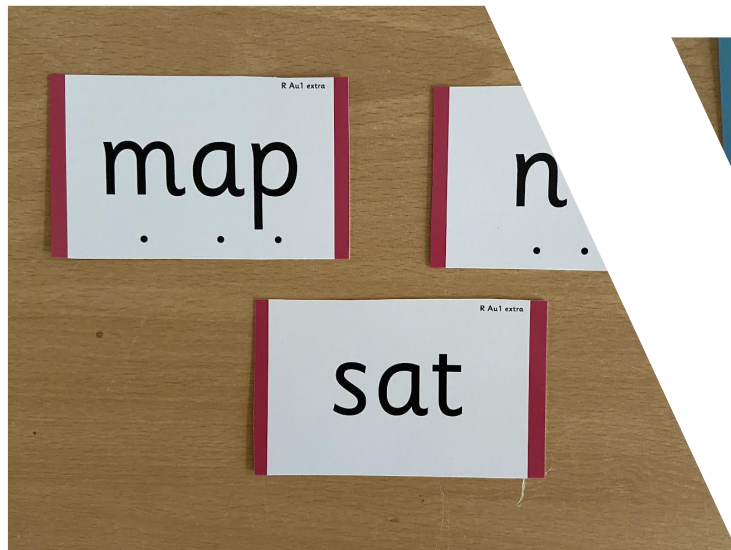


n



d

Sound buttons



Teaching order

Phase 2 grapheme information sheet

Autumn 1

Grapheme and mnemonic	Picture card	Pronunciation phrase	Formation phrase
 s	 snake	Show your teeth and let the s hiss out ssssss	Under the snake's chin, slide down and round its tail.
 a	 astronaut	Open your mouth wide and make the 'a' sound at the back of your mouth aaa	Around the astronaut's helmet, and down into space.
 t	 tiger	Open your lips; put the tip of your tongue behind your teeth and press ttt	From the tiger's nose to its tail, then follow the stripe across the tiger.
 p	 penguin	Bring your lips together and push them open and say ppp	Down the penguin's back, up and round its head.
 i	 iguana	pull your lips back and make the 'i' sound at the back of your mouth iii	Down the iguana's body, then draw a dot (on the leaf) at the top.
 n		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	 jellyfish	Pucker your lips and show your teeth use your tongue as you say jjj	All the way down the jellyfish. Dot on its head.
 v	 volcano	Put your teeth against your bottom lip and make a buzzing vvvv	Down to the bottom of the volcano, and back up to the top.
 w	 wave	Pucker your lips and keep them small as you say www	From the top of the wave to the bottom, up the wave, down the wave, then up again.
 x	 box	Mouth open then push the cs/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.
		Smile, tongue to the top of your mouth, say yo without	Down and round the yo-yo, then follow the string round

Spelling

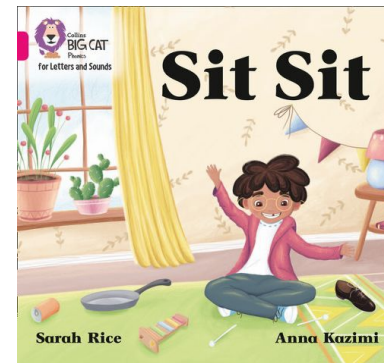
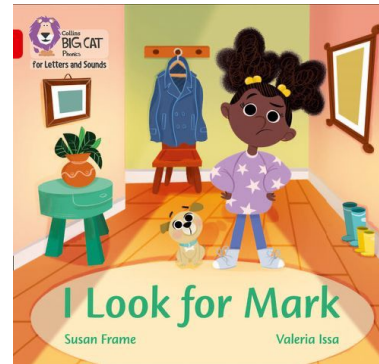
- Say the word
- Segment the sounds
- Count the sounds
- Write them down



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 Practice Sessions

- 3 Reads – each one begins with some quick sounds and words practice
1. Decoding
 2. Prosody (intonation, expression)
 3. Comprehension



When children take their book home to read they should be 95% fluent. Please do not worry that a book is too easy – your child needs to develop fluency and confidence in reading. Re-reading a book they have had before helps develop fluency – this is the goal.

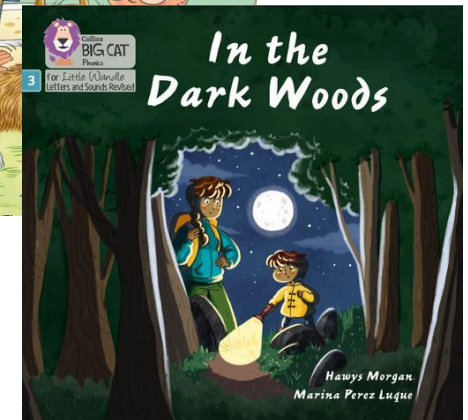
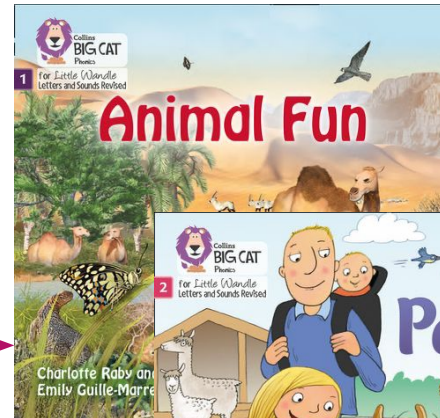
The right level of book

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 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.



Read with your child!

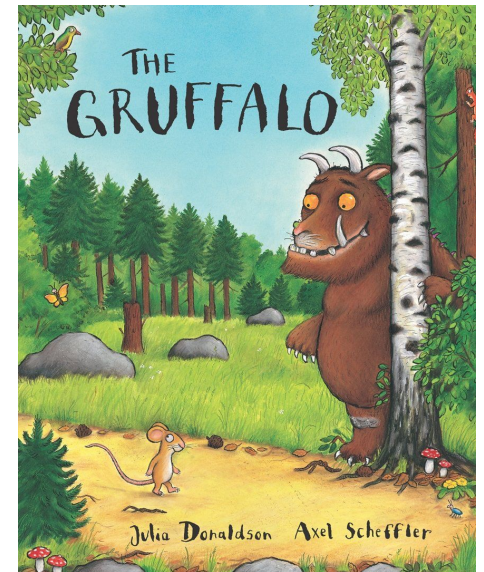
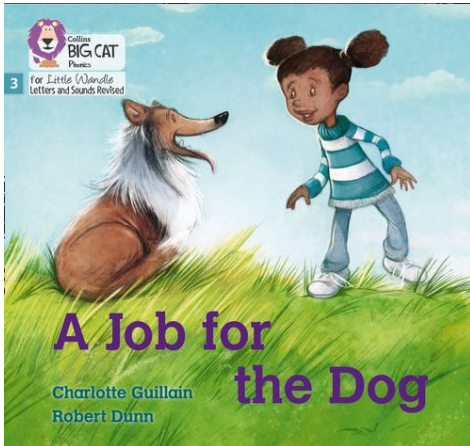
Reading a book and chatting had a positive impact a year later on children's ability to...

- 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



What this year will bring

- ▶ The chance to take a risk and feel safe
- ▶ Learning designed to support each individual child
- ▶ Teaching your children social skills they can carry with them
- ▶ Opportunities to learn more – meetings and workshops throughout the year



Any Questions?