



# Reception Curriculum







# Our School Vision

At Western, we aim to develop kind, ambitious, curious, confident and successful young people who are excited about their futures.





# Characteristics of Effective Learning

*Ambitious*

*Resilient*

*Curious*

*Reflective*

*Resourceful*

*Collaborative*





# Behaviour

Our school is a safe place for pupils and staff where we are kind, respect each other, and are honest when we make mistakes. We understand that actions have consequences, including opportunities for learning, reflection and forgiveness. We are compassionate towards each other and take the time to explore and understand the reasons behind different behaviours.

- Whole-school review
- Revised policy
- Individual procedures to address physical incidents
- Anti-bullying policy

Our  
school  
values

Kindness

Honesty

Respect

Western  
Primary School  
CREATING SUCCESS STORIES

RED KITE  
LEARNING TRUST





Mrs Whitelow  
Reception Teacher



Mrs Stewart  
Reception  
Teacher  
EY Leader

# Reception Team



Mrs Bassham  
HLTA/ GTA



Mrs Walker  
GTA



Miss Thompson  
GTA/HLTA



Mrs Cunningham  
GTA



## The Statutory Framework for the early years foundation stage

### Prime Areas

#### Personal, Social and Emotional development

- Self-Regulation
- Managing Self
- Building Relationships

#### Communication and Language

- Listening, Attention and Understanding
- Speaking

#### Physical development

- Gross Motor Skills
- Fine Motor Skills

### Specific Areas

#### Literacy

- Comprehension
- Word Reading
- Writing

#### Mathematics

- Number
- Numerical Patterns

#### Understanding the World

- Past and Present
- People, Culture and Communities
- The Natural World

#### Expressive Arts and Design

- Creating with Materials
- Being Imaginative and Expressive

It is important to remember that the Prime and Specific Areas of learning and development are all interconnected and must be driven by effective learning behaviours. These behaviours are known as the Characteristics of Effective learning

### Characteristics of Effective learning

#### Playing and Exploring

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

#### Motivation

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

#### Thinking

- Having their own ideas
- Making links
- Working with ideas



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# A Typical Day

## Reception timetable 2025/2026

	Monday	Tuesday	Wednesday	Thursday	Friday
8.50 - 9.00	Self -Register Dough Disco / Finger gym	Self -Register Writing/mark-making	Self -Register Gross motor activities	Self -Register Peer massage	Self -Register Dance
9.00-9.45	Phonics	Phonics / PE	Phonics	Phonics	PHONICS
9.45 - 10.10	Provision Indoors/ outdoors Focused tasks	Provision Indoors/ outdoors/PE	Provision Indoors/ outdoors	Provision Indoors/ outdoors	Provision Indoors/ outdoors
10.10 - 10.45	Provision Indoors/ outdoors Focused tasks	Phonics / PE /Provision	Provision Indoors/ outdoors Focused tasks	Provision Indoors/ outdoors Focused tasks	Provision Indoors/ outdoors Focused tasks
10.45 - 11.15	MATHS	Phonics / PE /Provision	Maths	Maths	Maths
11.15 - 12.15	Lunchtime	Lunchtime	Lunchtime	Lunchtime	Lunchtime
12.15 - 12.40	Songs and Rhymes/ Literacy/PSHCE/UWEAD/ drawing club	Maths	Songs and Rhymes/ Literacy/PSHCE/UWEAD/ drawing club	Songs and Rhymes/ Literacy/PSHCE/UWEAD/ drawing club	Songs and Rhymes/ Literacy/PSHCE/UWEAD/ drawing club
12.40 - 1.40	Provision Indoors/ outdoors Focused tasks	Provision Indoors/ outdoors Focused tasks	Provision Indoors/ outdoors Focused tasks	Provision Indoors/ outdoors Focused tasks	Provision / PE
1.40 - 2.10	Songs and Rhymes/ Literacy/PSHCE/UWEAD/ drawing club	Songs and Rhymes/ Literacy/PSHCE/UWEAD/ drawing club	Songs and Rhymes/ Literacy/PSHCE/UWEAD/ drawing club	Songs and Rhymes/ Literacy/PSHCE/UWEAD/ drawing club	Provision/ Focused tasks/ PE
2.10 - 3.00	Provision Indoors/ outdoors Focused tasks	Provision Indoors/ outdoors Focused tasks	Provision Indoors/ outdoors Focused tasks	Provision Indoors/ outdoors Focused tasks	Provision Focused tasks/ PE
3.00 - 3.15	Terrific Texts	Terrific Texts	Terrific Texts Poetry	Terrific Texts	Terrific Texts





# What is Provision?

Provision is the environment, activities and equipment that is provided for your child to access on a day to day basis.

This may include:

- Role- Play
- Sand
- Water
- Construction
- Paint/ Crafts/ model making
- Fine motor activities
- Outdoors
- Small world play





# Provision Time

Your child will access provision and have a balance of:

- self-directed learning
- adult-supported learning
- adult-directed learning





This will evolve as the year progresses





# Topics/ Learning

We have a range of topics we access throughout the year. We also follow children's interests and may have sub-topics running alongside our main theme. Each term you will receive a curriculum letter outlining learning for the term. On Tapestry each week, you will receive information about learning and we may sometimes ask for children to find out things or complete simple tasks.

Curriculum Drivers						
Technology	The <u>Natural World</u>		Diversity		Health and Well-Being	
						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic Title/Driver	All About Me and people and places I know	Light and Dark	Where in the World?	Changes	Traditional Tales	Under the Sea





# Reading and Phonics in Reception



Our school has subscribed to Little Wandle Letters and Sound revised as our Systematic Synthetic Phonics Programme to teach early reading and spelling. The government has recommended that all schools in England should follow an accredited Phonics Scheme.



Miss Wray  
Phonics Lead



Miss Herfield  
Reading Lead





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

## Terminology

**Phoneme**- The smallest unit of sound that can be identified in words. We sometimes simply call this a 'sound',

**Digraph**- A grapheme using two letters to represent one phoneme. With children, we frequently reinforce it with the mantra 'two letters, one sound'.

**Grapheme**- A letter or group of letters used to represent a particular phoneme when writing.

**Trigraph** -A grapheme using three letters to represent one phoneme. With children, we frequently reinforce it with the mantra 'three letters, one sound'

**Blend**- To combine individual phonemes into a whole word, working all the way through from left to right. Once the GPCs involved have been learned, blending is the key process involved in reading words effectively. It is a skill that needs extensive practice.

**Segment**- To identify each of the individual phonemes in a word, working all the way through from left to right. This is an important first stage of writing (spelling) a word but needs to be practised orally first. Counting the phonemes is often helpful in reinforcing this process





# Teaching Order





Phase 2 grapheme information sheet

Autumn 1

Grapheme and mnemonic	Picture card	Pronunciation phrase	Formation phrase
s s	 snake	Show your teeth and curl the s like a snake sssss	Under the snake's skin, draw down and round its tail.
a a	 ant on wheel	Open your mouth wide and make the 'a' sound at the back of your mouth a a a	Around the ant's wheel, 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 apart and say p p p	Draw the penguin's back, up and round its head.
i i	 igana	Put your lips back and make the 'i' sound at the back of your mouth i i i	Draw the igana's body, then draw a dot in the left at the top.
		Open your lips a bit and say	Draw the stick, up and over the

Phase 2 grapheme information sheet

Autumn 2

Grapheme and mnemonic	Picture card	Pronunciation phrase	Formation phrase
j j	 jellyfish	Pusher your lips and show your teeth and your tongue (or 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	Pusher 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		Mouth open then push the 'x' sound through as you close your mouth xx xx xx (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.





# Phonics Lessons



Phonics is taught first thing each day and our sessions are structured to maximise opportunities for recapping previous learning, moving on to our next step and also consolidating knowledge and skills. Each day a new sound is taught as well as recapping the previous sounds learnt.

This programme overview shows the progression of GPCs and tricky words that we teach term-by-term. The progression has been organised so that children are taught from the simple to more complex GPCs, as well as taking into account the frequency of their occurrence in the most commonly encountered words. All the graphemes taught are practised in words, sentences, and later on, in fully decodable books. Children review and revise GPCs and words, daily, weekly and across terms and years, in order to move this knowledge into their long term memory. Children need to learn to read as quickly as reasonably possible, so they can move from learning to read, to reading to learn, giving them access to the treasure house of reading. Our expectations of progression are aspirational yet achievable if schools maintain pace, practice and participation by all children. Children who are not keeping-up with their peers should be given additional practice immediately through keep-up sessions.

## Reception

Autumn 1 Phase 2 graphemes	New tricky words
sa t pi a m d go ck ck eur h b j l	is I the

Autumn 2 Phase 2 graphemes	New tricky words
ff ll ss j v w x y z zz qu ch sh th ng nk • words with -s /z/ added at the end (bats sits) • words ending -s /z/ (bats) and with -s /z/ added at the end (bags)	put* pull* full* as and has his her go no to into she push* he of we me be

\*The tricky words 'put', 'pull', 'full' and 'push' may not be tricky in some regional pronunciations, in which case, they should not be treated as such.

## Year 1

Autumn 1	Review tricky words Phases 2-4
Review Phase 3 and 4 <b>Phase 5</b> /ai/ ay play /ow/ ou cloud /oi/ oy toy /ea/ ea each	Phases 2-4: the put* pull* full* push* to into I so go of he she we me be was you they all are my by sure pure said have like so do some come love were there little one when out what says here today

\*The tricky words 'put', 'pull', 'full' and 'push' may not be tricky in some regional pronunciations, in which case, they should not be treated as such.

Autumn 2 Phase 5 graphemes	New tricky words
/ur/ ir bird /igh/ ie pie /oo/ /yoo/ we blue rescue /yoo/ u unicorn /oi/ o on	their people oh your Mr Mrs Ms ask* could would should our house mouse water want

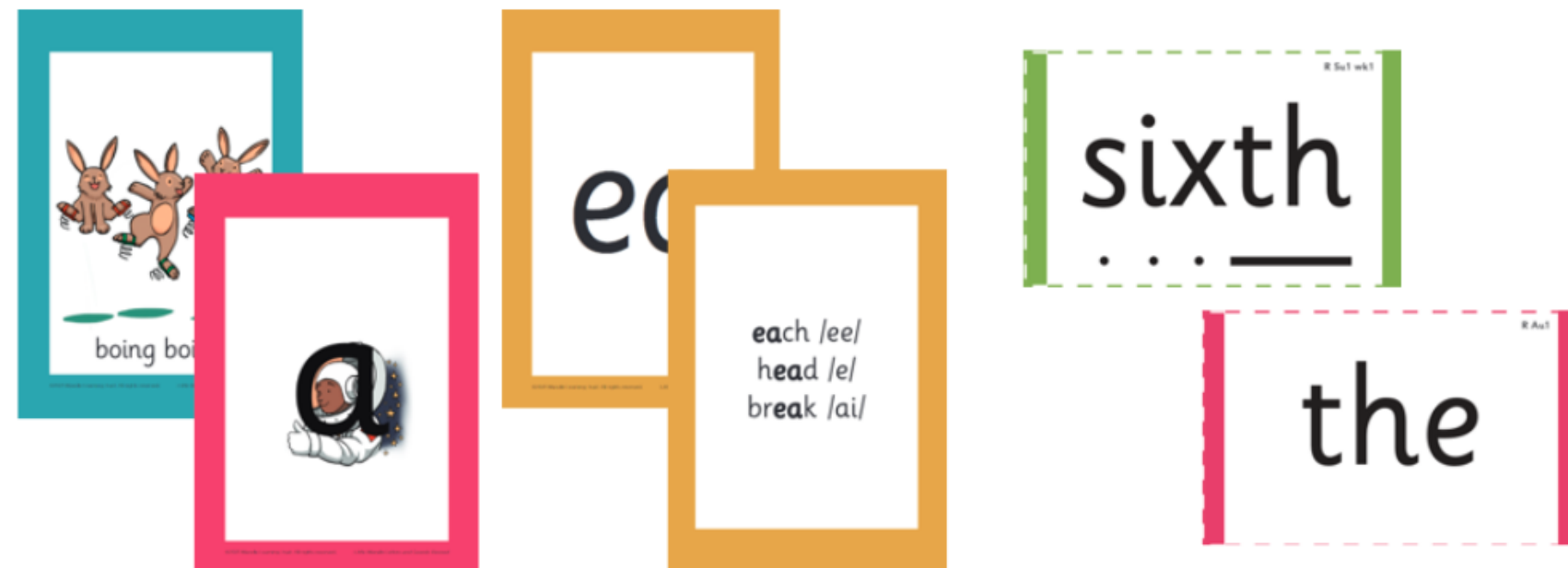


# How we make learning stick

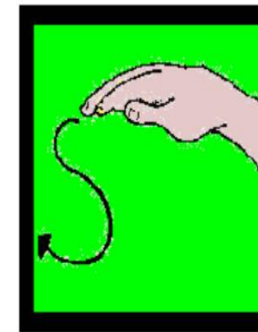


## Jolly Phonics Actions

### Set 1



s



Weave hand like a snake, making s shapes while saying *ssssss*

a



Short a: Wiggle fingers above elbow, as if ants are crawling on you, and say *a,a,a*

t



Children imitate watching tennis, moving heads side to side saying *t,t,t*



One of the key things to supporting your child with phonics is ensuring you are pronouncing the phonemes correctly.



Taught in Autumn 1  
<https://video.link/w/b2W4d>



Taught in Autumn 2  
<https://video.link/w/W2W4d>



Taught in Spring  
<https://video.link/w/K3W4d>



# Blending

Part of each Phonics lesson will include some blending of simple words.

<https://video.link/w/O4W4d>





# How is Reading taught?

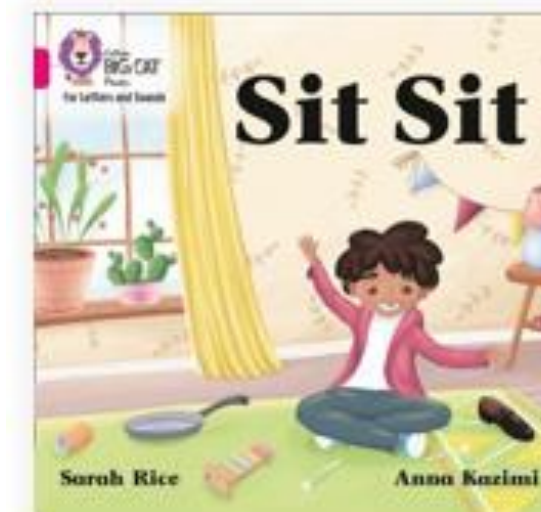


Learning to read with Little Wandle is different to how we have approached teaching reading before at Western.

This is what reading will look like for your child:

Reading practice sessions are:

- timetabled three times a week
- taught by a trained teacher/teaching assistant
- taught in small groups.





Assessment is used to match your child with 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	pe <u>ck</u>





# 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 access the book home - but they should be able to do this on their own.





# Reading at Home



The most important thing you can do at home with your child is read.

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.

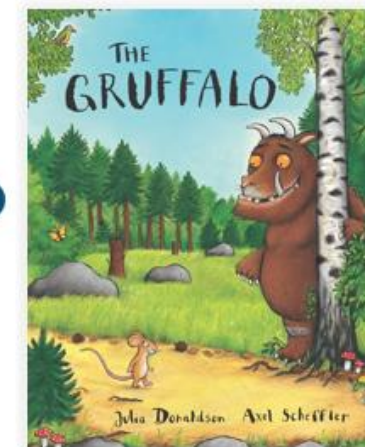
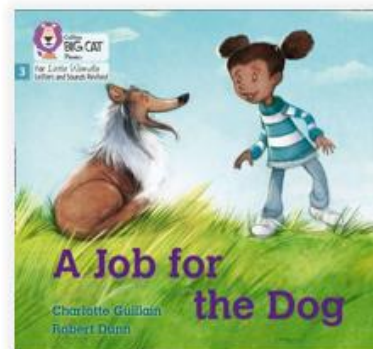




# Books Going Home



- Each week your child will bring home a physical book that they have chosen.
- Please take great care of these books as they are extremely expensive to buy.





# Listening to your child read their Phonics book



- Your child should be able to read their book without your help.
- If they can't read a word read it to them.
- Talk about the book and celebrate their success.





# Read to your child



## The shared library 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.







# Further Support for Parents and Carers for Little Wandle



[About us](#) [For parents](#) [Why join?](#) [FAQs](#) [Everybody read!](#) [Shop](#)





# End of Year Expectations~ Reading

## **Literacy – Comprehension:**

Children at the expected level of development will:

- 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.

## **Literacy – Word Reading:**

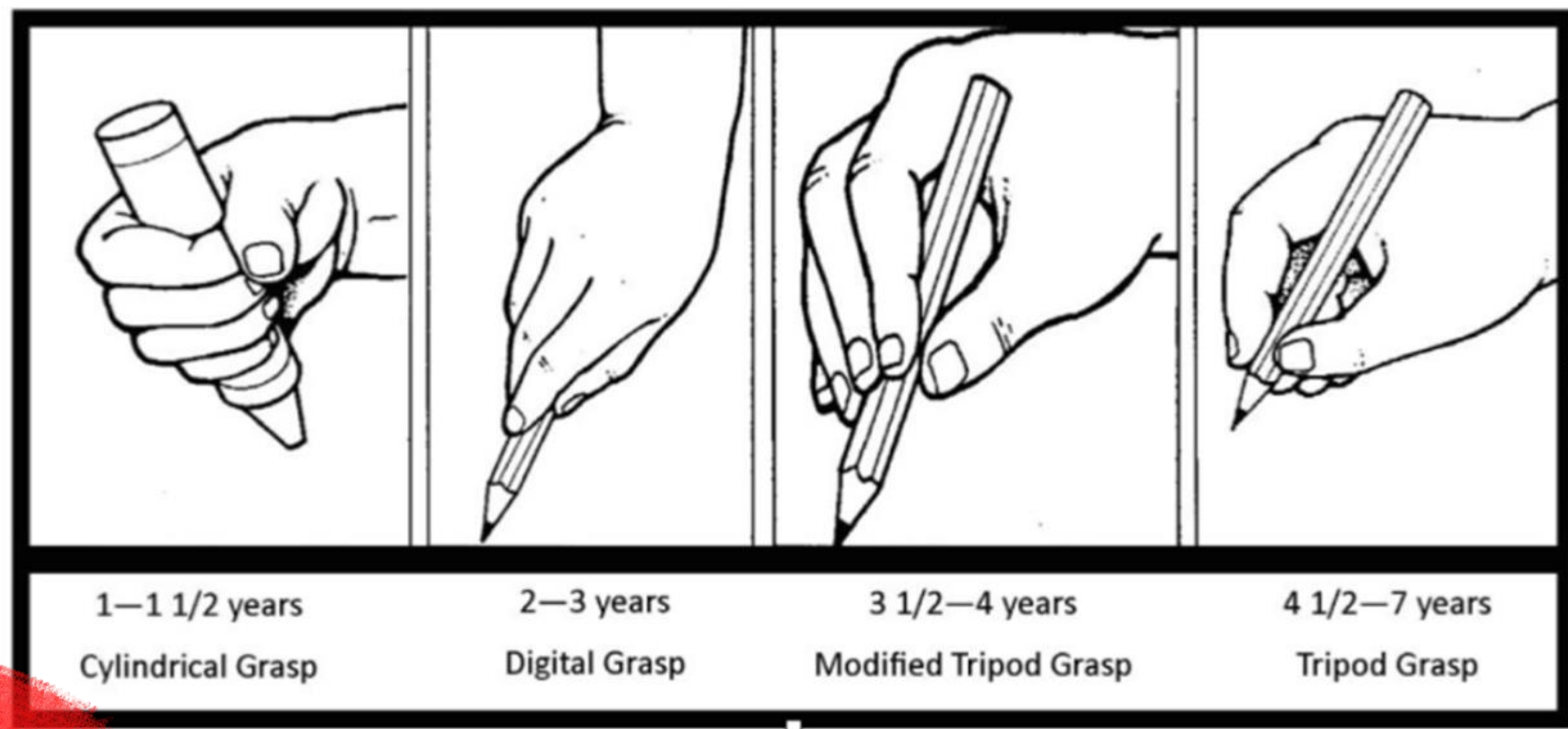
Children at the expected level of development will:

- 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

## Stages of Early Mark Making





# Ready to write

## What are the building blocks necessary to develop writing readiness (pre-writing)?

- **Hand and finger strength:** An ability to exert force against resistance using the hands and fingers that allows the necessary muscle power for controlled movement of the pencil.
- **Crossing the mid-line:** The ability to cross the imaginary line running from a person's nose to pelvis that divides the body into left and right sides.
- **Pencil grasp:** The efficiency of how the pencil is held, allowing age appropriate pencil movement generation.
- **Hand eye coordination:** The ability to process information received from the eyes to control, guide and direct the hands in the performance of a task such as handwriting.
- **Bilateral integration:** Using two hands together with one hand leading (e.g. holding and moving the pencil with the dominant hand while the other hand helps by holding the writing paper).
- **Upper body strength:** The strength and stability provided by the shoulder to allow controlled hand movement for good pencil control.
- **Object manipulation:** The ability to skilfully manipulate tools (including holding and moving pencils and scissors) and controlled use of everyday tools (such as a toothbrush, hairbrush, cutlery).
- **Visual perception:** The brain's ability to interpret and make sense of visual images seen by the eyes, such as letters and numbers.
- **Hand dominance:** The consistent use of one (usually the same) hand for task performance, which allows refined skills to develop.
- **Hand division:** Using just the thumb, index and middle finger for manipulation, leaving the fourth and little finger tucked into the palm stabilizing the other fingers but not participating.



# Writing



Children are encouraged to write and make marks on entry to school. We value all marks that children make and actively encourage all kinds of mark making. Children learn the value of writing by applying it to real life situations so within our provision, there are lots of opportunities to write, ideas include:

- Writing shopping lists, cards and invitations in the home corner,
- Writing a list of supplies for the builders in the construction area,
- Writing parking tickets and speeding fines outside with the bikes,
- Taking telephone messages in the office,
- Writing a report to record an incident that has happened.

Children's early mark making may start to look like a series of squiggles and marks.

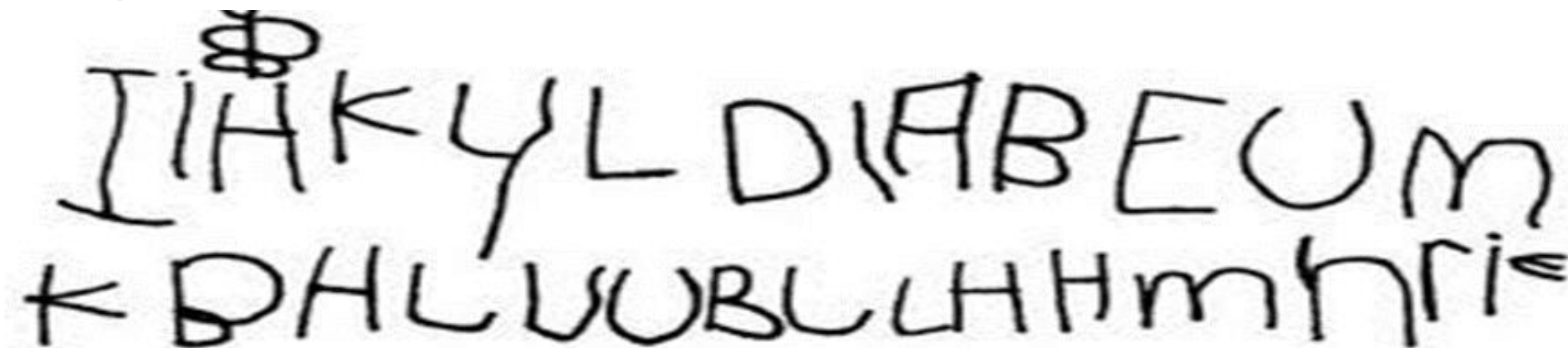


# Writing

We call this emergent writing. Gradually these emergent marks will progress and you may start to see some letter shapes. These often start with the letters in a child's name.



Children should be encouraged to talk about their marks and their writing and tell you what it says. As children's phonological awareness increases, they will start to use their letter knowledge to sound out simple words.





# Writing

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pleze doant  
BRak the  
cask



# End of Reception Expectations~

## Writing

### Literacy – Writing:

Children at the expected level of development will:

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.












# Handwriting

The correct letter formation we are using that is linked to the Little Wandle mnemonics. This can be found on the parents section of the Little Wandle Website.

Support your child by saying the mnemonic as they form their letters.

Phase 2 grapheme information sheet			Autumn 1
Grapheme and mnemonic	Picture card	Pronunciation phrase	Formation phrase
<b>s s</b>	 snake	Show your teeth and and let the s hiss out <b>ssssss</b>	Under the snake's chin, slide down and round its tail.
<b>a a</b>	 astronaut	Open your mouth wide and make the 'a' sound at the back of your mouth <b>aaa</b>	Around the astronaut's helmet, and down into space.
<b>t t</b>	 tiger	Open your lips, put the tip of your tongue behind your teeth and press <b>ttt</b>	From the tiger's nose to its tail, then follow the stripe across the tiger.
<b>p p</b>	 penguin	Bring your lips together and push them open and say <b>ppp</b>	Down the penguin's back, up and round its head.
<b>i i</b>	 iguana	pull your lips back and make the 'i' sound at the back of your mouth <b>iii</b>	Down the iguana's body, then draw a dot (on the leaf) at the top.
<b>n n</b>	 net	Open your lips a bit, put your tongue behind your teeth and make the <b>nnnnn</b> sound <b>nnnnn</b>	Down the stick, up and over the net.
<b>m m</b>	 mouse	Put your lips together and make the <b>mmmmm</b> sound <b>mmmmm</b>	Down, up and over the mouse's ears, then add a flick on the nose.





# Maths

At Western we use NCETM (maths mastery) and White Rose Maths to support our Maths teaching. Maths is taught daily and is as practical as we can make it!

In Maths children are expected to develop a deep understanding of numbers to 10, including the composition of each number.







# Maths

## Subitising

It is the ability to subitise rather than count that enables every child to make amazing progress in Maths.

Subitising is the ability to instantaneously recognise the number of objects in a small group without the need to count them.

Please follow the link to the Karen Wilding video to explain more.

<https://video.link/w/F5W4d>





# End of Year Expectations~ Maths

## Mathematics – Number:

Children at the expected level of development will:

- 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.



# End of Year Expectations~ Maths

## Mathematics – Numerical Patterns:

Children at the expected level of development will:

- 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.



# How can you help?



- If you have any skills or experiences you could share with our children
- If you have any books/ resource that link to our learning
- If you are able to volunteer on trips/ visits or in the classroom
- Be supportive of staff- we will also try our very best for your children and your support is greatly appreciated.
- Think of our provision when you are clearing things out





# Trips and Visits

Trips and visits are a vital part of enhancing our curriculum offer. We aim to plan trips well in advance. We may require parent/carer helpers for these visits. All parents/ carers supporting our trips will need to listen to a member of staff outline the risk assessment for the trip prior to departure.



Letters will be sent out in advance with costings and details for the trip. We are obliged to ask for a voluntary contribution but would like to make parents aware that if there are not enough contributions received, we may need to cancel the trip.



# Communications



E-MAIL

If you need to contact a member of the teaching team please email

[eyfs@wes.rklt.co.uk](mailto:eyfs@wes.rklt.co.uk)

**Please do not message us on Famly**





**and finally...**





# Be prepared!

- A waterproof coat labelled with their name (ideally wellies and full waterproof on wet days).
- A clearly labelled water bottle (no juice)
- P.E. kit to be worn on a Tuesday and Friday- **strictly no jewellery**
- Red book bag - no large back packs please

**Please label all belongings!**





"Children learn as they play.  
More importantly, in play  
children learn how to learn."  
O Fred Donaldson