



# WOODFORD

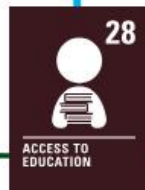
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## Reception Curriculum Meeting



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# Our Curriculum



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Reception | Autumn Term



Bravery



Citizenship



Curiosity



Gratitude



Integrity



Kindness



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# Rights Respecting - Super Learners





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# Seven Areas of Learning and Development

*The **three prime areas** are crucial for igniting children's curiosity and enthusiasm for learning.*



Communication  
and Language



Personal, Social and  
Emotional Development



Physical Development

*The three prime areas are strengthened and applied through the **four specific areas**.*



Literacy



Mathematics



Understanding the World



Expressive Arts and Design



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# Literacy in the classroom

- Reading
- Writing
- Phonics
- Handwriting

# Phonics

- 20-25 minutes daily
- Letter names and sounds
- Uppercase and lowercase letters
- Learning phonemes and graphemes
- Segmenting words into sounds and blending them back together





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# Phonics

The fish went past a shark.

Know this word off by heart as it's a taught red word.

Sound it out, then blend together

f i s h

Sound it out, then blend together

p a s t

Sound it out, then blend together

sh ar k

Know this off by heart as it's a High Frequency word.



# Phonics



## Phonics Support for Parents



Upper case letters	Lower case letters	Vowels	Consonants
Capital letters, used at the start of sentences, names (people, places) days, months and seasons.	Shorter and smaller versions of upper case letters.	a e i o u	b c d f g h j k l m n p q r s t v w x y z
Phonemes	Graphemes	Digraph	Trigraph
distinct units of sound	Letters used to represent the phoneme	A sound made up of two letters	A sound made up of three letters
GPC – Grapheme Phoneme Correspondence		sh er	igh air
Blending <i>Say it fast</i>	Segmenting <i>Break it down</i>	Vowel digraph	Pseudo words
Building words for reading by pushing together all the phonemes in the word.	Splitting up words for spelling by breaking up words into all their phonemes and then working out what graphemes are need to represent each phoneme	A two-letter vowel sound	Words that can be decoded but are not real words
c – a – t = cat	dog = d – o – g	ai ee oa	zeep
Syllable	Red words	High Frequency words	CVC word
A unit of pronunciation within a word.  cake = 1 syllable wa ter = 2 syllables lem on ade = 3 syllables	Common exception words that cannot be sounded out.	Words that appear very often,	Word made of a consonant, vowel, consonant
	was said	and	pig



# Reading Development

- Daily Shared Reader Sessions
- Reading Strategies
- Red Word wallets
- Story time
- Library – Reading for Pleasure
- Tales toolkit - creating and retelling familiar stories





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# Shared Readers



**Shared Reader 8**  
This week's shared reader is  
**Mud on the Van**  
The focus phonemes are:  
x - The excited fox exercises  
y - Yank the yellow yo-yo  
z - Zip the zig-zag zip  
No new red words





# How you can support your child at home?

- Daily reading routine
- High frequency word wallets

	Child A	Child B
Minutes read each day	10 minutes	1 minute
Minutes per school year	1,800	180
Words read per year	800,000	8,000



## Reading Books in Reception – Parent/Carer Guide

### Shared Reader Books

Every child will start the same Shared Reader in class on a Monday. They are written with a very controlled language so that only the taught phonic rules and red words are included, so that your child can read them independently. Including the comprehension questions at the end of the book. Our books support learning taking place in the classroom and allow your child to build confidence and fluency in reading.

On a Friday, last week's book is removed from book bags and this week's new book is placed in there for consolidation and reading at home (until the following Friday). Please revisit this book over the week to develop fluency, comprehension and expression. Also 2 or 3 new red words will be placed into your child's Reading Record (to be added to your red word wallet for daily practise of reading and spelling). A label will be placed into your child's Reading Record with the name of the book and the new red words. *Please do speak to a member of staff if these are not in there for any reason.*

### How to use the Reading Record

- Record the date and an initial each time you hear your child read. Certificates for each 50 intervals will be awarded.
- In the comments section you can briefly tell us how your child did with their | reading at home, ideally once a week.
- Please ensure these are in your child's book bag and brought into school every day.

### Things to Remember

- Establish a reading routine in a quiet and calm area of your home.
- Little and often is key, just ten minutes every day will make a real difference. For some children this might be two five-minute slots.
- Reading practise might involve your child reading to you, red word wallet flashcards, finding red words or phonemes in books, making words/diagrams with letters.
- Please remember reading is a journey, not a race. Enjoyment and understanding is hugely important and this will only come from sitting back, relaxing and enjoying your reading journey together.



# Writing

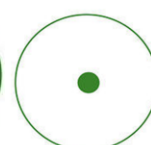
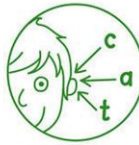
- Emergent writing- gross and fine motor skills, mark-making, patterns and letter formation
- We don't always hear all sounds in the first instance - initial, final and then medial.
- Finger spaces and making sense
- Writing targets



b d c z o b o b  
w e s c o z m

C H P F D P E 3 d P 4  
A C m c o z t d /

I w l b hope wan skul iz t  
I lk t plo wt mi fredz in te  
sumr tatz ltz ov fn



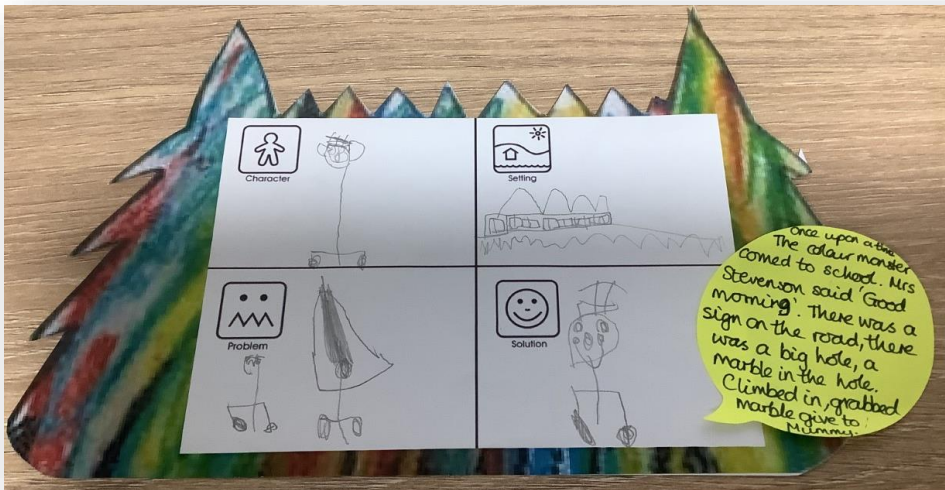
Once upon a time a dog named Rags got lost in the woods. All of the people looked for him. After a while he found his way home again. His family was very happy.



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# Tales Toolkit

- Character
- Setting
- Problem
- Solution





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# Maths in the classroom

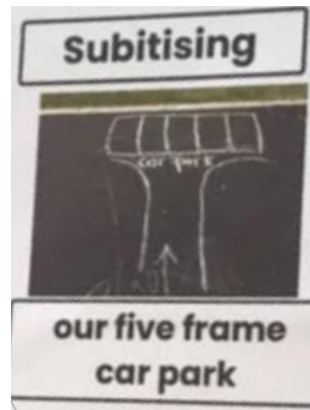
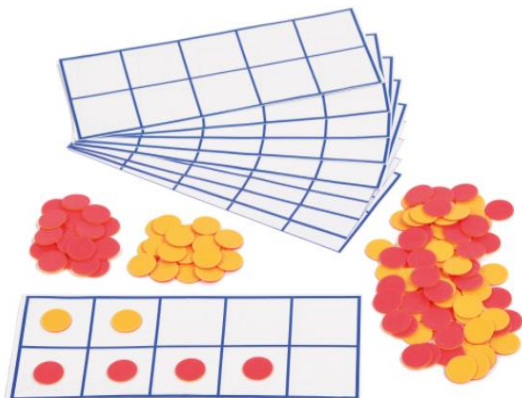
- Number
- Numerical Pattern





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# Mathematics Development







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# EYFS Curriculum

- Personal, Social and Emotional Development
- Physical Development
- Expressive Arts and Design
- Understanding the World



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# Continuous Provision



Red- Mathematics

Orange- Citizenship

Yellow- Literacy

Green- Theme and Understanding  
the World

Blue- Physical

Purple- Expressive arts and design



# Online Learning Journal

- Integral to our planning, teaching, learning and assessment.
- Help us to understand and consider the interests of your child both in school and at home.
- Parents are encouraged to be a part of the process and add to their child's profile.
- Support with accessing your account is available on our school website.



**TAPESTRY**  
ONLINE LEARNING JOURNAL









# How you can support your child at home?

- Termly home learning grid



  
**Reception Home Learning Grid: Autumn Term**

<b>Nature Challenge</b>  Go on an autumn walk with a grown up and collect some leaves. Can you create a picture and colour what you find?	<b>Rhyming Challenge</b> Cat, hat, bat... Frog, dog... Can you think of any more rhyming pairs? Can you think of any more words that rhyme with frog? Can you find more than 5?	<b>Sound Challenge</b>  Go on a sound walk. Stop, look, listen, what can you hear?
<b>Research Challenge</b>  Choose an autumnal animal to learn about. Can you discover two facts and tell us about them?	<b>Construction Challenge</b>  Using objects that you have at home, can you build a bridge strong enough to hold a toy?	<b>Transport Challenge</b>  Make a road for toy vehicles. Add road signs and markings. Where will the roads lead to?
<b>All about me Challenge</b>  Look in the mirror, what do you see? Can you draw or paint your portrait?	<b>Reading Challenge</b>  Read your favourite stories to your sibling, pet or toy. Can you make a video and retell the story? Can you make up your own story?	<b>Maths Challenge</b>  Gather a seasonal collection of autumnal leaves and seeds. In what ways can you sort them? Create 2 sets, for example; leaves and non leaves, round and non round, red and not red.

These are suggested activities to help your child consolidate the learning done in school, use this as an opportunity for your child to show you some of the things they have learnt to do. Please complete the activities over the next half term and share your home learning via your child's Tapestry learning portal, if you would like any additional resources or support with the activities, please contact a member of staff.

# **Your Child's Achievements**

- Parents' Evenings in the Autumn and Spring Terms
- Additional appointments initiated by teacher/parent
- Tapestry, Year Books & Writing Books
- Achievement Award, Proud Cards, House Points, Diamond Sticker
- MCAS – My Child at School



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**Thank you for your  
support and  
partnership with  
your child's  
learning.**



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