

Reception News

14.11.25

Dear Parents and Carers,

This week we have had an excellent week delving into our learning about space. We have been recapping what we have learnt about Space so far, we are doing well remembering the names of the planets in our solar system as well as a characteristic about each planet. We learnt the name of the shape of these – sphere. Can the children remember this? We had great fun looking at the colours and creating our own planets for our class display.

We really enjoyed sharing the story of 'Whatever Next'. The children loved baby bears trip to the moon and then we used the story props to act this story out ourselves. This was so much fun, and the children were excellent story tellers. In the story of 'Whatever Next' Baby Bear meets an owl on his trip. This led us to thinking about why the owl was out at night. The children learnt the word nocturnal and what this means. We learnt lots of other facts about owls and then got creative making our own.

This story really was very exciting, and the children wanted to see if they could spot Baby Bear up in the sky which led our learning onto telescopes and how they are made. The children made their own telescopes and set up camp in the outside area looking for stars and space bears.

We also learnt about Remembrance Day. We spoke about what this day means and how we remember the soldiers in the war. We learnt about the symbol of the poppy and the children made their own poppy to help them to remember.

The comparison of quantities is something that children begin to do as babies. When comparing, children notice attributes and begin to understand similarities and differences. This week's activities focused on further developing these innate skills. The children were encouraged to compare the number of objects in 2 sets by matching them 1:1. Seeing that objects in some sets can be matched without any being left over will draw the children's attention to instances when the quantities of objects are equal.

Language is a key; the language of 'more than', 'fewer than' and 'an equal number' to describe how many objects there are in each set. As the focus this week is on countable things, 'fewer than' is used rather than 'less than' and 'more than' is used rather than 'greater than'.

Weekly Phonics

Sounds of the week:

v w x y

Tricky word of the week:

and his her has

Please continue to reinforce and support the phonics teaching and learning at home.

Home Learning

This week, we're focusing on kindness – one of our most important values! To help the children explore what it means to be kind, we've sent home a Kindness Bingo sheet full of small, thoughtful actions they can do at home.

Each square has a simple act of kindness — like smiling at someone, helping to tidy up, or saying thank you. When your child completes an act, they can mark it off. The goal is to fill as many squares as possible while talking together about how it feels to be kind and how our actions can make others happy.

This activity helps children:

- ✦ Develop empathy and care for others
- ✦ Build confidence and independence

Please send your acts of kindness sheet back to school – we'll celebrate everyone's efforts together!

Little Wandle

In April 2021, the DfE published a revised core criteria for effective systematic synthetic phonics (SSP) teaching programmes. We conducted a phonics audit and looked at how we could improve our practice to ensure that our SSP programme is one that provides:

- sufficient support for children in reception and key stage 1 to become fluent readers
- a structured route for most children to meet or exceed the expected standard in the year one phonics screening check
- all national curriculum expectations for word reading through decoding by the end of key stage 1

With this information in mind, we decided to make a switch to Little Wandle Letters and Sounds Revised as our systematic, synthetic phonics programme to teach early reading and spelling.

By ensuring high-quality phonics teaching the government wants to improve literacy levels to:

- give all children a solid base upon which to build as they progress through school
- help children to develop the habit of reading widely and often, for both pleasure and information

Reading at Home

The children will only receive books with the sounds that they are confident in, these may be the same as the ones they have previously read to help to improve on their fluency. The children will read in school with an adult three times a week with this book.

Tuesday (Session 1) - this will focus on decoding and blending the words within the book.

Wednesday (Session 2) - this will focus on prosody. What we can learn from the devices in the book to show us how we read in out loud.

Thursday (Session 3) -this will focus on their comprehension of the book.

Once they have read this book three times in school it will come home for you to share with the children on a Thursday. At this point they should be able to read the book with 95% fluency.

On occasion the children will have an extra 'book bag book' that has similar sounds to the book that they have read in school. Please use this book as extra at home practise to help improve your childs fluency.

Alongside this a book of the children's choice will also come home. This is one they have chosen from the library and want to share with you. This is to continue to raise the profile of reading and reading for pleasure.

Books should then be back in school to be changed each Thursday.

It is really important that you pronounce the sounds correctly at home if you are supporting your child. There are videos on the website for you to refer to and if you are unsure, please feel free to come and ask.

Please remember to read at home with your child **every day**.

To confirm this will mean children will receive **one/two** reading books a week and **one** book of choice. Books will be handed into school on a **Thursday** and will come home for reading practice on a **Thursday**.

Look Listen and Note:

Can the children give focused attention?
Are the children confident to talk to others?
Are the children confident to speak in front of the group?

Can the children show the number they see on their fingers?
Can the children look at two groups and say which has more or fewer?
Can the children check who has more or fewer by counting carefully?
Can the children say if two groups have the same number?

Can the children retell the story 'Whatever Next'?
Can the children say what the word retell means?
Can the children identify the information we gather on the cover page of a book? (title/author/illustrator)

Do the children have a dominant hand?
Can the children hold a pencil with the correct grip?
Can the children hear and write the sounds in the words?
Can the children hold and use the scissors correctly?

Can the children say what the words 'non-fiction' mean?
Can the children tell you something about an owl?

Can the children tell you anything about a star?
Can the children select their own materials to make something?
Can the children draw a design for your telescope?

Can the children verbally tell a story?
Can the children take turns to act out a story?

Can the children tell you about the people that are special to them that are not in their family?
Can the children explain why is it important to have special people in our lives?

We hope you have a lovely weekend.

Mrs Harrison