

Welcome to
Information Evening:
Reception

2026-2027



Introduce	Introduce the Reception team
Explain	Explain the expectations of behaviour and learning for your child
Provide	Provide ideas on how to support your child's learning throughout the year
Outline	Upcoming key dates for the year
Answer	Answer any queries you may have



The Team



Class Teacher: Miss Hargrove



Teaching Assistants: Mrs Tumber



Other people working with
Reception: Mr Mitchell & Mr Stuart

A 'normal' week in Reception

We slowly add structured lessons to manage transition into school.

These whole class inputs are our 'carpet times'.

Carefully planned continuous provision is used to enable children to learn skills, challenge their thinking and to help them to embed concepts.



EYFS Timetable 2026-2027 – Autumn 1 - Provisional



	Monday	Tuesday	Wednesday	Thursday	Friday
8.35-9:00	Marking Making & Letter formation (Registers)				
9.00-9:30	Phonics	Phonics	Phonics	Phonics	9:00 Achievement Assembly*
9:30-10:00	Provision	Provision	Provision	Provision	Phonics
10:00-10.20	9:00-9:30 Act of Worship*	9:00-9:30 Class Liturgy*	9:00-9:30 Hymn Practise	9:00-9:30 Whole School Liturgy*	
10:20-10:30	Snack Time				
10:30-11:15	Provision & Reading groups	Provision & Reading groups	Provision & Reading groups	Provision & Writing Groups	Provision & Writing Groups
11:15-11:45 11:45- 12pm: Lunch prep	Maths whole-class input	Maths whole-class input	Maths whole-class input	Maths whole-class input	Maths whole-class input
12:00-1:00	Lunch time break				
1:00-1:20	Literacy/Themed whole class input	Literacy/Themed whole class input	RE Whole class input	PE 1.00-2.00	RE Whole class input
1:20-2:00	Provision	Provision	Provision		Provision
2.00-2:15	Dough Disco	Rhyme Time	Circle Time	RSHE & Provision	Rhyme Time
2:15-2:50 2:50-3pm: Tidy up	Provision	Provision	Provision		Provision
3:00-3:15	Class Story Time	Class Story Time	Class Story Time	Class Story Time	Class Story Time

Types of Learning in Reception

Whole class learning sessions:

Phonics

Mathematics

Prayer & Religious Education

Story times

Topic Themed learning

Adult led small group learning sessions:

Mark making & Letter formation

Reading practice sessions

Number and shape tasks

Writing groups



Continuous and Enhanced Provision



PE Days

PE is on Thursdays. On this day, pupils should come in PE kits.

Thank you for ensuring that jewellery is removed or covered for these sessions.



twinkl.com

Reception Baseline

This is a statutory assessment for all reception children in the country. To establish starting points, teachers conduct a Reception Baseline Assessment (RBA) with their new pupils within the first six weeks of their entry into Reception. This aims to provide a picture of pupil' early communication and language, literacy and maths skills.

The children will not be aware that they are completing an assessment, and it is not something that they can prepare for in advance.

It is used to measure progress between entering reception and leaving year 6.



The Early Years Framework

The Early Years Foundation Stage covers the first stage of a child's care from birth to five years old. It sets the standards to ensure that all children learn and develop, as well as keeping them healthy and safe.

Also included in the EYFS are the **seven Areas of Learning**. They are:

- **Communication and Language**
- **Personal, Social and Emotional Development**
- **Physical Development**
- **Literacy**
- **Mathematics**
- **Understanding the World**
- **Expressive Arts and Design**

At the end of the EYFS, there are **17 Early Learning Goals** that children are expected to achieve.



Early Learning Goals

Early Learning Goals (ELGs) are the expected levels of child development that teachers assess at the end of the reception year (when a child turns 5) in England

Communication and Language

Listening, Attention and Understanding

- Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions.
- Make comments about what they have heard and ask questions to clarify their understanding.
- Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.

Speaking

- Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.
- Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.
- Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.

Understanding the World

Past and Present

- Talk about the lives of the people around them and their roles in society.
- Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.
- Understand the past through settings, characters and events encountered in books read in class and storytelling.

People, Culture and Communities

- Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.
- Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class.
- Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and (when appropriate) maps.

The Natural World

- Explore the natural world around them, making observations and drawing pictures of animals and plants.
- Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class.
- Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.

Personal, Social and Emotional Development

Self-Regulation

- Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly.
- Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate.
- Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.

Managing Self

- Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.
- Explain the reasons for rules, know right from wrong and try to behave accordingly.
- Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.

Building Relationships

- Work and play cooperatively and take turns with others.
- Form positive attachments to adults and friendships with peers.
- Show sensitivity to their own and to others' needs.

Expressive Arts and Design

Creating with Materials

- Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.
- Share their creations, explaining the process they have used.
- Make use of props and materials when role playing characters in narratives and stories.

Being Imaginative and Expressive

- Invent, adapt and recount narratives and stories with peers and their teacher.
- Sing a range of well-known nursery rhymes and songs.
- Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music.

Mathematics

Number

- 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.

Numerical Patterns

- 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.

Physical Development

Gross Motor Skills

- Negotiate space and obstacles safely, with consideration for themselves and others.
- Demonstrate strength, balance and coordination when playing.
- Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.

Fine Motor Skills

- Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases.
- Use a range of small tools, including scissors, paintbrushes and cutlery.
- Begin to show accuracy and care when drawing.

Literacy

Comprehension

- 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.

Word Reading

- 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

- 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.

Curriculum: Advent 1

Our topic for this term is called Myself.

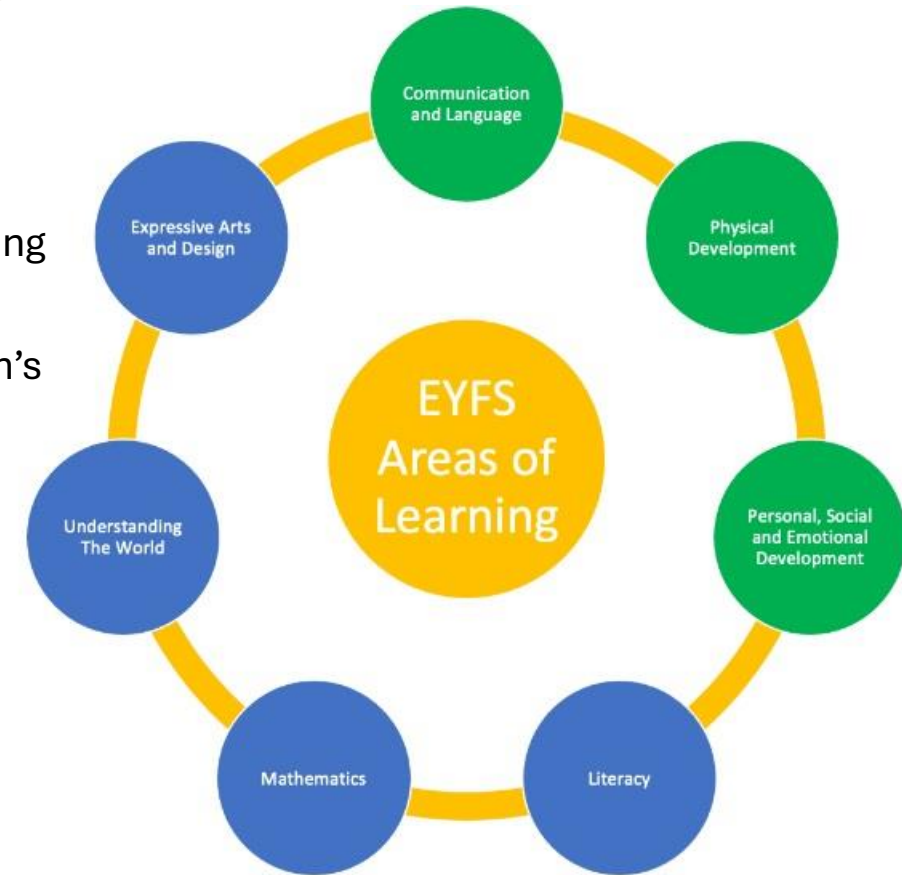
Books and provision are carefully planned and organised to provide a range of learning experiences. Individual records are kept by staff to record the activities your child participates in and undertakes, as well as their progress in specific skills. Planning for each is carried out using a topic-based approach, following the children's interests and responding to specific events.

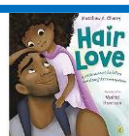
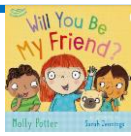
In Literacy we are working on:

- Orally blending and segmenting
- Correct pencil grip
- Forming some recognisable letters matched to sounds,
- Beginning to read and make simple CVC words i.e. 'nap' & 'sit'.
- Listening to and joining in with songs, rhymes, stories and associated actions.
- Recognise and write our names.

In Maths we are working on:

- Match, sort and compare.
- Use the language 'more', 'equal' and 'fewer' when comparing sets of objects.
- Compare size, mass and capacity
- Copy and continue simple repeating patterns.





EYFS, Term Advent 1 Myself



Communication and Language

We will listen to and join in with rhymes and songs, paying attention to how they sound. We will learn to understand how to listen carefully and why listening is important. We will develop social phrases such as 'Good morning'. We will engage in story times and learn new vocabulary. We will talk about stories to build familiarity and understanding.

Personal, Social & Emotional Development

We will learn the word 'unique' and explore seeing ourselves as a valuable individual. We will make new friends and build constructive and respectful relationships. We will learn to listen and share during our play. We will follow instructions and learn the school routine. We will talk about our feelings and the feelings of others, thinking about how we can moderate our feelings socially and emotionally.



Physical Development

We will develop overall body strength, co-ordination, balance and agility needed to engage successfully in and outside the classroom. We will build upon their small motor skills so that they can use a range of tools competently, safely and confidently e.g. paintbrushes, pencils, scissors, knives, forks, spoons. Children will learn to use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. They will further develop the skills they need to manage the school day successfully; lining up and queuing, mealtimes, personal hygiene. On Thursday afternoon they will have Creative Games with Mr Mitchell.

RSHE

Children will learn that they are uniquely created by God. They are special because they are made and loved by Him. They will celebrate their wonderful unique, God-given bodies. They will learn how to look after their God-given bodies, to make good, healthy lifestyle decisions, including exercise, diet, sleep and personal hygiene.

This module also discusses that privates are private.

Literacy

We are working on orally blending and segmenting. We will develop correct pencil grip and begin to form some recognisable letters matched to sounds, with support. We will begin to read and make simple CVC words i.e. 'nap' & 'sit'. We will listen to and join in with songs, rhymes, stories and associated actions. We will read and write our names.

Phonics

For this half term, EYFS will be learning the Phase 2 graphemes s, a, t, p, i, n, m, d, g, o, c, k, ck, e, u, r, h, b, f & l. They will learn the tricky words 'is, I & the'. They will learn to orally blend and read CVC words. They will join in with rhyme time sessions to support their language development.

Mathematics

In Block 1 we will match, sort and compare. We will explore opportunities for children to recognise the attributes of familiar objects and point out how they are the same. We will introduce the term 'sorting' and learn that collections of objects can be sorted based on attributes such as colour, size or shape. They will learn that sets can be compared and ordered. Children use the language 'more', 'equal' and 'fewer' when comparing sets of objects. In Block 2 we will learn about measure and patterns. We will compare size, mass and capacity introducing new vocabulary such as, 'heavier', 'lighter', 'full' and 'empty'. Children will also learn to copy and continue simple repeating patterns.

More at home?

- Reception will receive a home reading book (wordless or decodable) in their second week of Phonics teaching when routines have been established.
- Read stories with your child regularly, ideally everyday, and discuss what happens in the book.
- Practise pencil grip with your child and forming the letters of their name.
- Practise cutlery skills at dinner times.
- Help children to master hygiene skills, such as toileting and washing hands.
- Visit familiar areas to name places in their local area such as Carillon tower, Queen's Park, St Mary's Church or Charnwood Museum.

Expressive Arts & Design

We will listen attentively to music and songs. Exploring and engaging in music making and dance, performing solo or in groups. We will use and refine a variety of artistic effects to express ideas and feeling, such as painting a self portrait. We will develop storylines in pretend play.

Talk about: What do I look like? What do I like to do and what are my talents? What makes me unique?

Understanding of the World

We will talk about, name and describe members of our immediate family and communities. We will draw information from a simple map of Loughborough looking at familiar places. We will learn that some places are special to members of the community such as 'church'. In Autumn, we explore the natural world to understand the effect of the changing seasons around us.

Talk about: Who is special to me? Where do I live?

Religious Education

In the Creation and Covenant unit, we explore the Creation story, learn that it teaches about God's Love and caring for the world.

We learn about Baptism; a Sacrament where we are welcomed in to God's family.

We will learn some simple prayers and the sign of the cross – a prayer we say whenever we talk to God.

Talk about: How can I care for God's world?

Big Question

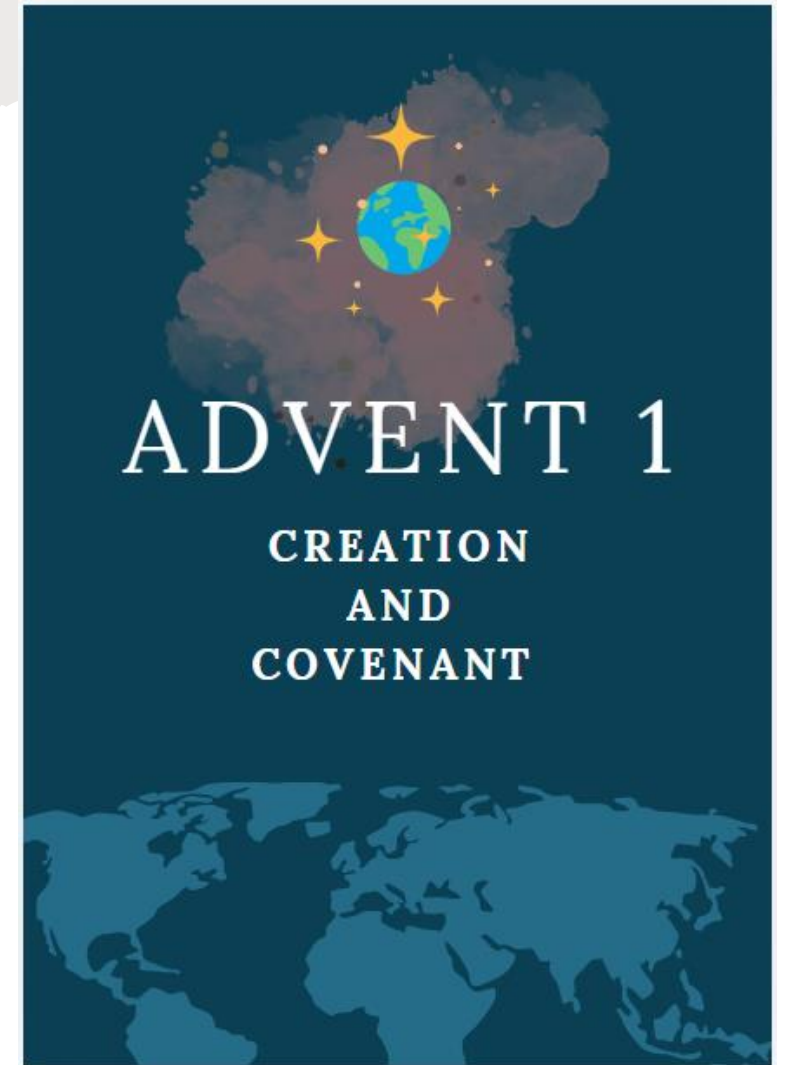
How can I show that I am a special child of God? ?

RE

Our RE topic for this half term is Creation and Covenant.

- We explore the Creation story, learn that it teaches about God's Love and caring for the world.
- We learn about Baptism; a Sacrament where we are welcomed in to God's family.
- We will learn some simple prayers and the sign of the cross – a prayer we say whenever we talk to God.

Talk about: How can I care for God's world?



Phonics & Early Reading

We use a scheme called Little Wandle Letters and Sounds.

This involves daily whole class phonics lessons, and reading practise sessions three times a week.

Children who need further support will also receive daily keep up interventions.



We're teaching every child to read with Little Wandle Letters and Sounds Revised
A complete SSP validated by the Department for Education



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				

Oral blending:

The ability to hear separate spoken sounds and merge them together to make a whole word



Blending to read words

Supporting your child with phonics

There are resources available on the Little Wandle Website to support parents as their child learns Phonics at school.

[For parents | Letters and Sounds](#)



**Phase 2 sounds taught in
Reception Autumn 1**



**Phase 2 sounds taught in
Reception Autumn 2**



**Phase 3 sounds taught in
Reception Spring 1**

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.



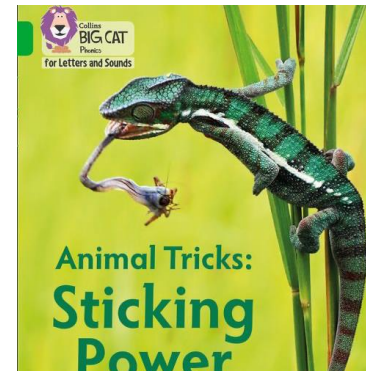
Letter formation

- Your child will be taught how to spell simple words, using the graphemes they have been taught.
- They will practise the correct formation of letters.
- **How do we teach spelling?**
- Say the word.
- Segment the sounds.
- Count the sounds.
- Write them down.



Reading Practise Sessions

- These begin once routines are established and the appropriate Phonics sounds have been taught.
- Your child may have a Wordless or Decodable book.
- Timetabled three times a week
- Taught by a trained teacher and teaching assistant
- Taught in small groups
- Children in Reception will bring a book home after they have read it in school.



Reading at home

- 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.

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 number of books children were exposed to by age 6 was a positive predictor of their reading ability two years later.



is

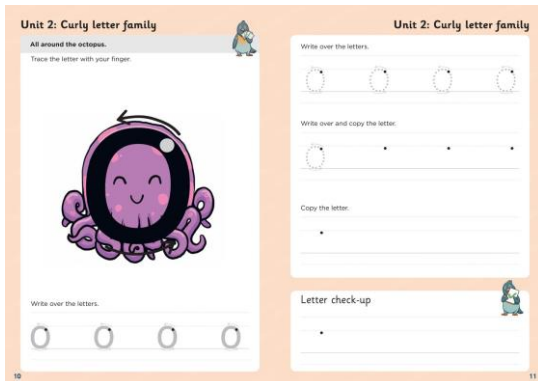


Your Child's Reading Folder:

You will receive this in the next few weeks. A post on class dojo will be shared to update you when reading practice sessions have begun.

- Children will take home a book every **Friday**.
- They must return it to school by the following **Wednesday**.

Please note you may be charged for any lost, damaged, or unreturned books.



Behaviour Expectations

- We will be telling you about great things that happen via Class Dojo.
- We may need to add any negative behaviour to Arbor which you will be able to see. We will have spoken to you first either by telephone or a message on Dojo before we do this.
- Please be assured that any conversation that is brought to you will have been investigated.



Uniform

- We will uphold the school uniform rules.
- Your child may come home with a letter if they are not wearing the correct uniform.
- Book bags preferred over backpack for reading folders.



Supporting us

- Label all uniform
- Read regularly with your child and completing their reading record.
- Support with learning tricky words. These will be put with reading books in home reading packs.
- Please keep us informed of any changes in circumstances (medication, house move) that may affect their time at school.
- Keep talking to us about anything you feel pertinent.





Key Dates for Our Class

- **First Parents Evening:** 13th October 2026
- **Whole school Cinema Visit:** 17th December 2026
- **Inset Day:** 20th November 2026
- **EYFS Nativity Performance:** 9th December 2026
- **Class Trip:** April/May 2027 (Date - tbc)
- **End of Year Reports (including ELG assessments):** July 2027



Any questions?