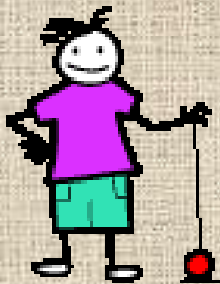


# **Parent Welcome Meeting: Wednesday 24<sup>th</sup> September 2025**



# Reception Staff

Mrs Tracey Elliott

EYFS Phase Leader

Class Teacher (Mon, Tues, Wed, Fri)



Mr Antonino Gargiulo

Class Teacher (Thursdays)



PPA time will be on Monday afternoons

# Reception Support Staff

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Mrs Louise Midgley  
Teaching Assistant (Mon – Fri)



Mrs Liz Downing  
Teaching Assistant (Mon - Wed)



# Tonight's Meeting

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- To welcome you to Dunnington Primary School.
- To briefly recap on routines now that your child has started school.
- To give you extra helpful information and answer any queries you may have.
- To look at Phonics and Early Reading

# EYFS Curriculum

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## 3 prime areas of learning and development

- Communication and Language
- Physical Development
- Personal, Social and Emotional Development

## 4 specific areas of learning and development

- Literacy
- Mathematics
- Understanding the World
- Expressive Arts and Design

There are 17 Early Learning Goals – this is where we'd like them to be by the end of reception. Some will, some will not.

# EYFS Approach to Teaching

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- A typical day will involve some direct teaching in groups or as a class (e.g. in Phonics, Reading, Maths, and also in 'subjects' like PE, RE, Computing, Music...)
- There will also be time when children are exploring and consolidating their learning through 'play' in Areas of Provision.

# Reception Baseline

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- Each child in Reception will complete the RBA within their first 6 weeks of school. It is a short practical assessment of their early literacy, communication, language and maths skills.
- The information is used by the DfE to measure your child's progress at school from Reception – Year 6. (Handout sent out)



# School Day

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- EYFS (& KS1) Start 8.45am – 3.15pm (Soft start from 8.40am)
- Collecting your child – do let us know if your child is going home with anyone other than a parent, whether this is a long-term arrangement or a one off.
- Absences – please ring before 9.15am to report an absence



# School Uniform / Equipment

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- Please name **everything**!
- PE Kits – White T-shirt, black shorts/joggers, trainers/indoor pumps.  
(PE will be on Thursdays currently)
- Note – Earrings must be removed for PE
- Apologies but clothes do get mixed up – just return and we can get the right things back to people.

# Forest Schools & OPAL

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- Forest Schools will normally take place on a Friday afternoon this year and we aim to go out as much as we can in most weathers.
- We may need wellies or waterproofs for that day (weather dependent!) and these can be kept in school all half term if that is easier for you.
- OPAL lunchtimes also require wellies for certain activities (e.g. digging) or for if your child wants to play on the field on a welly day.

# School Book Bags

- There will be lots for them to bring home in book bags and it is an easy way to carry things home. Please do check them regularly to stop things lurking (especially once we start Forest Schools!)
- We will put in any letters (if you haven't yet signed up to the electronic system Parentpay emails), accident forms, pictures, etc
- Sharing Story books will also be sent home this way every Tuesday (This started yesterday!).

# School Meals / Snacks

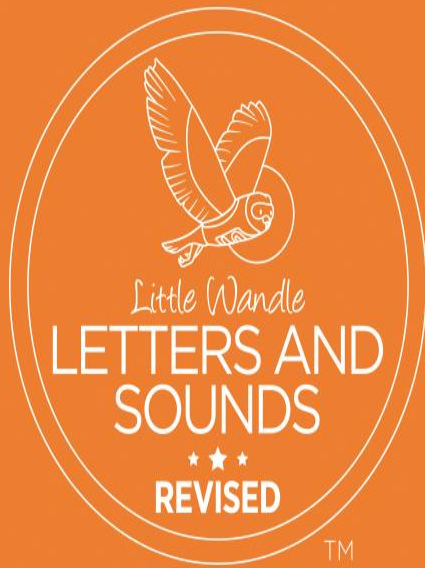
- Your children can have a hot meal free from the kitchen at lunchtime. A menu will be sent home each term so you can see what is available and you can order through Meal Manager. Alternatively, they can bring a pack up.
- Milk is free for all children until they reach their 5<sup>th</sup> birthday, then it can be ordered via Cool Milk. A healthy snack is also provided daily.
- Water bottles available freely all day.

# Could you help us?

- To enhance our home corner, I would love to be able to put up family pictures of you and your children. If you are happy to share these, then they can be sent in electronically or hard copy.
- Please let us know if you have any particular skills / expertise or time you wish to share with us. We would be happy to have you in, whether that is to help with readers or doing something more specific!

# Phonics

- We now use the Little Wandle scheme to teach Phonics (see handout).
- Phonics teaching begins from the first full week following baseline. We usually teach four new sounds a week and have a review lesson on a Friday. There is a list of the sounds that we are learning to have at home. This will help you with pronunciation and letter formation. (see handout).
- Further information available online for parents.  
<https://www.littlewandlelettersandsounds.org.uk/resources/for-parents/>



A COMPLETE PHONICS RESOURCE  
TO SUPPORT CHILDREN

# Parent workshop: Phonics and early reading

Teach reading: change lives





# Phonics and Early Reading

- Information about how we teach phonics
- Information about how we teach reading
  - Supporting at home

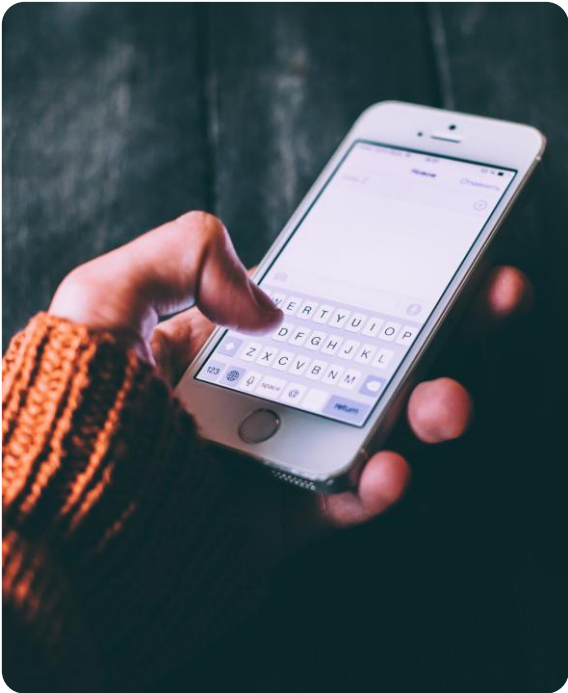
“

**A love of reading is the biggest  
indicator of future academic success.**

**OECD** (The Organisation for Economic Co-operation and Development)

”

# How many times have you already read today?



# Phonics



# The journey to independent reading and writing begins with Phonics

New DFE Guidance for Early Reading and Phonics was released in 2021, which has meant a change (for the better) in the way in which we teach phonics and reading at school, ensuring complete consistency throughout school.

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

## Why Little Wandle?

- Excellent training for all staff to ensure consistency throughout school
- Every aspect of phonics & reading included in a detailed, thorough & systematic approach
- Engaging resources without distracting from the learning
- Comprehensive system for identifying and supporting children requiring extra help
- Useful support for parents

“

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




















”

# Phonics

## The English language has:-

- 26 letters
- 44 sounds (phonemes)
- Over 100 different ways to write / spell those sounds (graphemes)
- Important that we all use pure sounds (if unsure have a look at the 'For parents' section of Little Wandle under Support for Phonics)

Grow the code grapheme mat Phase 2, 3 and 5

 s ss c se ce st sc	 t tt	 p pp	 n nn kn gn	 m mm mb	 d dd	 g gg	 c k ck cc ch	 r rr wr	 h
 b bb	 f ff ph	 l ll le al	 j g dge ge	 v vv ve	 w wh	 x	 y	 z zz s se ze	 qu
 ch tch ture	 sh ch ti ssi si ci	 th	 ng	 nk	 a	 e ea	 i y	 o a	 u o-e ou

Grow the code grapheme mat Phase 2, 3 and 5

 ai ay a a-e eigh aigh ey ea	 ee ea e e-e ie y ey	 igh ie i i-e y	 oa o o-e ou oe ow	 oo ue u-e ew ou ui	 yoo ue u u-e ew	 oo u* oul	 ar a* al*
 or aw au aur oor al a oar ore	 ur er ir or	 ow ou	 oi oy	 ear ere eer	 air are ere ear	 zh su si	

\*depending on regional accent



## Phonics – Phase 2 (Autumn)

In Reception we start with **Phase 2**. Phonemes are taught in a set order, which has been planned to help children start to read words quickly.

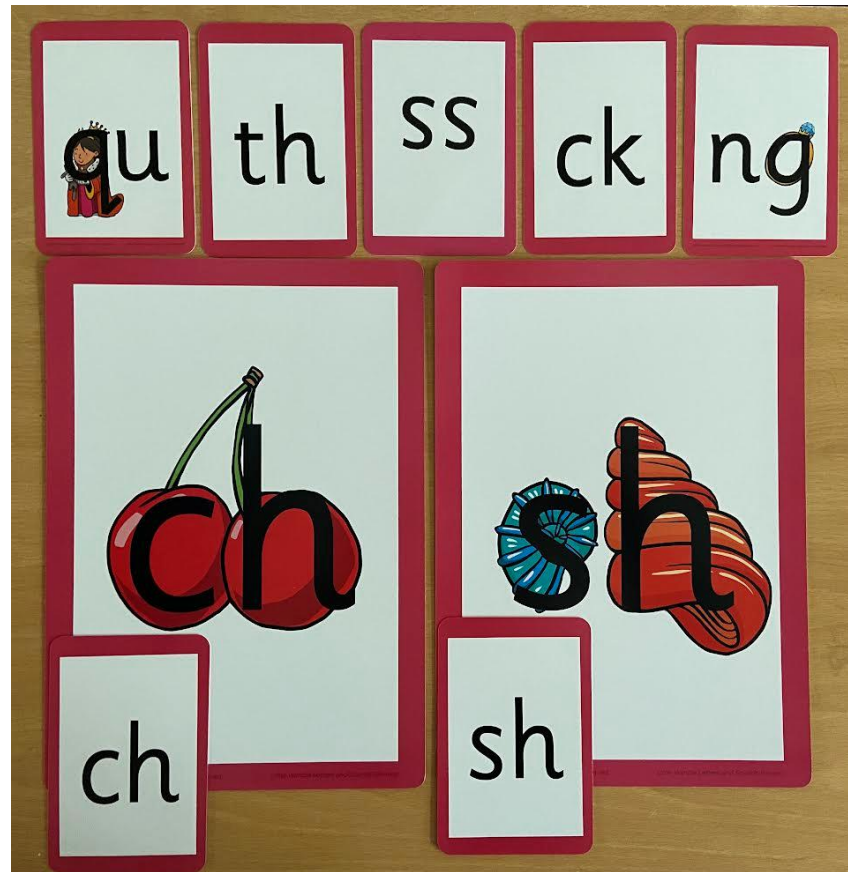
Little Wandle has a picture mnemonic to help children remember the phoneme/grapheme.



## Phonics – Phase 2 (Autumn)

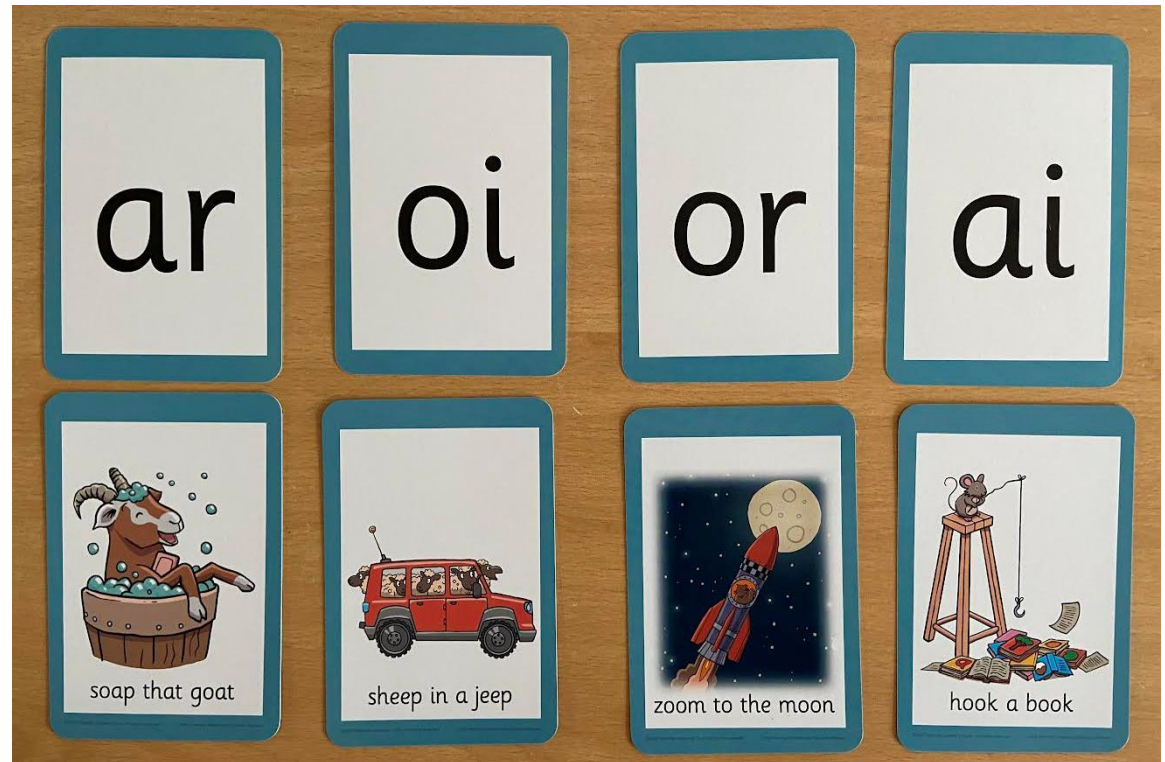
By the end of Phase 2, we have learnt a sound for every letter of the alphabet and we also start to introduce digraphs (2 letters, 1 sound).

These are consonant digraphs, and there is a phrase to help children remember them.



## Phonics – Phase 3 (Spring)

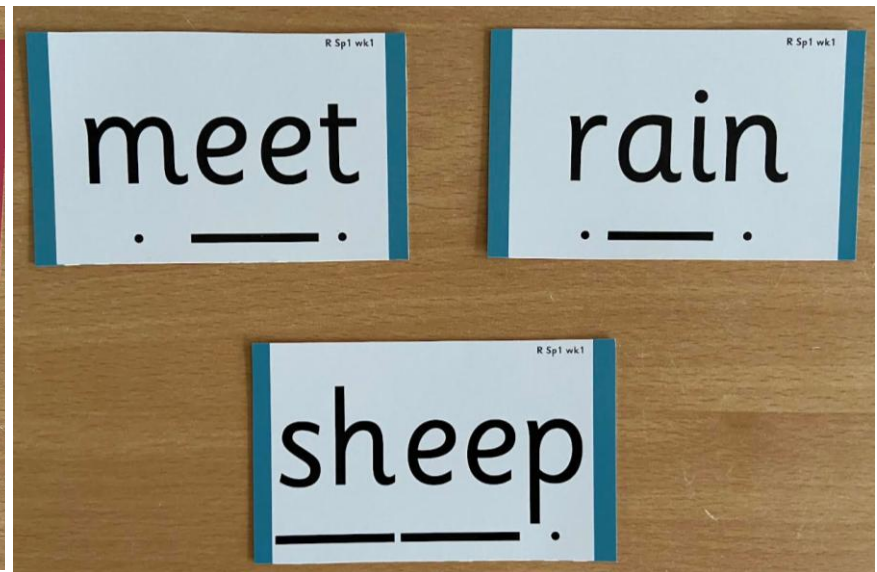
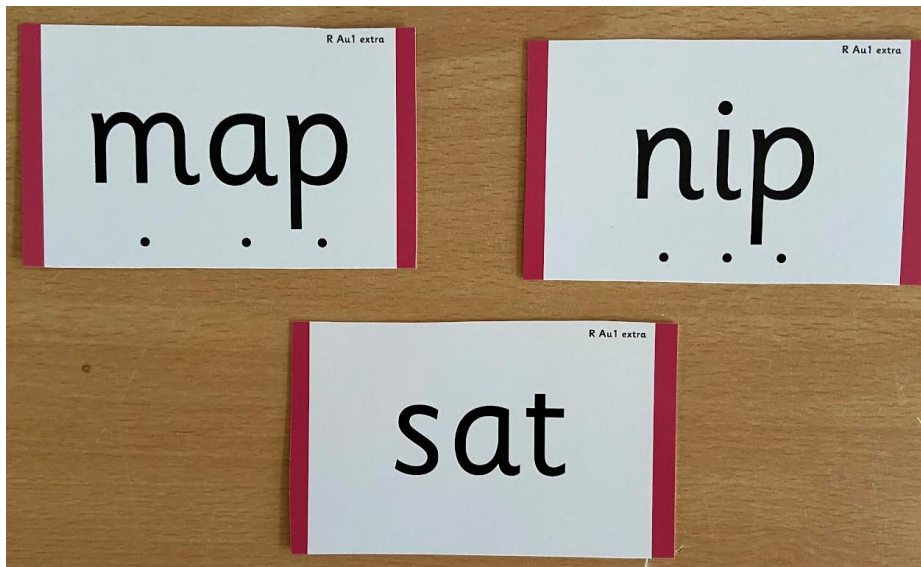
In Spring term, we start on **Phase 3**. This phase focuses on vowel digraphs, and some trigraphs (3 letters, 1 sound), which are also taught with a short caption to help children remember them.





## Phonics – Blending for reading

During sessions, we use sound buttons on words to help us sound talk and blend to read.





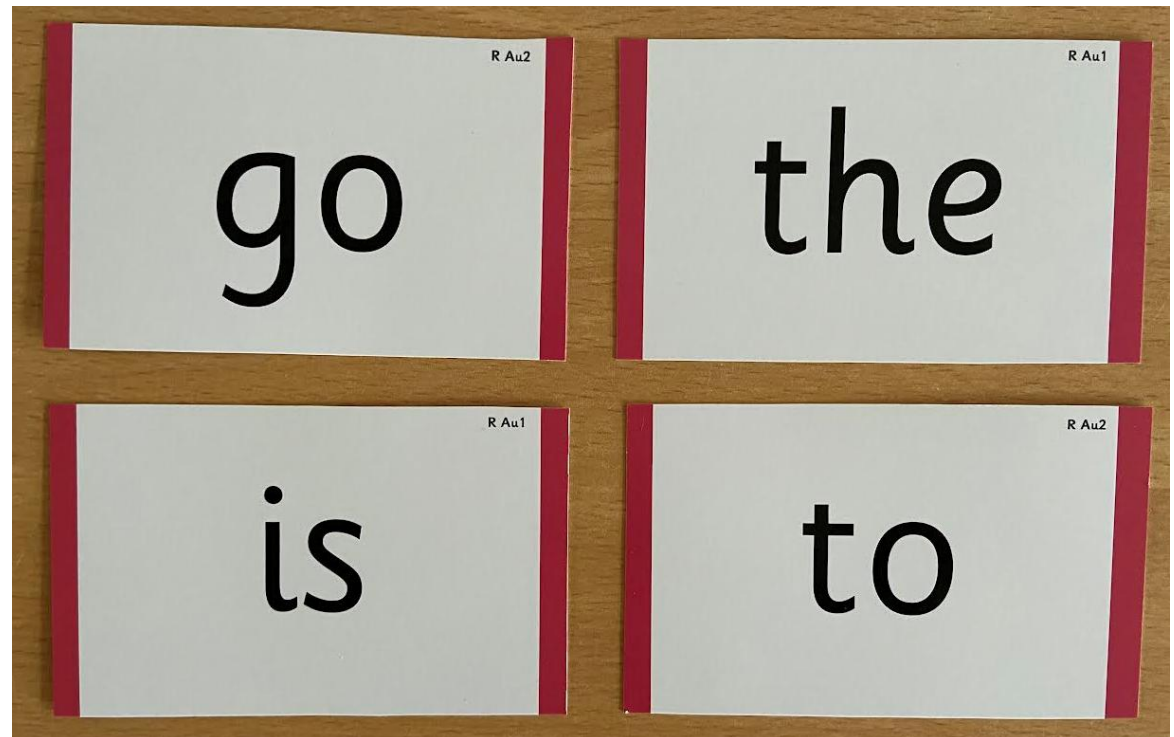
## Phonics – Tricky Words

We also look at

**Tricky Words.**

These are words that do not follow the rules and cannot be decoded.

Children are taught which part of the word is tricky to help them. (see handout)



## Phonics – ‘Growing the code’

Gradually, the children will learn the entire alphabetic code, which will enable them to become fluent readers.

In a typical session, we will:

- **revisit and review** GPCs, words and tricky words already learnt
- **teach** a new sound
- **practise** oral blending and then blending to read new words using our new sound
- **teach** a new tricky word
- **apply** what we have learnt to reading a new sentence and segment for spelling words

# Phonics – Segmenting for Spelling

There are several steps for teaching the children to spell. We focus on teaching the children to:

- say the word.
- segment the sounds.
- count the sounds.
- write them down.





## Phonics – Assessment and ‘Keep Up’

We assess the children every 6 weeks on what they have learnt that half term. The results of these assessments are used to allocate books for reading and also to determine if any keep up sessions are needed.

Keep up will either happen on a 1:1 basis or in a group session, depending on needs. We try to then reassess the children after 3 weeks to check the gap is closing.



# Reading

# Reading

We all know how important learning to read is and the impact it has on a child's success, but for that to happen, it has to be a positive experience.

We know that reading underpins children's access to the curriculum and it clearly impacts on their achievement throughout school.

Because of that it's important to look at the bigger picture:

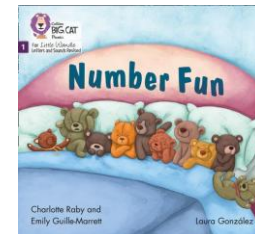
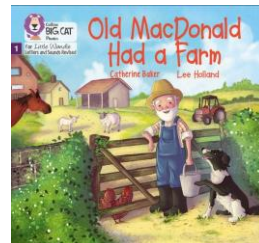
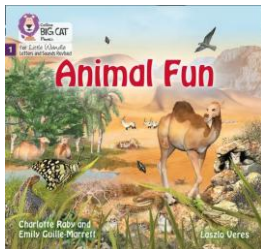
- We want ALL of our children to love reading
- We want reading to be enjoyable
- We want children to read for pleasure and to become lifelong readers



# Reading

Once children have a secure knowledge of a number of GPCs (Grapheme Phoneme Correspondences) and are confidently blending, they will be ready for reading books.

Prior to this they may have wordless books, which develop great language skills and teach children the layout of books and how to handle books.

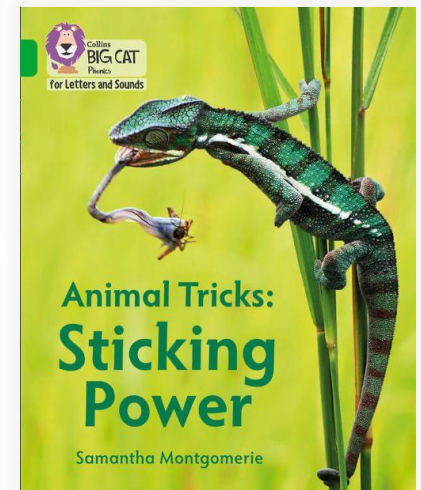
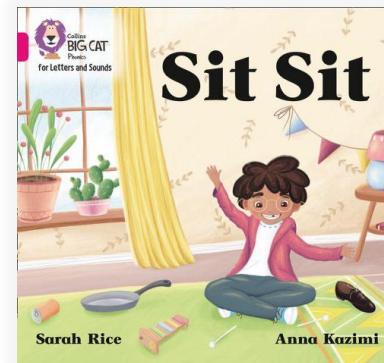
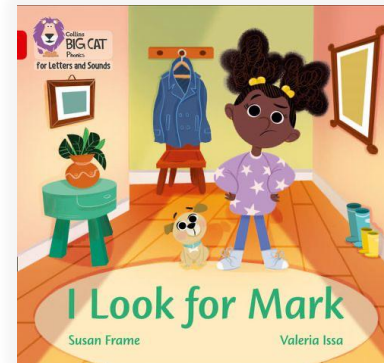


# How do we teach reading in books?

There is quite a big difference now to the way in which reading used to be taught.

Little Wandle Reading practice sessions are:

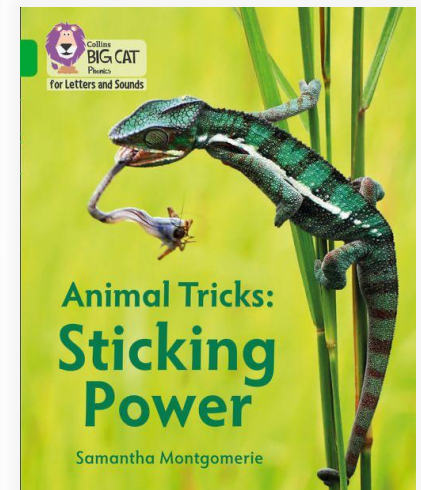
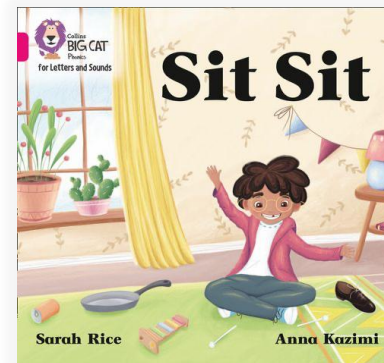
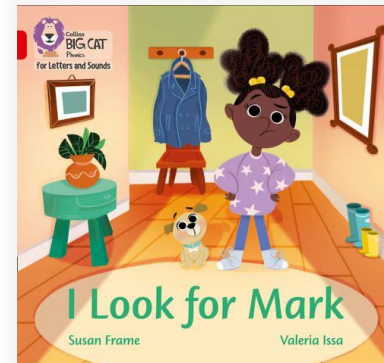
- timetabled 2-3 times a week/fortnight
- taught by a LW trained teacher
- taught in small groups (or 1:1 initially whilst they build their confidence)



# How do we teach reading in books?

The 3 sessions concentrate on different things each time; however, each one starts with a quick review of the GPCs and tricky words which they will encounter in the book.

1. Decoding – working out what the words say
2. Prosody – reading with expression
3. Comprehension – understanding what is being read





We use assessment to match your child to 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.



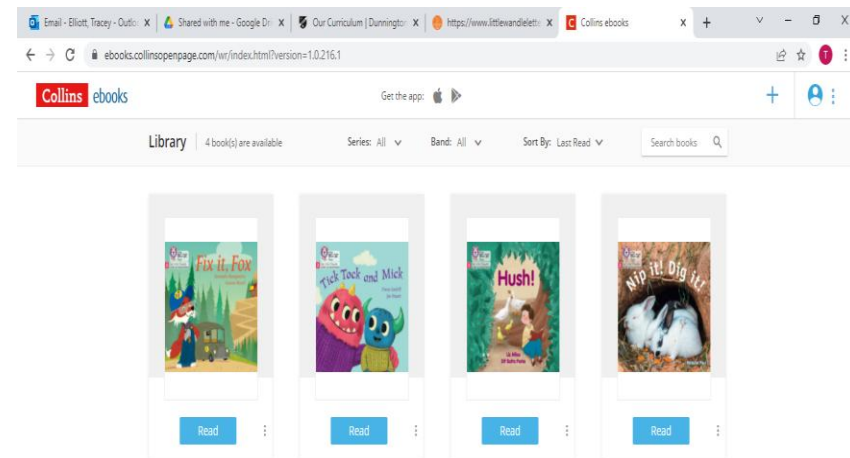


# Reading at home

# Listening to your child read their phonics book

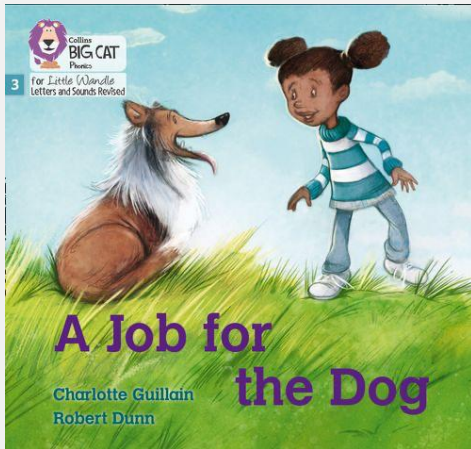
You will access the decodable readers via the ECollins virtual library. All logins will be sent out as they start reading decodable books. Please let us know if you are having any problems with the site, or report direct to ECollins.

- Your child should be able to read their decodable book without too much help.
- If they can't read a word, encourage them to sound talk and blend it and read it to them.
- Talk about the book and celebrate their success.



<https://ebooks.collinsopenpage.com/wr/index.htm>  
!

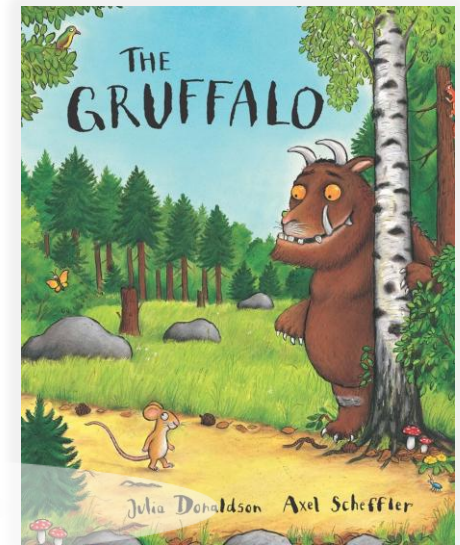
# Reading Books at home



Decodable reader  
accessed online  
via the ECollins  
virtual library.



Sharing story  
book chosen from  
our class library.

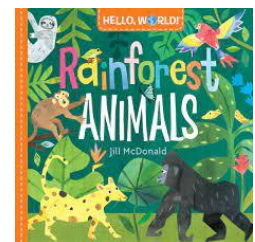
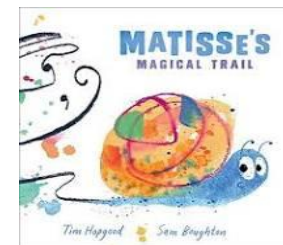
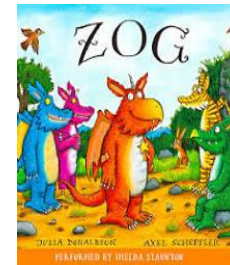


# ‘Sharing Story’ books

To become lifelong readers, it is essential that they read for pleasure, so, as well as the Big Cat LW decodable reader, your child will also bring home a ‘sharing story’ book from our class library each Tuesday. (Note: They must return the previous week’s book to get the next one). They choose these books themselves and there is a mix of genres for them to enjoy.

We know that your child **may not** be able to read this book independently but these books offer a wealth of opportunities. Talk with your child as much as you can about the book. Introduce new and exciting language, encourage your child to use new vocabulary, describe things you see, and have fun using different voices to make the story sound exciting.

The only aim of this book is to foster a love of reading.



## What else can parents do?

Please look at the Little Wandle videos and guidance for parents

Support children in learning the alphabetic code and tricky words

Log in weekly to the ECollins site and let your child “show off” their reading to you. Celebrate and praise them all the way!

Read the ‘Sharing Story’ books with your children for pleasure.



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

Any questions?

“

**One of the greatest gifts adults can  
give is to read to children**

Carl Sagan

”

# And Finally...

- A school year isn't always perfect, so if you have any worries or concerns please come in and see us or email me and we will do our best to help you 😊
- Ultimately we are here to provide a home / school partnership and we want your child to progress, enjoy school and be happy!
- **Thank you for coming – any questions?**