



Reception Transition and Reading and Phonics Meeting

September 2026



*“Learning is a treasure that will follow its
owner everywhere.” (Chinese Proverb)*

A woman with long blonde hair and a young girl with dark hair are looking at a book together. The woman is on the left, and the girl is on the right, both smiling. The background is a soft-focus classroom setting.

Reception Staff

- ▶ Mrs Thorpe/Miss Tabinor (Starling Class Teachers)
- ▶ Mrs Terrett (Wren Class Teacher)
- ▶ Mrs Hackett and Mrs Vosper (Kingfisher Class Teachers)

- ▶ Mrs Joiner, (HLTA)
- ▶ Mrs Hollick, (Inclusion TA)
- ▶ Mr Archbold (Inclusion TA)
- ▶ Miss Wright (Pastoral Support)
- ▶ Miss Benson (SENCO)

- ▶ Miss Gleeson (Teaching Assistant Starling)
- ▶ Miss Street/Mrs Goodship (Teaching Assistant Wren)
- ▶ Mrs West, (Teaching Assistant Kingfisher)
- ▶ MRS Fountain, Mrs Goodship (TA support/interventions)

Reception curriculum

Reception follow The EYFS statutory framework

Children will be taught Maths & English throughout the week as well as daily phonics sessions.

There are many opportunities to read as a class and individually.

All subjects are taught through fun and interactive cross curricular topics.

Most topics will include an inspirational day, as an enjoyable way to engage the children.

Children will engage in child initiated learning (own Learning time),

Continuous Provision (CIL)

What is continuous provision?

- ▶ Continuous provision is the term given to resources which have been carefully chosen to create an enabling environment in which children can explore and learn. They are safe for the children to use independently, continually assessable and enable children to continue their learning in the absence of an adult.
- ▶ While using the resources the children continue to develop their problem solving, creativity, reasoning, communication and language skills and are able to consolidate learning in a way they understand and enjoy. This process allows new learning to be committed to the long term memory.

Continuous Provision

Getting the balance right

It is important we get the balance right between Child Initiated Learning and Teacher Led Learning. This will help to develop the independence, resilience, creativity and problem solving skills whilst still ensuring curriculum coverage.

The approach includes:

- ▶ Whole class teaching inputs
- ▶ Child initiated learning facilitated by the adults to ensure a well-resourced, engaging environment. Adults use open questioning to support the children's learning and enhance the environment as necessary to enable the learning to develop further.

PE



All classes will have a PE session taught by their teachers.

Tuesday -Wren

Wednesday - Starling

Thursday -Kingfisher

On PE days children need to arrive in school wearing their PE kit.

The PE kit is a white T-shirt, blue or black shorts or jogging bottoms & trainers.

Please make sure all PE kits have **name labels**, including trainers.

We are aiming to promote 60 active minutes a day. This will include activity in and out of school.

Active 60 & Physical Literacy: Giving Children a Love of Movement

For young children, being active is about play, exploration, confidence and learning—not just sport.

ACTIVE 60

We aim for an average of at least 60 minutes of moderate-to-vigorous physical activity each day across the week.

This is achieved through activity both **IN SCHOOL** and **OUTSIDE SCHOOL HOURS**.

It can include PE, active play, walking, running, dancing, cycling, playground time and games.

 School +  Home = Active 60

WHAT IS PHYSICAL LITERACY?

A positive relationship with movement and physical activity.

It develops through how children **MOVE, THINK, FEEL and CONNECT**—building enjoyment, confidence, competence, understanding and knowledge.

It also develops the fundamental movement skills children need, such as running, jumping, hopping, balancing, throwing, catching, kicking and changing direction.

WHY IT MATTERS

Early positive experiences help children build the foundations for an active life.

Movement supports coordination, balance, strength, social skills, wellbeing, learning and independence.

PARENTS CAN HELP: Make movement fun • Give children lots of chances to practise • Praise effort and trying • Be active together

How We Achieve Active 60 at Letchmore

We build movement into the school day — and celebrate being active beyond school too.

IN SCHOOL

Weekly PE

Regular teaching of physical skills and movement.

Child-initiated learning

Daily chances to use skills through play.

Active lunchtimes

Time to move, play and be active with activities set up
To support fundamental skills.

Brain breaks

Short movement breaks to re-energise and refocus.

EXTRA OPPORTUNITIES

Enrichment activities

Activities delivered by Premier sport and
Stevenage Sporting futures.

After-school clubs

Extra opportunities to learn skills and enjoy
different activities.

Active events

Santa Run • Sports Day • Mini Marathon.

BEYOND SCHOOL

Family challenges

New challenges planned this year for children
and families.

Celebrating activity at home

Sporting shout-outs in our newsletter and
WOW Sheets.

Coming soon!

We are planning a Parkrun Junior takeover!

Our aim: make being active a normal, enjoyable part of everyday life for every child.

Reading



- ▶ There are many opportunities for children to read during our whole class sessions in all subjects. They will learn about different genres of reading (fiction, non-fiction, poetry, recounts etc.).
- ▶ Whole class shared reading will be taught 5 times a week where the children are supported by an adult to use a range of strategies (including their phonic skills) to read and to develop their comprehension skills.
- ▶ Your child will also read individually to an adult at least once a fortnight where we will assess their reading and adjust their reading levels where appropriate.
- ▶ Individual reading books will be sent home on a Monday and Thursday.
- ▶ Please try to read at least three times a week with your child and note what they have read in their orange reading record. The more children read the more fluent they become. Please also discuss the text with your child and ask questions to check understanding.

An Introduction to Twinkl Phonics

for Parents and Carers



Effective Phonics, Done Simply

Did You Know...?

There are **26 letters** in the alphabet but there are **44 sounds** and over **100 different ways of spelling them**.

This is why English is one of the most complex languages to learn!

Whole Scheme Sound Mat

a a	e e ea	i i	o o	u u oo o	ai ai ay a_e a	ee ee ea e_e e	igh igh i ie y i_e	oa oa ow o_e oe o	oo oo ue u_e ew
ar ar	or or ore aw al au a	ur ur er ir	ow ow ou	oi oi oy	ear ear eer	air air are ear	ure ure	u_e u_e ue u ew	b b
c c ck k ch	ch ch tch	d d	f f ff ph	g g	h h	j j dge g ge	l l el ll al le il	m m mb	n n gn kn
ng ng	p p	qu qu	r r wr	s s ss c	sh sh ch	t t	th th	th th	v v
w w wh	x x	y y	z z zz s	zh s	tion tion	ture ture			



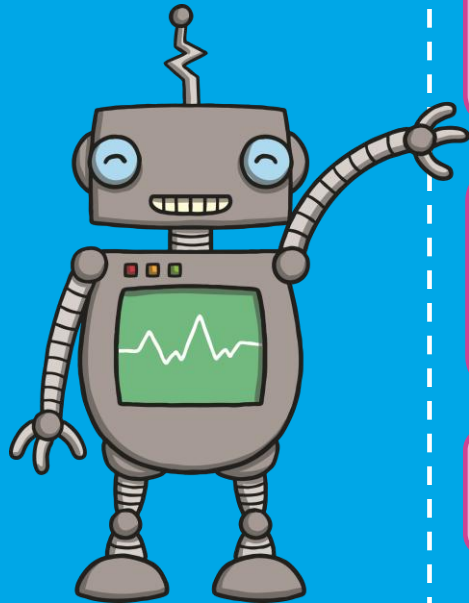
Phonics Terminology

Here is some of the terminology you might hear as your children begin to learn phonics.

Phoneme	the smallest unit of sound in words
Grapheme	the written representation of a sound
GPC (Grapheme-Phoneme Correspondence)	being able to match a phoneme with the correct grapheme and vice versa
Blending	joining individual speech sounds together to read a word
Segmenting	breaking down words into individual speech sounds to spell a word
Digraph	two letters making one sound e.g. 'sh'
Trigraph	three letters making one sound e.g. 'igh'
Split Digraph	two letters making one sound which are divided by a consonant e.g. the i_e sound in the word 'side'
Tricky/Common Exception Words	words that are not fully decodable such as 'the' and 'was'
Sound buttons	circles or spots that can be written underneath a sound to support reading
Sound bars	lines that can be written underneath digraphs or trigraphs to show that the letters make one sound
Mnemonic	a visual prompt to help children remember a sound

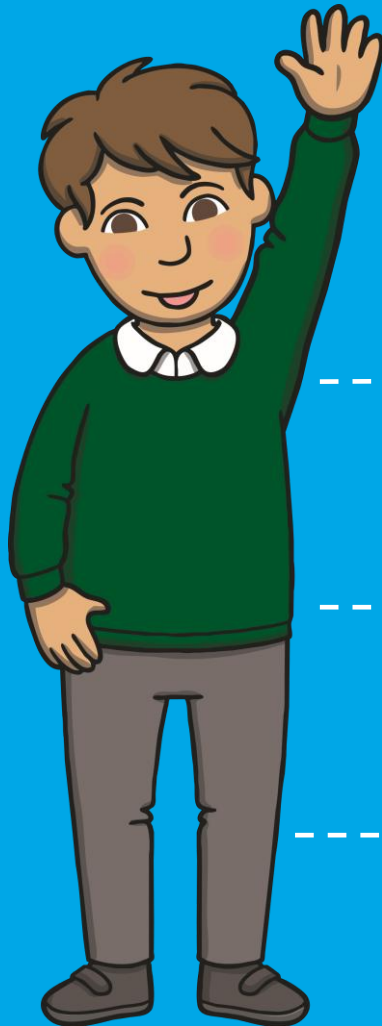


What Is Synthetic Phonics?



- Synthetic phonics is a method of teaching reading and writing, in which words are broken up into their smallest units of sound or phonemes.
- Children learn to associate a written letter or group of letters, known as 'graphemes', with each phoneme.
- Sounds are then joined or 'blended' together into words for reading or, conversely, whole words are broken down or 'segmented' into their sounds for writing.
- It is the UK's most preferred method of teaching phonics.
- Sounds are taught in a prescribed order starting with s, a, t, p, i, n, as this allows for the most words to be made from the start, such as 'sat,' 'tap' and 'pin'.

What Are the Benefits of Synthetic Phonics?



Children progress through the stages as they are ready.

Planning ensures progression and coverage.

Children can attempt new words working from sounds alone.

Reading and writing become practices that are developed hand in hand.

What Is Taught and When?

Twinkl Phonics Level	Number of Teaching Weeks	Recommended Year Group (UK schools)	Age of Children
Level 1	36	Nursery/Preschool	3-4 years
Level 2	7	Reception	4-5 years
Level 3	12	Reception	4-5 years
Level 4	5	Reception	4-5 years
Level 5	30	Year 1	5-6 years
Level 6	30	Year 2	6-7 years

Level 1 continues to be taught alongside the other levels.

This is just an overview. We understand that every child progresses at their own pace.

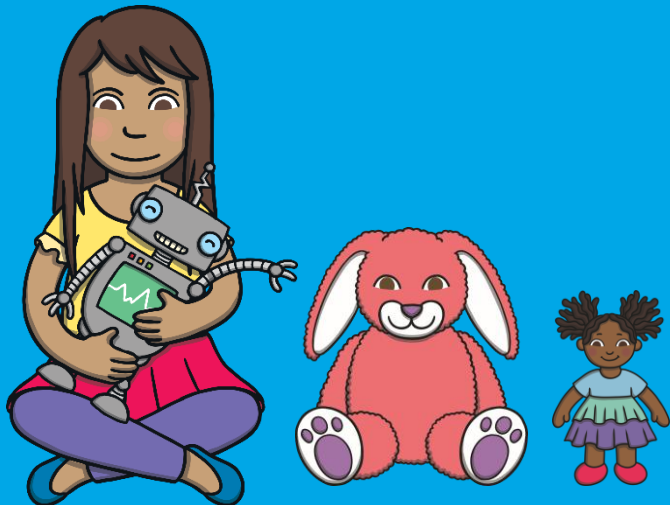
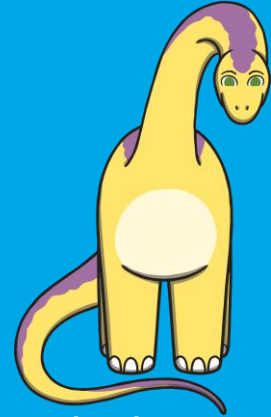
Level 1



Level 1 is taught in Nursery/Preschool.

By the end of Level 1, children will have had the opportunities to:

- listen attentively;
- enlarge their vocabulary;
- speak confidently to adults and other children;
- discriminate different sounds including phonemes;
- reproduce audibly the phonemes they hear in words;
- orally segment words into phonemes.



These learning opportunities are presented through 7 Aspects.

What Are the 7 Aspects of Level 1?

Aspect 1: Environmental Sounds

- ✓ Develop listening skills and awareness of sounds in the environment
- ✓ Identify and remember the differences between sounds
- ✓ Talk about sounds in greater detail

Aspect 2: Instrumental Sounds

- ✓ Develop awareness of sounds made with instruments
- ✓ Listen to and appreciate the differences between sounds made with instruments
- ✓ Use a wide vocabulary to talk about instrument sounds

Aspect 3: Body Percussion

- ✓ Develop awareness of sounds and rhythms
- ✓ Distinguish between sounds and remember patterns of sound
- ✓ Talk about sounds we make with our bodies and what the sounds mean

Aspect 4: Rhythm and Rhyme

- ✓ Experience and appreciate rhythm and rhyme and develop awareness of rhythm and rhyme in speech
- ✓ Increase awareness of words that rhyme and develop knowledge about rhyme
- ✓ Talk about words that rhyme and produce rhyming words greater detail

Aspect 5: Alliteration

- ✓ Develop understanding of alliteration
- ✓ Listen to sounds at the beginning of words and hear the differences between them
- ✓ Explore how different sounds are articulated

Aspect 6: Voice Sounds

- ✓ Distinguish between the differences in vocal sounds
- ✓ Explore speech sounds
- ✓ Talk about the different sounds that we can make with our voices

Aspect 7: Oral Blending & Segmenting

- ✓ Develop oral blending and segmenting of sounds in words
- ✓ Listen to sounds within words and remember them in the order in which they occur
- ✓ Talk about the different sounds that make up words



Level 2



Level 2 is taught in Reception.

By the end of Level 2, children will have had the opportunities to:

Level 2 Coverage

In Level 2, children will learn the first 24 GPCs (19 letters, 4 digraphs and an alternative pronunciation) and the first 5 tricky words for reading.

Teaching Week	GPCs	Tricky Words for Reading
1	s a t p	
2	i n m d	
3	g o c k	
4	c k e u r	to, the
5	h, b, f, l	no, go, l
6	ff, ll, ss, 's' saying /z/	all level 2 tricky words
7	Recap of all Level 2 sounds	all level 2 tricky words



- identify the phoneme when shown any Level 2 grapheme;
- identify any Level 2 grapheme when they hear the phoneme;
- orally blend and segment CVC words such as, 'sat' and 'pat';
- blend sounds to read VC words such as, 'if', 'am', 'on' and 'up';
- segment VC words into their sounds to spell them (using magnetic letters);
- read the tricky words (words that cannot be sounded out): the, to, l, no, go.



Level 2 Actions and Mnemonics

s  Make a snake's head with your hands and wiggle your body like a snake!	a  Pretend to bite into a crunchy apple.	t  Pretend to stir a teaspoon around a teacup.	p  Make one hand into a puppy's head and pat it with your other hand.	i  Flap your hands like an insect's wings.	n  Make your fist into a nut and tap it.
m  Yummy! Rub your tummy.	d  Pretend to play your drum kit.	g  Pretend to wrap your scarf like Gabi.	o  Pretend to squeeze a juicy orange.	c  Wiggle your finger like a caterpillar.	k  Pretend to spread your hand like a kite and fly it in the air.
ck  Make a duck's beak with your hands and pretend to pick up sticks.	e  Make an egg with one hand and tap it with the other.	u  Make one hand into an umbrella and sprinkle rain on it.	r  Move your arms like a robot.	h  Pretend to open the door of the house.	b  Pretend to throw and catch a ball.
f  Pretend to wave a magic wand.	l  Pretend to lick an ice lolly.	ff  Pretend to switch off the light.	ll  Pretend to ring a bell.	ss  Blow a kiss.	

Every sound has a corresponding action and mnemonic which helps children to remember them. You can support your child by modelling the same sounds and actions at home.

Level 3



Level 3 is taught in Reception.

By the end of Level 3, children will have had the opportunities to:

Level 3 Coverage

In Level 3, children continue to learn 28 new GPCs (6 letters, 17 digraphs, 3 trigraphs and 2 alternative pronunciations) and 12 tricky words for reading. They also learn the spelling of the Level 2 tricky words.

Teaching Week	GPCs	Tricky Words for Reading	Tricky Words for Spelling
1	j, v, w, x	all level 2 tricky words	
2	y, z, zz, qu, ch	he, she	the, to
3	sh, th, th, ng	we, me, be	
4	ai, ee, igh, oa	was	no, go, l
5	oo, oo, ar, or	my	
6	ur, ow, oi, ear	you	
7	air, ure, er	they	
8	all level 3 GPCs	here	
9	all level 3 GPCs	all, are	
10	trigraphs and consonant digraphs	was, my (recap)	
11	recap j, v, w, x and vowel digraphs	we, they (recap)	
12	all level 3 GPCs	all level 3 tricky words	the, to, no, go, l

○ say the phoneme when shown all or most Level 2 and Level 3 graphemes;

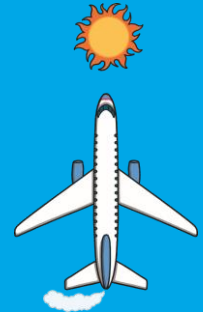
○ find all or most Level 2 and Level 3 graphemes, from a display, when given the phoneme;

○ blend and read CVC words (single-syllable words consisting of Level 2 and Level 3 graphemes) such as 'chop' and 'night';

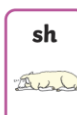
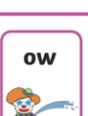
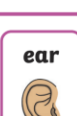
○ segment and make phonetically plausible attempts at spelling CVC words (single-syllable words consisting of Level 2 and Level 3 graphemes) such as 'paid' and 'seed';

○ read the tricky words - he, she, we, me, be, was, my, you, her, they, all, are & spell the tricky words - the, to, l, no, go;

○ write each letter correctly when following a model.



Level 3 Actions and Mnemonics

j   Sweep your hand up like a jumbo jet taking off.	v   Draw a v shape on your chest to show the V-neck of the vest.	w   Make waves with your hand.	x   Hold one hand like a map and draw an x on it.	y   Pretend to raise and lower a yoyo.	z   Draw the zigzag path in the air.
qu   Give a royal wave.	ch   Use your thumb and forefinger to make a chick's beak.	sh   Put a finger to your lips.	th   Put your forefingers on your head and wiggle your moth's feelers.	th   Stroke your hand on your cheek like a soft feather.	ng   Tap your ring finger.
ai   Draw a spiral snail's shell.	ee   Make mouse whiskers.	igh   Hold one arm across your body as if holding a shield and pat it with your other hand.	oa   Pretend to row your boat.	oo   Point at the moon.	oo   Pretend to open a book.
ar   Make twinkly star fingers.	or   Pretend to press a car horn.	ur   Pretend to open a purse.	ow   Pretend to squeeze the squirty flower on your coat.	oi   Flick your thumb as if tossing a coin.	ear   Cup your hand around your ear.
air   Hold a chair, move it in and out from a desk.	ure   Swing your arm like a pirate.	er   Pretend to sneeze!			

It is really important that children learn to form the letters using the correct letter formation when writing. As they are introduced to a new sound, children are taught how to write it correctly. It would be great if you could also model this at home.

Level 4



Level 4 is taught in Reception.

By the end of Level 4, children will have had the opportunities to:

- give the phoneme when shown any Level 2 or Level 3 grapheme;
- find any Level 2 or Level 3 grapheme when given the phoneme;
- blend and read words containing adjacent consonants as well as segment and spell words containing adjacent consonants, such as 'sand', 'bench' and 'flight';
- read the tricky words - some, one, said, come, do, so, were, when, have, there, out, like, little, what & spell the tricky words - he, she, we, me, be, was, my, you, here, they, all, are;
- write each letter, usually using the correct formation;
- orally segment words into phonemes.



Level 4 Coverage

In Level 4, children are introduced to adjacent consonants, 14 new tricky words for reading and the Level 3 tricky words for spelling.

Teaching Week	GPCs	Tricky Words for Reading	Tricky Words for Spelling
1	CVCC Words	said, so	he, be, we, she, me
2	CVCC Words	have, like, come, some	was, you
3	Adjacent Consonants	were, there, little, one	they, are, all
4	Adjacent Consonants	do, when, out, what	my, here
5	three-letter adjacent consonants	all level 4 words	all level 4 words

Use Level 4 to consolidate Level 3 sounds, especially recognising and using digraphs and trigraphs.

No new sounds are taught in Level 4.

How to Help

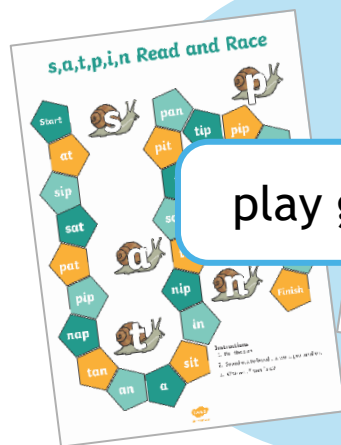
Initially, reading with your child is about reading **to** them. Model clear reading with fluency and expression. Model how to read unknown words.

Read a range of different texts, such as: recipe books; nursery rhymes; instruction manuals; leaflets for places you wish to visit; traditional tales.

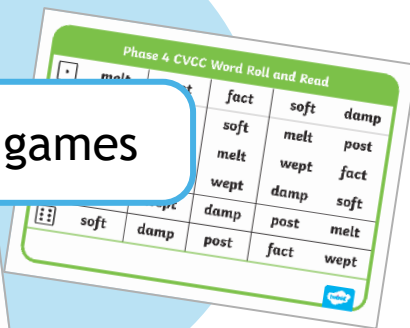
Show your child how to find information in a book rather than quickly finding it for them.



Helping Your Child at Home



play games



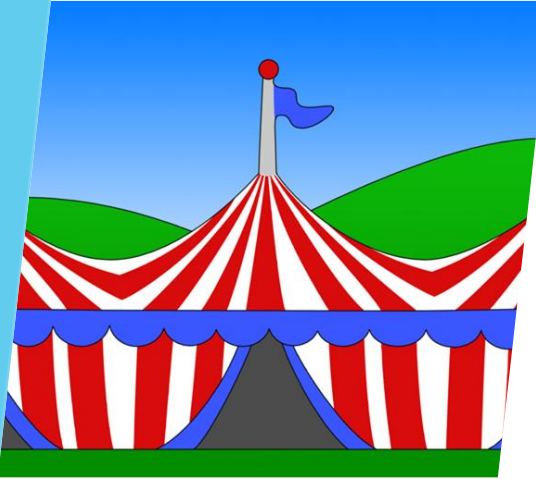
provide opportunities
for writing



provide opportunities
for reading

The Curriculum

- ▶ You will receive a termly curriculum letter which will give more detail about what the children will be learning each term.
- ▶ Our topics this year are:
 - Changes including Starting School and Dinosaurs
 - Celebrations
 - People Who help Us
 - Jump into a Book
 - Explorers



Resources

- ▶ **The children use lots of resources during their own learning and we really appreciate the donations we get from parents to support this**
- ▶ Junk modelling (yogurt pots, bottle lids, small boxes, cardboard tubes).
- ▶ Ribbons, beads, sparkly paper.
- ▶ Old notebooks, post-it notes, diaries, interesting pens, envelopes, note cards.
- ▶ Paper and card
- ▶ The fronts of used greetings cards, magazines, catalogues.
- ▶ Small figures such as animals, people, cars and puppets are great for storytelling.
- ▶ Interesting natural objects (stones, shells, conkers, pine cones).
- ▶ Loose parts (wooden bricks, curtain rings, buttons, marbles, nuts and bolts).
- ▶ Seeds, plants, compost.
- ▶ Tarpaulin, fabric, pegs and resources for den building.
- ▶ Role play resources
- ▶ Guttering, buckets, tubing and interesting containers for water play.
- ▶ Ingredients for playdough (flour, salt, glycerine, crème of tartar, food colourings)
- ▶ Anything you have at home which you feel may engage the children in their play and learning!

Contact with Teachers

- ▶ Please feel free to contact us with any information or concerns you have about your child.
- ▶ No question is a silly question and if you are wondering something it is likely others are too.
- ▶ Email contact or a telephone call to the office is the best way to make initial contact and we can then make sure we get back to you.
- ▶ Kingfisher@letchmore.herts.sch.uk
- ▶ Starling@letchmore.herts.sch.uk
- ▶ Wren@letchmore.herts.sch.uk
- ▶ Parents evening will be in October and we will contact you with details nearer to the time.

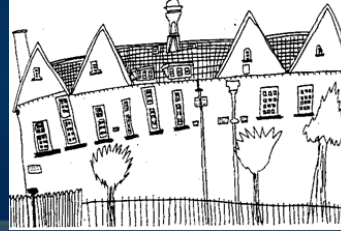
Attendance

Regular and punctual attendance is imperative to your child's education.

Missing school leads to gaps in children's learning and it can be difficult for them to catch up. It can also impact upon their friendships and social and communication skills. Therefore, requests for holidays during term time are unauthorised.

If medical appointments need to be booked during a school day, as far as possible, could they please be arranged around break and lunch times.

Letchmore Infants' and Nursery School



Developing their physical skills in PE or Busy Time

Learning how to read and write 2 or more new phonic sounds

Specialist subject teaching, like History & Science—maybe learning about space or dinosaurs

Developing their social skills

A new maths concept – maybe a new number or addition or multiplication

Other subjects like computing, Music, PSHE and RE, that are taught every week

But they only play all day...

By taking just ONE WEEK off school your child would miss:

The curriculum does not give us time, particularly in key subjects, to catch up on lost learning for multiple children with different days/lessons missed.

Please let us know if we can help

- ▶ The wellbeing of our children and their families is our highest priority.
- ▶ Please let us know if there is anything we can do to support your family further.
- ▶ Letchmore food bank
- ▶ Help with funding
- ▶ Miss Wright our Pastoral lead has many contacts and is already helping lots of our families so do ask if we can help or support.

Reception Baseline

- ▶ This is statutory- we will be carrying these out over the next few weeks.

Any Questions?

