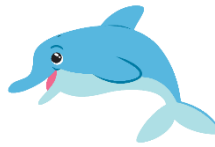




Reception



Welcome to Reception

Starting school is a major step in your child's life and we aim to ensure that all children settle into school routines as quickly and as happily as possible. We want children to feel secure and confident and to develop their talents and skills in many different directions, learning alongside their friends in a supportive environment. Settling the children in to their new class and routines is our main focus during the first half term. We also want to work closely with you and build strong, respectful partnerships with you as parents. The following booklet outlines the learning in Reception.

Curriculum Intent:

We aim for children to be confident, independent learners. We want them to believe in their unique self and we recognise that all children develop at different rates. We offer a language rich curriculum that ignites children's curiosity and enthusiasm for learning. This builds their capacity to learn to form relationships, interact positively with others and thrive. We understand that play is central to a child's learning and this is at the heart of our Early Years Foundation Stage (EYFS) curriculum. We want our children to be happy and develop a lifelong love of learning!

We are:

Child Centred

- Well-rounded, kind and happy individuals who are curious and creative and become ready to succeed in an ever-changing world.

Our Environment (indoor and out)

- Stimulating, exciting, safe, challenging, hands on, memorable experiences, purposeful and meaningful activities based on children's interests.

Parent Partnership

- Warm, positive and supportive partnership by working collaboratively with parents/carers.

During their time here at Brookland Infant and Nursery School we want our children to develop the following basic skills:

- To speak clearly and convey ideas confidently.



- To read fluently and develop a love for reading.
- To communicate ideas in writing efficiently and effectively.
- To calculate efficiently and apply skills to solve problems.
- To use new technologies confidently and purposefully.

We want our children to be literate, numerate and technologically capable, but we also want our children to be able to think for themselves. Therefore, our curriculum is driven by 4 principles that we believe will support our children to become successful life-long learners.

Our 4 curriculum principles:

- **Creative:** *How the children express themselves.*
- **Ambitious:** *How the children demonstrate positive learning behaviours*
- **Curious:** *What the children learn and how it links to their understanding of their place in the world.*
- **Healthy:** *How the children ensure they are ready to learn.*

Curriculum Implementation:

We plan a range of learning experiences to help children develop in all areas of learning. We encourage and promote opportunities to allow children to express the characteristics of effective learning in their play.

Our provision for learning is linked directly to children's interests and curiosity. This provision supports the development of the skills they need to work towards the Early Learning Goals at the end of their Reception year at school.

Feeling safe and secure is crucial to each child's learning. At Brookland Infant and Nursery School we support each child through the allocation of a 'Key Person' who will build positive relationships with each parent and their child.

Early Years Foundation Stage Curriculum

The Early Years Foundation Stage (EYFS) sets the standards that all early years' providers must meet to ensure that children learn and develop well and are kept healthy and safe. It promotes teaching and learning to ensure children's 'school readiness' and gives children the broad range of knowledge and skills that provide the right foundation for good future progress through school and life.

There are seven areas of learning and development in the early year's curriculum. All areas of learning and development are important and inter-connected.

There are the **3 prime** areas:

- communication and language
- physical development
- personal, social and emotional development

The **specific** areas are:

- literacy
- mathematics
- understanding the world
- expressive arts and design

There are also three characteristics of effective teaching and learning. They are:

- **playing and exploring** - children investigate and experience things, and 'have a go'
- **active learning** - children concentrate and keep on trying if they encounter difficulties, and enjoy achievements
- **creating and thinking critically** - children have and develop their own ideas, make



links between ideas, and develop strategies for doing things.

Alongside the Statutory Framework for the Early Years, we use Development Matters to support us plan and deliver an effective early year's curriculum, building on the strengths and meeting the needs of the children we work with. Links to both these documents are on our website.

Prime areas:

- **Communication and Language**

The development of children's spoken language underpins all seven areas of learning and development. All activities within the classroom facilitate speaking and listening. Every classroom has a role-play area and the children have the opportunity to work and play in partners, in small groups and as a whole class, thereby developing their abilities to listen to others and speak to others. During a day in school, there are many situations in which children can talk to each other, respond to adults, practise and extend their vocabulary. They are provided with opportunities to listen carefully, re-tell stories, and use talk to organise their thoughts or sequence events.

- **Physical Development**

Physical activity is vital in children's all-round development, enabling them to pursue happy, healthy and active lives and to promote a sense of well-being. Our provision in Reception is focussed upon providing a range of gross and fine motor experiences through play both indoors and outdoors. Children are given time to explore, experiment, practise and refine movements and actions such as play with bikes, scooters, running, climbing on apparatus, or building with bricks, small world play, painting, threading, tracing drawing, puzzles, arts and crafts and the practise of using scissors, pens, pencils. Repeated and varied opportunities allow children to develop proficiency, control and confidence. Only when children have established fine motor control and gross motor control can they embark upon developing handwriting skills. The children have a weekly indoor PE session. We are very lucky that there is a swimming pool on school site and during the summer term Reception children will have a weekly swimming lesson led by a fully trained swim coach.

- **Personal, Social and Emotional Development**

We strive to strengthen and promote children's confidence and self-esteem, making them feel at ease when establishing new relationships and experiencing new situations. We will build their confidence in their own abilities so that they become successful learners throughout life. Many of the activities in school are based on developing social skills of cooperation, sharing, turn taking, listening and conversing. These activities require the children to pay attention and to persevere, both on their own and in small groups. Throughout the day at school, many situations and activities offer children the opportunity to allow them to develop their confidence and self-esteem whilst developing an understanding and empathy for the feelings and needs of others.

We refer regularly to our whole school values (See Appendix 1) and teach the children to follow the Golden Rules everyday (see Appendix 2).

Specific areas:

- **Literacy (Reading and Writing)**

We know that it is crucial for children to develop a life-long love of reading. Reading consists of two dimensions: comprehension and word reading. Children start learning to read from a very early age; recognising signs, pictures and print in the environment all around them. Therefore we provide lots of opportunities for the children to explore books (fiction and non-fiction) and to see lots of different types of print around the learning environment and to talk and comment about what they see. The children will start predicting the contents from the cover, title and illustrations. Illustrations play an important part in early reading. They give



clues to the reader about the storyline and the text, they provide information about the setting, share an insight into the characters and support retelling in the correct order. The use of repetitive text in early reading is vital as this will develop confidence in the reader; enabling them to join in with the storyteller and develop comprehension skills. Through daily story times, specific reading practise sessions with the class teacher, access to high quality books in the classroom and school library, we provide lots of opportunities for children to listen to and engage with a variety of books, poems and rhymes.

The other dimension is word reading. Learning the sounds of the alphabet or 'phonics' is an important early reading skill. To be able to read, children need to be taught an efficient strategy to decode words. That strategy is phonics. It is essential that children are actively taught and supported to use phonics as the only approach to decoding. To ensure this, we follow the Little Wandle Revised Letters & Sounds programme.

The progression in this programme has been organised so that children are taught from the simple to more complex Grapheme Phoneme Correspondence (GPCs) - linking sound/s to letter/s, as well as taking into account the frequency of their occurrence in the most commonly encountered words. All the graphemes taught are practised in words, sentences, and in fully decodable books. Children review and revise GPCs and words, daily, weekly and across terms and years, in order to move this knowledge into their long term memory. Children need to learn to read as quickly as reasonably possible, so they can move from learning to read to reading to learn. Our expectations of progression are aspirational yet achievable. In Reception phonics is taught daily and followed during reading practice sessions with the class teacher.

Please see Appendix 3 for the Little Wandle Letters and Sounds Revised 2021: Programme progression for Reception and Year One.

In the early stages of writing children need to develop control in mark making. Through scribbling, which they enjoy immensely, they learn how to make these marks by pushing and pulling with various graphic tools. In this way, children will develop their ability to form straight and curved marks that they will use in writing. Children have the opportunity to build up their knowledge about writing materials of different kinds, including pens, pencils and crayons and differing textures of paper when using the writing tables. When children understand that people make marks to communicate information and ideas they will start to recognise some letters of the alphabet, particularly those that related to themselves or their family names. They learn to link sounds to letters and name letters and then attempt writing independently for different purposes, including labels, greeting cards, letters, shopping lists, and notices etc. Initially we focus on supporting the children to write their name. It is only when children can confidently make both straight and curving lines that they can be taught to start letters in the right place and to form them with the correct formation. We use the Little Wandle Letters and Sounds formation phrases with the children to support this.

Please see Appendix 4 for the Little Wandle Letters and Sounds Revised 2021: Grapheme Information Sheet.

- **Mathematics**

We know that developing a strong grounding in number is essential so that all children develop the necessary building blocks to excel mathematically. Children should be able to count confidently, develop a deep understanding of the numbers to 10, the relationships between them and the patterns within those numbers. Mathematical development also includes sorting, matching, pattern identification, understanding shapes, space and measures.

Early maths skills such as problem solving, subitising (when you are able to look at a small group of objects and realise how many there are without counting), reasoning, doubling, estimating and a sense of number is at the heart of what we do in Reception. We aim to ensure that all children develop positive attitudes and interests in mathematics, look for patterns and relationships, spot connections, 'have a go', talk to adults and friends about what they notice and not to be afraid to make mistakes as this is the best way to learn.



Therefore we provide frequent and varied opportunities to build and apply this understanding – such as using lots of practical equipment, including real life objects and tens frames for organising counting – children will develop a secure base of knowledge and vocabulary from which mastery of mathematics is built.

In Reception the Maths curriculum is delivered using the White Rose framework to ensure coverage and progression. Practical activities underpin all the children's developing skills. Children will develop an understanding of number, this means being able to recognise number symbols, to count reliably, make simple calculations involving both addition and subtraction, and being able to use their knowledge in practical situations and in their heads (mental maths). They will also develop an understanding of mathematical language such as tall, short, above, below, heavier, lighter, wider, narrower, etc. There will also be opportunities for them to experiment with measurement, pattern, shape and space. At all times children are encouraged to think logically and to plan sequentially. In the course of the year, they will learn how to record their work in the conventional way. Children's mathematical development and understanding is also enhanced through stories, songs, games and imaginative play.

- **Understanding the World**

This area of the curriculum forms the foundation for later work that the children will undertake in Science, ICT, Design Technology, History, Geography and Religious Education when the move on into Key Stage One. It gives them the tools they need to understand and make sense of the physical world around them and their community. The three strands are:

- **People, Culture and Communities:** Beliefs and cultures, celebrations. A focus on cultural understanding.
- **The Natural World:** Asking questions, exploring and investigating. Looking at similarities and differences, pattern and change.
- **Past and Present** - History e.g. own story, their family. More of focus on the past.

The range of children's personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and fire-fighters. Planned activities within this area of the curriculum are often based on first-hand experience and encourage the children to explore and observe, to solve problems and make predictions, to develop logical and critical thinking and become able to make decisions and enter into discussions. We are constantly looking for opportunities to enriching and widening children's vocabulary that will support their reading comprehension skills.

- **Expressive Arts and Design**

This area of learning is all about the children 'creating with materials' and 'being imaginative and expressive' and we know that creativity is a fundamental building block to successful learning. We provide a stimulating environment and a wide range of activities and materials, which allows children to respond using their senses, and encourage them to be free to express their emotions. We nurture children's appreciation and enjoyment of music and art through providing opportunities for children to express themselves creatively through music, dance, singing, role play, art and craft activities and imaginative play. These are planned for and are part of our continuous provision.

THE LEARNING ENVIRONMENT

"A rich and varied environment supports children's learning and development. It gives them the confidence to explore and learn in secure and safe, yet challenging, indoor and outdoor spaces."

We create an attractive, welcoming and stimulating learning environment which will encourage children to explore, investigate and learn through first-hand experience. We also aim to make it a place where children feel secure and confident, and are challenged to develop their independence.

Activities are planned for both the inside and outside. The learning environment is divided into a variety of different areas. These areas are carefully arranged to encourage quiet areas and more active areas within the learning environment.



Children are encouraged to become independent learners and to take some responsibility for initiating their own lines of enquiry and investigation.

HOW TO SUPPORT YOUR CHILD'S LEARNING IN RECEPTION

You will receive a weekly newsletter what the children will be learning the following week so you can support your child with their learning at home and talk to them about what they have been doing at school.

Please read with your child every day. This is the single most important thing you can do to support them. They will bring home books, chosen by their teacher, for them to read to you, but will also bring home books from our library for you to share. You will also be able to access Bug Club using your child's login details where your child will be able to read book at an appropriate stage set by your child's class teacher. Your child's Special Book will also be sent home once every half term. This is a fantastic opportunity for your children to talk about their learning with you and for you to be able to celebrate all that they have been learning about at school.

ASSESSMENT

Assessment is about noticing what children can do and what they know and what they need to do next. It is a crucial part of the teaching and learning process.

- **Formative assessment:** This type of assessment informs everyday planning and is based on on-going observational assessments of each child's achievements, interests and learning styles and includes specific 'spotlighting' of children each week. Formative assessment may take the form of anecdotal observations, focused observations, assessment on entry, Learning Stories, annotated examples of work, photographs, and information from parents. This evidence is gathered together and put into an individual 'Special book'. Each child in the Foundation Stage has a termly milestone assessment.
- **Summative assessment**
The termly milestone assessment summarises all of the formative assessments undertaken and summarises children's progress towards the early learning goals. All practitioners in Foundation Stage contribute to this process. The foundation leader monitors teaching and learning across the Foundation Stage and analyses EYFS data with the Head teacher, Deputy Head teacher, class teachers and Inclusion leader every term through pupil progress meetings.

Occasionally there are children who do not make expected progress and who are struggling with their learning. Should this be the case, we will talk to you at an early stage about our specific concerns, discuss what additional support we can offer in school and how you can support them effectively at home. We also have teacher-parent consultations. The first one will be in the second half of the autumn term and there is also one in the spring term which will follow your child's spotlight week. This will be a time to discuss your child on a one to one basis with the class teacher.

RECEPTION BASELINE ASSESSMENT

The Reception Baseline Assessment (RBA) is a statutory assessment, taken in the first six weeks in which your child starts reception. It is a short, interactive and practical assessment of your child's early literacy, communication, language and math skills when they begin school. Please be reassured that it is NOT about judging or labelling your child or putting them under any pressure. Your child cannot pass or fail the assessment. It's main purpose is to create a starting point to measure the progress schools make with their pupils.

You DO NOT need to do anything to prepare your child for this assessment, they will not even realise that they are undergoing an assessment.

**ASSESSMENT AT THE END OF RECEPTION**

For each of the different areas of learning there are Early Learning Goals that tell us what the children are expected to be able to do by the end of Reception Year. At the end of the year, in July, you will receive your child's annual report which will summarise your child's progress and attainment against the Early Learning Goals and will inform you if your child has met the expectations for their age.

Early Learning Goals for the Prime Areas:

Communication and Language	Listening, Attention and Understanding	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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.
Physical Development	Gross Motor Skills	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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.



Area of Learning	Aspect	Early Learning Goals
Personal, Social and Emotional Development	Self-Regulation	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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.

Early Learning Goals for the Specific Areas:

Literacy	Comprehension	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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.



Maths	Number	<ul style="list-style-type: none">• 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	<ul style="list-style-type: none">• 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.

Understanding the World	Past and Present	<ul style="list-style-type: none">• 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	<ul style="list-style-type: none">• 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	<ul style="list-style-type: none">• 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.



Expressive Arts and Design	Creating with Materials	<ul style="list-style-type: none">• 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	<ul style="list-style-type: none">• 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.

Appendix 1

Whole School Values.

Be Kind, Grow Together, Learn Forever

Brookland Infant & Nursery School



TOLERANCE





Appendix 2

Golden Rules



**Appendix 3****Little Wandle Letters and Sounds Revised 2021: Programme progression.**

This programme overview shows the progression of GPCs and tricky words that we teach term-by-term. The progression has been organised so that children are taught from the simple to more complex GPCs, as well as taking into account the frequency of their occurrence in the most commonly encountered words. All the graphemes taught are practised in words, sentences, and later on, in fully decodable books. Children review and revise GPCs and words, daily, weekly and across terms and years, in order to move this knowledge into their long term memory. Children need to learn to read as quickly as reasonably possible, so they can move from learning to read, to reading to learn, giving them access to the treasure house of reading. Our expectations of progression are aspirational yet achievable.

Reception

Autumn 1 Phase 2 graphemes	New tricky words
s a t p i n m d g o c k c k e u r h b f l	is I the

Autumn 2 Phase 2 graphemes	New tricky words
ff ll ss j v w x y z zz qu ch sh th ng nk <ul style="list-style-type: none"> • words with –s /s/ added at the end (hats sits) • words ending –s /z/ (his) and with –s /z/ added at the end (bags) 	put* pull* full* as and has his her go no to into she push* he of we me be

*The tricky words 'put', 'pull', 'full' and 'push' may not be tricky in some regional pronunciations; in which case, they should not be treated as such.

Spring 1 Phase 3 graphemes	New tricky words
ai ee igh oa oo oo ar or ur ow oi ear air er <ul style="list-style-type: none"> • words with double letters • longer words 	was you they my by all are sure pure

Spring 2 Phase 3 graphemes	No new tricky words
Review Phase 3 <ul style="list-style-type: none"> • longer words, including those with double letters • words with –s /z/ in the middle • words with –es /z/ at the end • words with –s /s/ and /z/ at the end 	Review all taught so far

Summer 1 Phase 4	New tricky words
Short vowels with adjacent consonants <ul style="list-style-type: none"> • CVCC CCVC CCVCC CCCVC CCCVCC • longer words and compound words • words ending in suffixes: –ing, –ed /t/, –ed /id/ /ed/, –est 	said so have like some come love do were here little says there when what one out today

Summer 2 Phase 4 graphemes	No new tricky words
Phase 3 long vowel graphemes with adjacent consonants <ul style="list-style-type: none"> • CVCC CCVC CCCVC CCV CCVCC • words ending in suffixes: –ing, –ed /t/, –ed /id/ /ed/, –ed /d/ –er, –est • longer words and compound words 	Review all taught so far

**Year 1**

Autumn 1	Review tricky words Phases 2–4
Review Phase 3 and 4 Phase 5 /ai/ ay play /ow/ ou cloud /oi/ oy toy /ea/ ea each	Phases 2–4: the put* pull* full* push* to into I no go of he she we me be was you they all are my by sure pure said have like so do some come love were there little one when out what says here today

*The tricky words 'put', 'pull', 'full' and 'push' may not be tricky in some regional pronunciations; in which case, they should not be treated as such.

Autumn 2 Phase 5 graphemes	New tricky words
/ur/ ir bird /igh/ ie pie /ool/ /yool/ ue blue rescue /yool/ u unicorn /oa/ o go /igh/ i tiger /ai/ a paper /eel/ e he /ai/ a-e shake /igh/ i-e time /oa/ o-e home /ool/ /yool/ u-e rude cute /eel/ e-e these /ool/ /yool/ ew chew new /eel/ ie shield /or/ aw claw	their people oh your Mr Mrs Ms ask* could would should our house mouse water want

*The tricky word 'ask' may not be tricky in some regional pronunciations; in which case, it should not be treated as such.

Spring 1 Phase 5 graphemes	New tricky words
/eel/ y funny /el/ ea head /w/ wh wheel /oa/ oe ou toe shoulder /igh/ y fly /oa/ ow snow /j/ g giant /f/ ph phone /l/ le al apple metal /s/ c ice /v/ ve give /ul/ o-e o ou some mother young /z/ se cheese /sl/ se ce mouse fence /eel/ ey donkey /ool/ ui ou fruit soup	any many again who whole where two school call different thought through friend work



Spring 2 Phase 5 graphemes	New tricky words
/ur/ or word /oo/ u oul awful could /air/ are share /or/ au aur oor al author dinosaur floor walk /ch/ tch ture match adventure /ar/ al a half* father* /or/ a water schwa in longer words: different /o/ a want /air/ ear ere bear there /ur/ ear learn /r/ wr wrist /s/ st sc whistle science /c/ ch school /sh/ ch chef /z/ ze freeze schwa at the end of words: actor	once laugh because eye

*The tricky words 'half' and 'father' may not be pronounced as this in some regional pronunciations; in which case, they should not be treated as such.

Summer 1: Phonics screening check review – no new GPCs or tricky words

Summer 2 Phase 5 graphemes	New tricky words
/ai/ eigh aigh ey ea eight straight grey break /n/ kn gn knee gnaw /m/ mb thumb /ear/ ere eer here deer /zh/ su si treasure vision /j/ dge bridge /i/ y crystal /j/ ge large /sh/ ti ssi si ci potion mission mansion delicious /or/ augh our oar ore daughter pour oar more	busy beautiful pretty hour move improve parents shoe

















Appendix 4

Little Wandle Letters and Sounds Revised 2021: Grapheme Information Sheet.

Phase 2 grapheme information sheet













Autumn 1

Grapheme and mnemonic	Picture card	Pronunciation phrase	Formation phrase
 s	 snake	Show your teeth and and let the s hiss out ssssss ssssss	Under the snake's chin, slide down and round its tail.
 a	 astronaut	Open your mouth wide and make the 'a' sound at the back of your mouth a a a	Around the astronaut's helmet, and down into space.
 t	 tiger	Open your lips; put the tip of your tongue behind your teeth and press t t t	From the tiger's nose to its tail, then follow the stripe across the tiger.
 p	 penguin	Bring your lips together and push them open and say p p p	Down the penguin's back, up and round its head.
 i	 iguana	pull your lips back and make the 'i' sound at the back of your mouth i i i	Down the iguana's body, then draw a dot [on the leaf] at the top.
 n	 net	Open your lips a bit, put your tongue behind your teeth and make the nnnnn sound nnnnn	Down the stick, up and over the net.
 m	 mouse	Put your lips together and make the mmmmm sound mmmmm	Down, up and over the mouse's ears, then add a flick on the nose.



Phase 2 grapheme information sheet

Autumn 2

Grapheme and mnemonic	Picture card	Pronunciation phrase	Formation phrase
	 jellyfish	Pucker your lips and show your teeth use your tongue as you say j j j	All the way down the jellyfish. Dot on its head.
	 volcano	Put your teeth against your bottom lip and make a buzzing vvvv vvvv	Down to the bottom of the volcano, and back up to the top.
	 wave	Pucker your lips and keep them small as you say w w w	From the top of the wave to the bottom, up the wave, down the wave, then up again.
	 box	Mouth open then push the es/x sound through as you close your mouth es es es (x x x)	Start at the top, then across to the bottom of the box. Start at the top, then across to the bottom of the box.
	 yo-yo	Smile, tongue to the top of your mouth, say y without opening your mouth	Down and round the yo-yo, then follow the string round.
	 zebra	Show me your teeth and buzz the z sound zzzzzz zzzzzz	Zip across, z ag down and across the zebra.



Letter formation: Capital letters

Use this document to ensure correct letter formation when you are teaching children to form capital letters.

Letter	Capital letter formation phrase
A	From the top, diagonally down to the left, up to the top, diagonally down to the right. Lift up and across.
B	From the top, down, back to the top. Round to the middle, round to the bottom.
C	From the top, curl around to the left to sit on the line.
D	From the top, down, back to the top. Curve right, down to the bottom.
E	From the top, down, back to the top. Across, back. Down to the line, across. Lift up and across the middle.
F	From the top, down, back to the top. Across, back. Lift up and across the middle.
G	From the top, curl around to the line, carry on up, then straight down. Lift up and across.
H	From the top and down. Space. From the top and down. Lift up and join the lines across the middle.
I	From the top to the bottom and stop.
J	From the top, all the way down, then short curl to the left.
K	From the top, down, up to the middle. Diagonally up, back and diagonally down to the line.
L	From the top, down and across the line.
M	From the top, down, back to the top. Diagonally down, diagonally up. Straight down to the line.
N	From the top, down, back to the top. Diagonally down, then straight up to the top.
O	From the top – all around the o.
P	From the top, down then back up. Curve right to halfway down.
Q	From the top – all around the o. Lift off. Short line diagonally down.
R	From the top, down, then back up. Curve right to halfway down. Diagonally down to the line.
S	From the top, under the snake's chin, slide down and round its tail.
T	From the top, down and stop. Lift up and from the left, make a line across the top.
U	From the top, down and curve right, then straight up to the top.
V	From the top diagonally right to the bottom, then diagonally up to the top.
W	From the top diagonally right to the bottom, diagonally up (halfway), diagonally down to the line, then diagonally up again.
X	From the top, diagonally right to the bottom. Space. Start at the top, then diagonally left to the bottom.
Y	From the top diagonally right to halfway right. Space. Start at the top, then diagonally left to the bottom.
Z	From the top go across, diagonally down to the left and across the bottom.