



Little Wandle Letters and Sounds Revised

- At East Farleigh, we follow Little Wandle Letters and Sounds Revised, a systematic synthetic phonics programme.
- Little Wandle is not just a phonics scheme; it is a complete reading programme, teaching children to decode words, develop fluency and understand what they read.

- Research consistently supports systematic phonics as an effective approach to teaching children to decode written words, particularly when combined with language comprehension and reading for pleasure.
- A useful message to remember is: "Children don't stop learning phonics when they reach Year 2; they stop when they can read." Phonics remains a valuable strategy for tackling unfamiliar words throughout school.

Phonics Progression

- Reception Autumn - Phase 2: Children learn their first grapheme-phoneme correspondences (the relationship between letters and sounds), begin blending sounds to read words and learn to segment words for spelling.
- Reception Spring - Phase 3: Children learn more graphemes, including digraphs (two letters making one sound, such as sh) and trigraphs (three letters making one sound, such as igh).
- Reception Summer - Phase 4: Children practise reading and spelling longer words, including words with adjacent consonants, such as frog, stop and milk. No new phonemes are introduced.
- Year 1 - Phase 5: Children learn alternative spellings and pronunciations for sounds they already know, for example ai, ay and a-e representing the same sound.

Phonics Screening Check (PSC): Towards the end of Year 1, children complete a short, statutory assessment where they read 40 real and made-up words. This checks their ability to use phonics to decode unfamiliar words. Children who don't meet the expected standard receive additional support and retake the check in Year 2.

Reading Practice Sessions

- Children take part in three small-group reading sessions each week, supported by trained adults from across the school.
- Children read books carefully matched to their current phonics knowledge, so they can successfully decode the words rather than guessing.
- Each session has a different focus:
 1. Decoding: Using phonics to read the words accurately.
 2. Prosody: Reading with expression, rhythm and appropriate intonation.
 3. Comprehension: Understanding and discussing what has been read.
- By the time children bring their reading practice book home, they should be able to read it with increasing confidence. Rereading is important because it builds fluency, automaticity and confidence.

Cued Articulation

- Alongside Little Wandle, we use Cued Articulation to complement and reinforce our phonics teaching.
- This involves using specific hand gestures alongside individual speech sounds. The gestures provide a visual clue about how a sound is produced, including the position and movement of the mouth.
- This multisensory approach is particularly helpful for children who find it difficult to distinguish between sounds, remember them or produce them accurately.
- It also supports children with speech and language difficulties, while benefiting the wider class.
- Important: Cued Articulation doesn't replace Little Wandle; it provides an additional visual and physical way of learning sounds.

Tricky Words

- In Little Wandle, tricky words are words containing a spelling that children cannot yet decode using the phonics they have been taught.
- Examples include the, said and was.
- We teach children to identify the sounds and letters they already know within a word, then explicitly teach the tricky part.
- For example, in said, children can recognise the /s/ and /d/ sounds, but need to learn that ai represents the /e/ sound in this word.
- We don't simply ask children to memorise the whole word as a picture. Instead, we help them understand how the letters represent the sounds.
- As children's phonics knowledge develops, some previously tricky words become fully decodable.

Little Wandle is more than just a 'phonics scheme', it specialises in Early Reading.



Please visit our website to learn more about Little Wandle and watch an example of how Phonics is taught at EFPS.



Little Wandle is split into Phases. Phase 2-4 are taught in the EYFS and Phase 5 is taught in Year 1.



Phonics Glossary

Phoneme	The smallest unit of sound in a word. For example, cat has three phonemes: /c/ /a/ /t/.
Grapheme	A letter or group of letters that represents a sound. For example, s, sh or igh.
Digraph	Two letters that make one sound, such as sh in ship or ai in rain.
Trigraph	Three letters that make one sound, such as igh in night.
Blending	Putting sounds together to read a word. For example, /c/ /a/ /t/ becomes cat.
Segmenting	Breaking a word into individual sounds to help spell it. For example, dog becomes /d/ /o/ /g/.
Decoding	Using phonics knowledge to work out how to read a written word.

Tricky Words	Words containing a spelling pattern children haven't learnt yet, such as said or the.
Adjacent Consonants	Two or more consonant sounds next to each other in a word, such as st in stop or mp in jump.
Prosody	Reading aloud with expression, rhythm and intonation so that it sounds natural.
Comprehension	Understanding what we have read and being able to talk about it.

Little Wandle Books



Reading Wallets and Reading Record Books

What goes in the Reading Record books?

I read with an adult today during my
Little Wandle Reading Lesson.
Please practice!



Reading Expectations

- We ask that parents read with their child at least three times per week. This can be their school reading book or any other book they enjoy.
- Reading at home doesn't always mean your child reading to you. Sharing stories, looking at pictures and talking about books are equally valuable.
- Please let us know if your child has a favourite story, author or particular interest. We'd love to get to know their reading preferences and, where possible, introduce these books into our classroom.
- Every week, I share our Book of the Week on This Week's Learning. These are carefully selected, high-quality texts linked to our current topic, helping children develop vocabulary, imagination and comprehension.

Little Wandle Reading Books

- Please take a look at the Little Wandle books on display. You'll notice that there is guidance and planning at the back of each book to support you when reading at home.
- This follows the same three key areas we focus on during our reading practice sessions:

- Decoding: Can your child use their phonics knowledge to read the words?
- Prosody: Can they read with expression, rhythm and intonation? You can model this by reading aloud to them.
- Comprehension: Do they understand what they've read? Ask questions about the characters, events and what might happen next.

- Parents can use the guidance and suggested questions in the books to support their child's reading at home.

Wordless Books - Foundation (F) Level

- At the beginning of Reception, children will bring home Foundation (F) level wordless books.
- Although these books don't contain words for children to decode, they are incredibly valuable for developing early reading skills.
- Children learn to follow a story through pictures, sequence events, make predictions, recognise emotions and talk about what is happening.
- These are all important early comprehension skills, which children need alongside phonics to become successful readers.
- Encourage your child to tell you the story in their own words. Ask questions such as "What do you think is happening?", "How is that character feeling?" or "What might happen next?"
- These books also help children develop confidence in themselves as readers before they begin decoding written words.

Why Do the Reading Books Seem Easy?

- You may notice that your child's school reading book seems quite easy. This is intentional!
- Our Little Wandle reading books are carefully matched to the phonics children have already been taught and are secure in, rather than the newest sounds they're currently learning.
- This means the books are effectively one step behind our classroom teaching, allowing children to practise and consolidate their learning.
- Children should be able to read their books with increasing independence, accuracy and confidence.
- Rereading familiar books is extremely important. It develops fluency, automatic word recognition and expression, freeing up children's attention to focus on understanding the story.
- If a child is constantly struggling to decode words, they have less capacity to think about what those words actually mean.

Our Key Message to Parents

"New learning happens at school; practice and consolidation happen at home."

- Our job at school is to introduce new sounds, teach reading strategies and provide structured reading practice.
- Your role at home is to reinforce that learning in a relaxed, positive environment.
- Please don't worry if your child wants to read the same book repeatedly - repetition is a vital part of learning to read.
- Most importantly, make reading enjoyable! We want children to associate books with pleasure, success and quality time with the people they love.



Maths

NCETM
Mastering Number

Activity Carousel

In the EYFS we follow a scheme called 'NCETM Mastering Number', we use the Numberblocks to support teaching and learning.



Children complete a carousel of 5 activities over the course of the week, all linked to the learning focus of the week.



NCETM Mastering Number

- In Reception, we follow the NCETM Mastering Number programme, developed by the National Centre for Excellence in the Teaching of Mathematics.
- The programme focuses on developing a deep understanding of numbers, rather than simply learning to count or recognise numerals.
- Children learn to recognise quantities, understand how numbers are made up, spot patterns, compare amounts and develop their mathematical reasoning.

- We use Numberblocks alongside our teaching. Numberblocks was developed with input from mathematics educators, including the NCETM, to ensure the mathematical concepts are accurate and developmentally appropriate.
- Numberblocks helps children visualise numbers and their relationships. For example, children can see that 5 can be made from 3 and 2, or 4 and 1.
- The characters, stories and visual representations make abstract mathematical ideas meaningful, engaging and memorable for young children.

How We Teach Maths in Reception

- We begin the year with short, focused whole-class inputs, introducing mathematical concepts through songs, stories, practical resources and Numberblocks.
- We then provide invitations to learn throughout our indoor and outdoor continuous provision, allowing children to explore and apply their mathematical understanding through play.
- As children settle into school and develop their independence and concentration, we gradually introduce more structured group and independent learning.
- This takes the form of a carousel of five activities across the week, all linked to our current mathematical learning.

Our Maths Carousel

- Two adult-led activities: Children work in small groups with an adult, allowing us to assess their understanding, address misconceptions, introduce challenges and adapt learning to individual needs. This work is recorded in their maths journals.
- Three independent activities: Children practise and apply their learning independently, developing confidence, problem-solving skills and resilience.
- These activities are often cross-curricular, incorporating other areas of the EYFS curriculum. For example:
 - Creating number pictures using collage materials - combining maths with Expressive Arts and Design.
 - Using tweezers to count and sort objects - developing mathematical understanding alongside fine motor control.
 - Building towers to explore number composition - combining maths with construction, spatial reasoning and problem-solving.
- This approach ensures children experience mathematics in different ways, helping them make connections and develop a deeper understanding.

Topic & Drawing Club

Autumn 1 - Me & My Community								Autumn 2 - Sparkle & Shine							Spring 1 - Stories & Rhymes						
1-2	3	4	5	6	7	8		1	2	3	4	5	6	7		1	2	3	4	5	6
First Weeks	Starting School	All About Me	My Emotions	New Journeys	Seasonal Changes	Halloween		Bonfire Night	Remembrance Day/Children in Need	Día de los Muertos	Divali	Hanukkah	Winter	Christmas		Little Red Riding Hood/The Three Little Pigs	Goldilocks and the Three Bears	The Gingerbread Man	The Smartest Giant in Town/ Science Web	National Storytelling Week	Chinese New Year

Spring 2 - Animal Safari					Summer 1 - Ready Steady Grow							Summer 2 - At the Seaside						
1	2	3	4	5	1	2	3	4	5	6	7	1	2	3	4	5	6	7
Dinosaurs	Pets	British Wildlife	Wild Animals/ Habitats	Easter	Habitats	Lifecycles	Mammoths	Growing	Gardening	Ecology/sustainability	Weather & Seasons	Seasides	Plants	Exploration	Oceans	Ocean Wildlife	Clean up!	Celebrations!

From Squiggle While You Wiggle to Handwriting

- Children are now coming to the end of our Squiggle While You Wiggle programme, which develops the gross motor movements, coordination and muscle strength needed for writing.
- We will gradually move towards more focused mark-making and handwriting practice, developing fine motor control, pencil grip and letter formation.
- We use the Little Wandle handwriting books, which link directly to the letters and sounds children are learning in phonics.
- Please feel free to have a look at these books today to see how we introduce and practise letter formation.

Drawing Club

- Once children are becoming confident mark-makers and beginning to form letters correctly, we introduce Drawing Club, an imaginative approach to early writing developed by Greg Bottrill.
- Drawing Club uses high-quality stories to inspire creativity, develop vocabulary and give children a meaningful reason to draw and write.
- Each week, we explore a different story. This is separate from our Book of the Week, although both are linked to our overarching topic.
- Across the week, children explore three main elements:
 - Characters: Imagining, describing and drawing characters from the story.
 - Settings: Exploring and creating the places where stories happen.
 - Adventure Time: Imagining new scenarios, problems or adventures inspired by the story.
- We adapt Drawing Club to suit our children. Rather than using the programme's traditional 'codes', children decide what they would like to write in response to our Adventure Time cue.
- This gives children ownership of their writing, encouraging imagination, independence and a genuine purpose for putting pencil to paper.
- Children have separate Drawing Club books, which parents will have the opportunity to look through later in the year to see their progress.

Topic Learning

- Our topic lessons primarily focus on two important areas of the EYFS curriculum: Understanding the World and Expressive Arts and Design.
- Although these areas don't directly contribute to the Good Level of Development (GLD) measure, they are still essential parts of our broad and balanced EYFS curriculum.
- They develop children's curiosity, creativity, cultural awareness and understanding of the world around them.
- Our topic learning links to our weekly focus and introduces concepts that children will encounter in National Curriculum subjects in Key Stage 1.
- For example, one week might have a history focus, exploring the past and how things have changed; another might focus on science, investigating materials or living things; or geography, exploring places, environments and the wider world.
- Introducing these concepts through practical, play-based experiences helps children develop foundational knowledge and vocabulary, making the transition into Year 1 more familiar and manageable.

How Our Topic Lessons Work

- Like maths, topic learning follows a carousel of five activities across the week, combining adult-led and independent opportunities.
- Activities are creative, practical and exploratory, encouraging children to investigate, ask questions, solve problems and express their ideas.
- Adult-led activities allow us to introduce new knowledge, develop vocabulary and assess children's understanding.
- Children's learning is recorded in their topic journals, which parents will also have the opportunity to look through later in the year.
- Our approach encourages the Characteristics of Effective Teaching and Learning, particularly playing and exploring, active learning and creating and thinking critically.

Key message for parents: Our aim is to develop confident, curious and creative learners. Drawing Club gives children a meaningful reason to write, while our topic lessons help them build knowledge, explore their interests and make connections across the curriculum.

RSHE, PE, MUSIC, ORACY

RSHE - Jigsaw

PE - Get Set 4 PE

Music - Miss Hooper!

Oracy - Miss Evans!



Additional Learning Opportunities

- Alongside our core EYFS teaching, we provide dedicated lessons in RSHE, Oracy and Physical Education.
- Although these aren't separate areas of learning within the EYFS framework, they support many of our Early Learning Goals, particularly Personal, Social and Emotional Development (PSED), Communication and Language, and Physical Development.
- We believe these subjects are incredibly important for developing the whole child, supporting their confidence, wellbeing, relationships and physical development.
- All three continue throughout Years 1-6, allowing children to build on the foundations established in Reception.

RSHE - Jigsaw

- We follow Jigsaw, a whole-school programme for Personal, Social and Health Education (PSHE), including age-appropriate relationships and health education.
- In Reception, Jigsaw focuses on developing children's emotional awareness, self-confidence, friendships, understanding of differences and ability to manage their feelings.
- The programme is organised into six half-termly themes: Being Me in My World, Celebrating Difference, Dreams and Goals, Healthy Me, Relationships and Changing Me.
- Lessons use stories, discussions, games and practical activities to help children explore important concepts in a safe, supportive environment.
- These lessons link closely to our PSED Early Learning Goals, particularly self-regulation, managing self and building relationships.
- Parents can find out more about the programme and what children learn through Jigsaw's parent information resources.

Parent resource: Jigsaw - Parent and Carer Information (access to lesson materials may require a school-provided code).

PE - BEAM and Get Set 4 PE

- We begin Reception PE with BEAM (Balance, Education and Movement), a programme developed by physiotherapists in Kent to support children's gross motor development.
- Through fun, practical activities, children develop balance, coordination, core strength, body awareness and the ability to follow and imitate movements. It can also help us identify children who need additional support.
- We then progress to Get Set 4 PE, which introduces fundamental movement skills through games, dance, gymnastics and other physical activities.
- In Reception, our focus is less on learning specific sports and more on developing the foundations outlined in our Physical Development and PSED Early Learning Goals.
- This includes moving confidently and safely, developing balance and coordination, taking turns, following instructions, cooperating with others and managing emotions.
- These foundations are essential before children move on to more structured sporting skills, teamwork and competition in Years 1-6.

Oracy - Voice 21

- We are incredibly proud to be a Voice 21 Oracy Champion School - the first in Kent!
- Oracy is the ability to express ourselves effectively through spoken language, including speaking, listening and communicating with others.
- Language development is one of our biggest priorities in Reception. Strong communication skills underpin children's learning, relationships, emotional development and future academic success.
- Oracy is embedded throughout our everyday teaching, from talk partners and group discussions to storytelling, imaginative play and explaining mathematical thinking.
- However, we also teach dedicated oracy lessons, explicitly giving children the tools they need to become confident, thoughtful communicators.
- Children learn to listen attentively, take turns, ask questions, explain their thinking, express their feelings and respectfully respond to different opinions.
- We introduce age-appropriate structures such as talk partners, trios, talking tokens and sentence stems to ensure every child has a voice.
- Our aim is for children to become confident conversationalists who can adapt how they communicate in different situations, whether speaking to a friend, contributing to a group discussion or presenting to an audience.
- These skills are developed progressively throughout Years 1-6, building on the strong foundations established in Reception.

Key Message for Parents

"Education is about developing the whole child, not just their academic abilities."

Through RSHE, PE and Oracy, we're helping children develop the confidence, communication skills, emotional awareness, physical abilities and positive relationships that will support them throughout school and beyond.

CHILD INITIATED LEARNING

An abstract graphic on the right side of the page, consisting of several overlapping, semi-transparent green triangles and polygons of various shades, creating a dynamic, geometric shape.

Child-initiated learning in the EYFS is when children take the lead in their play, choosing activities based on their own interests and ideas. It is important because it fosters independence, creativity, and motivation, supports deeper engagement, and allows practitioners to extend learning in meaningful, personalised ways that build on each child's curiosity and development.

Continuous Provision vs Enhanced Provision

- Continuous provision is the carefully planned environment and resources that children can access independently every day, such as construction, role-play, creative areas, reading corners and outdoor learning.
- Enhanced provision is when we deliberately add or adapt resources, activities and challenges to extend learning. These might link to our weekly topic, children's current interests or something we've identified that they need to practise.
- For example, our construction area is continuous provision, but adding photographs of famous landmarks and challenging children to recreate them would be enhanced provision.
- Everything is intentional. Our classroom might look like children are simply playing, but the environment, resources and opportunities have been carefully selected to support specific learning and developmental goals.
- We aim for a carefully planned balance between adult-led teaching and child-initiated learning, allowing children to practise taught skills, follow their interests and develop independence.
- Adults play an important role by observing, modelling language, asking thoughtful questions and extending children's thinking without taking over their play.

Characteristics of Effective Teaching and Learning

Child-initiated play provides particularly valuable opportunities for children to develop the three characteristics:

- Playing and Exploring: Having a go, investigating and experiencing new things.
- Active Learning: Concentrating, persevering and enjoying achievements.
- Creating and Thinking Critically: Developing ideas, making connections and finding different ways to solve problems.

Key Message for Parents

"Play is not a break from learning - play is how young children learn."

When you see children building towers, dressing up, painting or exploring outdoors, they're developing communication, mathematical thinking, creativity, resilience and social skills.

Our role as educators is to ensure that play is purposeful, carefully planned and appropriately supported, while still allowing children the freedom to explore their own ideas.



Assessment in the EYFS

Early Learning Goals

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
- Show 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 even and odd, 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

Early Learning Goals (ELGs) and Good Level of Development (GLD)

- At the end of Reception, children are assessed against 17 Early Learning Goals (ELGs), which describe the knowledge, skills and understanding children are expected to have developed by the end of the EYFS.
- These cover all seven areas of learning, including communication and language, physical development, literacy, maths and understanding the world.
- Children are assessed as either 'expected' (meeting the ELG) or 'emerging' (not yet meeting the ELG).
- A Good Level of Development (GLD) means a child has achieved the expected level in 12 specific ELGs: all those within the three prime areas, plus Literacy and Mathematics.
- Understanding the World and Expressive Arts and Design are equally important parts of our curriculum, but don't contribute directly to the GLD measure.

What If My Child Doesn't Achieve GLD?

- GLD is not a pass or fail test, and it doesn't determine whether a child can move into Year 1.
- It simply helps their Year 1 teacher understand where they are developmentally, what they can already do and where they might need additional support.
- Children develop at different rates, and progress isn't always linear. Some children make steady progress, while others experience sudden leaps in their development.

My favourite analogy is that children are like popcorn:

"You can put all the kernels in the same pan, at the same temperature, but they won't all pop at the same time."

- Every child has their own developmental journey, and our role is to support, challenge and celebrate them as individuals.

How Do We Assess Children at East Farleigh?

- Assessment in Reception is ongoing, discreet and embedded in everyday learning. Children are often unaware they're being assessed!
- We have a highly skilled EYFS team with a secure understanding of the curriculum and child development.
- We work closely with the children every day, observing their play, listening to their conversations, asking questions and assessing their understanding through adult-led activities.
- Our EYFS team meets weekly to discuss children's progress, identify gaps in learning and plan appropriate support and next steps.
- This means assessment is purposeful and directly informs our teaching, rather than simply collecting evidence.

Formal Assessments

Although most assessment happens naturally throughout the day, children will also complete some more structured assessments:

- Speech and Language Assessments: Speech Link and Language Link screenings help us identify children who may benefit from additional support with their communication skills.
- Reception Baseline Assessment (RBA): A statutory assessment completed within the first six weeks of Reception, focusing on early literacy, communication and mathematics. It is primarily used to measure school progress over time, rather than judge individual children.

- Termly Little Wandle Phonics Assessments: These help us identify which sounds and reading skills children are secure in and where they may need additional practice or support.

These assessments are completed individually with a familiar adult, in a relaxed and supportive environment, using age-appropriate activities.

End-of-Year Judgements

- At the end of Reception, I make a professional, holistic judgement about each child's attainment against the 17 ELGs.
- This is based on everything we know about the child through daily interactions, observations, discussions and their learning throughout the year.
- There is no final test or exam that determines whether a child has achieved GLD.
- These judgements are shared with parents and passed on to Year 1 teachers to ensure a smooth, well-informed transition.

Key Message for Parents

"Every child develops at their own pace. Our job is to recognise where they are, celebrate how far they've come and support them in taking their next steps."

We want children to leave Reception not only with strong foundations in reading, writing and maths, but also as confident, independent, curious and happy learners who are ready for the next stage of their education.



If you have any questions about anything in this presentation, please do not hesitate to contact me on Class Dojo or find me before/after school

Mrs Collins