Welcome to Year R

Together in God's love we care, trust and respect



September 2026



Meet the team

Bumblebee Class

Teachers:

Mrs Bennetts (Mon-Wed)

Mrs Watts (Wed-Fri)



Butterfly Class

Teacher:

Mrs Dicker



Teaching Assistants:

Mrs Judd (Mon & Tues)

Mrs Jones (Wed, Thurs & Fri)

Cover:

Mrs Walkinshaw

Mrs Littler

Other staff:

Mrs Holland & Miss Brown



Overview of the Early Years Curriculum

Prime Areas

Personal, Social and Emotional Development

- Self-Regulation
- Managing Self
- Building Relationships

Physical Development

- Gross Motor Skills
- Fine Motor Skills

Communication and Language

- Listening and Attention
- Understanding
- Speaking

Specific Areas

Literacy

- Comprehension
- Word Reading
- Writing

Mathematics

- Numbers
- Numerical Patterns

Understanding the World

- Past & Present
- People, Culture & Communities
- The Natural World

Expressive Arts and Design

- Creating with Materials
- Being Imaginative and expressive



Characteristics of effective learning

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.



A day in the life of your child...

- Funky fingers
- Focus teacher tasks
- Garden time
- Self directed play (continuous + enhanced provision)
- Stories
- Timetabled activities – PE, library, computing, music
- Welly walks – Please bring in wellies to school.



Timetable

Please note that the register is taken at 8:45 promptly, any child arriving after the register is closed is marked as an ‘unauthorised absence’ for that session – a session is am or pm.

Indoor PE: Monday
Library Time: Wednesday
Outdoor PE: Friday



Evidence Me...

Evidence Me is an app which can be downloaded onto your phone. We use it as a method to share photographs and videos of your child's learning in school. We also welcome parents to share their own images with us through the app if they wish.

You will have received an invitation for an app called 'Evidence Me'. We use this tool to share your child's learning with you via photos and observations we have made. We would love to see photos of WOW moments or key achievements your child has made while they are at home with you.

- For example:
- - riding a bike without stabilisers
- - writing their name
- - following a recipe to make a cake



An example...









Observation Details

Notes	Bumble came to my house with me! He drove home with me then helped me buy some food for dinner and chose some flowers for my friend. Then Bumble had lots of fun dressing up 😀 😀 I wonder what fun Bumble would have with you at your house.
Parent Share	No
Experience Date	10/09/2026
Experience Time	10:41
Observed by	Mrs Watts
Tags	No Learners, No Objectives

Created: 10/09/2026, 10:41 by Mrs Watts **Last Updated**: 10/09/2026, 10:41 by Mrs Watts

Edit Observation Details

Read, Write, Inc (RWI)



Ruth Miskin Training

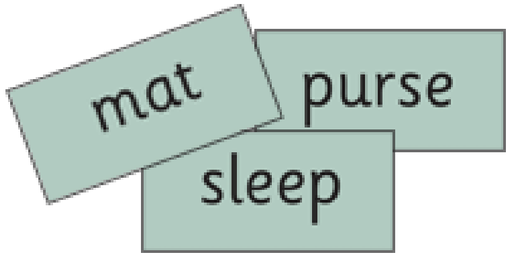
Teach a child to read and keep that child reading and we will change everything.

And I mean everything.

Jeanette Winterson

Phonics Daily Lessons









Phonics is for children in Reception, Y1 and Y2 who are learning to read. It is also for children in Y3 and Y4 who haven't met the KS1 reading expectations.

When children have come off grey group they have completed the scheme. They will then be put into guided reading groups and become a star reader. The books are organised into 1 star, 2 star, 3 star so the children know which books to take.



Ruth Miskin Training



Progress Groups

- Group children by phonic stages.
- Teach to the group's challenge level.
- Re-assess all children every half term

Children work in these progress group for 40 mins each day. Reception children build up to this throughout the year.

The reading leader (Mrs Dicker) and class teachers assess and re-group the children every half-term. In Reception your child may be assessed every 2 weeks depending on which group they are in. As they progress to Year 1 and 2, it is every half term. If your child is not meeting expectations in Read, Write, Inc, they will be assessed more regularly.



One-to-one tutoring – ‘keep up, not catch up!’



We want to make sure every child learns to read in our school.

Some children need extra practice when learning to read so we spend a little extra time with them during the day to make sure they have a chance to keep practicing their phonics skills.

Speed Sounds Set 1 and Set 2

Consonant sounds – stretchy

f	l	m	n	r	s	v	z	sh	th	ng nk

Consonant sounds – bouncy

b	c k	d	g	h	j	p	qu	t	w	x	y	ch

Vowel sounds – bouncy

a	e	i	o	u

Vowel sounds – stretchy

ay	ee	igh	ow

Vowel sounds – stretchy

oo	oo	ar	or	air	ir	ou	oy



Sounds

<u>English alphabetic code</u>

44 sounds

26 letters

Over 150+ graphemes (letter combinations)

One of the most complex alphabetic codes in the world.

Sound pronunciation guide

Ruth Miskin Training



Teaching letter formation

Handwriting phrases for helping your child to form letters

This works best if your child practises for a short time every day.

1. Show the picture side and air-write as you say the phrase.
2. Ask your child to practise in the air with you.
3. Using a sharp pencil and sat at a table, encourage your child to have a go.
4. Praise your child for their efforts.

m	Maisie, mountain, mountain
a	round the apple, down the leaf
s	slither down the snake
d	round his bottom, up his tall neck and down to his feet
t	down the tower, across the tower
i	down the body, dot for the head
n	down Nobby, over his net
p	down the plait and over the pirate's face
g	round her face, down her hair and give her a curl



Alongside learning to read each sound, children use a handwriting phrase linked to the picture mnemonic to learn to form each letter correctly.





m a t

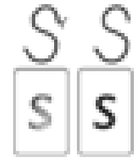
mat

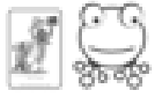
Reading with Fred Talk

- Fred the Frog helps children learn to blend sounds into a word.
- Fred can only speak in sounds. He says d-o-g, h-a-t etc.
- He says the sounds c-a-t, and then children help him to say the word.
- This is how we **quickly** teach **all of our children** to blend orally.
- We practise blending orally so children will find word-reading easier.

Teaching phonics

Each session of phonics starts with a speed sound lesson. This is 20 minutes of teaching and recapping new sounds. Below you will see the process we follow each day. The first picture is for Set 1 sounds, the second is for Set 2 sounds.

Sound	Say the sound		Read the sound	Review the sounds	Write the letter		Speed write	Fred Talk (oral)
m (stretchy)	See blueprint lesson on p.34.							
a (bouncy)	See blueprint lesson on p.35.							
s (stretchy – see p.34)	 Keep your teeth together and hiss.		 *Use Picture Sound Cards:* ssssnake, ssssnail, sssspider, ssssun	 Draw the snake on the board, then write s next to it.	 Spot the new sound in the pack.	 *Slither down the snake*		 Select 3 sounds you have taught children so far.	 s-a-d sad s-a-t sat s-i-t sit

Speed Sounds				Word Time				
Sound	*Say the sound*	*Read the sound*	*Review the sounds*	*Read the words*	*Review the words*	*Reading assessment*	*Spell with Fred Fingers*	*Spell review*
air	 air – that's not fair *Choose 3–4 words:* fair, stair, hair, air, lair, chair		 Spot the new sound in the pack.	 *Use Phonics Green Word Cards:* fair, stair, hair, air, chair, lair	 Words from previous Set 2 lessons and Word Times 1.6 and 1.7.	 Ask children to read a few nonsense words printed from online. (Search for Set 2 Nonsense Words in *Read Write Inc. Phonics* Online.)	 *Words to spell (choose 2–3):* fair, stair, hair, air, chair, lair	 Ask children to write two or three previously taught words.



Teach spelling using Fred Fingers



We use Fred Fingers to help children sound out words to spell easily.

It means they do not have to memorise lists of spelling words.
It is a tool so they will be able to spell any word.

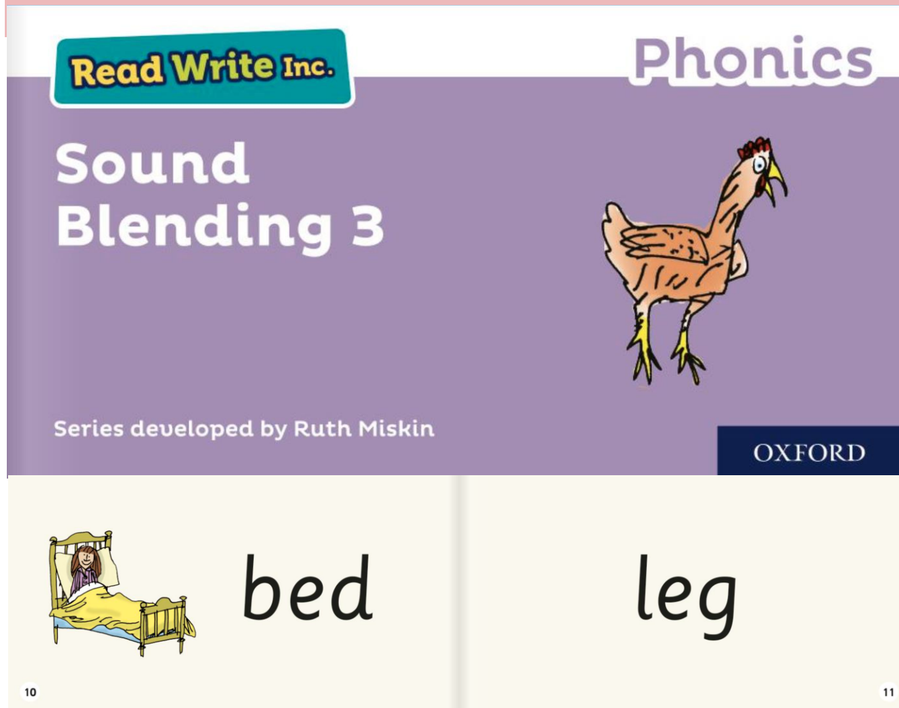
Sound Blending Books

The first book your child will come across will be the purple blending books.

Once your child can blend the sounds they know to read words, they will bring home a sound blending book to practise reading words.

Children love reading the word and then using the picture to check if they are right.





Ditty Sheets

Ditty 10: in the sun

Speed Sounds - *read the sounds (not the letter name)*

sh p s n t i u o a m g e

Green Words - *read these words by blending the sounds together*

ship mat on sit sun get net in

Red Words - *read these words but tell your child the word if they get stuck*

I the

I sit in the sun



I sit on a mat



I get a net

I get a ship

After the blending books, the children will move to Ditty sheets. A ditty is the bridge between sound-blending and reading a book.

A ditty is a sheet which has **speed sounds** (a list of sounds to practice reading speedily), **green words** (words that can be read by blending the sounds together) and **red words** (words with tricky sounds within them).

There are then groups of words for the children to practise reading.



‘Special Friends and Red Words





Children will be able to read all of the words in the Storybook. Within these books or sheets there will be special friends.
If they hesitate, remind them to read the word using ‘Special Friends, Fred Talk,’.
For example, this means they spot the ‘sh’, then Fred Talk and blend to read the word e.g. sh, sh-i-p, ship

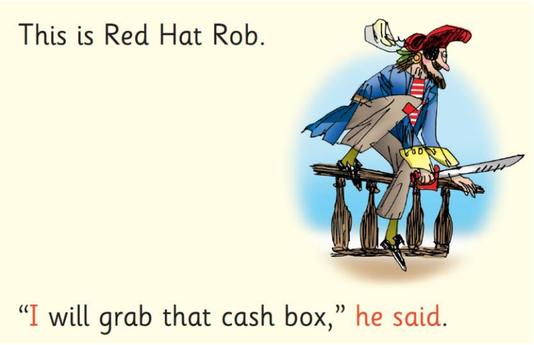
Some words are ‘tricky’ because they contain letters that don’t match the sounds the child has been taught.

For example, ‘said’ has ‘ai’ making an ‘e’ sound. We teach these common exception words as Red words.

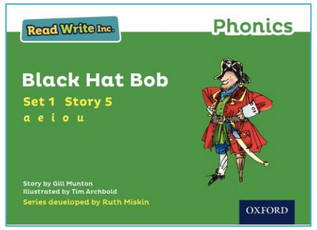
In the early Storybooks, these words are printed in red text. Remind your child not to use Fred Talk to read Red words but instead to stop and think if they know the word. Tell them the word if needed.

said

I



Which books will children bring home?



+



+



In your child's book bag, they will bring home:

- The Storybook/sheet they have just read in class three times to practise reading what they can already read.
- A Book Bag Book that links to the story they have read in class.
- A picture book they have chosen from the KS1 library. - They are not expected to read the story themselves.

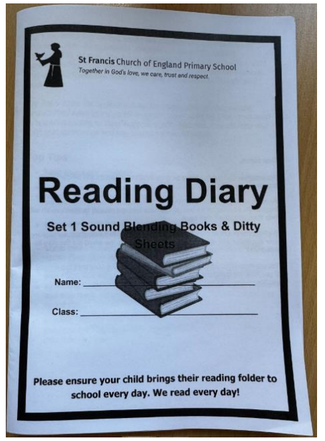
The more they read, the faster progress they will make.
Please avoid saying, "This book is too easy for you!" but instead say "I love how well you can read this book!"

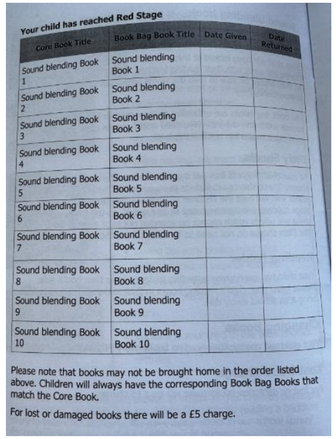


Reading Diaries

We have different reading diaries for different phonics groups. In these, you will find the names of books in the colour group your child is in. Please circle the days your child has read and add any notes.

If your child does not bring their Read, Write, Inc books back to school on a Friday, they will not receive their next books.





Your child has reached Red Stage

Core Book Title	Book Bag Book Title	Date Given	Date Returned
Sound blending Book 1	Sound blending Book 1		
Sound blending Book 2	Sound blending Book 2		
Sound blending Book 3	Sound blending Book 3		
Sound blending Book 4	Sound blending Book 4		
Sound blending Book 5	Sound blending Book 5		
Sound blending Book 6	Sound blending Book 6		
Sound blending Book 7	Sound blending Book 7		
Sound blending Book 8	Sound blending Book 8		
Sound blending Book 9	Sound blending Book 9		
Sound blending Book 10	Sound blending Book 10		

Please note that books may not be brought home in the order listed above. Children will always have the corresponding Book Bag Books that match the Core Book.

For lost or damaged books there will be a £5 charge.

Home Learning

- In their bookbag children will be bringing home a Phonics folder to invite them to tell you all about the sounds they have learnt that week and practice writing if they would like to.
- Flashcards – added to each week. Use them as a quick recap and later on to build simple words.
- To ensure the correct rhymes and formations are taught, please refrain from skipping ahead to other sounds if you are unsure.

We will upload links to Evidence Me each week with videos to access which will help support your child to embed the sounds taught.



White Rose Maths



	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
Autumn	Getting to know you		Match, sort and compare FREE TRIAL (Free trial) VIEW		Talk about measure and patterns VIEW		It's me 1, 2, 3 VIEW		Circles and triangles VIEW	1, 2, 3, 4, 5 VIEW		Shapes with 4 sides VIEW
Spring	Alive in 5 VIEW		Mass and capacity VIEW	Growing 6, 7, 8 VIEW		Length, height and time VIEW		Building 9 and 10 VIEW			Explore 3-D shapes VIEW	
Summer	To 20 and beyond VIEW		How many now? VIEW	Manipulate, compose and decompose VIEW		Sharing and grouping VIEW		Visualise, build and map VIEW			Make connections VIEW	Consolidation

Within White Rose, the EYFS schemes break the year down into blocks and from blocks into easy, logical steps. They use books, games, rhymes, daily routines, and outdoor activities to nurture an enjoyment of the subject from an early age. They let children explore mathematical concepts with curiosity and without a fear of making mistakes.

Maths ELG

Number

Children at the expected level of development will:

✓ 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

Children at the expected level of development will:

✓ 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.

Ten Town

Zero Pond
Nothing can live in the Zero Pond because it's far too dirty.



**Start at the top,
Nice and slow,
All the way round and
there you go!**

King One
He is in charge of Ten Town and stands up straight and tall.



**From top to toe,
And there you go!**

Tommy Two
King One can't tie his laces so Tommy Two helps him.



**Hands round to knees,
Then straight across please!**

Thelma Three
She doesn't always make the right choice. She takes 3 jam tarts without asking.



**Over one hand,
Over the next,
Stop and think,
Which choice is best?**

Freddie Four
King One sends him off to explore other countries.



**Down, across,
Oar in the water!**

Fiona Five
She takes King One training. She is faster than him.



**Down her back,
Round you go,
Arms out straight,
Don't be slow!**

Seal Six
He splashes King One six times with his tail.



**Slide down his tail,
Curl under his nose,
Nearly there
So strike a pose!**

Sir Seven
He bows down seven times towards King One.



**Across his back,
Then down to his feet,
Take your time and
keep it neat!**

Eric Eight
He looks down the mountain to see who is visiting him.



**All the way round,
Don't you stop,
Not until you're
back to the top!**

Nina Nine
Nina Nine shows King One the plans for a new recycling centre.



**Round her head and
back to the start,
Down her back,
She's so smart!**

Tia Ten
She is a chef who shows everybody her fingers are clean before cooking.



**Draw a one,
Then a zero,
Tia Ten is
everyone's hero!**

Teacher/Class Communication

- Evidence Me
- Phone call/email
- Website
- Reading Diary
- Newsletter/End of week notices
- Letters
- Arbor App – used in emergencies e.g. Snow day
- Scopay – payments for uniform, dinners, trips



Communication with Parents



End of year reports will be sent home in July 2027

Parents Evenings in October and February – dates circulated via school comms and newsletter

These will take place virtually. In these meetings, we will share your child's progress both academically and socially and emotionally. However should we need to discuss this prior to these meetings, we will make contact with you.

There will also be opportunities to come and look through your child's learning with them during the year on 'Open Classroom' times.

Appointments

If you have any concerns please do not hesitate to contact us via the school office:

02380 271178 admin@st-francis-pri.hants.sch.uk

If you require a separate / additional copy of a school report / mid year report – please let the office know and they can arrange this. Please bear in mind that teachers have full timetables and will prioritise teaching over emails/calls so there may be a delay in us getting back to you.

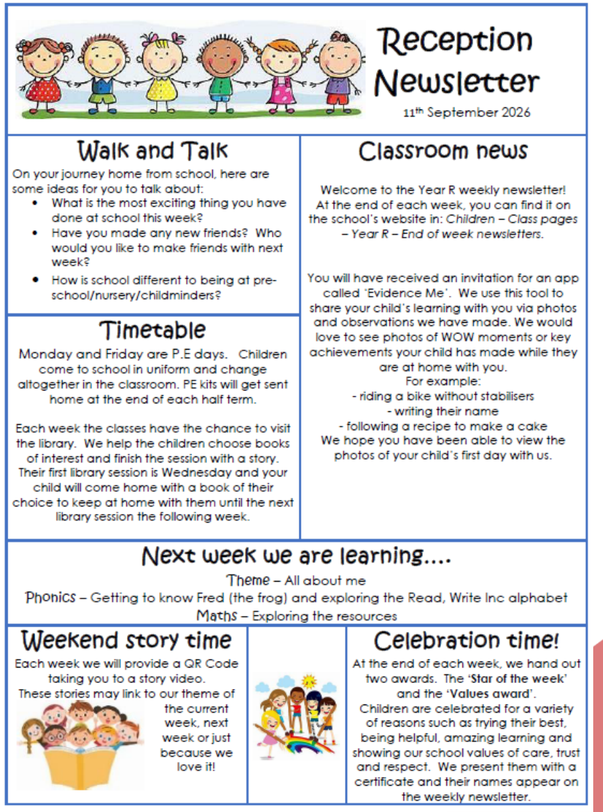
Communication with Parents

Pupil Progress

Discussions regarding your child's progress can be held, with the class teacher, at any point in the year at your request. Alternatively, the class teacher may contact you regarding your child's progress.

Weekly Newsletters

An end of week newsletter, specific to Year R, will be available on the school website every Friday. This will share our focus of learning for the following week plus any relevant information we think might be useful.



Reception Newsletter

11th September 2026

Walk and Talk

On your journey home from school, here are some ideas for you to talk about:

- What is the most exciting thing you have done at school this week?
- Have you made any new friends? Who would you like to make friends with next week?
- How is school different to being at pre-school/nursery/childminders?

Timetable

Monday and Friday are P.E days. Children come to school in uniform and change altogether in the classroom. PE kits will get sent home at the end of each half term.

Each week the classes have the chance to visit the library. We help the children choose books of interest and finish the session with a story. Their first library session is Wednesday and your child will come home with a book of their choice to keep at home with them until the next library session the following week.

Classroom news

Welcome to the Year R weekly newsletter! At the end of each week, you can find it on the school's website in: *Children – Class pages – Year R – End of week newsletters.*

You will have received an invitation for an app called 'Evidence Me'. We use this tool to share your child's learning with you via photos and observations we have made. We would love to see photos of WOW moments or key achievements your child has made while they are at home with you.
For example:
- riding a bike without stabilisers
- writing their name
- following a recipe to make a cake

We hope you have been able to view the photos of your child's first day with us.

Next week we are learning....

Theme – All about me
Phonics – Getting to know Fred (the frog) and exploring the Read, Write Inc alphabet
Maths – Exploring the resources

Weekend story time

Each week we will provide a QR Code taking you to a story video. These stories may link to our theme of the current week, next week or just because we love it!

Celebration time!

At the end of each week, we hand out two awards. The **'Star of the week'** and the **'Values award'**. Children are celebrated for a variety of reasons such as trying their best, being helpful, amazing learning and showing our school values of care, trust and respect. We present them with a certificate and their names appear on the weekly newsletter.

Attendance

•If your child is not attending school due to illness please inform the school office in the morning as soon as possible, and by 9.00am.

•If your child has experienced sickness or diarrhoea they are required to not attend school for the next 48 hours.

•Please ensure all emergency contact details (preferably at least 3) are up to date so if needed we can contact you.

•If you are aware of any medical issues regarding your child, please inform the school.

•Holidays are not encouraged during school time and will not be authorised, however if you feel it necessary an application can be made to the head teacher.



Safeguarding

It is one of our duties as educators to work with other agencies and parents/carers to safeguard children.
It is also our duty to be ‘professionally curious’ and put the child at the centre of our thinking.
We work to safeguard children through our curriculum: Safer internet day, anti bullying curriculum, Fire safety, water safety, road safety and PSHE curriculum (SCARF) which introduces important topics about personal safety in an age appropriate way throughout the school.

We work closely with our colleagues in Hampshire Children’s Services to respond quickly if there are signs of abuse or a disclosure from a child as is our legal responsibility.
Our Designated Safeguarding Lead is Miss Morgan, and the deputy is Mrs Harrison.



Trips and Visits

Typically each year we have had Little City into school to support our ‘People Who Help Us’ topic and in the Summer a visit to the Farm.
Overview of all trips can be found on our website https://www.stfranciscеprimarysch.co.uk/trips-and-events/

Scopay ‘School Trips’ – parents can top up/add regularly if helpful over the year, which can then be transferred when a trip comes up.

Permission slips will be via Scopay only.

The school will review voluntary contributions received after the deadline to make a decision whether the trip can go ahead. If not enough contributions/sign ups we may have to cancel trips/events.

Financial support may be available to help with trips- especially for families in receipt of Free School Meals. Contact the office for information.



Collective Worship

Monday	Tuesday	Wednesday	Thursday	Friday
Whole school Collective Worship	Key Stage or Church Worship	Class Worship	Key Stage Singing Worship	EYFS Celebration Assembly



Uniform

School uniform information can be found on the school website under, parents and school uniform.

This new updated information for this year includes clarification around hair styles including coloured hair braids and appropriate footwear.

PE Uniform

- PE trainers, suitable for outside.
- Plain black or burgundy shorts
- Plan black or burgundy PE trousers (e.g. jogging bottoms, leggings or tracksuit bottoms)
- Children are placed in one of four Houses and wear an appropriately coloured T-shirt for PE.
- Items of clothing with large logos or alternate colours are not appropriate uniform.

Uniform is available to purchase from the school office, Skoolkit, or ‘pre-loved’ from the PTA.



Parent/Carer Helpers

We welcome any time you can spare to help within school!

Activities you may enjoy doing with the children include art, DT, reading...please speak to one of the teachers if you can spare the time.

All adult volunteers in school complete an annual volunteer handbook. New volunteers will need to undergo an enhanced DBS check as well as references and other vetting checks before starting. Please check with the Office staff if you have one and it is still valid.

Please ask the school office or see our website for more information: https://www.stfranciscеprimarysch.co.uk/volunteering-at-school/



What else is helpful?

- Please return any consent slips sent out as soon as possible.
- Notify the office if the arrangements for your child's collection at the end of the day has changed.
- Notify the office if there has been a change to your child attending an after-school club.
- Read the 'End of week notices' and 'Newsletter' for any school information and reminders.
- Please adhere to Uniform and PE uniform guidelines – please

name everything!



Thank you for coming

