



# Welcome to Reception Workshop

Park Hall Infant Academy  
September 2025



## House Keeping

No planned fire alarm.

Should the alarm sound, please exit via the doors at the back of the hall.

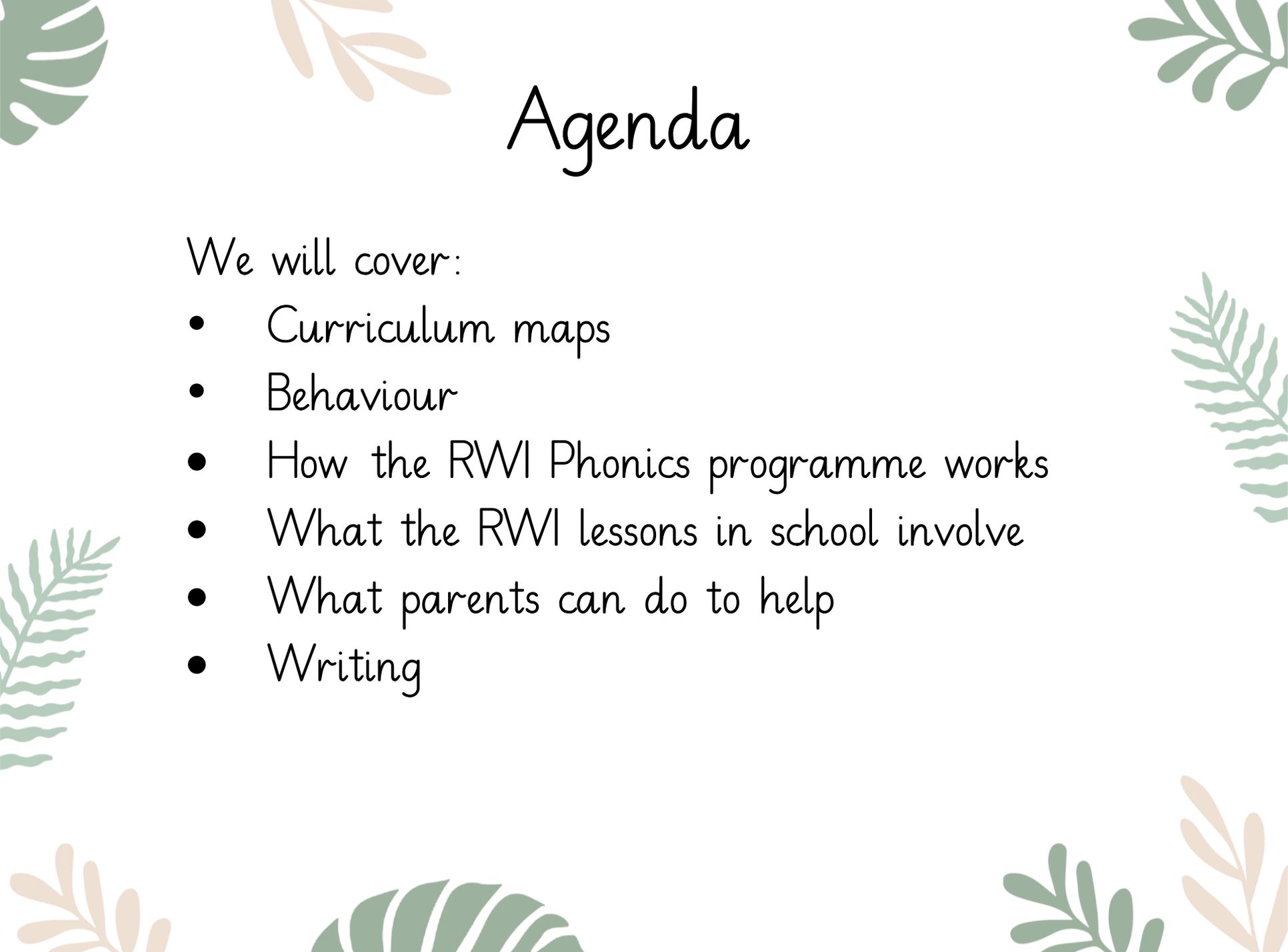


Please leave your child in the safe hands of our staff who are well trained in fire exit procedures in order to ensure the safety of all.



Assemble at the bottom of the playground.





# Agenda

We will cover:

- Curriculum maps
- Behaviour
- How the RWI Phonics programme works
- What the RWI lessons in school involve
- What parents can do to help
- Writing

# Curriculum Maps



**Notice Board**  
Newsletter - 18 September 2024  
18th September 2024  
Online Safety Newsletter Septe...  
9th September 2024  
Newsletter - September 04 2024  
4th September 2024  
Read more...

**Park Hall Infant Academy**  
Park Hall Road, Walsall, WS5 3HF, Telephone number 01922 721443  
School Office for more information

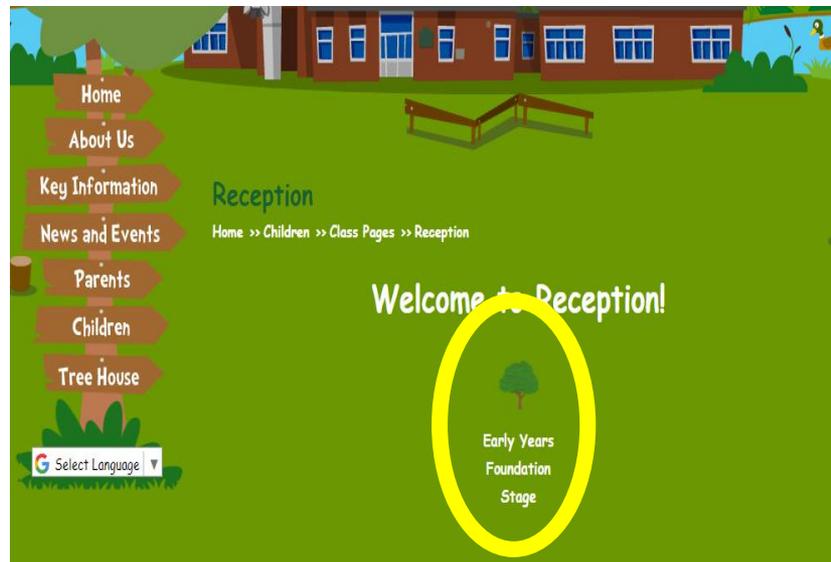
Home  
About Us  
Key Information  
News and Events  
Parents  
Children  
Tree House

Whole School Attendance  
96.5%

Education for Life

ENI

Navigation menu items: Home, About Us, Key Information, News and Events, Parents, Children, Tree House. A yellow oval highlights the 'Reception' link in the main content area.



Home  
About Us  
Key Information  
News and Events  
Parents  
Children  
Tree House

Reception  
Home >> Children >> Class Pages >> Reception

Welcome to Reception!

Early Years  
Foundation  
Stage

Select Language

Navigation menu items: Home, About Us, Key Information, News and Events, Parents, Children, Tree House. A yellow oval highlights the 'Early Years Foundation Stage' link in the main content area.



Home  
About Us  
Key Information  
News and Events  
Parents  
Children  
Tree House

Early Years Foundation Stage  
Home >> Children >> Class Pages >> Reception >> Early Years Foundation Stage

Welcome to Reception

Early Years Foundation stage Policy

Early Years Curriculum Map Termly Overview

Select Language

Navigation menu items: Home, About Us, Key Information, News and Events, Parents, Children, Tree House. A yellow oval highlights the 'Early Years Curriculum Map Termly Overview' link in the main content area.

# Autumn One in Early Years

## Communication & Language

### Nursery

- Listen with interest to the noises adults make when they read stories.
- Begin to distinguish and respond to familiar sounds e.g. a phone ringing.
- Recognise action words by pointing to the right picture e.g. "Who is sleeping?"
- Use gestures and single words to communicate.
- Learn new words rapidly and use them when communicating.

### Reception

- Understand how to listen carefully.
- Understand why listening is important.
- Understand one step instructions.
- Talk in front of a small group.
- Talk to adults in the classroom environment.
- Learn new vocabulary from their starting point.

## Personal, Social, Emotional Development

### Nursery

- Seek comfort from familiar adults when needed.
- Express their own feelings such as happy, sad, cross, scared and worried.
- Separate from main carer with support and encouragement from a familiar adult.
- Begin to show interest in others' play and start to join in.
- Begin to share experiences with others.

### Reception

- Recognise different emotions.
- Understand how people show emotions.
- Focus during short whole class activities.
- Follow one step instructions.
- Wash hands independently.
- Put coat and socks on independently.
- Pull down zip independently.
- Explore different areas within the environment.
- Use the toilet independently.
- Seek support of adults when needed.
- Gain confidence to speak to adults and peers.

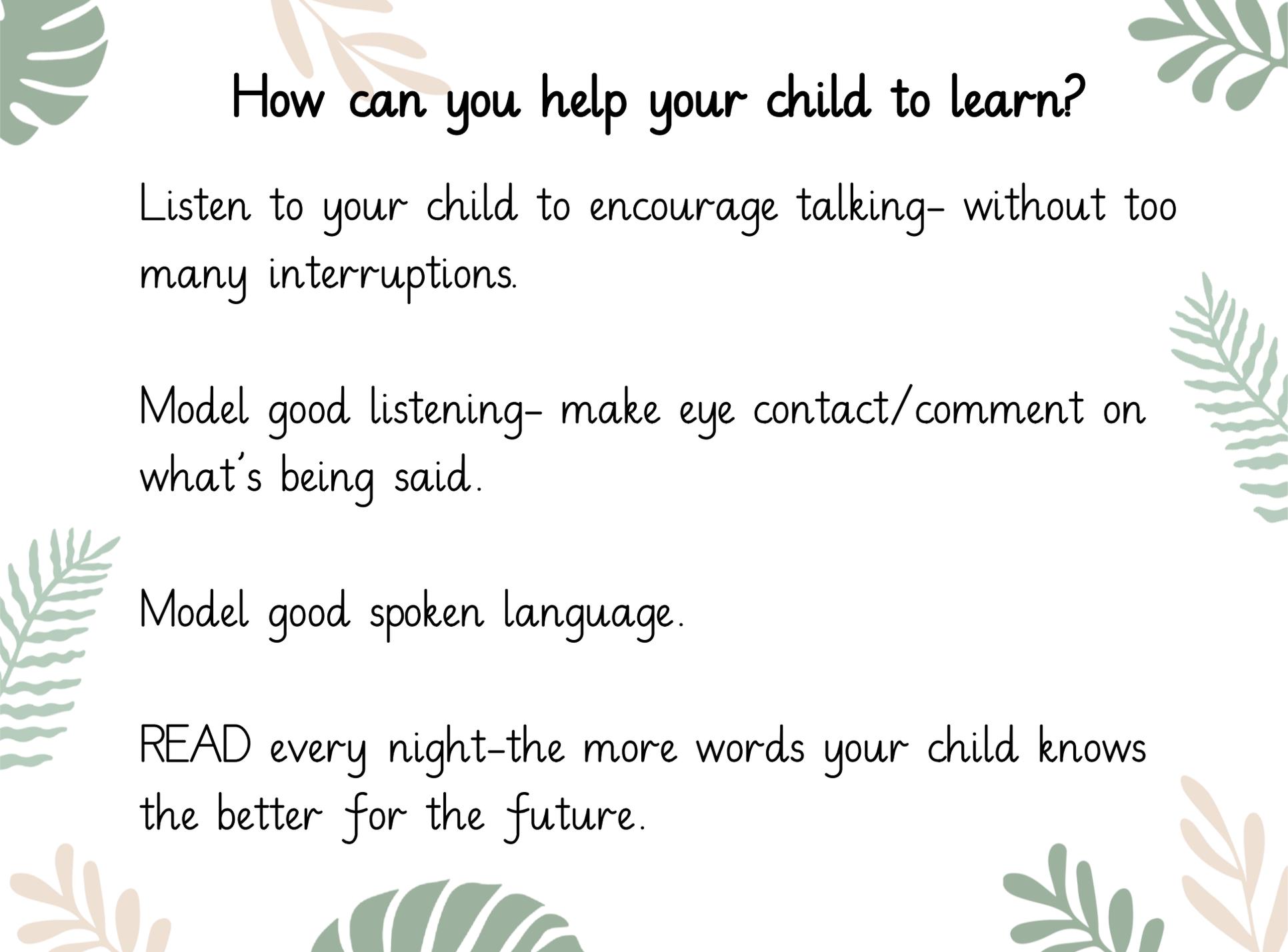
## Physical Development

### Nursery

- Run safely on whole foot.
- Squat with steadiness to rest or play and rise up without using hands.
- Turn pages in a book.
- Grip small items with increasing control.

### Reception

- Move safely in a space.
- Stop safely.
- Develop control when using equipment.
- Follow a path and take turns.
- Work cooperatively with a partner.
- Use a dominant hand.
- Mark make using different shapes.
- Begin to use a tripod grip when using mark making tools.
- Use a tweezer to transfer objects.
- Thread large beads.
- Use large pegs.
- Begin to copy letters.
- Hold scissors correctly.

The page is decorated with various leaf and branch illustrations in shades of green and brown. A large green monstera leaf is in the top-left corner. A brown branch is in the top-center. A green branch is in the top-right. A green fern-like branch is on the right side. A green branch is in the bottom-left. A large green monstera leaf is in the bottom-center. A green branch is in the bottom-right. A brown branch is in the bottom-right corner.

# How can you help your child to learn?

Listen to your child to encourage talking- without too many interruptions.

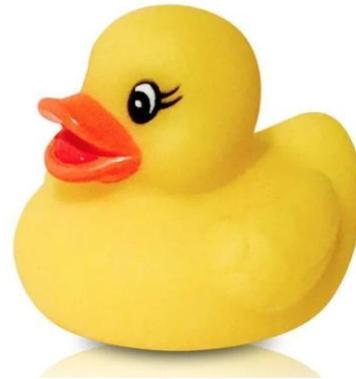
Model good listening- make eye contact/comment on what's being said.

Model good spoken language.

**READ** every night-the more words your child knows the better for the future.

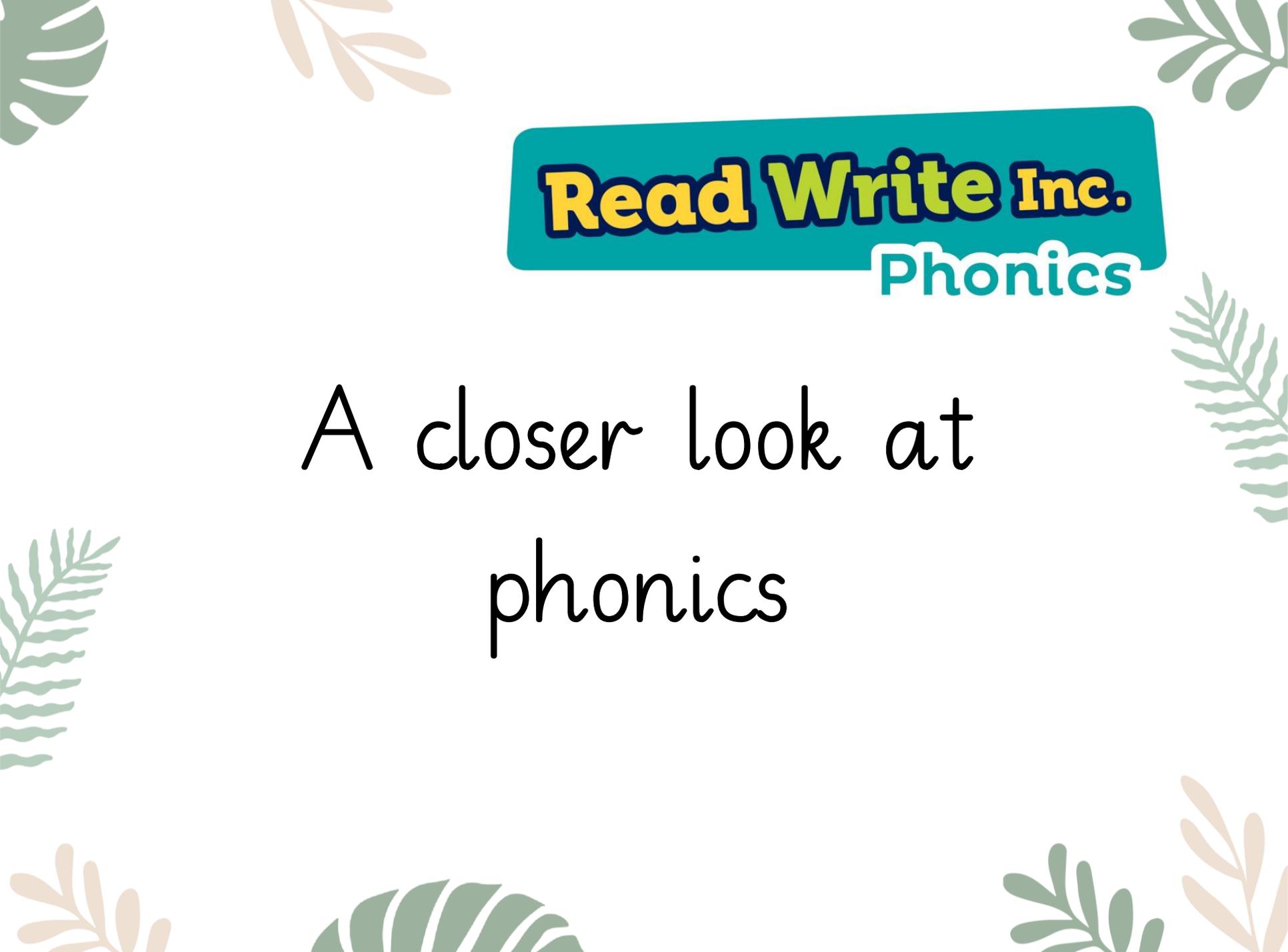
# Behaviour Policy - Rewards

- Stickers
- House points
- Weekly certificates
- Daily mini certificates
- Daily Lucky Duck



# Behaviour Policy – Sanctions

<b>Green Card</b> 	<b>Verbal Warning</b> 	<b>Stop &amp; Think</b> 	<b>Yellow Card</b> 	<b>Red Card</b> 
<p>Green card displayed in good to be green display wallet.</p>	<p>Verbal reminder of school rules and expectations.</p>	<p>Child is given stop &amp; think card which is placed in good to be green display wallet.</p>	<p>Child is given yellow card which is placed in good to be green display wallet. Child misses 5 minutes playtime.</p>	<p>Child is given red card which is placed in good to be green display wallet. Child misses playtime and is spoken to by YGL / Head of School.</p>
<p>Following the school rules.</p>	<p>Low level disruption.</p> <p>E.g.</p> <ul style="list-style-type: none"> <li>• not following instructions</li> <li>• talking during adult input</li> <li>• unkind comments</li> <li>• answering back</li> <li>• distracting others</li> </ul>	<p>Continuing the same identified behaviour in previous step.</p>	<p>Continuing the same identified behaviour in previous step. To be recorded in class behaviour logs.</p> <p>Yellow card given without previous steps for:</p> <ul style="list-style-type: none"> <li>• Defacing/damaging school property</li> <li>• Bad language</li> <li>• Injury due to rough play</li> <li>• Leaving classroom without permission/ being inside during playtimes</li> <li>• Lying/not taking ownership</li> </ul>	<p>Continuing the same identified behaviour in previous step. To be recorded in class behaviour logs.</p> <p>Red card given without previous step for:</p> <ul style="list-style-type: none"> <li>• Deliberate injury to another child</li> <li>• Stealing</li> <li>• Lying/not taking ownership (in addition to other behaviours stated in yellow card band)</li> </ul>

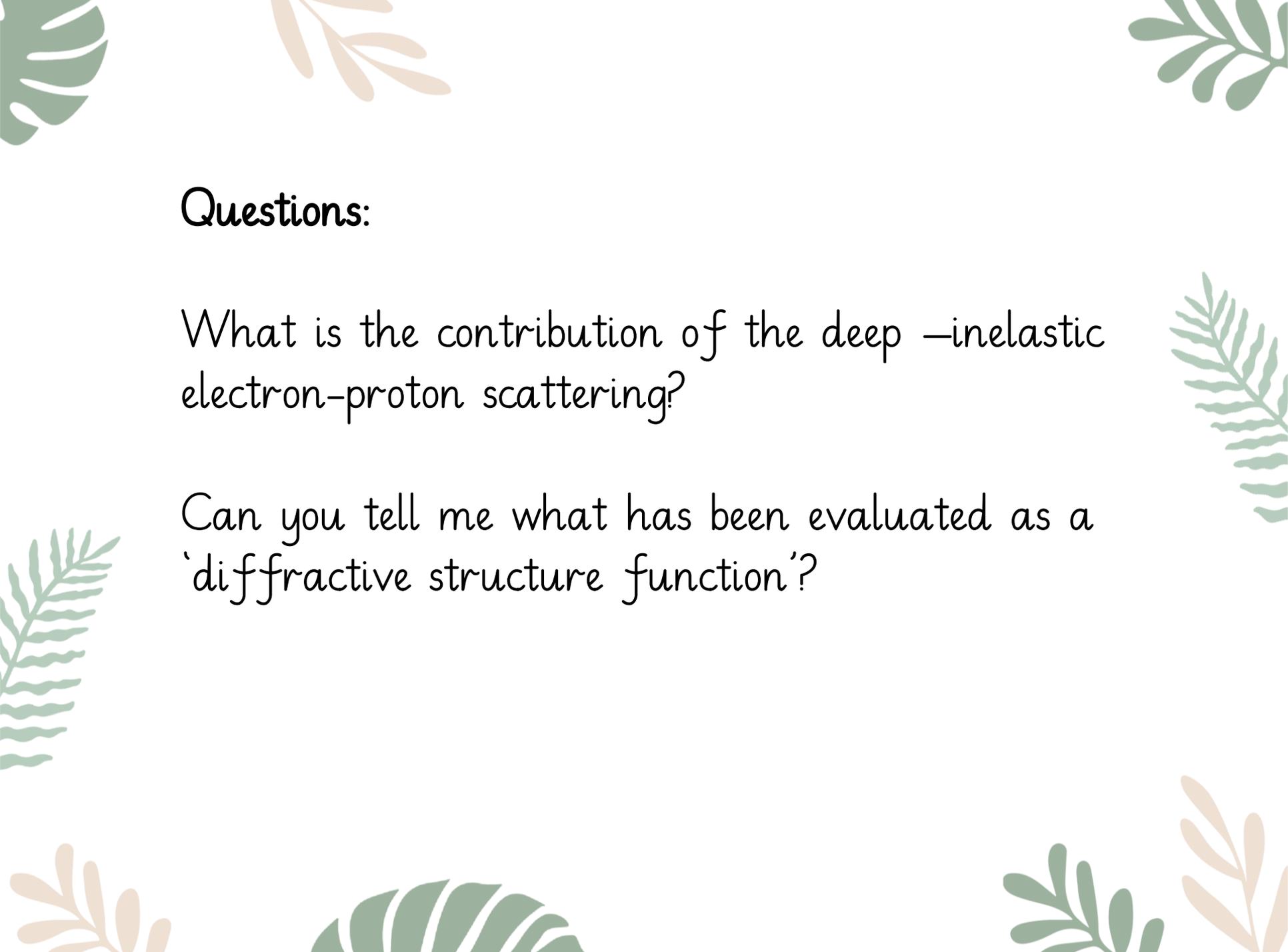


**Read Write Inc.**  
Phonics

A closer look at  
phonics

## Summary and Conclusions

The contribution to inclusive deep-inelastic electron-proton scattering (DIS) of events, in which a region of pseudo-rapidity adjacent to the proton remnant direction is devoid of hadronic energy and which is not described in the framework of our present partonic understanding of DIS, has been evaluated in the form of a "diffractive structure function"  $F_2(x, Q^2, X_f)$ .



## Questions:

What is the contribution of the deep –inelastic electron–proton scattering?

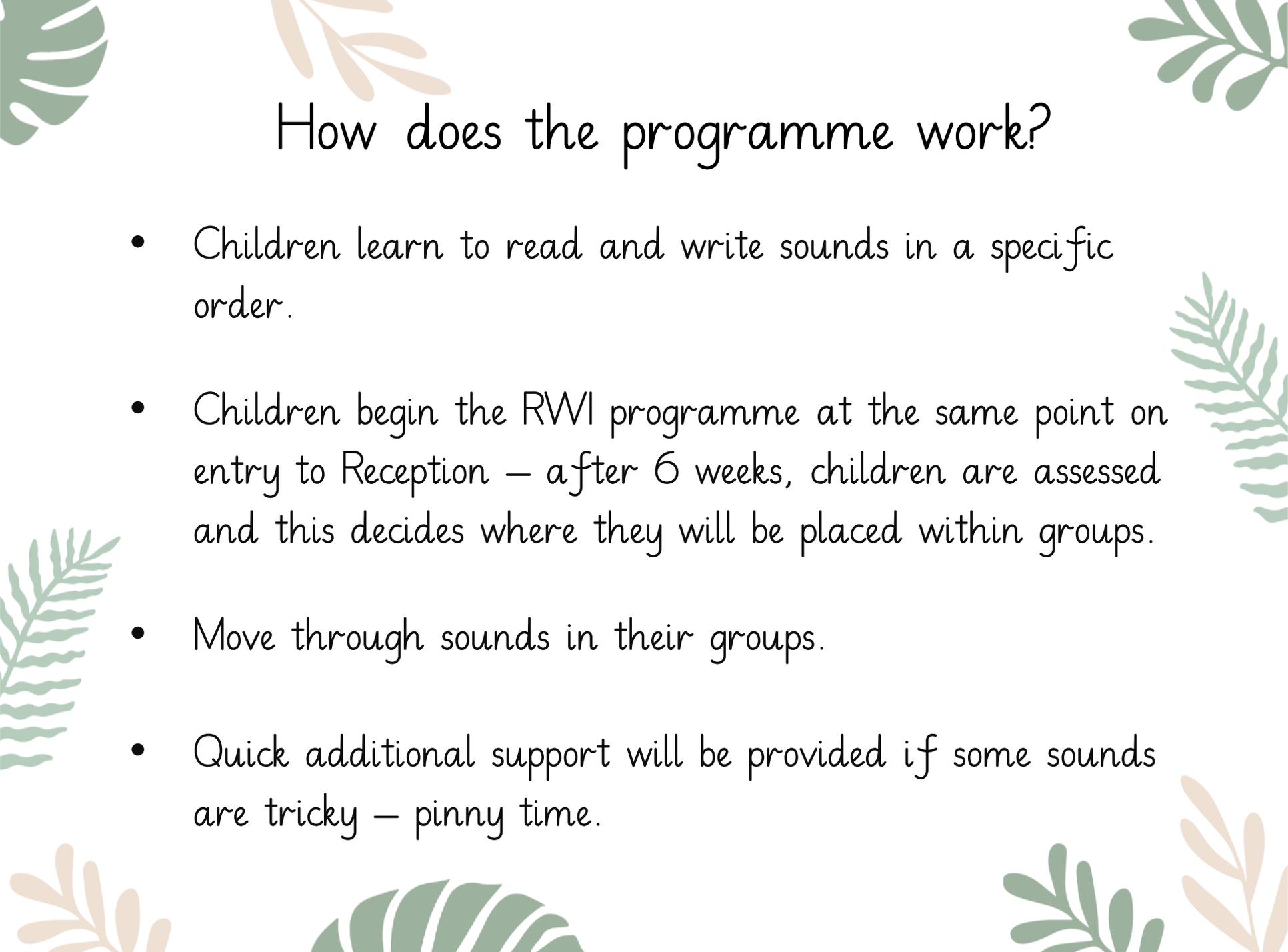
Can you tell me what has been evaluated as a 'diffractive structure function'?

This was just a teaser!



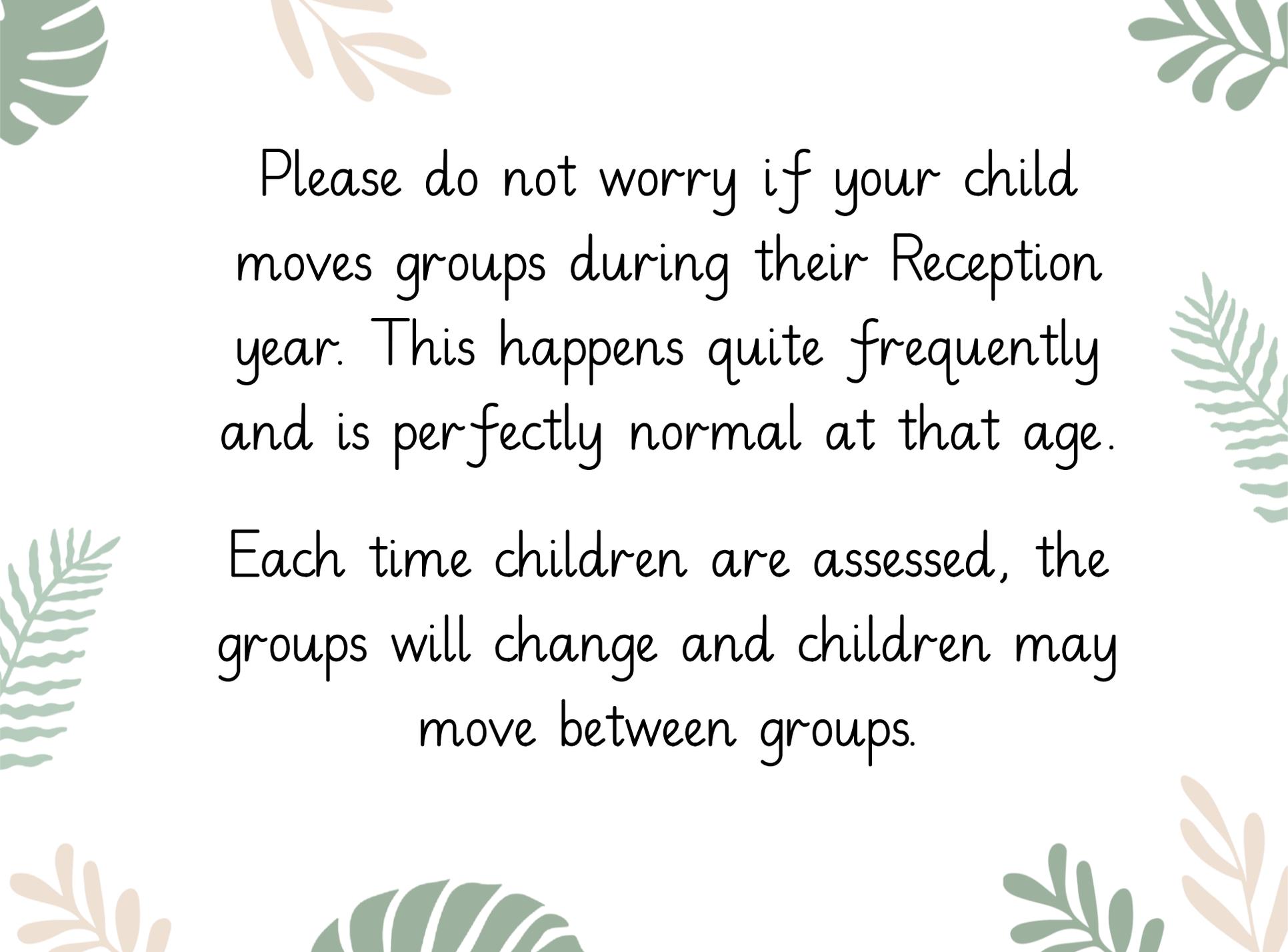
# Phonics

- » A phoneme is an individual sound  
(E.g. e a sh th)
- » There are 44 sounds
- » Each written letter represents a sound
- » Children need to recognise the sound linked to each letter so that they can read and consequently spell

The page is decorated with various leaf and branch graphics in shades of green and brown, positioned around the edges. The main title is centered at the top.

# How does the programme work?

- Children learn to read and write sounds in a specific order.
- Children begin the RWI programme at the same point on entry to Reception – after 6 weeks, children are assessed and this decides where they will be placed within groups.
- Move through sounds in their groups.
- Quick additional support will be provided if some sounds are tricky – pinny time.



Please do not worry if your child moves groups during their Reception year. This happens quite frequently and is perfectly normal at that age.

Each time children are assessed, the groups will change and children may move between groups.

# Set 1 Sounds

m a s d t i n p g

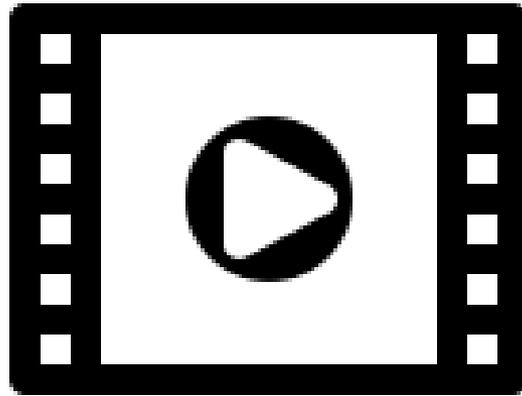
o c k u b f e l

h sh r j v y w

th z ch qu x ng

nk

# Pure Sounds Set 1 – correct pronunciation (How to say the sounds)



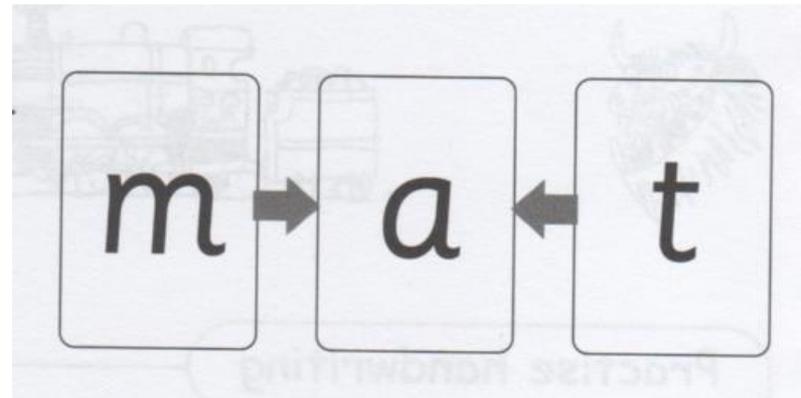
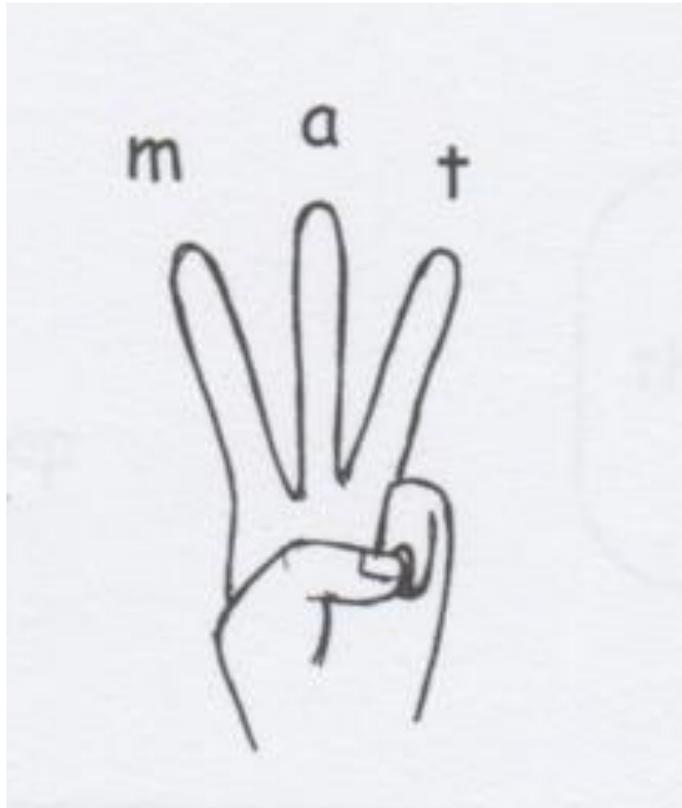
<https://schools.ruthmiskin.com/training/units/56>

What do lessons involve?  
Set 1 speed sound lesson.



<https://schools.ruthmiskin.com/training/modules/45>

# Fred Finger



When children know set 1 sounds and can blend confidently they should be able to spell cvc, ccvc and cvcc words.

mat

slip

list



## Green Words

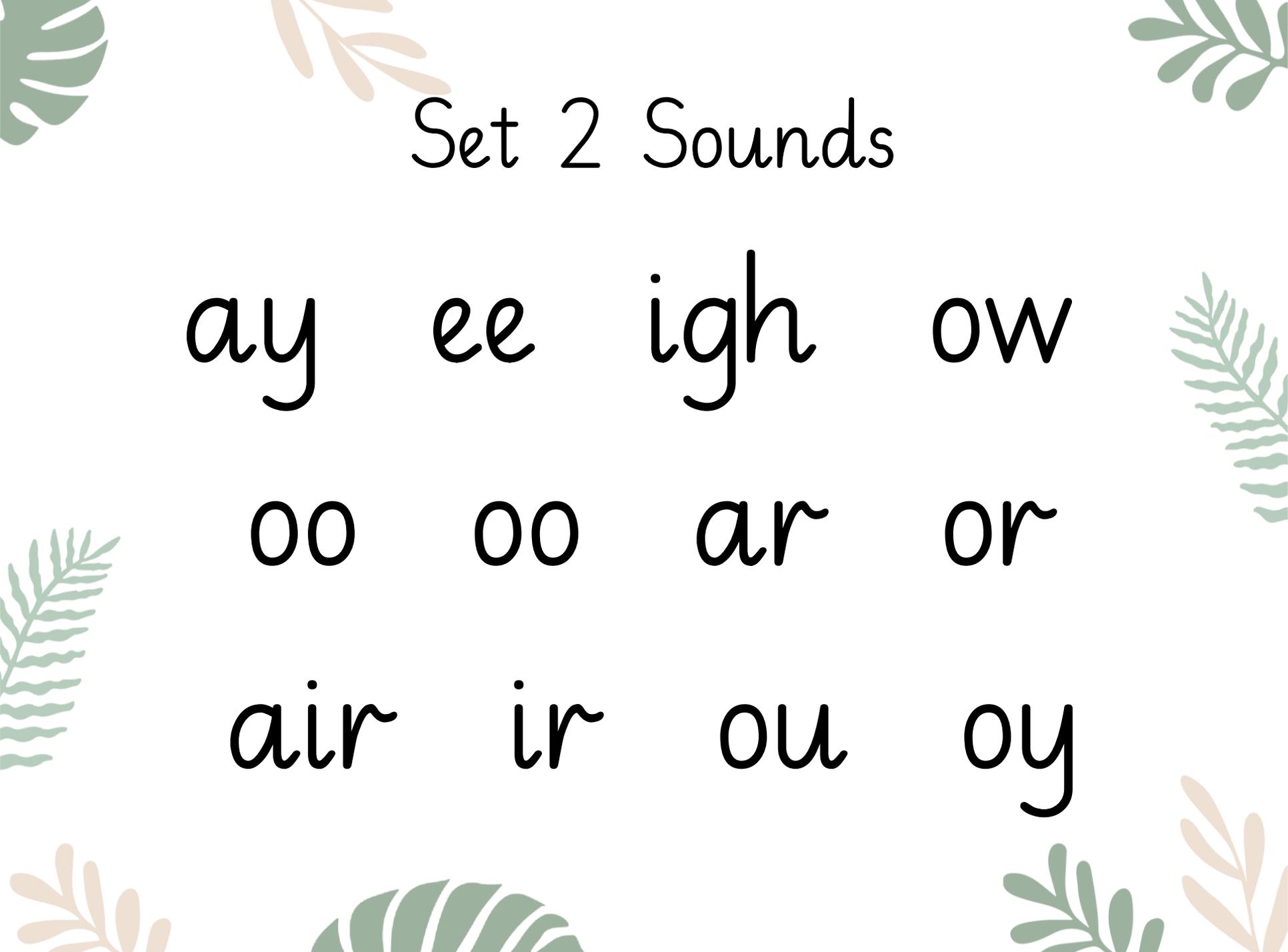
These can be spoken in “Fred Talk” because they sound like they are spelt.



## Red Words

These cannot be sounded out. The children have to learn them by sight.





# Set 2 Sounds

ay ee igh ow

oo oo ar or

air ir ou oy

ee

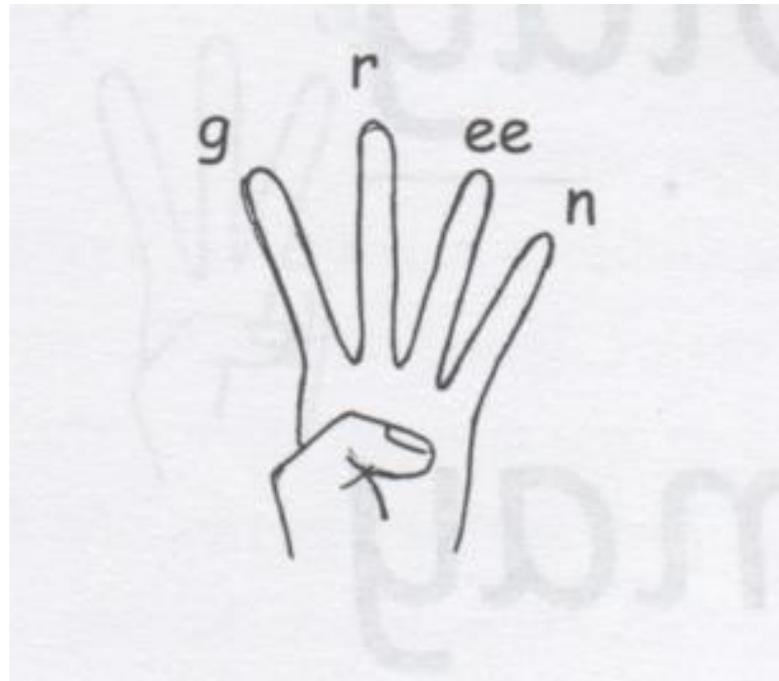


what can you see?

2. see, three, been, green, seen, keep,  
need, sleep, feel

Where a phoneme is represented by two letters making one sound, this is represented as one using Fred Fingers.

**Remember:** Fred represents individual sounds (not letters).



When children know set 2 sounds and can blend confidently, they should be able to spell a wider range of words.

play

sleep

light



They may even make phonetically plausible attempts to spell words.

playd

creem

Once children reach set 3, they learn different ways to spell the set 2 sounds, this should make spellings more accurate.

ay



may I play?

ai



snail in the rain

ā-e

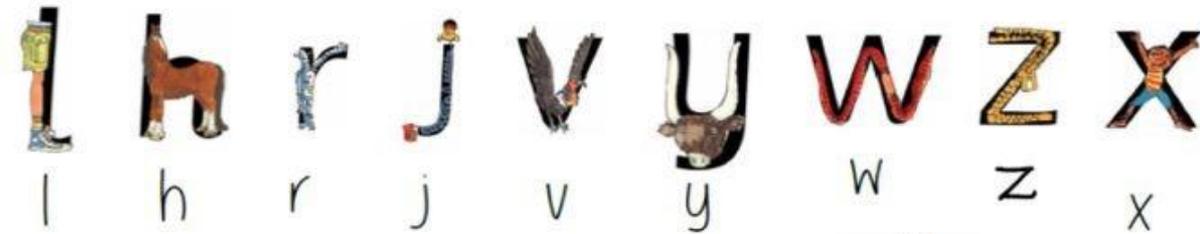
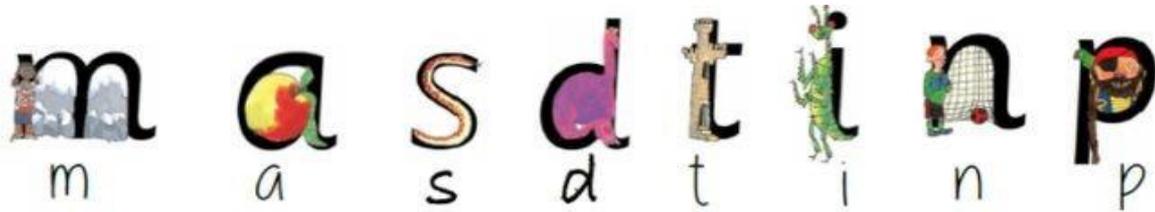


make a cake

The page features decorative floral elements in the corners. In the top-left, there is a green monstera leaf and a tan branch with oval leaves. In the top-right, there is a green fern-like branch. In the bottom-left, there is a green fern-like branch and a tan branch with oval leaves. In the bottom-right, there is a green fern-like branch and a tan branch with oval leaves. The word "Progression" is centered in a black, cursive-style font.

# Progression

# Sounds and rhymes to support correct formation



## 1: a cat

Speed sounds

c t a h e r d f u g a q b d

Green words

cat red fat in hat git qpy bad gob

a cat in a hat

a fat cat in a hat

a fat cat in a red hat

Question to talk about: What does the cat look like?

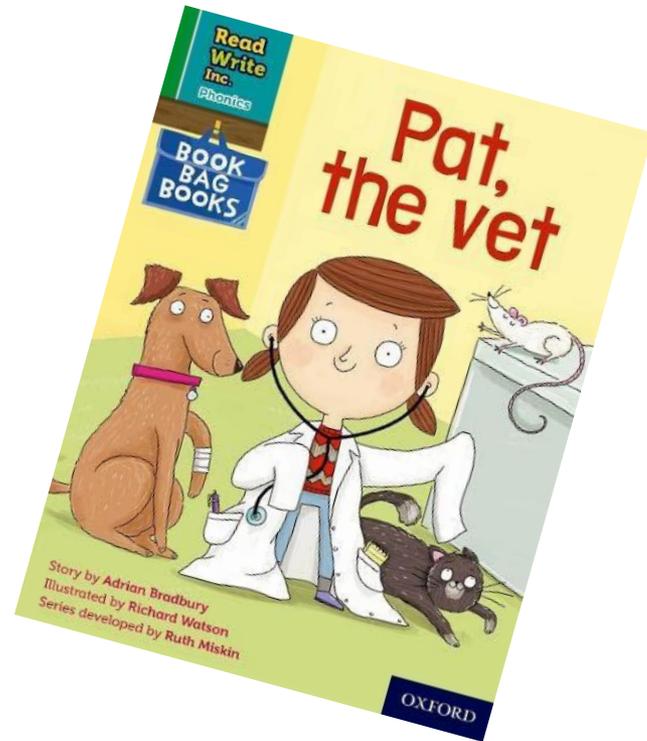
Hold a sentence: put a cat in a big hat

1

# Ditties

A ditty is a short, phonically decodable passage made up of the sounds learned in speed sounds set 1.

# Real Books

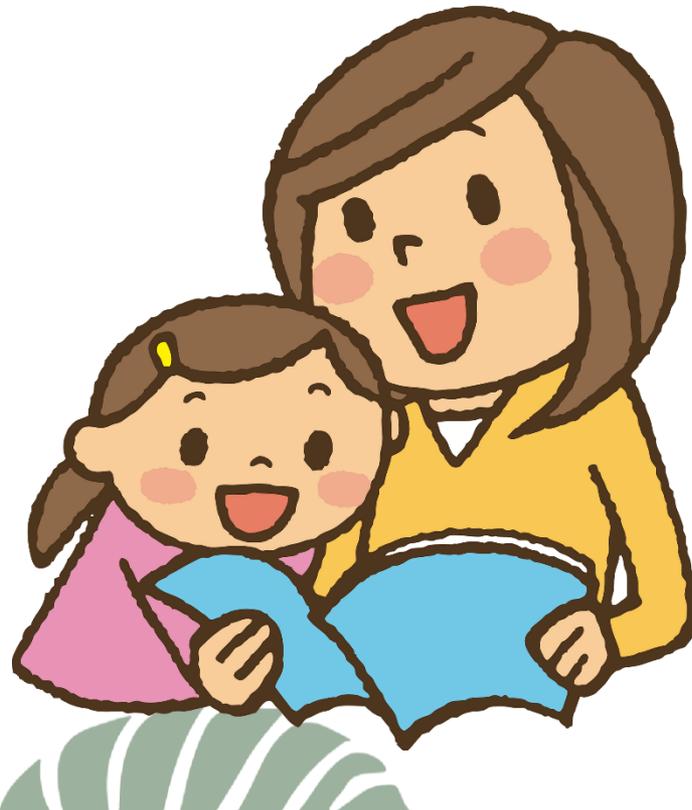


Both ditties and books have a strong focus on the sound being taught.

Children will read them at school and then bring them home to celebrate their success with you.

Listening to your child read.

<https://schools.ruthmiskin.com/training/units/56>



# What you can do to help your child?

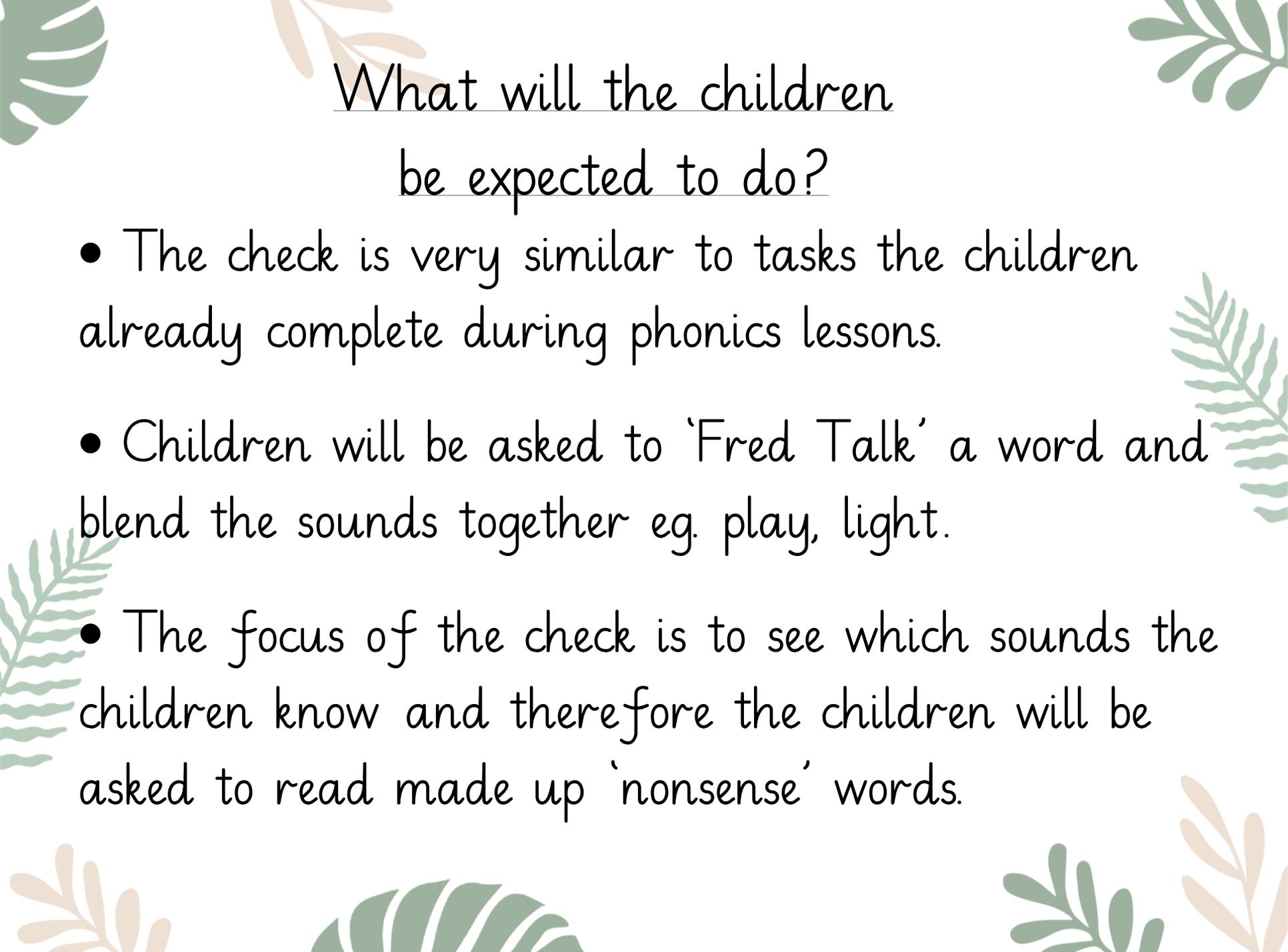
- Celebrate ditties and phonics books.
- Other reading books, please follow the requests in the reading record book.
- Share books with your child daily, even if you do not have one from school – reading for pleasure is key!
- Talk to your child all the time and ask them questions.

# Year 1 Phonics Check

As the children continue their journey throughout school, every child in Year One will take part in the phonics screening check. This takes place in June.

## Why are the children being screened?

The phonics check is an assessment of the phonics skills of pupils at the end of Year One. It assesses their ability to break down and blend words. It is not a reading test, it is a decoding test.



## What will the children be expected to do?

- The check is very similar to tasks the children already complete during phonics lessons.
- Children will be asked to 'Fred Talk' a word and blend the sounds together eg. play, light.
- The focus of the check is to see which sounds the children know and therefore the children will be asked to read made up 'nonsense' words.

in

at

beg

sum

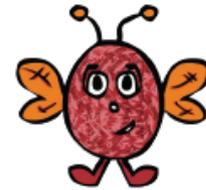
ot



vap



osk



ect



# Writing

Make sure your child is holding their pencil correctly.

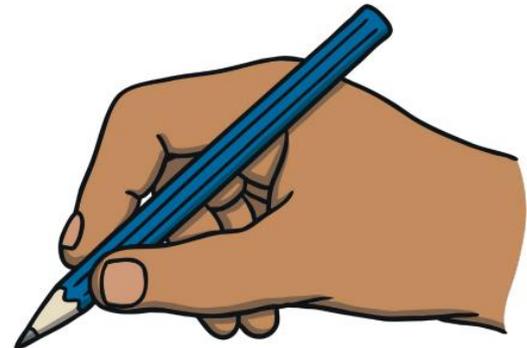
There are many different grips that children use.

To support progression we encourage the following:

**Static Tripod Grasp**



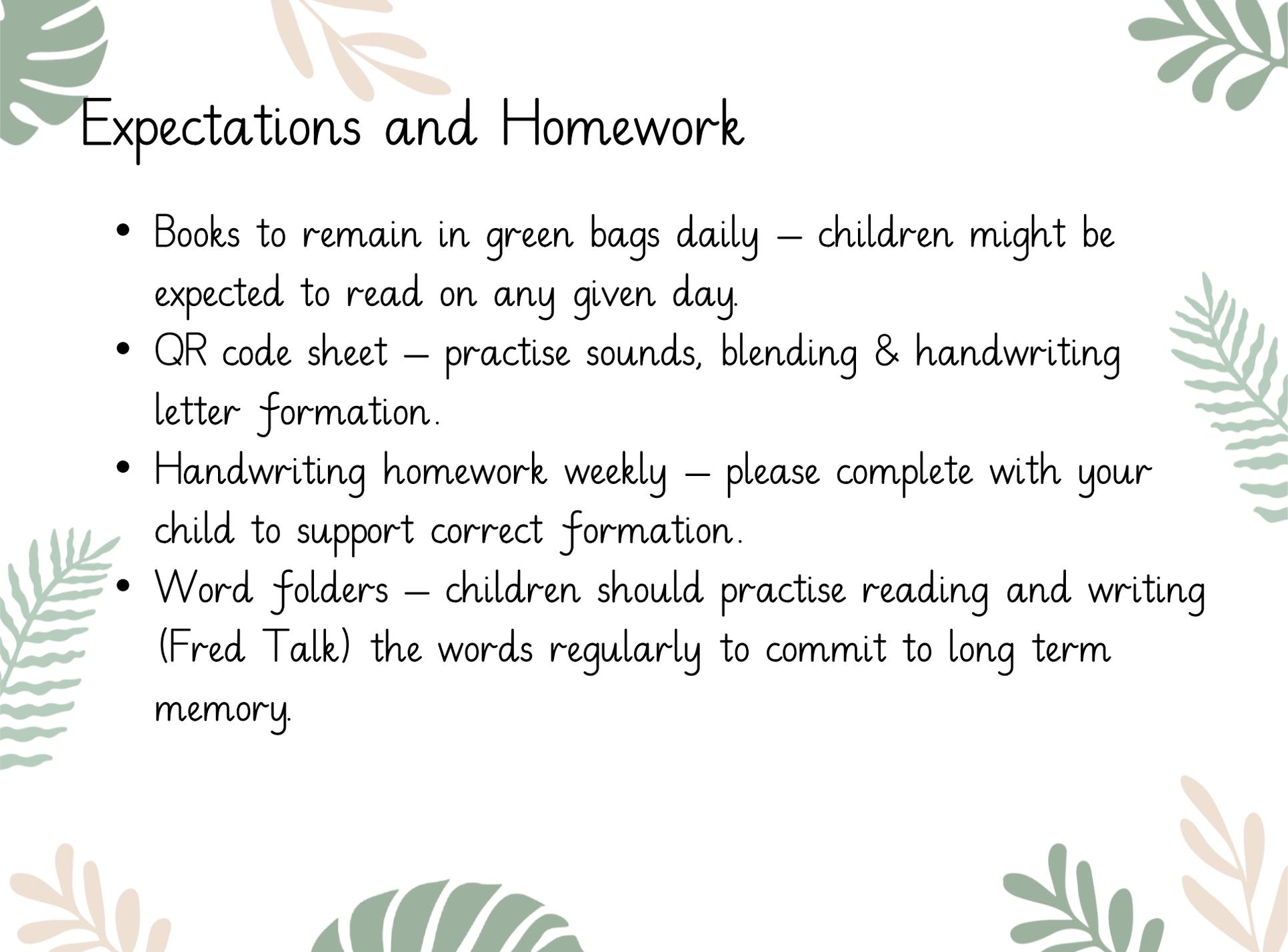
**Dynamic Tripod Grasp**



# Writing

Make sure that you are modelling good letter formation - very important for later joined writing.





# Expectations and Homework

- Books to remain in green bags daily – children might be expected to read on any given day.
- QR code sheet – practise sounds, blending & handwriting letter formation.
- Handwriting homework weekly – please complete with your child to support correct formation.
- Word folders – children should practise reading and writing (Fred Talk) the words regularly to commit to long term memory.



**Read Write Inc.**

This week we have been learning the sounds:



m

Maisie mountain mountain

(A stretchy sound)



a

Around the apple down the leaf

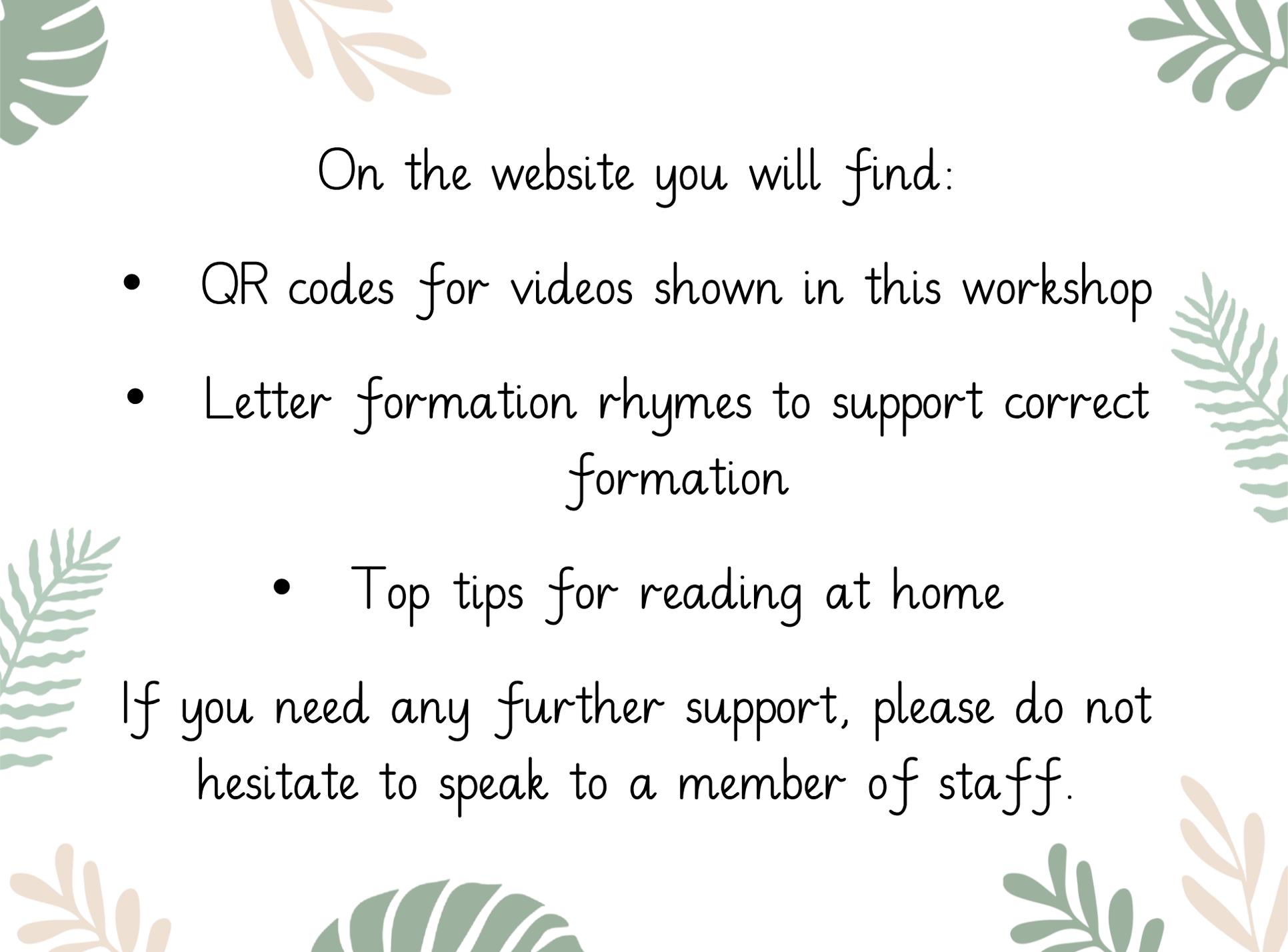
(A bouncy sound)



s

Slither down the snake

(A stretchy sound)



On the website you will find:

- QR codes for videos shown in this workshop
- Letter formation rhymes to support correct formation
  - Top tips for reading at home

If you need any further support, please do not hesitate to speak to a member of staff.

## Parent Feedback

You will receive a parent feedback form via Google Classroom.

We welcome your feedback on how we have done today in supporting your child's learning and how we may be able to help further.

Thank you for attending 😊