



### Welcome to the Spring Term in Reception Class

Dear Parents and Carers,

Welcome back to St Anne's, we hope that you have enjoyed a wonderful Christmas with your family. We would also like to take this opportunity to wish you a very happy and healthy new year.

The structure of the week will remain the same as last term. I will be joined by Mrs Davidson with some additional support from Miss Jaz and Mrs Butler will continue to teach in Reception on a Friday.

Please find below some information about the Spring term in our class that you may find useful. If you have any questions, please don't hesitate to get in touch. My email address is [e.taylor104@st-annes-pri.durham.sch.uk](mailto:e.taylor104@st-annes-pri.durham.sch.uk)

- This term our PE slots are Wednesday and Friday afternoon. Please come to school wearing your PE kit on those days. We are going to be joined this year by colleagues from TASC Football and Education Enterprise. The children in the EYFS rotate and will be starting the Spring term with fundamental movement skills for the early years with Mikey. The children will also be working on throwing and catching skills with Mrs Butler on a Friday.
- Homework is optional and will be sent home as a grid of ideas and activities you and your child can complete over a half term together. Please continue to work daily on your reading and phonics using the sounds books and the links sent home via Arbor.
- Belinda Bear (our class bear) will visit a different family each week. She will go home on a Friday and be returned by the following Thursday ready for her next visit.
- Reading - Read Write Inc. – **I have left the information on RWI at the end of the newsletter and the links accessible in the Spring newsletter.** Read Write Inc (RWI) is a systematic synthetic phonics program that teaches children in Reception to read fluently by learning to sound out letters and

blend them into words, using storybooks matched to their phonetic knowledge. The program involves daily lessons, grouped by ability, where children learn sounds and how to form letters, using characters like "Fred" to help with blending and "Fred fingers" to pinch out sounds. Children practice reading storybooks and take them home, gradually progressing from simple single-sound words to more complex words and sentences. More information about phonics will follow when you will be invited to join Mrs Davidson and I in school for a short information sharing session.

- More information about reading can be found at <https://home.oxfordowl.co.uk/at-school/reception-at-primary-school/what-to-expect-in-reception-age-4-5/>
- Reading for Pleasure – each week your child will bring home a picture book to share and enjoy. Your child does not need to read this book, simply enjoy story time with an adult.
- <https://home.oxfordowl.co.uk/reading/reading-schemes-oxford-levels/read-write-inc-phonics-guide/>
- There is a video that you can watch for more information about Read, Write Inc. <https://www.youtube.com/watch?v=sjIPILhk7bQ>
- A video to help pronounce the sounds <http://www.ruthmiskin.com/en/parents/>
- Visits/trips: will be planned later in the term and you will be contacted via Arbor.

The Early Years Foundation Stage (EYFS) is a curriculum framework for children aged birth to five in England. It outlines seven areas of learning and development, consisting of three Prime Areas (Personal, Social and Emotional Development; Communication and Language; Physical Development) and four Specific Areas (Literacy; Mathematics; Understanding the World; Expressive Arts and Design). The EYFS also includes principles for a "Unique Child," "Positive Relationships," "Enabling Environments," and "Learning and Development," focusing on how children learn best through play and exploration to ensure their safety and welfare.

Topics are child led and planning will reflect the interests of the children. To inspire the children, we will plan for themes. Below is a sample of what to expect in the coming weeks:

Prime Areas	
Communication and Language	Phonics skills, games, stories and rhymes to promote listening skills and understanding. Introduce circle times to promote positive interactions with their new peers and adults to provide modelling within the areas of provision to expand on new vocabulary and build on relationships. Introduce rhyme/poem of the week to support focus on new vocabulary.
Personal, Social and emotional Development	Children will be supported by adults to settle into their new school routines, with lots of short circle times and activities to ensure the children feel happy and secure in their new setting. Introductions of Class Dojo (school reward system) Belinda Bear and Star of the week and clear expectations within the classroom areas will help the children to feel welcome, safe and secure.  Our Spring themes will include:

	<h2 style="text-align: center; color: #00AEEF;">Spring 1</h2> <p style="text-align: center;">Winter Arctic environments Journeys / The world Chinese New Year Big School's bird watch</p> <p style="text-align: center;">Valentine's Day, Lunar New Year / Chinese New Year, NSPCC Numbers day, Safer Internet Day</p> 	<h2 style="text-align: center; color: #00AEEF;">Spring 2</h2> <p style="text-align: center;">Growing up - babies, generations Health inc. oral health Spring Easter</p> <p style="text-align: center;">World Book Day, Comic Relief, Mother's Day, Pancake Day, World Art Day, Easter</p> 
<b>Physical Development</b>	<p>Develop gross motor skills using the outdoors with an emphasis on large scale building and the use of the play equipment.</p> <p>Weekly funky fingers/dough disco/gym activities. Use of various sensory materials and a range of writing media to encourage mark making.</p> <p>Drawing Club will continue 4 days a week. A programme that integrates language, mark-making, and mathematical concepts by using a book, tale, or animation as the central focus, allowing children to engage with characters, settings, and narratives through creative drawing and the addition of secret symbols and passwords.</p> <p>Read Write Inc. Letter formation – all Set 1 sounds. CVC words and short sentences.</p> <p>PE – Fundamental Early Years Movement – Wednesday.</p> <p>Throwing and ad Catching – Friday.</p>	
<b>Specific Areas</b>		
<b>Literacy</b>	<p>Reading – RWInc Phonics – all Set 1 sounds, word time words, ditties and books.</p> <p>Reading stories linked to the topic/theme and sharing non-fiction texts.</p> <p>Writing – Drawing Club, letter formation in the environment and taught during daily phonics</p> <p>Mark making in the environment and taught writing sessions</p>	
<b>Mathematics</b>	<p>Reinforcement of number songs that we might already know. Reinforcement of the days of the week. Look at the visual timetable and calendar</p> <ul style="list-style-type: none"> <li>• Alive in 5</li> <li>• Mass and Capacity</li> <li>• Growing 6, 7,8</li> <li>• Length and Height</li> <li>• Building 9 and 10</li> <li>• Exploring 3D Shapes</li> </ul>	
<b>Understanding the World</b>	<p>This term the children will be exploring past and present events in their own lives and lives of others, using books. We will also find out about key historical events and why and how they are celebrated and begin to recognise that people have different beliefs and celebrate in different ways. We are looking forward to celebrating Chinese New Year, the Year of the Horse.</p>	

	We will also study life-cycles and think about our own timelines and begin to understand changes in the natural world, including the seasons.
Expressive Arts and Design	<p>Music – Tuesday afternoon with Mrs Coulls, Local Authority Music Specialist.</p> <p>The children will continue to access the Art studio in the classroom. It provides opportunities for creative exploration and self-led projects. On a Thursday Mrs Davidson will continue to teach the children how to safely use and explore materials, tools and techniques. Some art projects and tasks will be planned by staff while others will be inspired by the children and their interests.</p> <p>Classroom provision is designed to encourage daily imagination and expression. Role play, small world and literature encourage the retelling of stories and pretend play. Dancing is also daily!</p>

*Further information about the curriculum content can be found on our school website.*

The children have made an excellent start to their year in Reception and we are incredibly proud of what they have achieved so far.

Thank you to you as parents and guardians for your ongoing support, we could not do it without you and your amazing children.

Yours Sincerely,

Miss Taylor and Mrs Davidson

A Parents' Guide to Read Write Inc. Phonics.

At St Anne's CE Primary School, we use the Read Write Inc. (RWI) programme to get children off to a flying start with their literacy.

Read Write Inc. Phonics is a method of teaching reading and writing, which is centred around learning the sounds of the letters (phonics) and then blending them together to read words. The children also learn to break down words into individual sounds in order to write them.

When using RWI to read the children will:

- Learn to read effortlessly so that they can put all their energy into understanding what they read.
- Learn 44 sounds and the corresponding letter/letter groups using simple picture prompts.
- Learn to read words using Fred Talk.
- Learn to read words by blending the sounds together.
- Read lively stories featuring words they have learnt to sound out.
- Show that they understand the stories by answering 'Find It' and 'Prove it' discussion questions.

When using RWI to write the children will:

- Spell effortlessly so that they can put their energy into working out what they want to write.
- Learn to write the letters/letter groups which represent the 44 sounds (graphemes).
- Learn to write words by saying the sounds in Fred Talk.
- Learn to write simple and then increasingly complex sentences.
- Compose a range of texts using discussion prompts.
- Compose stories based on picture strips.
- Write simple sentences.

Blending

Children learn to read words by blending the letter sounds that are in the Speed Sound sets. Help your child learn to read words by sound-blending e.g. c-a-t = cat. Help children to say the pure sounds, as quickly as they can and then to blend the sounds together to say the whole word. Set 1 sounds Set 2 sounds Set 3 sounds

### 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

### Set 2 sounds

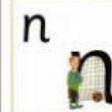
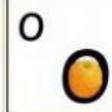
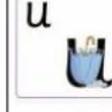
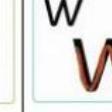
ay ee igh ow oo oo  
or ar air ir ou oy

### Set 3 sounds

ea oi a-e i-e ai  
o-a o-e ue

How will I know how to pronounce the phonic sounds? <http://www.ruthmiskin.com/en/parents/>

To help the children with their writing, we use the following rhymes to help them to remember the correct letter formation. It would be most helpful, if you wish to support your child at home with their writing, if you also referred to these rhymes.

a 	b 	c 	d 	e 	f 
Around the apple and down the leaf.	Down the laces to the heel and around the toe.	Curly around the caterpillar.	Around the dinosaurs bottom, up his tall neck & down to his toes.	Lift off the top and scoop out the egg.	Down the stem and draw the leaves.
g 	h 	i 	j 	k 	l 
Around the girls face, down her hair and give her a curl.	Down the head, to his hooves and over his back.	Down the body and dot for the head.	Down his body, curl, dot for his head.	Down the kangaroo's body tail and leg.	Down the long leg.
m 	n 	o 	p 	qu 	r 
Down Maisie, mountain, mountain.	Down Nobby and over his net.	All around the orange.	Down the pirates plait and around his face.	Round her head, up past her earring, down her hair, and flick.	Down the robots back and curl over his arm.
s 	t 	u 	v 	w 	x 
Slither down the snake.	Down the tower, across the tower.	Down and under, up to the top and draw the puddle.	Down a wing, up a wing.	Down, up, down, up.	Down the arm and leg, repeat the other side.
y 	z 				
Down a horn, up a horn and under head.	Zig-zag-zig.				

Thank you very much for your continued support. If you have any questions, please do not hesitate to speak to a member of staff.

