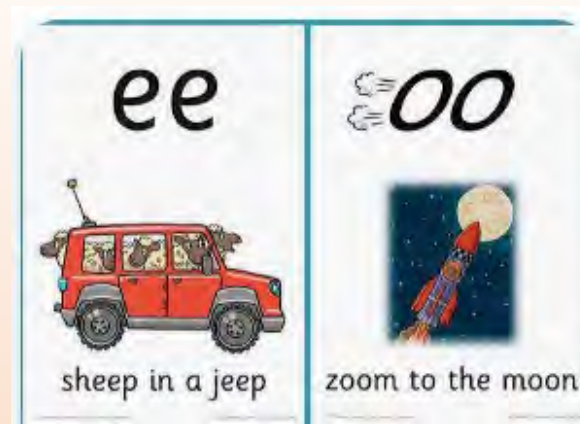


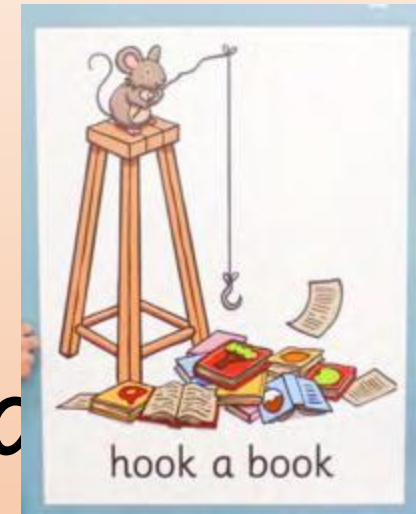


Early Years Foundation
Stage
at
Wentworth Primary School
2026 - 2027



Phonics

Little Wandle Letters and Sounds Revised



“

Phonics is:

**making connections between the sounds
of our spoken words and the letters that
are used to write them down.**

”

How is phonics taught in our school?



- Little Wandle Letters and Sounds – systematic phonics programme to teach early reading and spelling. We begin this phonics teaching in week 2 of Foundation Stage.
- Daily lessons: Phonics is taught everyday using flash cards to teach different sounds and word cards to teach how to sound them out.
- A review session every Friday (revisiting sounds and words taught in the week.
- Blending and Segmenting: children use blending (pushing sounds together) and segmenting (sound buttons) which are dots and dashes under words to spot single letters, digraphs (two letters making one sound) or trigraphs.
- We teach ‘pure sounds’ in order to help children blend correctly.
- Tricky words – are the most common words in English. They are words that cannot easily be decoded (‘sounded out’ and read). This is because some of the sounds in the words are spelled in an unusual way. It is important for children to know the tricky part of the word and will practice these tricky words in school until they can read them automatically. They will also practice reading the tricky words in the decodable books that they bring home.

Terminology



Phoneme

Grapheme

Digraph

Trigraph

Split vowel digraph

Blend

Segment

Progression of learning in phonics?



Autumn term – (Phase 2)

Introduces the first set of graphemes and simple digraphs
e.g. s, a, t, p, i, n, ck, ff, ll, ss.

This then allows children to start reading simple CVC (consonant,-vowel-consonant) words straight away.

Autumn 1 Phase 2 graphemes	New tricky words
s a t p i n m d g o c k c k e u r h b f l	is l the
Autumn 2 Phase 2 graphemes	New tricky words
ff ll ss j v w x y z zz qu ch sh th ng nk • words with –s /s/ added at the end (hats sits) • words ending in s /z/ (his) and with –s /z/ added at the end (bags sings)	put* pull* full* as and has his her go no to into she push* he of we me be

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



How is phonics taught in our school?

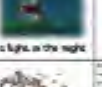
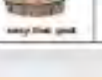
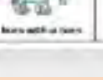


Spring term – (Phase 3)

Teaches more complex digraphs and trigraphs

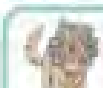
e.g. ai, ee, igh, ear, words with double letters, words ending in 'ing'.

How to say the Phase 3 sounds

Grapheme	Sound	Grapheme	Sound
ai	 rail in the rain	oo	 boats in the sea
ee	 sleep in a jeep	oo	 a rocket in the space
igh	 a light in the night	ar	 march in the dark
oa	 moo like a cow	or	 hoors with a horn

Spring 1 Phase 3 graphemes	New tricky words
ai ee igh oa oo oo ar or ur ow oi ear air er - words with double letters - longer words	was you they my by all are sure pure
Spring 2 Phase 3 graphemes	No new tricky words
Review Phase 3 - words with double letters, longer words, words with two or more digraphs, words ending in -ing, compound words - words with s /z/ in the middle - words with -s /s/ /z/ at the end - words with -es /z/ at the end	Review all taught so far

Phase 3 Sound Mat

 ai	 ee	 igh	 oa	 oo	 oo	 ar	 or
 ur	 ow	 oi	 ear	 air	 er		

Tricky words:

is I the put pull full as
and has his her go no to
into she push he of we me be

Tricky words:

was you they my by all
are sure pure

How is phonics taught in our school?



Summer term – (Phase 4)

Focuses on segmenting and blending longer words, compound words and words ending in suffixes e.g. -ing, -ed, -est

Summer 1 Phase 4	New tricky words
Short vowels with adjacent consonants • CVCC CCVC CCVCC CCCVC CCCVCC • longer words and compound words • words ending in suffixes: -ing, -ed /t/, -ed /id/ /ed/, -est	said so have like some come love do were here little says there when what one out today
Summer 2 Phase 4	No new tricky words
Phase 3 long vowel graphemes with adjacent consonants • CVCC CCVC CCCVC CCV CCVCC • words ending in suffixes: -ing, -ed /t/, -ed /id/ /ed/, -ed /d/ -er, -est • longer words	Review all taught so far

How we make learning stick

Repeated practice – revisiting previously taught sounds at the start of each lesson.





Spelling

- Say the word.
- Segment the sounds.
- Count the sounds.
- Write them down.



Demonstration with our Year 1 children.

- Starter – speedy sounds (revisiting previously taught sounds)
- Words we have read before.
- Tricky words we have read before.
- Learning a new phoneme and grapheme.
- Sound talking and reading words with new digraph.
- Reading a sentence

How do we teach reading in books?

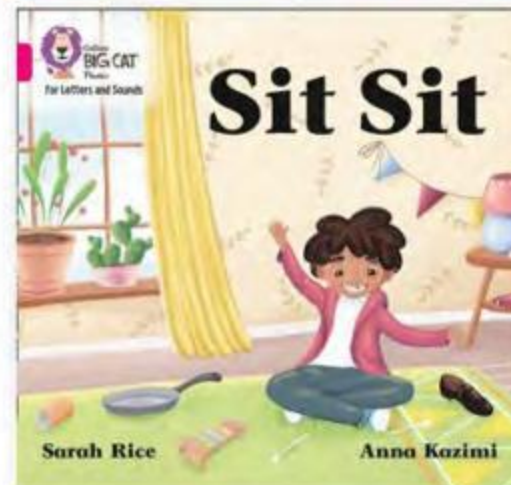
Reading practice sessions are:

- timetabled three times a week
- taught by a trained teacher/teaching assistant
- taught in small groups.

Your child will have read their book three times at school in a small guided reading group.

1. Decoding 2. Prosody 3. Comprehension.

Your child's book will then be sent home.



We use assessment to match your child the right level of book



Little Wandle Letters and Sounds Revised Reception Child assessment

Autumn 1

m	a	p	c	o
s	g	k	u	h
i	t	n	r	f
d	ck	e	b	l

sat	man	hug	red	pe <u>ck</u>
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Children will also be able to take a book from the library to share with an adult at home each week.

Maths

White Rose

In EYFS at Wentworth we follow the White Rose scheme for maths. We use a range of practical resources to help support our children to recognise numbers, shapes and patterns. We focus on developing number sense through guided activities to support children understand the concept of numbers and amounts. Our maths lessons comprise of a teacher led input followed by adult led and child initiated opportunities for children to explore the learning objective. At the end of foundation stage children are assessed against the early learning goals. For maths this is split into number and numerical patterns.



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 evens and odds, double facts and how quantities can be distributed equally.



Book Club



What is Book Club?

- Book club is an adapted way of teaching 'Drawing Club' which is the vision of former teacher Greg Bottrill.
- We focus on picture books, traditional tales and animations on a 3 weekly cycle.
- Across each week we learn about characters, settings and link stories to our own experiences which we call 'Adventure Time'
- Rich vocabulary is shared at the beginning of each session – these are words that link to the topic of the stories, tales and animations but are not featured within them.



Book – Commotion in the Ocean			Animation –		Tale –	
Vocabulary		Summer 1 skills:		Summer 1 knowledge:		
	COMMOTION OCEAN SEA RUCKUS RACKET PLUNGE DESCEND	• Reads simple sentences fluently using phonics and tricky words; begins expression. • Monitors comprehension and self-corrects. • Writes short sentences that can be read by others; re-reads to check it makes sense and edits phonically plausible spellings. • Begins to link sentences verbally to recount events or explain ideas. • Listens to stories and is beginning to anticipate what may happen next.			• Knows more complex GPCs as per SSP and a wider set of tricky words; applies these to read sentences/short texts. • Knows how to re-read for meaning and clarity. • Knows that handwriting consistency (size/sit on line) helps readability. • Knows that writers plan, say, write, re-read.	
Character		Setting		Adventure		
<u>Chn</u> to draw the character & then write on dictation Draw your favourite sea animal from the story. Writing from dictation: children listen carefully to a word, phrase, or short sentence spoken aloud and attempt to write it down using their phonics knowledge.		<u>Chn</u> to draw their representation of the setting into their books. Draw the ocean. Writing from dictation: children listen carefully to a word, phrase, or short sentence spoken aloud and attempt to write it down using their phonics knowledge.		<u>Chn</u> to draw their ideas in response to the Adventure question. Add drawing club symbols. <u>Lets</u> go and visit our underwater friends. How will we get there? Children to write their sentence independently.		

Writing in EYFS at Wentworth

In EYFS at Wentworth we follow the Little Wandle scheme for handwriting. We begin with mark making and patterns. We focus on fine motor skills to develop pencil grip and control. We use the Little Wandle formation phrases to support letter formation and we build these into our daily phonics and handwriting sessions. When children become confident with phonemes we begin to write CVC, CCVC and CVCC words using picture prompts and objects to support this. As children progress we begin to structure simple sentences using colourful semantics.



Who?

What doing?

What?

Where?



Child Initiated Play



Lunch & Snack

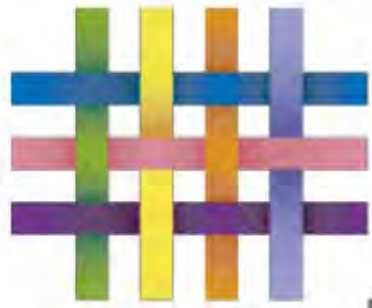
Lunch: At lunchtime your child can have a packed lunch prepared at home and brought into school, or a school dinner. Lunchtime is between 11.45-12.30, when the children can eat lunch and then play with their friends. All early years and key stage 1 children are entitled to a free school meal each day. There will be a selection of different meals available each day for your child to choose from. Please let us know if your child has any other dietary restrictions or requirements.

Packed lunches should support our school's healthy eating policy. Please note that our school is a 'nut free' zone which means that all types of nuts are banned.

Snack: We have snack twice a day, a choice of fruit is available for both snack times. If you are providing snack please ensure it is a fruit/vegetable based snack.

Water: Please ensure children have a clearly labelled water bottle everyday.





TAPESTRY

ONLINE LEARNING JOURNAL



What is Tapestry and how does it work?

- A secure, online learning journal system.
- Staff record observations on iPads – photos, videos and written – to document your child's learning
- These observations are linked to Early Years Outcomes
- This is shared – through an email alert – to parents and carers.
- Parents can view their child's journal on mobile devices and on their home computers.
- Parents can make observations using a secure login system.



Observations

- Observations document the learning and play that is taking place in the Early Years.
- These are often photographs with a written observation.
- It can be of just one child, a pair or group of children.
- The observations can often be WOW moments or new experiences.
- These are linked to the Early Year's Outcomes, Characteristics of Effective Learning and the Leuven Scale.





Why are we using Tapestry?

- It creates a two way communication between parents and staff.
- It gives us a picture of the whole child – which helps us to assess more effectively.
- We can upload media in real time, meaning you can see pictures and videos of what your children are currently learning at school.
- Greater opportunities to extend your child's learning at home



What can parents expect?

- A variety of observations that document mainly child-initiated learning and play – other adult initiated activities are documented in Literacy and Maths books.
- An overall picture of your child at school – what they are learning, demonstrating as well the stage they are working at.
- The opportunity to be involved in your child's learning by adding your own observations as well as continuing learning at home.





Safe Usage

- No information from Tapestry can be shared with other people or published in any other way.
 - This means that photographs or videos from Tapestry cannot be posted on a social networking site or displayed in a public place.
 - Tapestry is not a communication tool for contacting staff and any questions or queries still need to go through the school office, communication book or verbally.
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Contact Us

Telephone: 01621 853572

Email: office@wentworth.essex.sch.uk

Blue Home Link Books