parthenogenesis

quaternary

phylogeny

hyperdactyly

pipistrellus pipistrellus

cerebellum

immunohistochemistry

Phonics and Maths Briefing for Reception Year
29.9.25

Phonics

Aims:

- To clarify what phonics is and why it is important
- How it is taught at All Saints School
- Programme in Year R
- Reading books
- Writing
- How you can help at home

The EYFS Framework Early Learning Goals for Reading and Writing

Reading

- Children learn to say the sound for each letter and at least 10 digraphs (two letters making one sound).
- They use their phonics knowledge to blend sounds together to read words, particularly regular words.
- Children are able to read aloud simple sentences and books that are consistent with their phonics knowledge.
- They begin to read common irregular words, also known as "exception words".
- T hey demonstrate understanding by talking about what they have read, retelling stories in their own words, using new vocabulary, and anticipating key events in stories.

Writing

- Children write recognisable letters, with most being formed correctly.
- They spell words by listening for the sounds within them and representing those sounds with corresponding letters.
- Children write simple phrases and sentences that are readable by others.
- They demonstrate understanding of new vocabulary during discussions about stories and non-fiction texts.

Why do we teach phonics?

- It’s the foundation skill for fluent reading.
- It teaches children the ‘code’ to unlock reading and writing.
- It’s part of a varied and rich reading curriculum.

What is phonics?

- It’s a system of teaching children the names of letters and the sounds they make in words to support reading and spelling.
- Some are single sounds eg s, a, t
- Some are digraphs or trigraphs such as sh, ai, igh

How is it taught?

- Schools have to choose a recognised scheme. One that has been validated by DoE.
- We use Bug Club across all the year groups.
- It ensures consistency and that children have a similar experience of phonics in all classes.
- It’s taught every day in reception year and year 1.

Phonics Progression Across KS1

Phonics Long Term Plan

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Reception	**Unit 1:** s, a, t, p **Unit 2:** i, n, m, d **Unit 3:** g, o, c, k **Unit 4:** ck, e, u, r **Tricky Words:** I, no, go, to, the, into	**Unit 5**: h, b, f, ff, l, ll, ss **Unit 6**: j, v, w, x **Unit 7:** y, z, zz, qu **Unit 8**: ch, sh, th, ng **Tricky Words**: me, be, he, she, they,	**Unit 9**: ai, ee, igh, oa, oo (long), oo (short) **Unit 10:** ar, or, ur, ow, oi **Unit 11**: ear, air, ure, er **Tricky Words**: we, are, you, all, was, give, live	Consolidation of units 8 - 11	**Unit 12**: Adjacent Consonants: cvcc, ccvc, ccvcc, cccvc, cccvcc *c – consonant *v – vowel **Tricky Words**: said, like, so , do, some, come, were, there, little, one, when, out, what	Consolidation

Year 1	**Unit 13**: w written as wh, f written as ph **Unit 14**: ai written as ay, a-e, eigh, ey, ei **Tricky Words**: oh, their, people, Mr, Mrs, Ms,	**Unit 15**: ee written as: ea, e-e, ie, y, i **Unit 16:** igh written as**:** ie, i-e, y, i **Unit 17**: oa written as: ow, oe, o-e, o **Spelling:** words ending in 'ed' that sound like 't'	**Unit 18**: long oo written as: ew, ue, u-e short oo written as: u, oul **Unit 19**: or written as aw, au, al **Unit 20**: ur written as ir, er, ear **Spelling**: thought, through, because	**Unit 21**: ow written as ou oi written as oy **Unit 22**: ear written as ere, eer air written as are, ear **Spelling**: different, any, many, eyes, friends	**Unit 23:** c written as**:** c, k, ck, ch **Unit 24**: s written as: ce, ci, cy, sc, st s and z written as: se **Unit 25**: j written as: ge, gi, gy, dge **Spelling:** two, once, great, clothes, two/three syllable words, contractions of words using I.	**Unit 26**: l written as le m written as mb n written as gn, kn r written as wr **Unit 27**: ch written as tch sh alternatives e as ea zh as s w as wa u as o **Spelling**: contractions: don't, can't, didn't first, second, third


Bug Club Phonics
Unit 2 Phoneme /i/: Lesson
Guide
Sounds
Reading
Spelling
Writing
Follow-up
Aa
aa
aaa
a
CC
a b c d e f g h i j k l m n o p q r s t u v w x y z

The importance of pure sounds…

s…

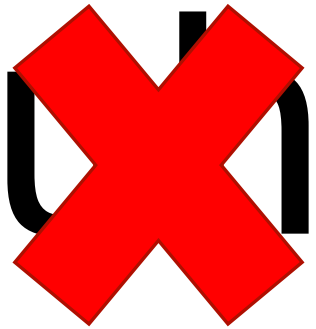
m…

n…

l…

f…

r…



Teaching blending…

- Blending is a skill that can be tricky for children.
- It's not easy or natural for lots of children.
- It can take a lot of practice.
- It requires a lot of knowledge.

In order to successfully blend…

- Children need to be able to recall the sounds quickly.
- They need to remember the sounds.
- They need to remember the sounds in the correct order from left to right.
- They need to make sense of the sounds.

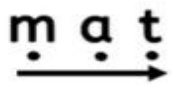
How to teach blending

Method 1

'Decode and blend'

"Say the sounds and read the word."

/m/ /a/ /t/ → "mat"



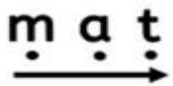
Learner says the sounds in the word one at a time, pointing to each sound. Then he/she moves finger under the whole word, blending all the sounds into the word.

Method 2

'Stretch and blend'

"Stretch the sounds and push them together to read the word."

"mmmmaaaat" → "mat"



Teacher points to the first letter/sound, asking learner to say the sound and stretch it until the finger reaches the next sound in the word. Teacher moves finger under the whole word, as learner blends all the sounds into the word.

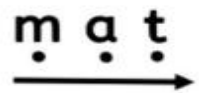
Method 3

'Add and blend'

"Blend the first two sounds, then add the next sound."



"ma"



"ma" + "t" → "mat"

Teacher conceals third letter/sound. Teacher moves finger under the first two sounds and asks the learner to blend just two sounds, e.g. "m"+"a" = "ma". Teacher repeats 'ma'. Teacher reveals last letter/sound and asks learner to add 't'. Teacher points under the whole word as learner reads 'mat'.

Greater load on working memory

Lesser load on working memory

Reading books…

- Children will receive a reading book when they are developmentally ready – this will differ for all children.
- Children will have a reading book linked to the phonics sounds they are fluent with.
- These books also contain common exception words that children have been taught.
- Its important that children read these books at least 3 times – to decode, for fluency and then for understanding.
- They will normally be changed once a week.

Before and during reading

1 Say the sounds and look at the new spellings

/ur/	ir	er	ear

2 Blend the sounds

whirl/i/gig	first	ear/ly
search	birds	third
af/ter	her/self	learn

3 Read the tricky words

thir/ty





Blending more than one syllable? Do one syllable at a time. e.g. whirl/i/gig

Story comprehension

Ask the children to read the title. Have they ever heard of a whirligig bug? Explain that it is a bug which whirls round and round on the surface of the water when it becomes frightened.

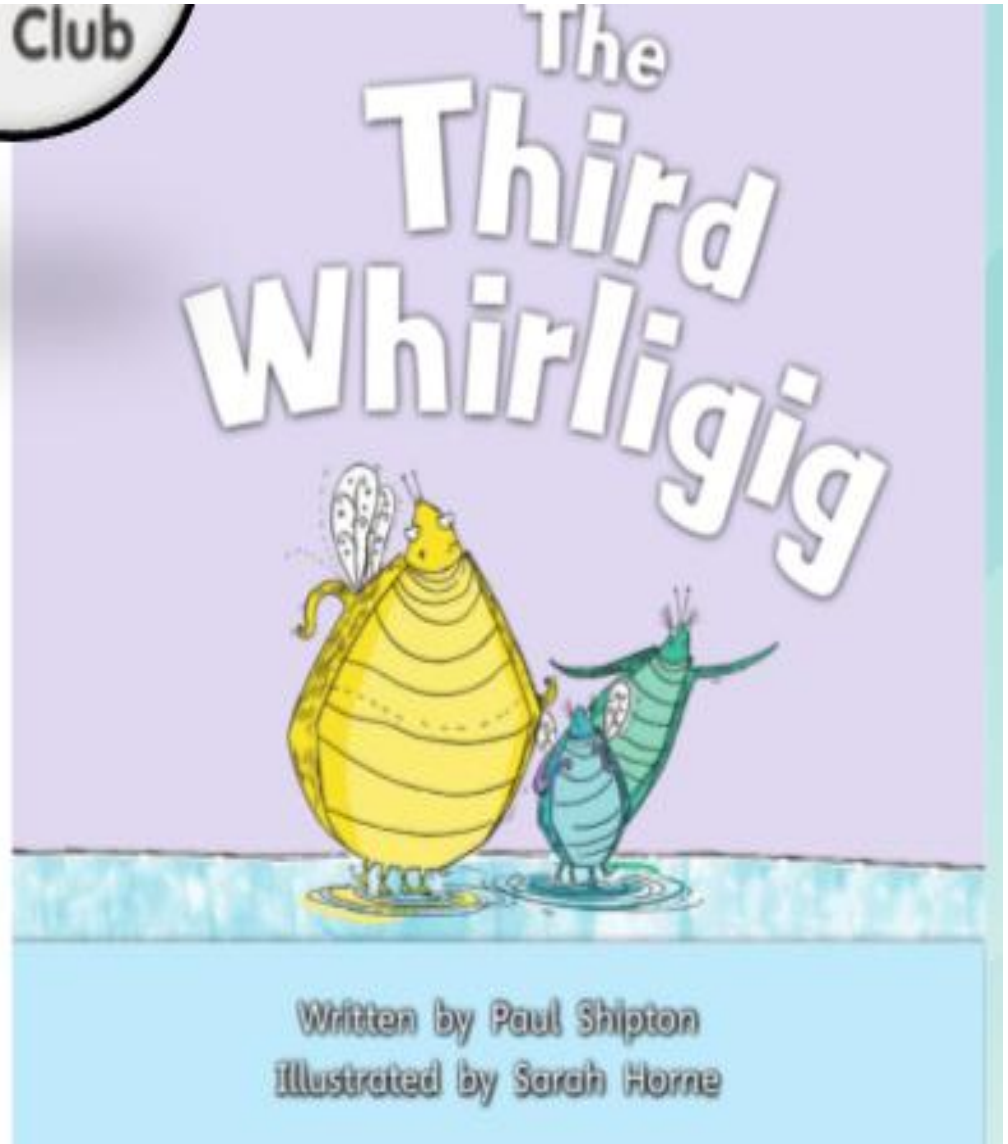
Vocabulary check

Check the children understand the meaning of the following words: search, glide, whirl. On page 9, check the children understand that the fish can see the disturbances on the water made by the whirligig bug.

Reading the story

- Listen to the children reading the book. Ask them to say the sounds and blend them in order to read words they do not recognise immediately.
- Remind the children to read the words in speech bubbles on any pages with them on. What do speech bubbles show us?
- On page 5, look at the word 'HUNGRY'. What do the capital letters tell us about how this word should be read?

Bug Club





Sharon puts Flash back in the shed.

After reading

Story comprehension

- Can the children retell the story in their own words?
- On page 11, why does Sharon go to get Flash's bucket? (It contains Flash's food.)
- On page 13, why does Flash start kicking with his back legs? What does he think will happen?
- How do the children think Sharon feels at the end of the story?

Picture detective

Ask the children to find the object in the picture that contains the:

/ch/ sound (page 2 – chicken)

/sh/ sound (pages 8–9 – bush)

Follow up

Speedy reading

Return to the words on the inside front cover (sections 2 and 3) and check the children can sound out and blend these words confidently. Ask them to practise blending them until they can read them quickly.

Segmenting for spelling

Practise this spelling routine using the words in section 2.

- Say the word in a sentence, then on its own and ask the children to repeat it.
- Children say the sounds all through the word (segment) and either write a dash or hold up a finger for each sound.
- Children select magnetic letters or write down the grapheme for each sound, saying the sound quietly as they do so.
- Model the spelling by saying each sound as you write the word for the children to see.
- Children give themselves a tick for each grapheme in the correct place.



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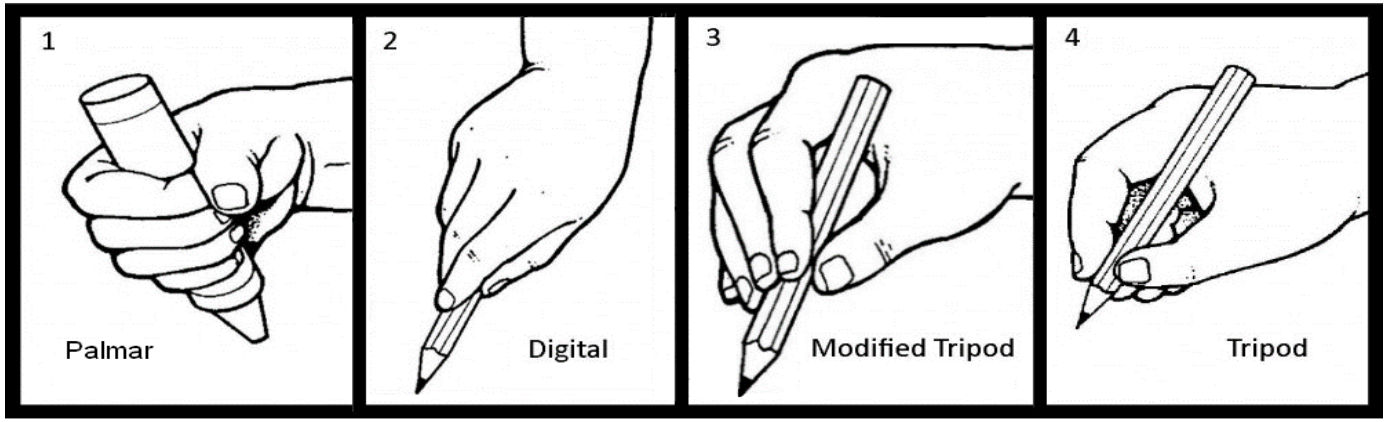
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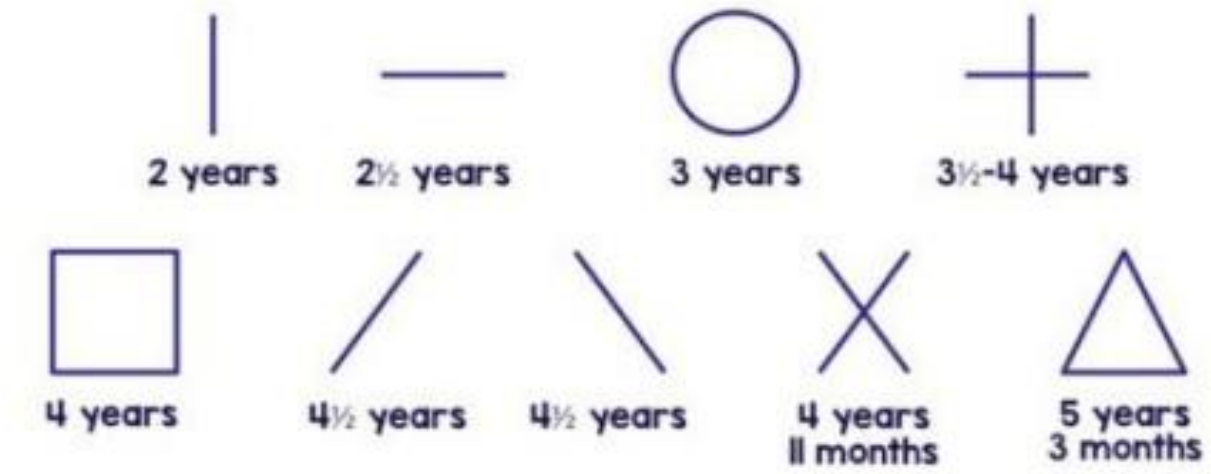
Teaching notes by Caroline Derby

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Teaching writing…

- Need to have developed good gross motor skills. These are the foundations on which children develop fine motor skills.
- Only when both these skills are secure are children physically ready to write.





Progress of writing through phonics…

- Be able to hear the individual sounds in 2/3 letter words.
- Know what the symbol is that represents that sound.
- Be able to form that letter.
- Write CVC words such as: tap, tin, pat, nap
- Write a simple phrase such as: a red bus with an awareness of spacing between words.
- Writing a simple sentence.
- Using capital letters, full stops, adjectives.

Motivation…

- This is the key to teaching children to write. Young children need to be excited about it and see the point of it. Needs to be purposeful!
- Recent research tells us that young children do not see adults writing as much as they used to as we type now on phones, tablets, laptops and this has had a huge effect on their motivation to write. Young children like to mimic adults!

What does this look like in the classroom?

- Adults model writing as much as possible…
- Opportunities to write everywhere in the classroom and outside.
- Coloured paper, card, notebooks, post-it notes, whiteboards, special pens…
- Purposeful writing: birthday cards, instructions, signs, lists, messages, adverts, posters…







DRAWING CLUB



The Little Red Hen

Get Up Stand Up Vocabulary	Monday	Tuesday	Wednesday	Thursday	Friday
Everyday Hen Farm Juicy Wheat Pecked Grind Mill	Adult Input and Drawing Club				
	Character	Setting		Setting	Adventure
	Draw a farm animal that you would choose – pig Codes: s, a, t they will give the pig the power to talk			What would your farm look like? Draw a farm with a simple barn, field and pond Codes: p, i they will make crops grow quicker	What would your animal like to bake? What ingredients would it need to collect? Draw acorn pie: mud, acorns, sticks, leaves Codes: name

How can you support?

- Have a look at the video link on our website for correct pronunciation of sounds.
- Book snuggle with your child - read to them and talk about what you read.
- Encourage your child to notice print in the environment and talk about its purpose.
- Once your child has a reading book, listen to them read at least three times a week.
- Try an create opportunities for your child to see you write – shopping lists, cards, messages on the fridge.

Maths Aims

- To know the end goal for mathematics in reception
- To understand the key concepts that we hope children will understand
- To know how these concepts relate to each other
- To have an understanding of how we teach them
- To have knowledge about how to support your child at home

The EYFS Framework Early Learning Goals for 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 evens and odds, double facts and how quantities can be distributed equally.

Mastering Number

Mastering Number is a short, daily teacher-led programme designed by the National Centre for Excellence in the Teaching of Mathematics (NCETM). For Reception children, these daily sessions focus on securing a strong understanding of numbers **up to 10**. This provides a foundation for all future maths learning.

The goal is to develop a child's "number sense," which means they can:

- Understand and use numbers flexibly.
- See mathematical patterns and relationships.
- Become fluent with number facts, which frees their brain to concentrate on more complex problems later on.
- Key features are: subitising, physical resources, mathematical talk and discussion and repetition and variation.
- It teaches children: to subitise, to count, to compare numbers and amounts, the composition of numbers and number patterns

Subitising

A key skill for young children…It is the ability to know how many there are without counting.

Understand numbers

Subitising helps children understand what numbers mean and how many items a number represents.

Develop number sense

Subitising helps children develop a deep understanding of quantity and number sense.

Learn calculation strategies

Subitising helps children learn calculation strategies like doubling, halving, and comparing numbers.

Learn addition and subtraction

Subitising helps children learn how to separate and combine numbers, which is the basis for addition and subtraction.

Learn pattern recognition

Subitising helps children learn pattern recognition.

Learn the commutative law

Subitising helps children learn the commutative law, which is that the order in which numbers are added together doesn't matter

Perceptual Subitising









This is the first subitising skill. Instantly recognising the amount without counting.

Conceptual Subitising

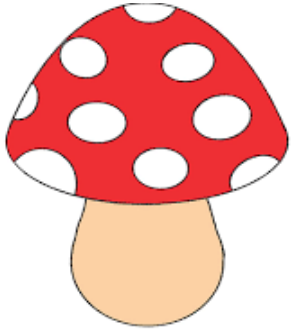


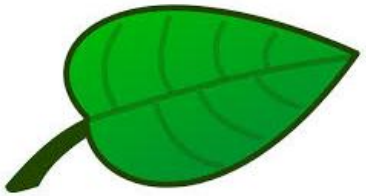


This is the next step. The ability to see smaller groups within larger groups.

Counting

- Sounds simple…but there are different variations of counting.
- Counting for ordinality, counting for cardinality
- Counting for ordinality is about number order and position – 1, 2, 3, 4 and 1^{st}, 2^{nd}, 3^{rd}, 4^{th}
- Counting for cardinality is about the final amount, the how manyness…and this can be confusing for young children and often doesn't make any sense.



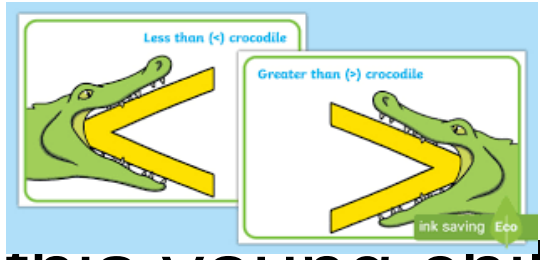
When counting for cardinality young children will often confuse the leaf for the number 4 instead of understanding that the whole amount is 4.

This where gestures become really important and the use of the word ‘altogether.’

Comparison

To support children's understanding of cardinality it's important to use comparison – more than, **less** than and **fewer** than and to use these in many different contexts eg money, food, toys, natural resources.

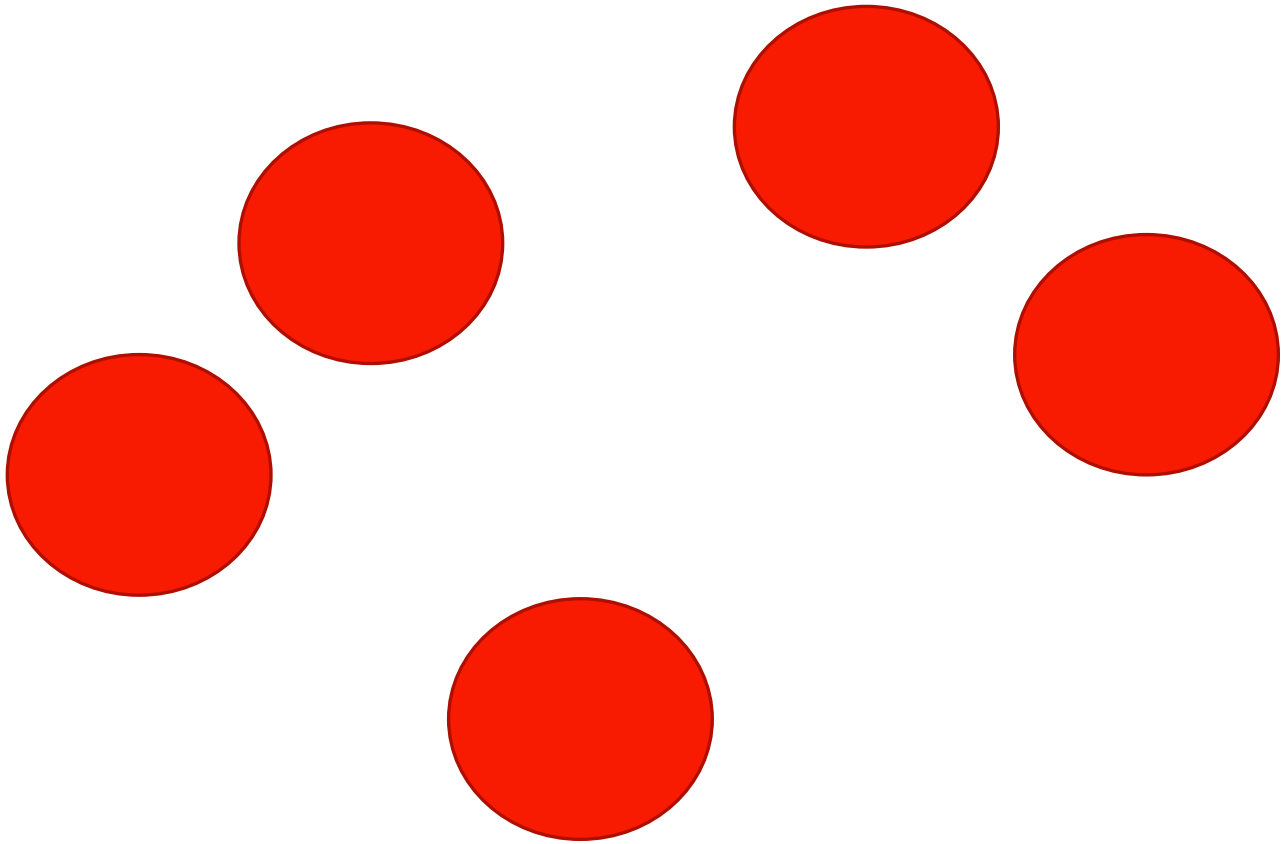
The symbols < > are really useful but please don't refer to them as crocodiles…



When they are used like this young children lose the concept as they just think about the crocodile eating the biggest number.

Composition of Numbers

This is where subitising helps children to understand that amounts are made up of smaller amounts…



I can see 2 another 2 which makes 4 and 1 more makes 5.

From this children then begin to understand number bonds…

1 + 1 = 2

1 + 2 = 3

1 + 3 = 4

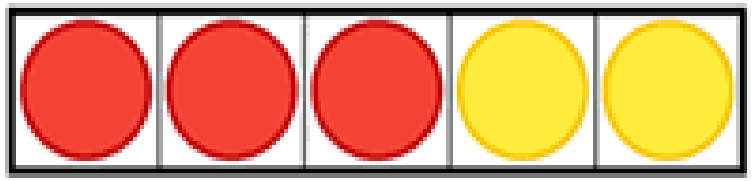
2 + 2 = 4

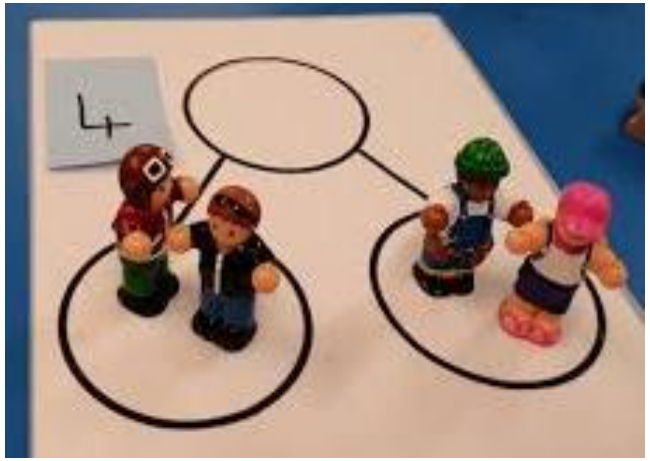
1 + 4 = 5

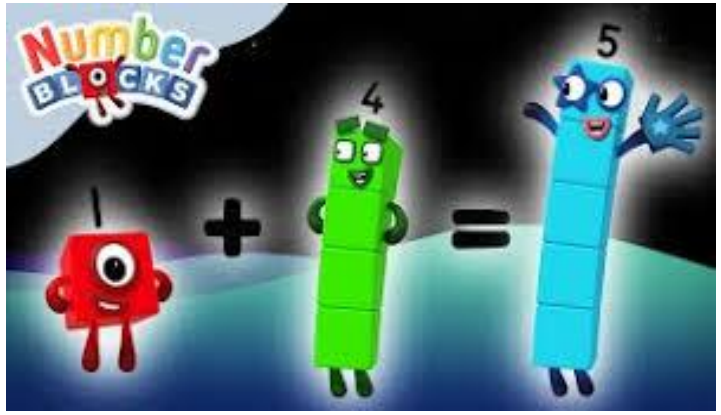
2 + 3 = 5

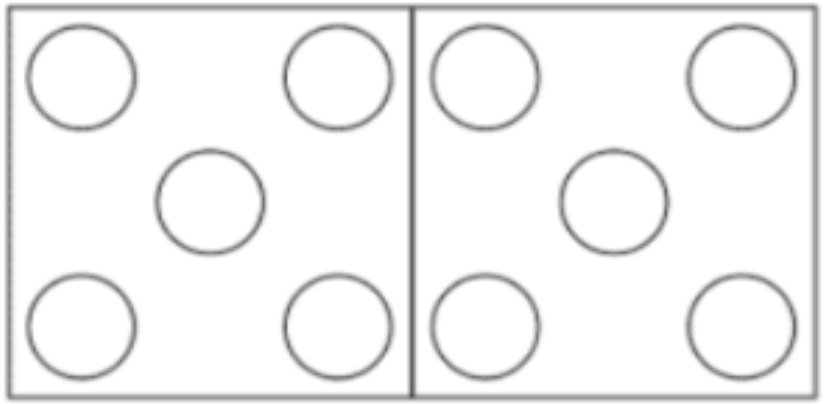
How do we teach it?

Lots of practical experiences and visual representations…

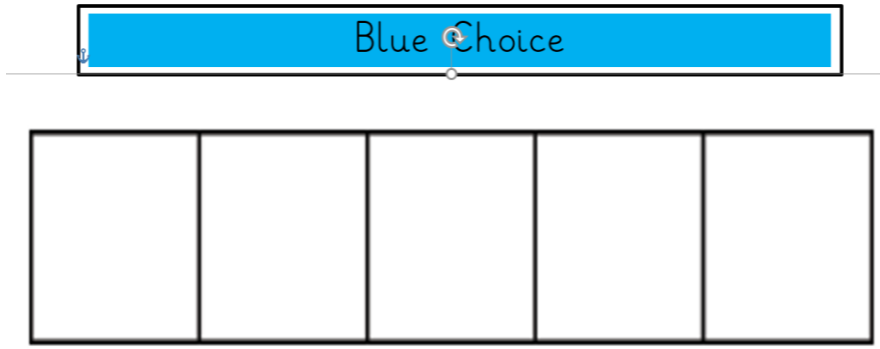








Everyday experiences help teach numerical patterns…

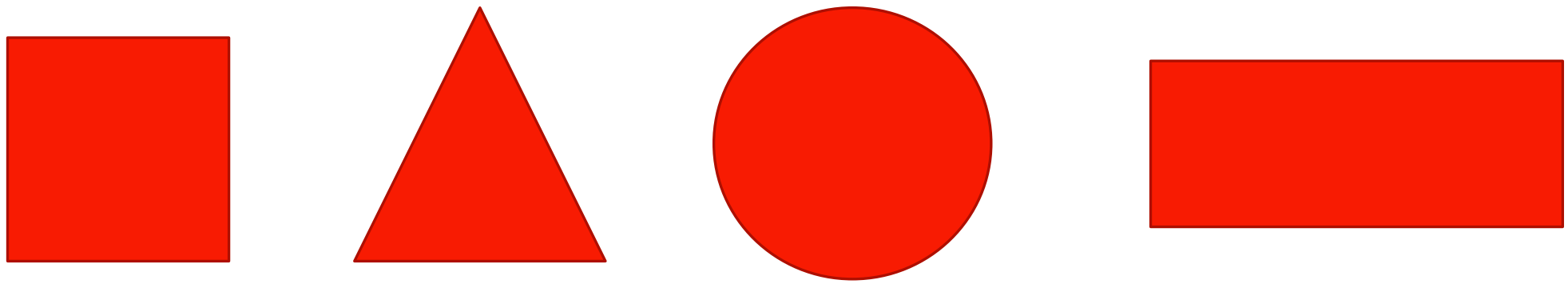






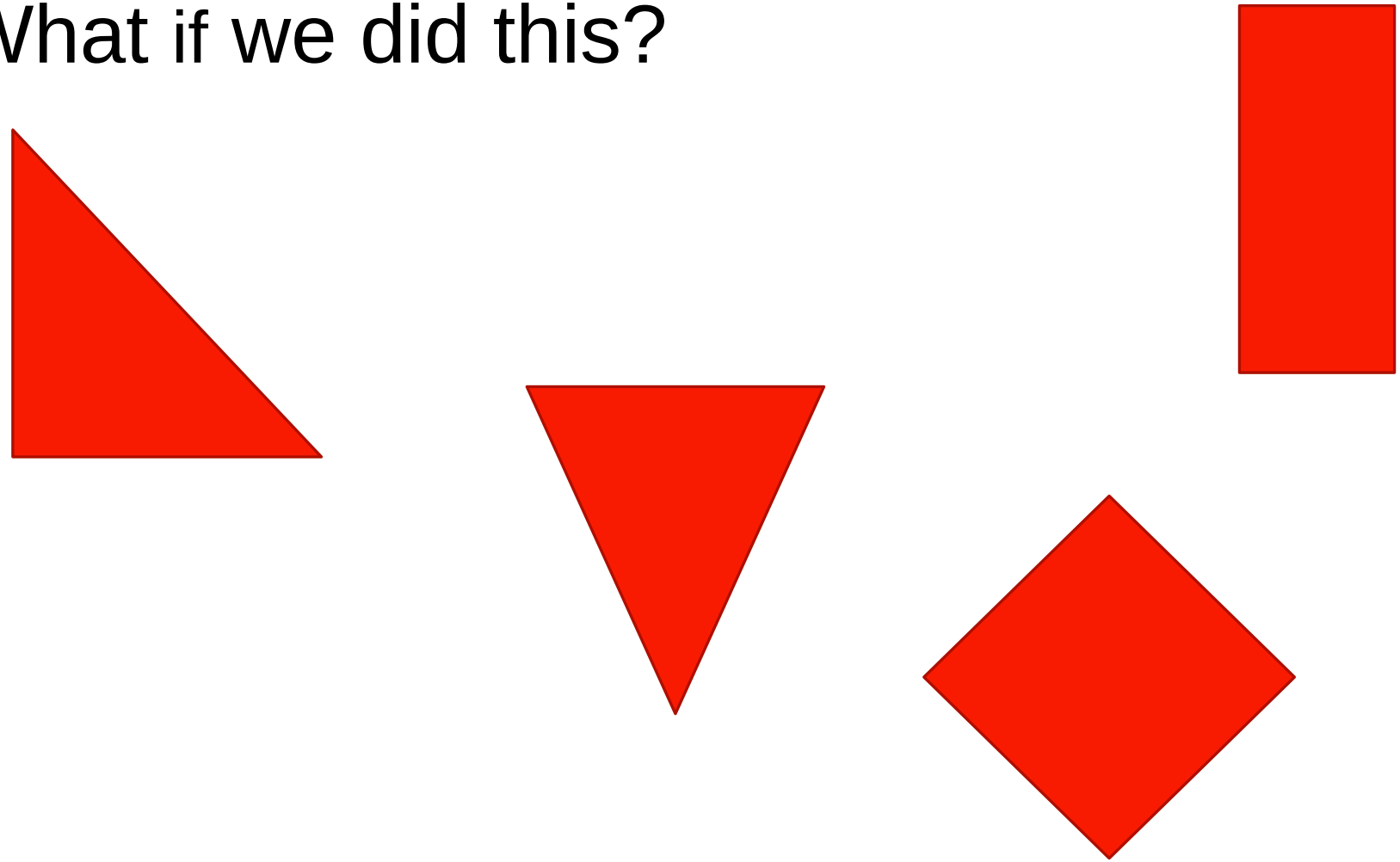


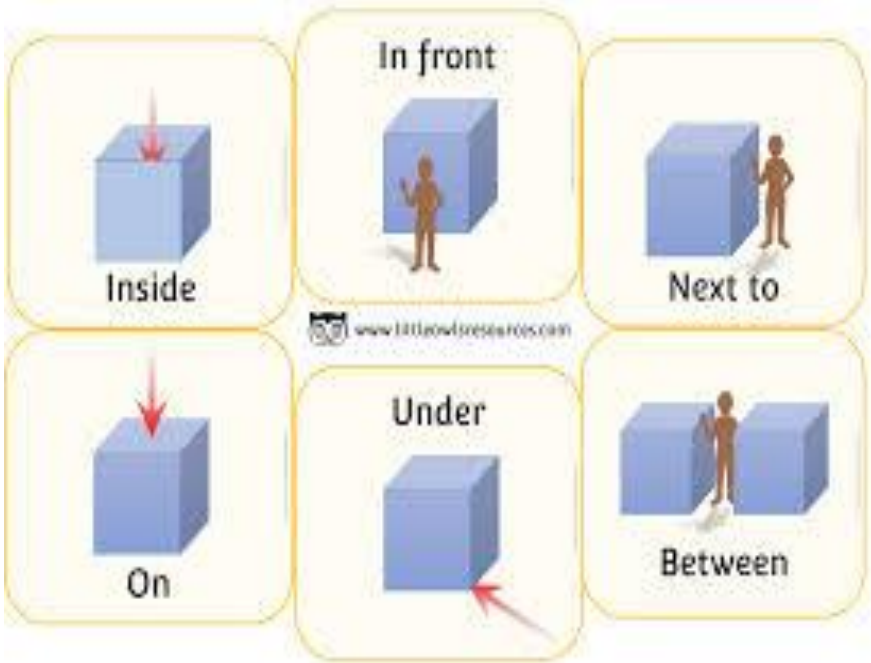
Teaching shape, space and measure…



Why is it a square/triangle/circle/rectangle?

What if we did this?





Today…
Yesterday…
After lunch
Tonight
Bedtime

Taller than
Shorter than
Heavier than
Lighter than
Longer than
Wider than

What can you do at home?
Everyday interactions support mathematical concepts and reasoning…

What do you notice? What do you see?

How do you see it? Is that fair? Why not?

Do you want more/less? Can you pass me 3…?

How do you know? How many stairs?

How you can help at home

You don't need any special resources to support your child. You can help simply by talking about maths in everyday life.

- **Count everything:** Count socks, steps up the stairs, and toys.
- **Play "fast eyes" (subitising):** Show your child a small number of objects, like a few grapes on a plate, and ask them to tell you "how many?" without counting.
- **Point out numbers:** Look for numbers on doors, phones, and buses.
- **Play simple dice games:** Encourage your child to say the number of dots on a dice without counting each one.
- **Look for number pairs:** For example, when carrying shopping bags, ask "How many are in this hand? How many are in that hand? How many altogether?".
- **Pass me 3**….
- **What do you see? How do you see it?**

•**Watch Numberblocks:** This CBeebies show is designed by maths specialists. NCETM had a big input into it so perfectly models the concepts taught in Mastering Number.

