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Dear Reception Families,

Welcome back to the new term! We are so happy to see the children's smiling faces and hear all about their Christmas holidays.

## **Learning**

Our topic for this term is People Who Help Us.

This week, we will read *The Jolly Postman* and talk about people who help us in the local community. Children will learn vocabulary such as postman, deliver, jolly, address and stamp. Giving children experiences at home of sending letters/postcards etc will help reinforce the learning. You could also take your child to the post office to have a look around and discuss how people use the Post Office.

## **Communication, Language & Literacy:**

We will continue to practice forming the letters in our name.

We will write CVC words.

We will begin to write words and phrases.

## **Phonics**

Follow the link to see which sounds the children learn to recognise during their phonics sessions this term.

<https://www.littlewandle.org.uk/resources/for-parents/>

Please also see below the list of tricky words children will also be exposed to during the Spring term.

## **Maths:**

This week we are looking at different ways of representing the numbers to 5, including zero. We will also work on our number formation of these digits.

## **Other Areas of Learning:**

- **UW (Understanding the World)** – we will discuss the job of some local community workers such as the postman/postlady. We will also look at and create maps of the Jolly Postman's route.

- **PSED (Personal, social and emotional development)**- This term the PSHE theme is Dreams and Goals. The first session will focus on encouraging children to persevere when something is challenging.

- **EAD (Expressive arts and design)** – we will design our own stamps.

- **PD (Physical development)** - Year 6 children will visit Reception in their PE lessons to teach us some games we can play at play time.

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**Notices/reminders:**

- New reading books will go out on Friday as usual. We have adjusted the book levels for the children; these are matched to their sound recognition and reading ability. Due to limited stock of some of the books a few children may get a book they already read last term. It is still important to reinforce reading and blending skills using these books to support your child in becoming more fluent. Please also keep an eye on Tapestry to see if there are any gaps in sound knowledge to practice at home.
- This term our theme is 'People Who Help Us'. We would love any willing volunteers who help in the community to come and talk to the children about their job; police, firefighter, nurse, doctor, bus/train drivers etc. Visitors sharing information from first hand experience really does enhance the children's learning and they love hearing all about it from someone in the know! Please contact your child's teacher or email the school office if you can help. Thank you.
- As this is the first time we are covering this theme in Reception we are low on resources. We would appreciate any costumes, accessories or books linked to the theme of People Who Help us, if you have any to spare. Thank you in advance.

Kind Regards,

Mrs Morley, Mrs Duxon and Mrs Lewis

Phase 3 tricky word	Tricky part(s)	Why is it tricky?
was	a	The 'a' makes the sound <b>o</b> . <b>Learning so far:</b> For 'a', your child has learned the sound <b>a</b> as in 'cat'.
you	ou	Your child has not yet learned the different sounds made by the digraph 'ou'. Here, it makes the sound oo (as in 'food').
they	ey	Your child has not yet learned the different sounds made by the digraph 'ey'. Here, it makes the sound <b>ai</b> .
my by	y	The 'y' makes the sound <b>igh</b> . <b>Learning so far:</b> For 'y', your child has learned the sound <b>y</b> as in 'yap'.
all	a	The 'a' makes the sound <b>or</b> . <b>Learning so far:</b> For 'a', your child has learned the sound <b>a</b> as in 'cat'.
are	whole word	This is a rare spelling of the sound <b>ar</b> .
sure	whole word	The 's' makes the sound <b>sh</b> . The 'ure' makes two sounds ( <b>yoo</b> plus the schwa sound). <i>These are rare spellings for these sounds.</i>
pure	ure	The 'ure' makes two sounds ( <b>yoo</b> plus the schwa sound). <i>This is a rare spelling for these sounds.</i>

Phase 2 tricky word	Tricky part(s)	Why is it tricky?
l	i	The 'i' makes the sound <b>igh</b> . <b>Learning so far:</b> For 'i', your child has learned the sound <b>i</b> as in 'pin'.
the	e	It is rare for 'e' to make the schwa sound at the end of a word.
put* pull full push	u	The 'u' makes the sound <b>oo</b> (as in 'book'). <b>Learning so far:</b> For 'u', your child has learned the sound <b>u</b> as in 'cup'.
and	nd	Your child has not yet learned how to blend together adjacent consonants.
her	er	Your child has not yet learned the digraph 'er'. <b>Note:</b> They will learn this digraph later in the Spring term.
go no	o	The 'o' makes the sound <b>oa</b> . <b>Learning so far:</b> For 'o', your child has learned the sound <b>o</b> as in 'dog'.
to into	o	The 'o' makes the sound oo (as in 'food') or the schwa sound, depending on context. <b>Learning so far:</b> For 'o', your child has learned the sound <b>o</b> as in 'dog'.
she he we me be	e	The 'e' makes the sound <b>ee</b> . <b>Learning so far:</b> For 'e', your child has learned the sound <b>e</b> as in 'egg'.
of	f	The 'f' makes the sound <b>v</b> . <i>This is a rare spelling for this sound.</i>



## RECEPTION SNACKS

*If your child brings a snack for break time at Saxon Primary School, please choose from the approved list: **fresh fruit or vegetables, dried fruit, plain rice cakes, breadsticks, plain crackers, plain pitta/wrap (no filling), yoghurt tube or a handful of sugar-free cereal.** Please make sure fruits, such as grapes, are sliced in half **vertically** (or ideally quartered.)*

*Please avoid snacks such as fruit winders, crisps, pastries and other high sugar/salt snacks. If the children do bring something in that is not a healthy snack, we will offer a piece of school provided fruit and send the snack home with the children.*

*Many thanks for helping us keep snack time healthy!*

