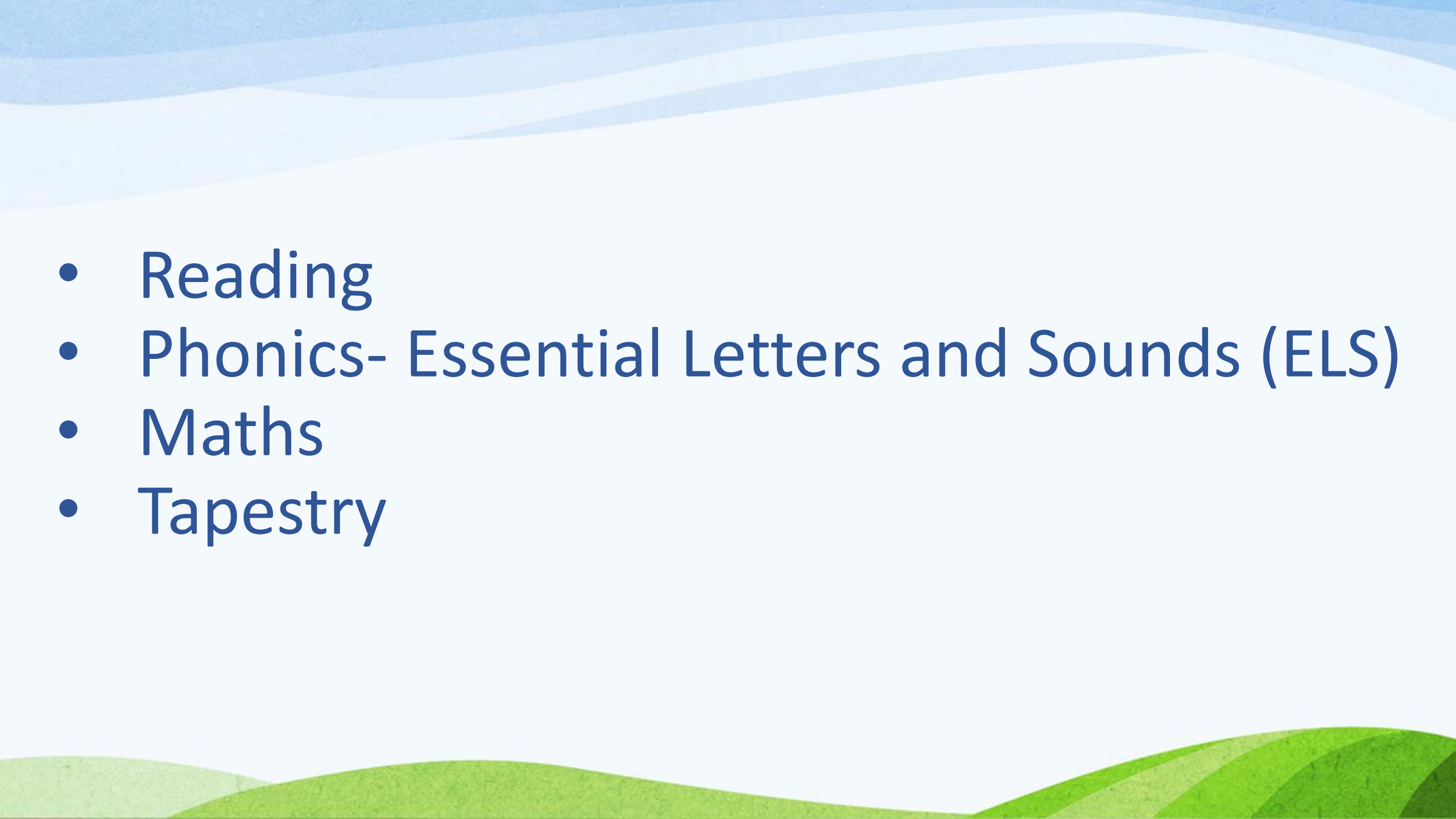




Getting the Foundations Right

Monday 14th September 2026
5 pm

- 
- Reading
 - Phonics- Essential Letters and Sounds (ELS)
 - Maths
 - Tapestry

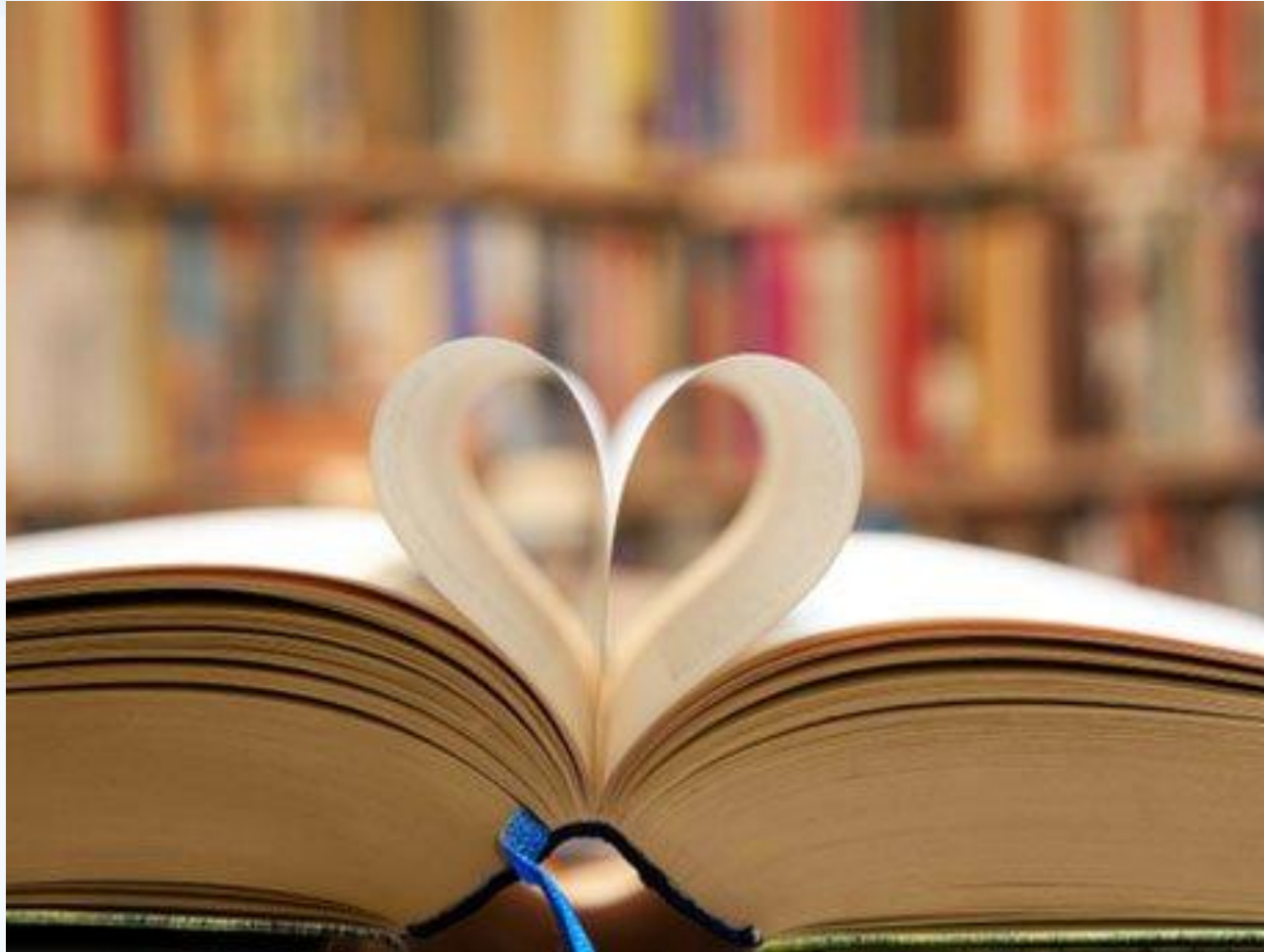


Reading

Reading Records and Richer Readers



Love of reading



The background features a stylized landscape with wavy, layered bands of blue and green, suggesting hills or clouds. The word "Phonics" is centered in a dark blue, sans-serif font.

Phonics

Phonics



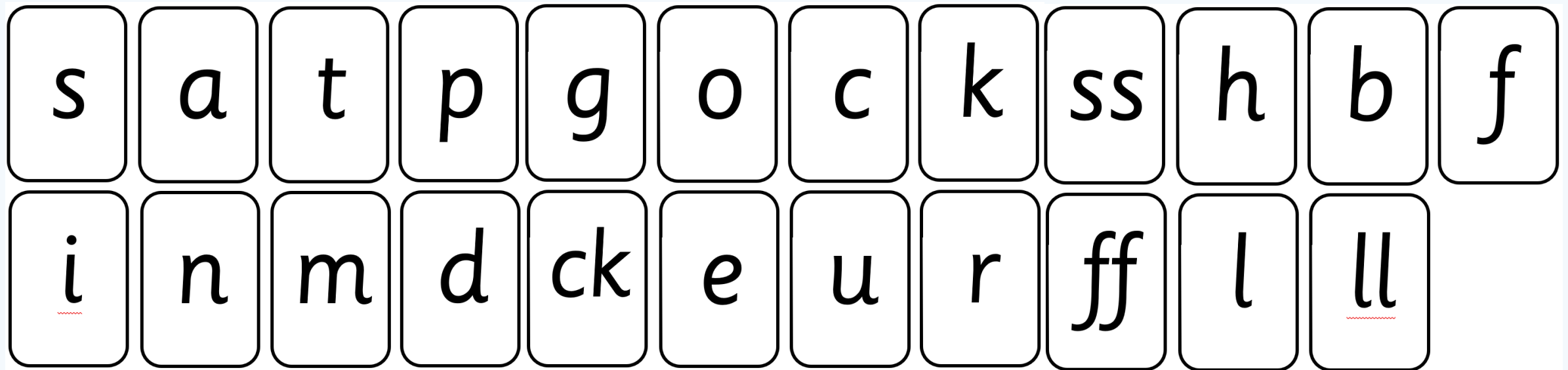
Phonic lesson



Phase 2 sounds



ELS Phase 2 Flashcards

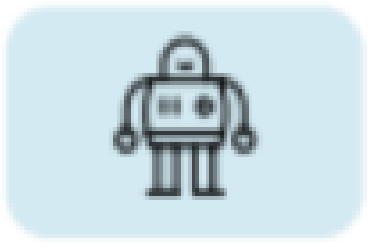




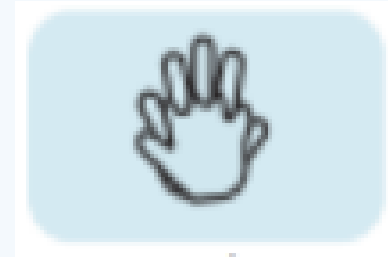
Open Lessons – Reading

Wednesday 16th September 9:00 - 10:15am

Oral blending



Robot arms



Blending hands

By the end of week 1

s a t p

s	a	t
t	a	p
p	a	t

By the end of week 2

s a t p i n m d

s a t

m a d

d a d

m a p

p a t

p i n

t i n

d i m

t a p

n a n

n a p

d a m

ELS weekly assessments

Learn new sounds each week



Time to reinforce sounds at home
over weekend



Weekly assessments to take place
on Mondays



Get new books Tuesday

Date: Friday 10th November

s a t p i n m d g o c k c k e

u r s s h b f f f l l j v w x y

z z z (qu) (ch)

Date: Friday 17th November

s a t p i n m d g o c k c k e

u r s s h b f f f l l j v w x y

z z z qu (ch) (sh) th (ng) (nk)

Date: Friday 24th November

s a t p i n m d g o c k c k e

u r s s h b f f f l l j v w x y

z z z qu ch sh th ng nk (ae) ee igh (oa)

Pink highlight- sounds known
Circles- sounds to focus on next

ELS weekly assessments

Week		Sounds need to know	Blending book
Autumn 1	Week 1	s a t p	1
	Week 2	i n m d	2
	Week 3	g o c k	3
	Week 4	ck e u r	4
	Week 5	ss	4
	Week 6	h b f ff l ll	5



ELS interventions

- In lesson interventions (6 children a lesson)
- Interventions with Mrs Judson, supporting child's next sound
- Stickers (upside down for child to recognise)
- Extra phonic lessons if needed

ELS formal assessment

Assessed on computer

Assessed on:

- Recognition of sounds
- Word reading
- Harder to Read and Spell words
- Reading of pseudo words



p

Harder to Read and Spell words (HRS)

Teach

Here is another word that is harder to read and spell.

into

Can you use the word 'into' in a sentence?

Autumn 1 HRS assessment	Autumn 2 HRS assessment	Spring 1 HRS assessment	Spring 2 HRS assessment	Summer 2 HRS assessment
I the no put of is to go into	pull as his he she buses we me be push was her	my you they all are ball tall	when what said so have were out like some come there little one do	children love oh their people Mr Mrs your ask should would could asked

Pseudo words

jop



stroib



ELS formal assessment

Phonics Assessment May 2024

Name: _____

Sound recognition

Phase 2	s a t p i n m d g o c k
	ck e u r ss h b f ff l ll
Phase 3/4	j v w x y z zz qu ch sh th
	ng nk ai ee igh oa
Phase 3/4 continued	oo (spoon) ar ur oo (book) or ow (grow) oi ear
	air ure er ow (snow)

Word Reading

Autumn 1 Word reading assessment	Autumn 2 Word reading assessment	Spring 1 Word reading assessment	Spring 2 Word reading assessment	Summer 1 Word reading assessment
Words which contain Phase 3/4 sounds e.g. map, sad, tin,	Words which contain Phase 3/4 sounds (j- oa) e.g. huff, honk, teeth	Words which contain Phase sounds (oo- ow) e.g. scoop, ladder.	Variation of words e.g. egg, pure, coast, stairs, sport.	Words e.g. painted, bumped, fixes, strapped.
During this last assessment your child was able to read:	During this last assessment your child was able to read:	During this last assessment your child was able to read:	During this last assessment your child was able to read:	During this last assessment your child was able to read:
All/ many of them Some of them A few/ none of them	All/ many of them Some of them A few/ none of them	All/ many of them Some of them A few/ none of them	All/ many of them Some of them A few/ none of them	All/ many of them/ Some of them/ A few/ none of them

Your child is working **at** the expected level if they are able to Recognise all of the sounds and read all/most of the Summer 1 words.

Your child is working **just below** if they are able to: Recognise all of the sounds and read some of the Summer 1 words

Your child is working **below** if they are: Working on the recognition of any of the sounds and developing their reading.

Your child is working **below / just below / at** the expected level of progress

Harder to Read and Spell words (HRS)

Highlighted are the words that your child can recognise independently.

Autumn 1 HRS assessment	Autumn 2 HRS assessment	Spring 1 HRS assessment	Spring 2 HRS assessment
I the no put of is to go into	pull as his he she buses we me be push was her	my you they all are ball tall	when what said so have were out like some come there little one do

Please note that your child's sound recognition and Harder to Read and Spell words are also highlighted in your child's Reading Record Book.

Next term we will start to learn Phase 5 sounds and the children will be introduced to new Harder and Reading Words.

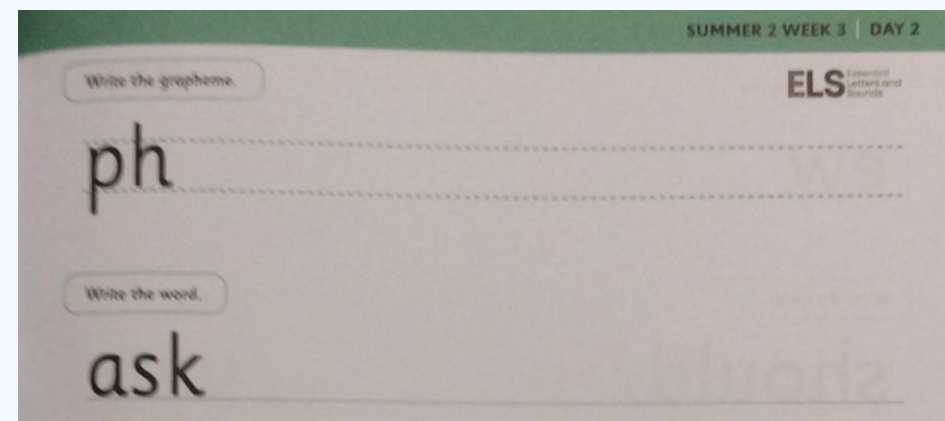
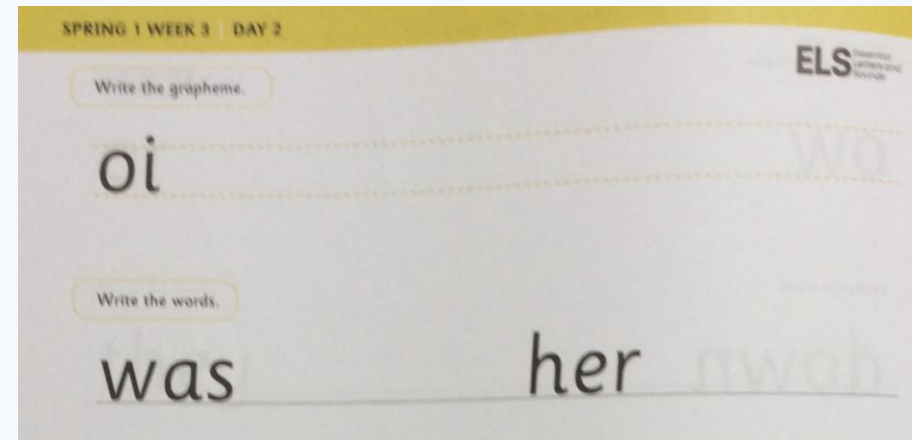
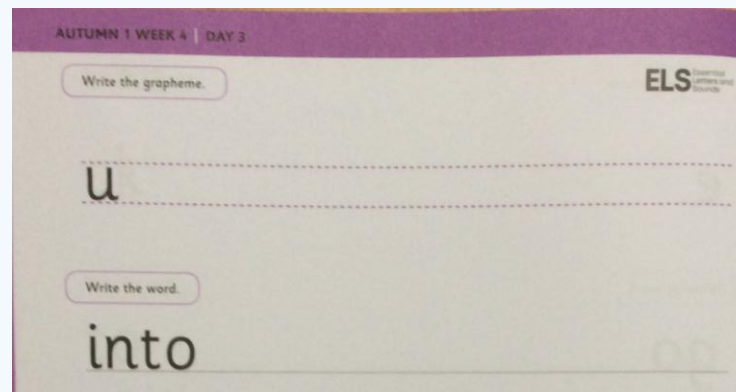
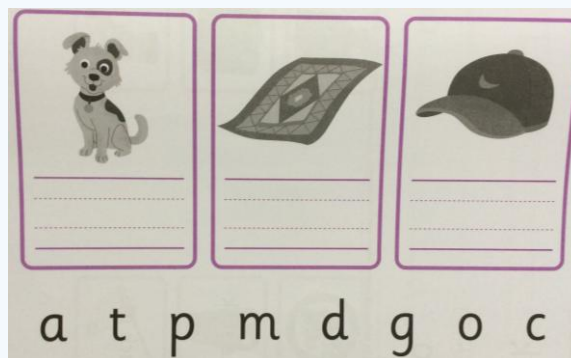
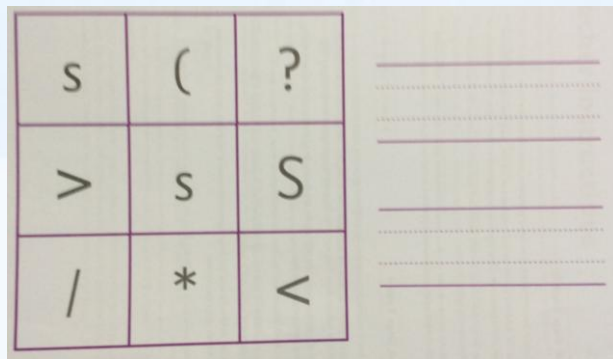
As always, if you have any questions then please ask a member of the Reception Team.

Letter formation

ELS - Handwriting Rhymes				ELS Essential Letters and Sounds	
	Swerve around the snake		Around the ostrich's body		Down the long ladder
	Around the head, down the body		Curl around the camel's back		Swoop down the tentacles and dot the head
	Down her body and cross her shoulders		Down the body, up the arm, down the leg		Down the tongue, up the tongue
	Down his body, around his face		Around the head and down the trunk		Hop to the top, land and hop, land and hop
	Down her body, spot her idea		Under the umbrella and down to the tip		Criss-cross the kiss
	Down the bird and over the nest		Down her body, up over the arm		Under the hull and down to the anchor
	Meerkat, mound, mound		From his head to his feet, up and over his back		Zig and zag
	Over his back and around the tail, up his neck and down to his feet		Down the person and around the wheel		Around the feather and down the pen
	Start at his ear, around the face and down the beard		Over the ear, down to the tail and across the jaw		

	Down her body and cross her shoulders
---	---------------------------------------

Letter formation during ELS phonics

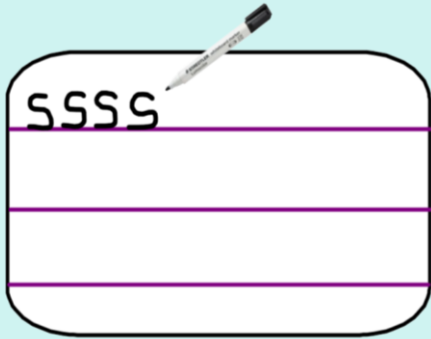


Letter formation in the classroom

Tuesday



swerve around the snake



S S S S

sip

Letter formation in the classroom

Letters grouped by their starting point

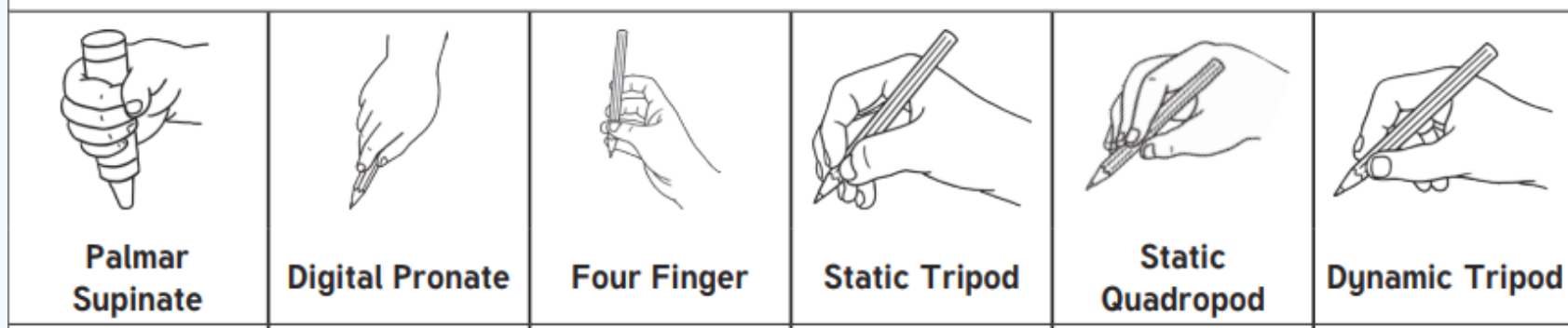
a, c, d, g, o, q (around letters)

b, h, i, j, k, l, m, n, p, r, t, u, y (down letters)

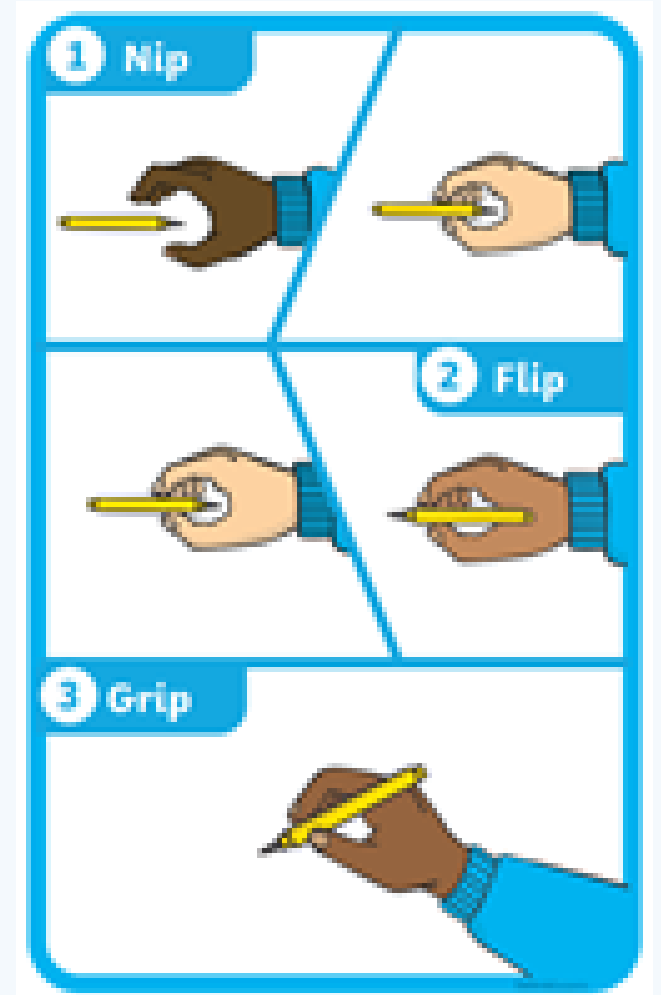
e, f, s (curly letters)

v, w, x, z (zig zag letters)

Pencil grip



Jumbo/ triangular pencils



Segmenting







--	--	--



--	--	--



--	--	--

.....

.....

I can segment the words
I can hear the initial sound
I can hear the middle sound
I can hear the final sound
I can use the phonic card to support my writing



--



--

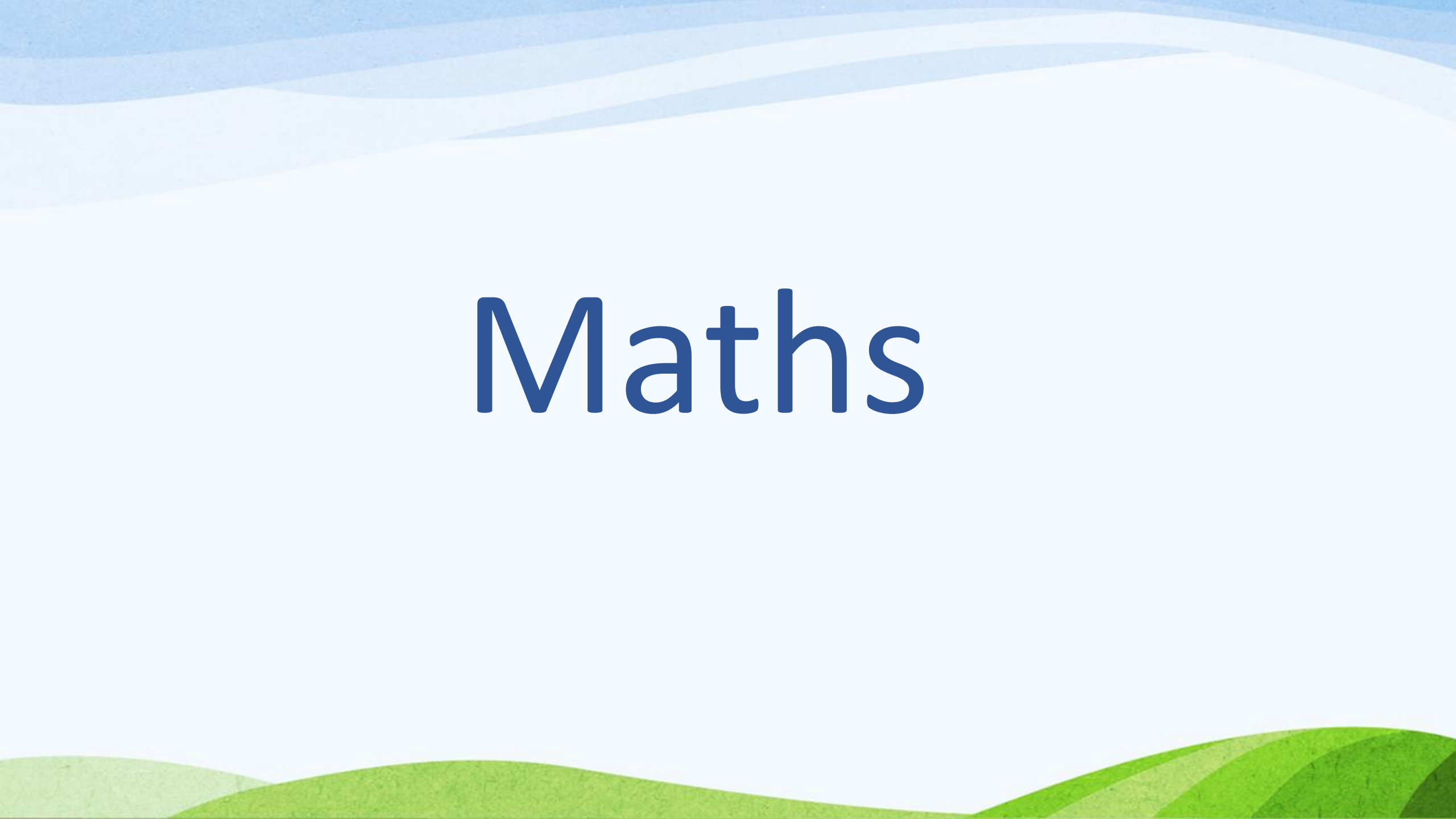


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.....

.....

I can segment the words
I can write all of the words
I can use the phonic card to support my writing



Maths

By the end of Reception

Children at the expected level of development will:

- 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.

Deep understanding of ten

Observations on the child during the activity:

Counts out loud to ____

Counts with 1:1 correspondence to ____

Moves objects? Yes/ No

Places objects in a line? Yes/ No

Gives and stops at a given amount? 3 - Yes/ No 5 - Yes/ No

Shows correct amount of fingers? 3- Yes/ No 6- Yes/ No 9- Yes/ No

Recognises numbers: 1 2 3 4 5 6 7 8 9 10

Can count and match a set of items to a number 2- Yes/ No 4- Yes/ No

Notes:

Next steps:

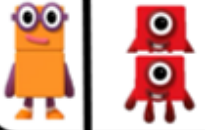
To work on the areas not yet highlighted pink or highlighted no.

Composition of numbers



Composition of numbers to 5

2 is made up of



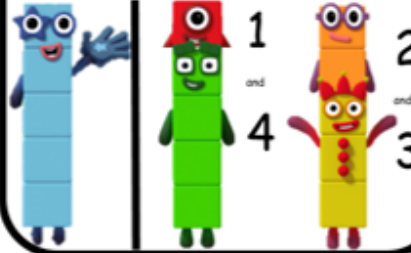
1
and
1

3 is made up of



1
and
2

5 is made up of



1
and
4
and
3

4 is made up of



2
and
2
and
1
and
3

Numbers to 5

2 is made of 1 and 1

3 is made of 1 and 2. Also made of 1 and 1 and 1

4 is made of 1 and 3. Also made of 2 and 2

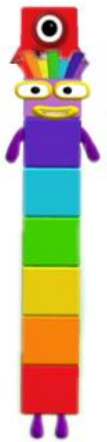
5 is made of 1 and 4. Also made of 3 and 2

Composition of numbers to 10

8 is made of ____ and ____



8 and 0
or 0 and 8



7 and 1
or 1 and 7



6 and 2
or 2 and 6

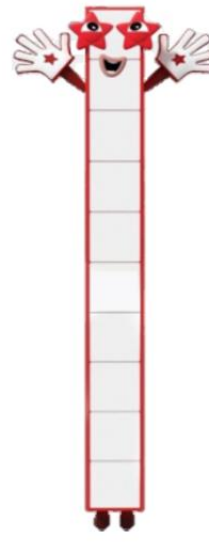


5 and 3
or 3 and 5



4 and 4

10 is made of ____ and ____



10 and 0
or 0 and 10



9 and 1
or 1 and 9



8 and 2
or 2 and 8



7 and 3
or 3 and 7



6 and 4
or 4 and 6



5 and 5

Number Facts

4 is made of ____ and ____



4 and 0
or 0 and 4



3 and 1
or 1 and 3



2 and 2

5 is made of ____ and ____



5 and 0
or 0 and 5



4 and 1
or 1 and 4



3 and 2
or 2 and 3

8 is made of ____ and ____



8 and 0
or 0 and 8



7 and 1
or 1 and 7



6 and 2
or 2 and 6

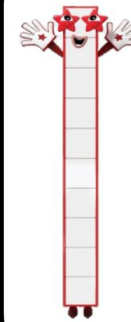


5 and 3
or 3 and 5



4 and 4

10 is made of ____ and ____



10 and 0
or 0 and 10



9 and 1
or 1 and 9



8 and 2
or 2 and 8



7 and 3
or 3 and 7

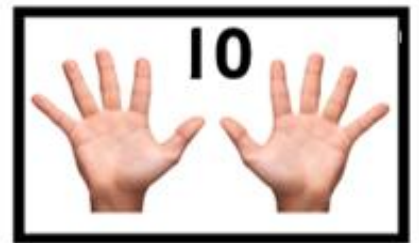
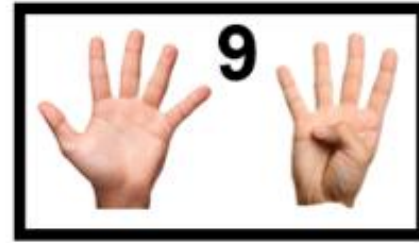
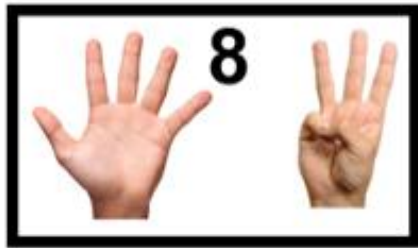
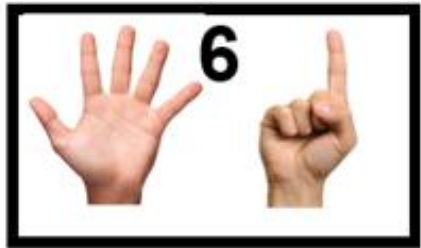


6 and 4
or 4 and 6



5 and 5

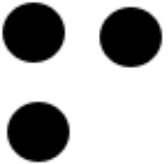
Fast fingers



Subitising



Subitising

 yes/ no	 yes/ no	 yes/ no	 yes/ no	 yes/ no
--	--	--	--	--

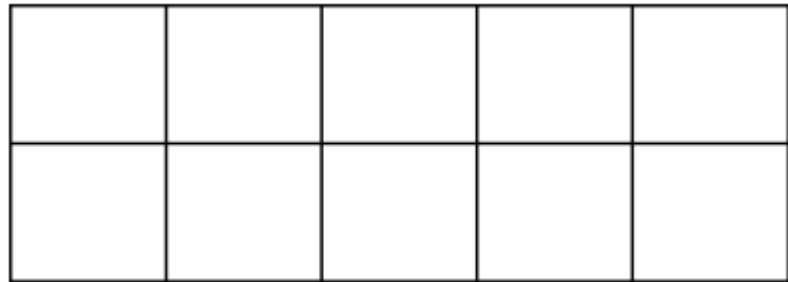
Subitising when you are out and about



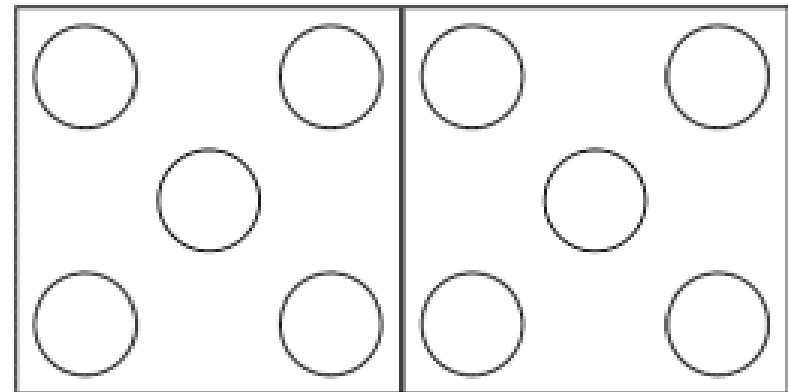
Mathematical resources



5's frame

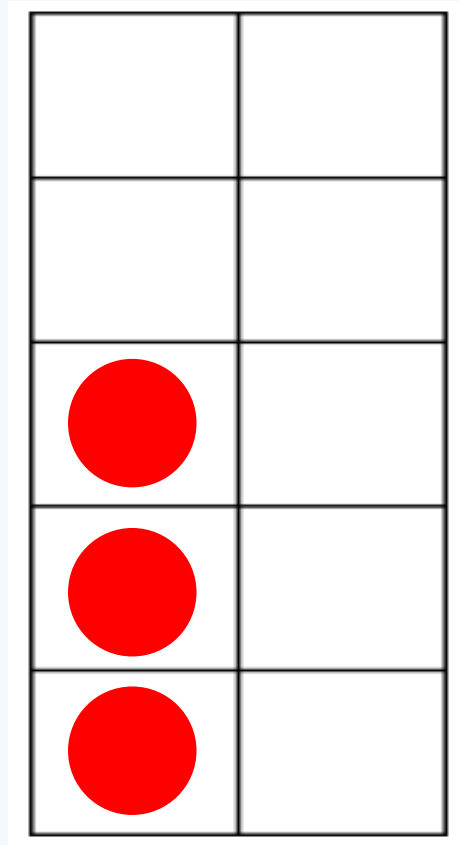
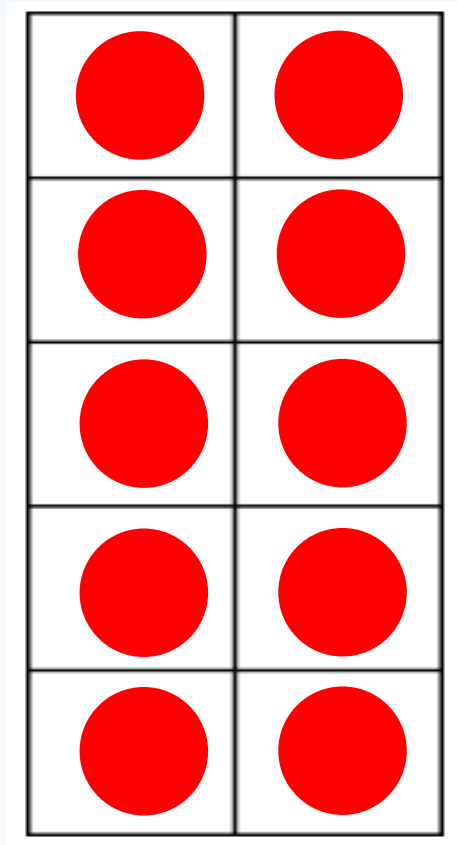
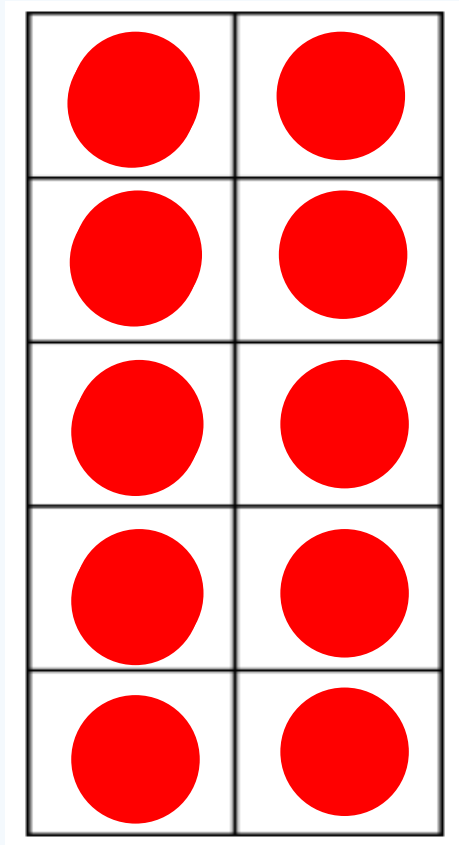


10's frame



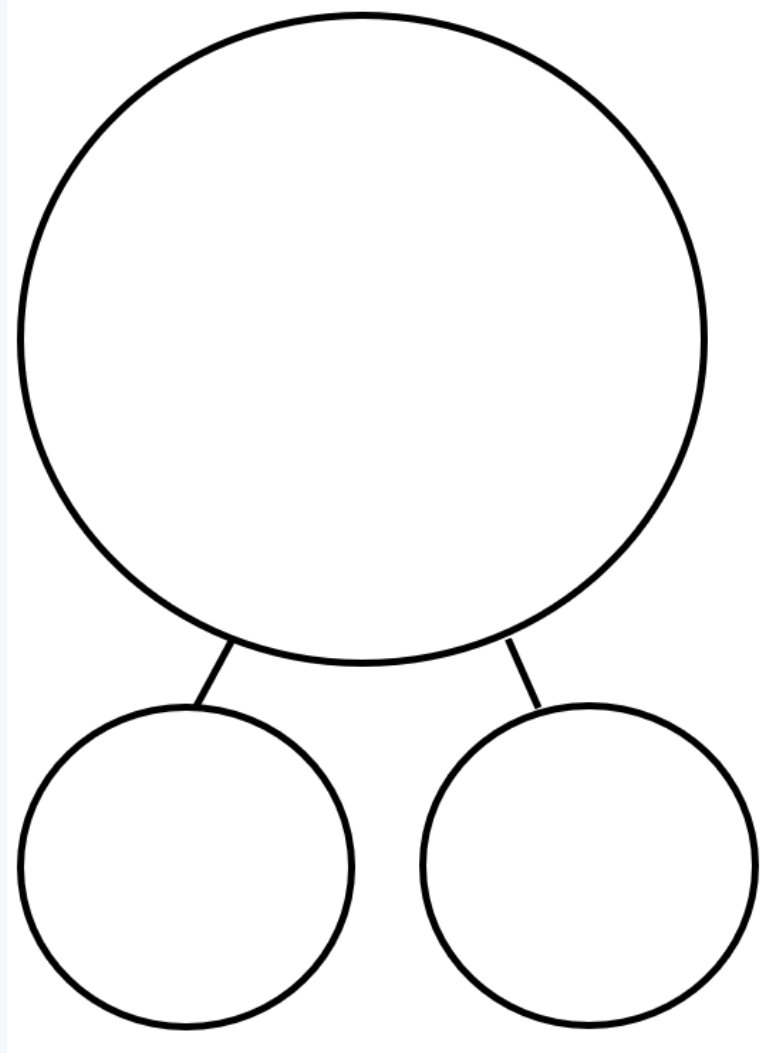
die frame/
Hungarian 5/10's frame

10's frames



How many
children are
here today?

Part, part, whole model





Tapestry



TAPESTRY

Tapestry help sheet



Dear Parents and Carers,

Thank you to those who have activated your Tapestry accounts. If you have not activated your account, please do so as soon as possible. If you have not received an [email](#) please contact one of us. Tapestry is a fantastic way of allowing us to work **together** to share your child's achievements, progress and next steps during their Reception year at Upton St Leonards C of E Primary School.

How to access Tapestry



We recommend downloading the free Tapestry Journal Online Learning Journal App as it is much easier to access than using the browser.

Notifications

Once you have activated your account, you will then be able to set notifications for your Tapestry account. We recommend that you do this. Setting notifications can only be done via the browser. The following link shows how this can be done:

https://www.youtube.com/watch?v=ZvIW5_1Fq8

Use of Tapestry

We will use Tapestry to share observations, 'This week we have been learning...' support videos and other important messages.

Observations

During the school day we observe the children as a way of finding out their interests, their learning and where to take their learning next. We try to do both formal and informal learning observations, but as we have a class of 30 children you may only see one observation as it takes us a long time to do these. Therefore, they won't be 'regular' and your child may get tagged in group posts as way of sharing their learning quicker.

Please also accept our sincere apologies if we ever make spelling or grammatical errors, or even a misspelt name (auto correct is often responsible for this!) We are often writing the observations in a busy environment and we do try to share some observations with you during the school day.

Learning – This is the time that the children get to choose where they would like to work/play. The children are able to use the available resources in whichever way they choose. On observations you will see a next step at the bottom which will indicate where your child needs to next take their learning.



, next steps or * - 'Next Steps'. This is an area that can be worked on at home, school, or ideally both.



This shows a 'Memo' post. This is how we will post weekly and additional information to you.



This is an 'Observation' post. It is either an individual, group or class observation.

This week we have been learning... and other information posts

It is our aim to keep you all as well informed as possible. 'This week we have been learning...' posts will typically be sent on Fridays. Feel free to comment on the posts sent however, other parents will be able to see your comments made. We ask that all parents 'like' the posts once you have read them. We regularly check that parents are 'liking' and logging on to Tapestry.

Adding observations from home

We really value what happens at home, your role as your child's first teacher is one that is important to us! Please keep us informed of new learning etc that happens at home by posting your very own observations. These can be related to what we have been learning in school, in response to a previous 'next steps' we have previously posted on an observation, a new experience or even a 'I can...' moment. When you add observations from home, other parents will not be able to see these.

'I can...' moments

'I can...' moments are when your child has shown you new learning, or progress etc. We would love to share these with the class during carpet times at school. If you would like to post a 'I can...' moment, please write 'I can...' in the title and then that will allow us to see that it is a post to share in class. We will aim to look at these posts as soon as we can. 'I can...' moments may include: getting changed independently, riding a pedal bike, persevering, swimming or other outside certificates they may have received. You can also add photos when you add an observation online. Please note that the online version will take over from the paper copies.

Follow this link for more information on how to add an observation from home

<https://www.youtube.com/watch?v=esj96TJHVB>

At the end of your child's Reception year, you will be able to download your child's Tapestry Journal. As we progress through the year our observations may become more 'formal' and start to reduce, however we still value your comments on your child's observations as it will be a lovely memento for your child to have when they grow up.

Reminders:

- Download the Tapestry app
- Sent up notifications via the browser to allow you to login weekly
- 'Like' all posts
- Comment on your child's posts and add your own occasional observations.
- Add your child's 'I can...' moments from home. We would ideally like each child to have about 6 of these during the whole school year (roughly one per term).

If you have any questions, please come and talk to us. If you send us a message or ask questions in Tapestry they can sometimes easily be 'lost' so please talk to us or contact us directly instead.

Thank you for your continued support.

Miss Wescott and Mrs England

Tapestry

- Set notifications
- 'Like' every post
- Comment on your child's learning
- Watch videos when posted
- Read 'This week we have been learning ...'
- 'I can ...' moments
- Log in at least weekly





Thank you