LEARNING IN RECEPTION AT GREENSIDE

A workshop for Reception parents/carers

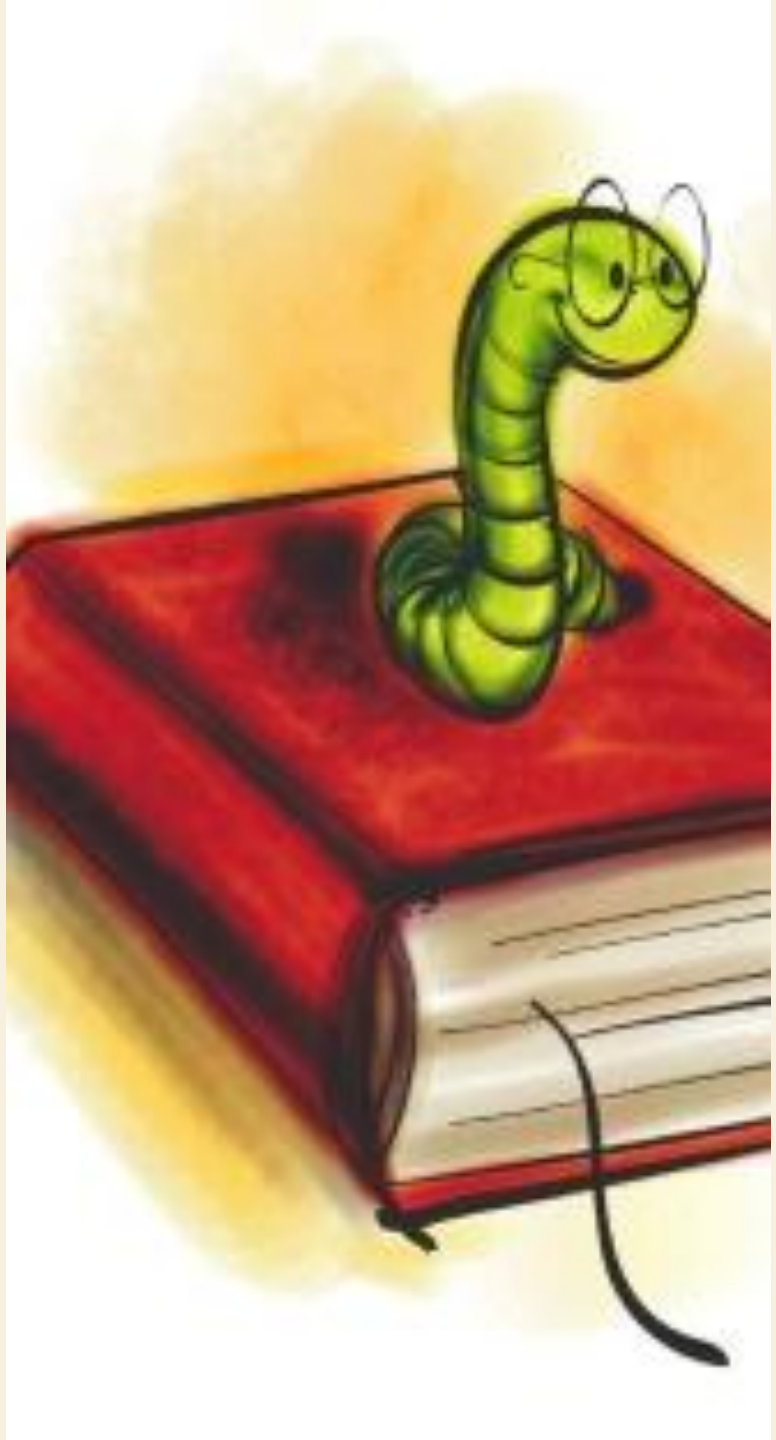
Wednesday 30th September 2026

GREENSIDE

WHERE CHILDREN COME FIRST

OUR AIMS …

- Help you to understand what phonics is and how your child is learning to read at school.
- Show how you can support their child with their reading at home, including access to free online resources provided by the Read Write Inc. phonics scheme.
- Help you with expectations for homework and home learning in Reception and how this supports their learning in school.
- How to use the Dojo Journal platform to view your child's learning in school.



CAN YOU READ THIS?

Отче наш,
сущий на небесах,
да святится Имя Твоё,
да придёт царствие Твоё,
да будет воля Твоя,
как на небе,
так и на земле.
Хлеб наш насущный
дай нам сегодня,
и прости нам долги наши,
как и мы прощаем
должникам нашим,
и не введи нас
во искушение,
но избавь нас от лукавого.
Аминь.

THE TOOLS NEEDED TO DECODE TEXT …

To be able to read a person must …

- Understand that text is read from top to bottom and left to right.
- Remember the sound (phoneme) for each letter.
- Use phonics to blend sounds and make words.
- Use knowledge of tricky words / sight vocabulary.
- Possibly use the picture or read on to decipher a particular word.

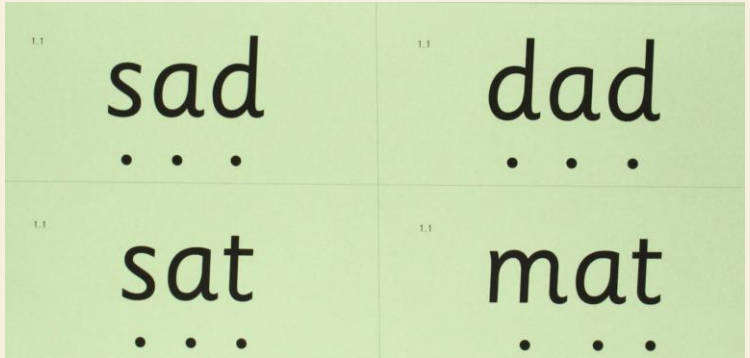
& after all that …

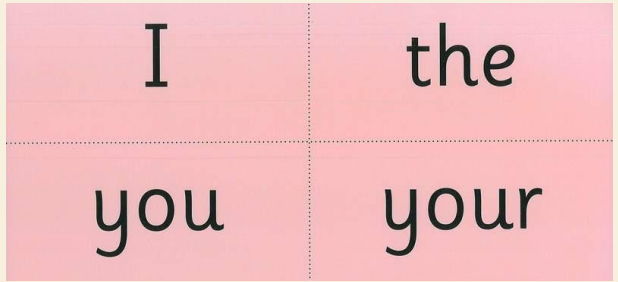
Understand / make sense of what they've read.

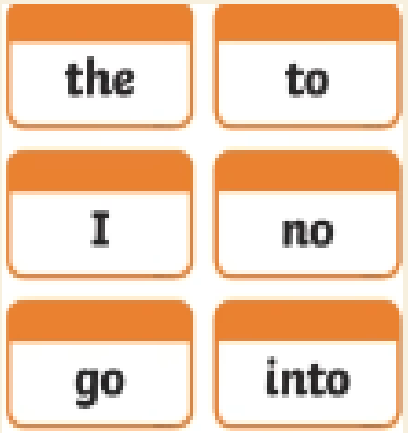
HOW DO CHILDREN LEARN TO READ?

Through phonics – Phonics is a method of teaching reading. We teach the children the sounds (phonemes) that the letters make.

Through sight recognition – Some words can't be decoded using phonics, for example "one". We learn these words by reading them often.







A BRIEF EXPLANATION OF HOW THE ENGLISH LANGUAGE WORKS …

All words are made up of sounds.

Every letter has a name and a sound.

These sounds are “blended” together to form words.

PURE SOUNDS

All words are made up of sounds

In English there are 44.

Our 26 letters work

•singularly e.g. m, a, s, d, t, i, n, p

•in pairs e.g. ch, sh, th, qu, oo, ay

•and sometimes in 3's e.g. igh, air, to represent just 1 sound .

We will learn a simple code first.

LET'S HAVE A GO AT THE SOUNDS.

Let's learn the sounds …

Remember not to add an "uh" to the sounds.

SOUNDS IN WORDS …

cat has 3 sounds	c – a – t
ship has 3 sounds	sh – i – p
light has 3 sounds	l – igh – t
phonics has 6 sounds	ph – o – n – i – c – s

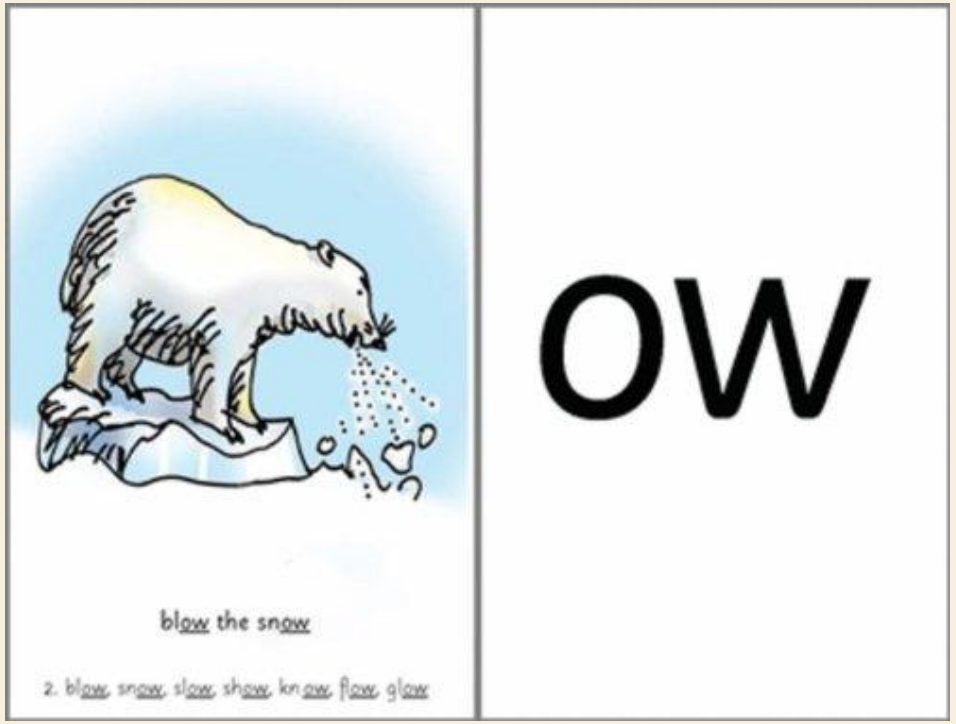
- We use 44 sounds to make all of the words in the English language.

GRAPHEMES

A grapheme is a sound written down

English has more than 150 graphemes (that’s 150 ways to represent the 44 sounds!)

A complex code!



COMPLEX CODE:
TAKE THE SOUND “S” …

- In sat it’s spelt “s”
- In dress it’s spelt “ss”
- In horse it’s represented with “se”
- In circle it’s spelt “c”
- And in ice it’s spelt “ce”.

- We will learn the complex code as we move through the phases.

HOW DOES PHONICS HELP US TO READ?

Fred Talk

Fred can only talk in sounds …

He says “c-a-t” not **cat.**

We call this Fred Talk.

Have fun with Fred Talk at home!

“What a tidy r-oo-m!”
“Where’s your c-oa-t?”
“Time for b-e-d!”

PHONICS LESSONS AT GREENSIDE

At Greenside, we use Read Write Inc. which is one of the government approved systematic synthetic phonics programmes.

We teach RWI phonics every morning at 9am for 30 minutes. Pupils learn to read and write sounds, blend words (including alien/nonsense words) and recognise red/common exception words (words which can't be blended.)

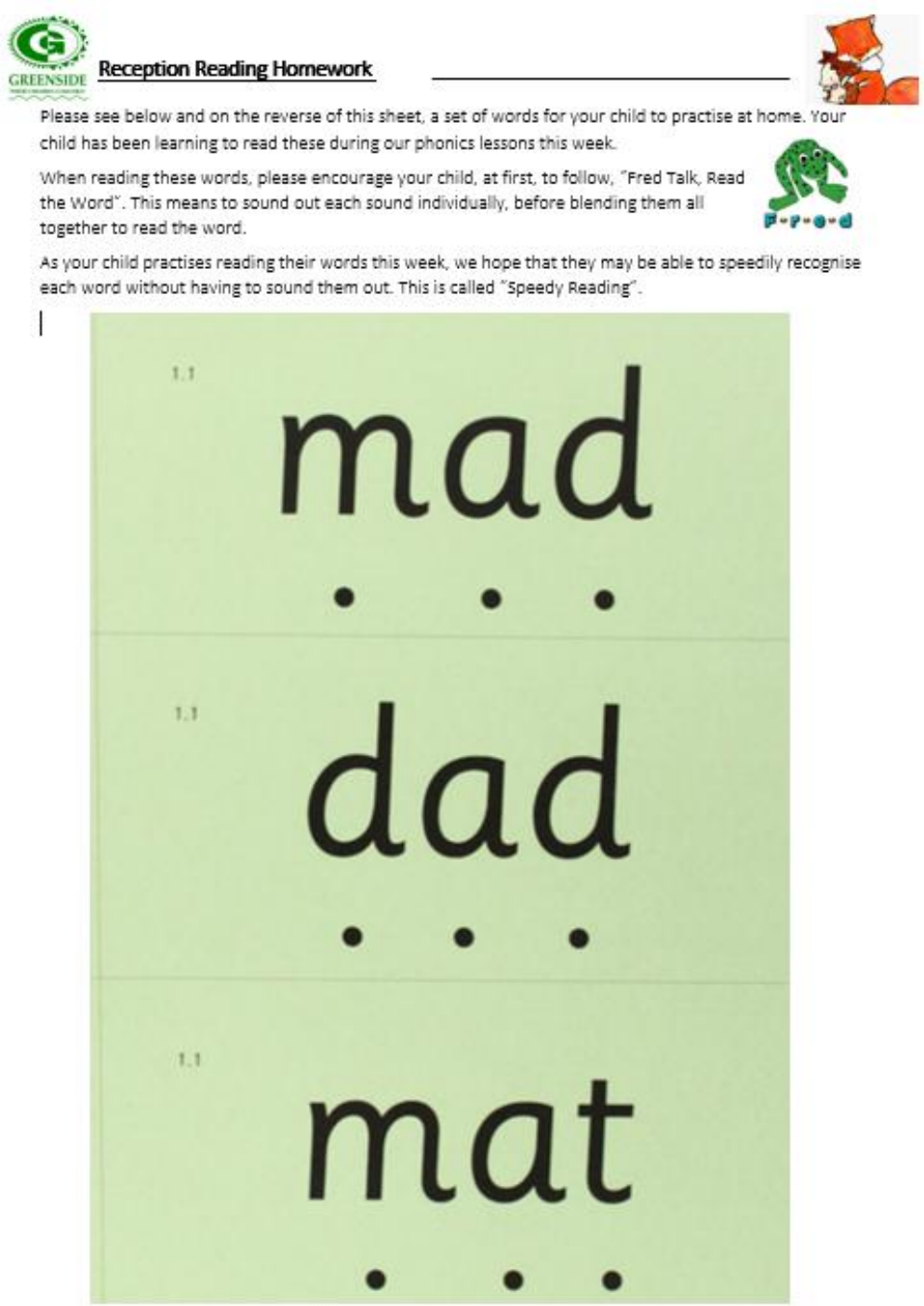
Once pupils have learnt a sufficient amount of their Set 1 sounds, we will extend phonics to include 'Storybook' sessions. These sessions will focus on getting the children to apply their skills and understanding to reading sentences and even books. Pupils will begin the week focussing on learning the words individually before applying what they have Learnt to read a Ditty Sheet or Core Learning Book.

WHAT DOES A PHONICS SESSION LOOK LIKE?

It’s interactive with maximum participation.

We began the year with phonics taught in full classes

The children are then taught in small groups. We can pitch the teaching to revise or accelerate the learning.



GREENSIDE

Reception Reading Homework

Please see below and on the reverse of this sheet, a set of words for your child to practise at home. Your child has been learning to read these during our phonics lessons this week.

When reading these words, please encourage your child, at first, to follow, "Fred Talk, Read the Word". This means to sound out each sound individually, before blending them all together to read the word.

As your child practises reading their words this week, we hope that they may be able to speedily recognise each word without having to sound them out. This is called "Speedy Reading".

1.1 mad

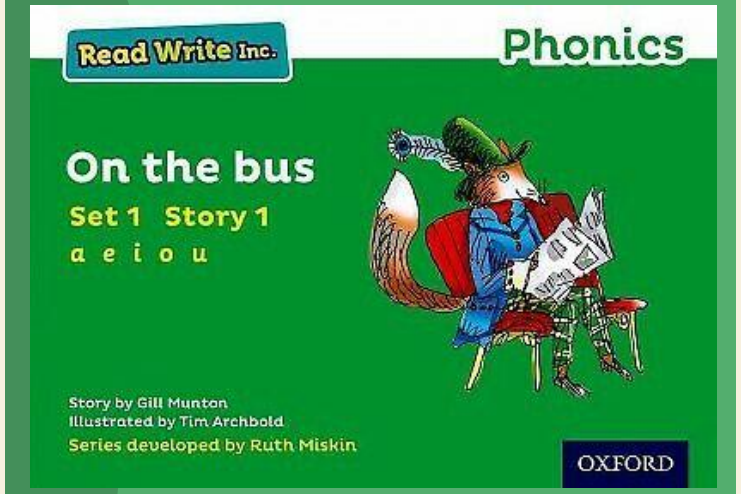
1.1 dad

1.1 mat

LEARNING TO BLEND

- Once pupils have learnt a few Set 1 sounds, they will begin to focus on blending sounds together to reading words. Using the sounds they know, they will read simple words such as *sad, tin, map.*
- Each **Friday**, your child will bring home a sheet of words that they have been learning in school. Please take some time to practise these with your child.
- As your child progresses, they will begin to bring home books instead, starting with Blending Books.

DITTY SHEETS & STORYBOOKS



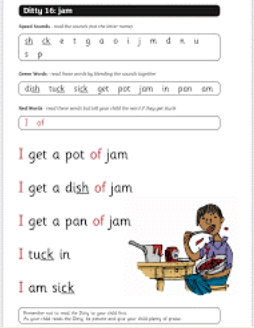
- Once pupils have learnt to blend, their second daily phonics session will focus on reading a text. This would be a RWI 'Ditty Sheet' or 'Core Storybook'.
- They will begin the week learning the key sounds, 'Green' words and 'Red' words that they will find in the text.
- They will then read the 'Ditty' sheet or 'Core Storybook' throughout the rest of the week, repeating the text a number of times. This is so that pupils develop a concrete understanding of the sounds/words within the book and have the opportunity to also develop their reading comprehension.
- On the **Friday**, your child will bring home the Ditty sheet they have been reading that week, or a Book Bag Book that links to their Core Storybook. Pupils and parent/carers will also be able to access the Core Storybook and other activities through their Oxford Owl log in.

HOME READING

All books are changed on Fridays

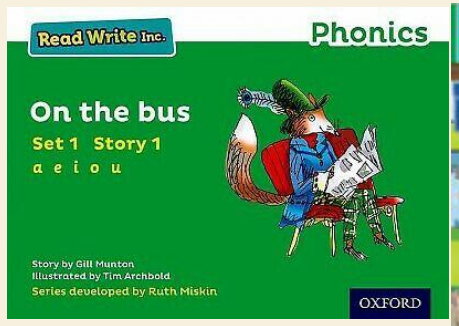
- Reading texts will start going home after your child has learnt sufficient Set 1 sounds. This is likely to be in the next few weeks.
- The text will be in the form of 'Blending Books', 'Ditty Sheets' or 'Book Bag Books' which build on the ideas taught and are closely linked to what they have read in school that week.
- **'Blending Books'** are small books with one word per page and a corresponding picture to help children begin to blend the letters they read into words. First pupils should try to read the word without clues (i.e. picture and sound buttons). The following page shows the same word with sound buttons and a picture. This is to help children read words as they would appear in books, with the second page to support them with their word reading should they need it.

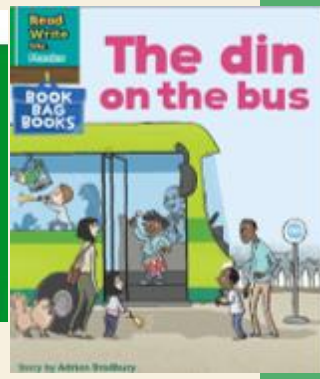
- **'Ditty Sheets'** are short reading activities for pupils who are beginning to blend sounds but are not quite ready for the longer book bag books. Your child is likely to have read their 'Ditty Sheet' in school during the week before bringing it home to practise further and cement their understanding.



- **'Book Bag Books'** link directly to the Core Storybook that your child has read during phonics lessons and are designed to practise blending the sounds using correspondence that your child has been learning that week, as well as revising pre-existing understanding.

e.g. If your child has been reading the core storybook 'On the bus' during the school week, they will bring home 'The din on the bus' as their book bag book on Friday. Many of the words/sounds correspond between the two books. Pupils will also be able to read 'On the Bus' again at home by using their Oxford Owl Online login.





**Please note: Parents/Carers will be charged £4.50 for any lost or damaged books as they will need to be replaced.

HOME READING

- **School Planners** will also go home with reading books. **Parents/carers should record your child's reading and leave a comment each time they read**. Your child's planner will also contain log ins for online learning platforms including Oxford Owl and Numbots.

- **Reading Together Books –** Each Friday (providing they have returned the previous book), pupils will be able to choose a 'Reading Together' book. We hope these picture books, which are to be enjoyed together with an adult at home, will develop a child's love of reading.

- **Common Exception Words** – these are words that your child will come across regularly but which can't be phonetically decoded (i.e. can't be sounded out and blended together) and therefore must be learnt by sight. There are nine sets of key words for pupils to learn as they progress through Reception and into Year 1.Once your child knows a set, please leave a note in their school planner; we will then check and issue the next set of flash cards. Reception staff will also periodically check how your child is getting on with recognising their key words.

Set 1	Set 2	Set 3
a I of the was	he be me she we	do to today by my
Set 4	**Set 5**	**Set 6**
is his has are were	no go so they school	come some love one once
Set 7	**Set 8**	**Set 9**
you your our said says	here there where house ask	put push pull full friend

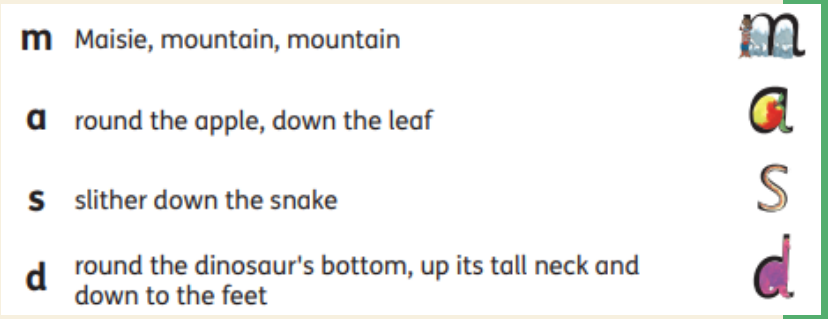
HOW CAN YOU HELP AT HOME?

- Seize opportunities! – sound out words in newspapers, signs, recipes, books etc.
- Let your child be the teacher! – let them demonstrate for you the sounds that they have learned.
- Listen to them reading their school reading books.
- Practise key words – make it fun!
- Read stories with your child relentlessly.
- Read favourite stories **over and over** again.
- Read some stories at a higher level than they can read themselves.
- Join the local library.
- Trips to the book shop as a treat.
- Practice, practice, practice!
- Talk to your child …. lots and lots and lots!

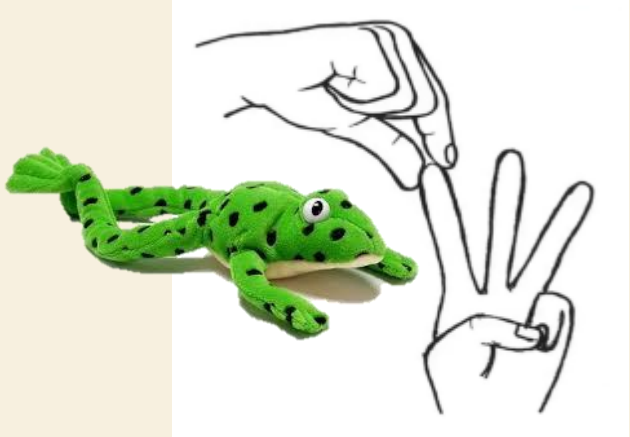
SPELLING AND HANDWRITING

At Greenside, we also follow the Read Write Inc. Schemes for **spelling** and **handwriting**. This provides a consistent approach for pupils to ensure that they master these key foundational skills of writing.

- For early **handwriting**, we use phrases to help your child to remember how to form each letter correctly. It is important that pupils always practise writing sitting at a table and write on paper with a sharp pencil. Pupils should always sit in their 'perfect handwriting position', known to the children as BBC (Bum Back of Chair) and TNT (Tummy Near Table).



- In Reception and Year 1, **spelling** is taught as part of our phonics lessons, using the sounds that they already know. Pupils use 'Fred Fingers' to segment the word into sounds so that they can accurately write it down. For example, a child writing the word 'pot' would recognise that there are 3 sounds, show 3 fingers and pinch each finger in turn sounding out p – o – t. In Reception, words can be spelt phonetically (i.e. written how they sound).



NUMBER FORMATION

Introduction to Ten Town

Children are often very good at counting to ten and beyond. But it doesn't always follow that they can write the numbers correctly and that they know the real value of the numbers. Ten Town helps develop these basic numeracy skills, with a particular emphasis on number recognition and formation.
King One is in charge of Ten Town, and all the other characters have a reason why they face towards King One or away from him.
For example, once children know that Sir Seven bows down towards King One, this helps them to write the number seven the correct way around.
Each character always does things that relate to their number. So, Freddie Four takes four maps on an expedition, Fiona Five has five favourite sports and Seal Six eats six fish for his tea! This helps to reinforce the value of each number.

Zero Pond
Nothing can live in the Zero Pond because it's far too dirty.

Start at the top,
Nice and slow,
All the way round and
there you go!

King One
He is in charge of Ten Town and stands up straight and tall.

From top to toe,
And there you go!

Tommy Two
King One can't tie his laces so Tommy Two helps him.

Hands round to knees,
Then straight across please!

Thelma Three
She doesn't always make the right choice. She takes 3 jam tarts without asking.

Over one hand,
Over the next,
Stop and think,
Which choice is best?

Freddie Four
King One sends him off to explore other countries.

Down, across,
Oar in the water!

Fiona Five
She takes King One training. She is faster than him.

Down her back,
Round you go,
Arms out straight,
Don't be slow!

NUMBER FORMATION

Seal Six
He splashes King One
six times with his tail.

Slide down his tail,
Curl under his nose,
Nearly there
So strike a pose!

Sir Seven
He bows down seven
times towards King One.

Across his back,
Then down to his feet,
Take your time and
keep it neat!

Eric Eight
He looks down the
mountain to see who
is visiting him.

All the way round,
Don't you stop,
Not until you're
back to the top!

Nina Nine
Nina Nine shows King
One the plans for a new
recycling centre.

Round her head and
back to the start,
Down her back,
She's so smart!

Tia Ten
She is a chef who shows
everybody her fingers
are clean before cooking.

Draw a one,
Then a zero,
Tia Ten is
everyone's hero!

Homework & Home Learning

What learning should my child be doing at home?

Further to their weekly reading/phonics, we also ask parents and carers to support your child with other aspects of their learning at home:

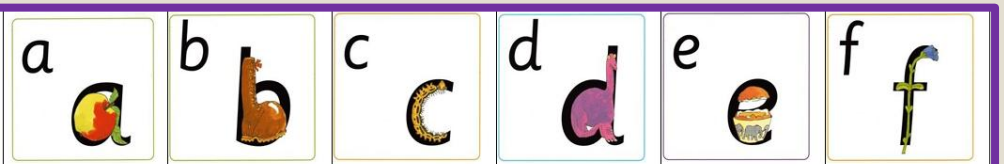
Numbots (EYFS-Year 2) https://play.NumBots.com/

Numbots is an online platform for supporting your child's number recognition, addition and subtraction skills. Using this program will improve your child's recall and understanding of number bonds, addition facts and subtraction facts.

There are 2 game modes:

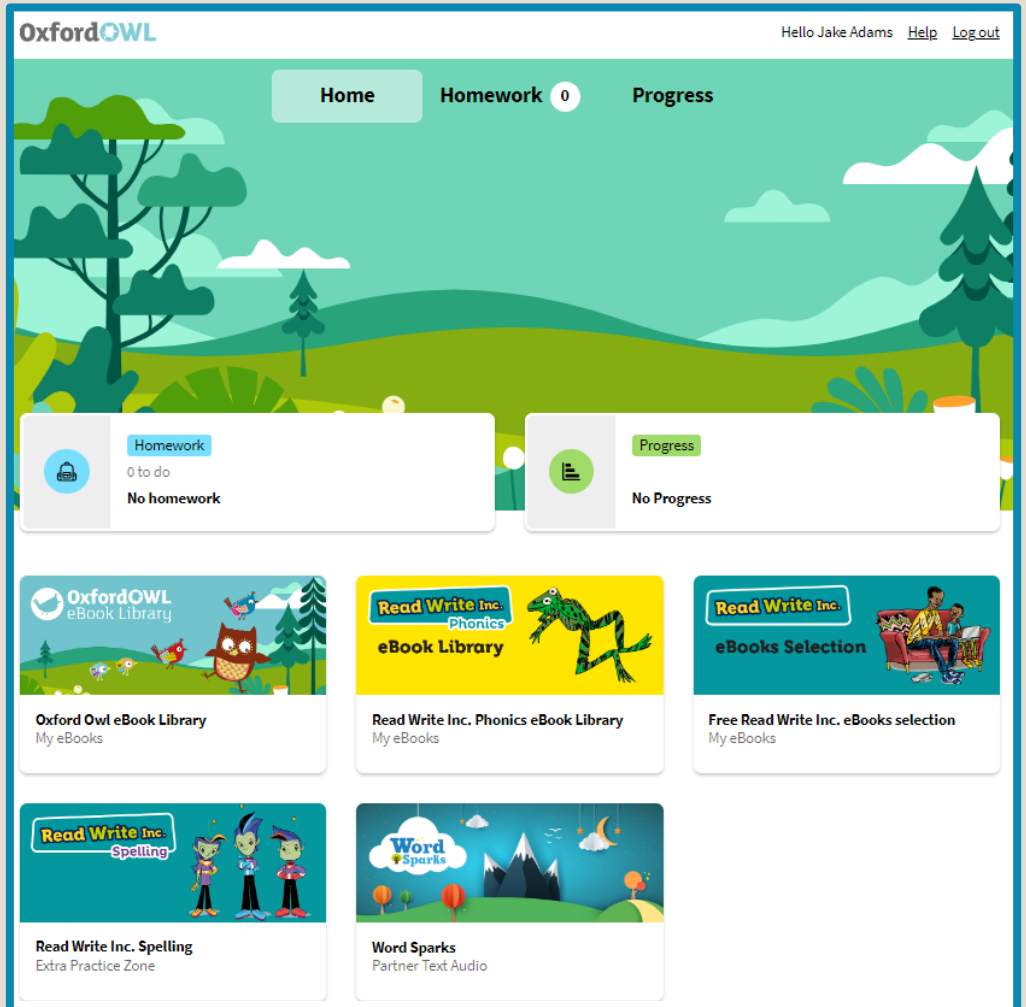
Story Mode: the emphasis is on learning the ideas and concepts behind addition and subtraction so activities feature more diagrams, shapes and a range of question styles. Pupils work through activities in a progressive manner and earn coins to build a robot.

Challenge Mode: the emphasis is more on speed of recall of key facts such as number bonds to 10, doubling small numbers or adding/taking-away mentally. There are 20 different activities for your child to choose.



Around the apple and down the leaf.	Down the laces to the heel and around the toe.	Curl 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.

Written Homework will given out each Friday and is due back the following Wednesday. Initially this will focus on the correct letter formation for each sounds before progressing to writing words and eventually phrases or sentences. Written homework is an expectation in Key Stage 1 and Key Stage 2, so by introducing it in Reception, we hope that it will prepare them well. This shouldn't take more than 5-10 mins.



Oxford Owl is an online portal that has a number of features to support your child with their reading and spelling. There are lots of extra texts that your child can read to supplement their home reader book. Books and quizzes will also be assigned by your child's class teacher to complete.

GREENSIDE
WHERE CHILDREN COME FIRST

Dojo Learning Journal

A guide for parents and carers

Dojo: A parents/carers guide

- In Reception at Greenside, we now use the Dojo platform as the main record of your child's learning journey. We observe and record key moments in your child's development.
- This is a quick outline of how we do this for your information:
  1. We write a record of what we saw your child do.
  2. We try to quote the child accurately using the exact language that he/she used.
  3. Sometimes we also note the progress or comment on the learning demonstrated.
  4. Sometimes we will write next steps so you know what to focus on with your child at home.
- As parents/carers you can view the contact completed by Miss Byrne and Mrs Waite and reply to the entries about your child so that you can share in and celebrate their learning at school.
- Parents/carers can also send their own observations directly to Miss Byrne and Mrs Waite or upload updates onto the class story from things they do at home.

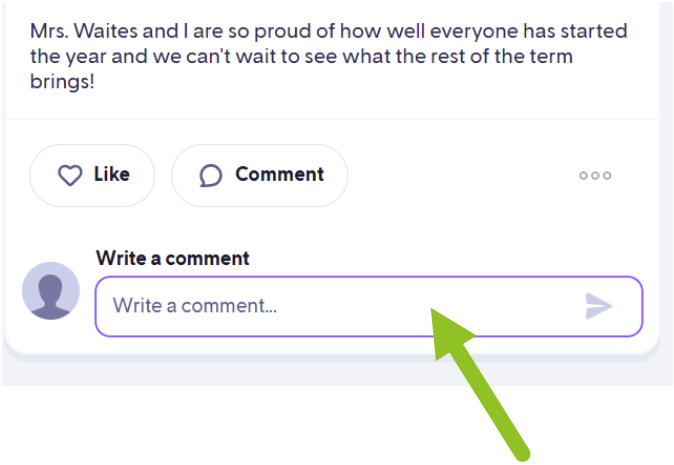
Commenting on Group Observations

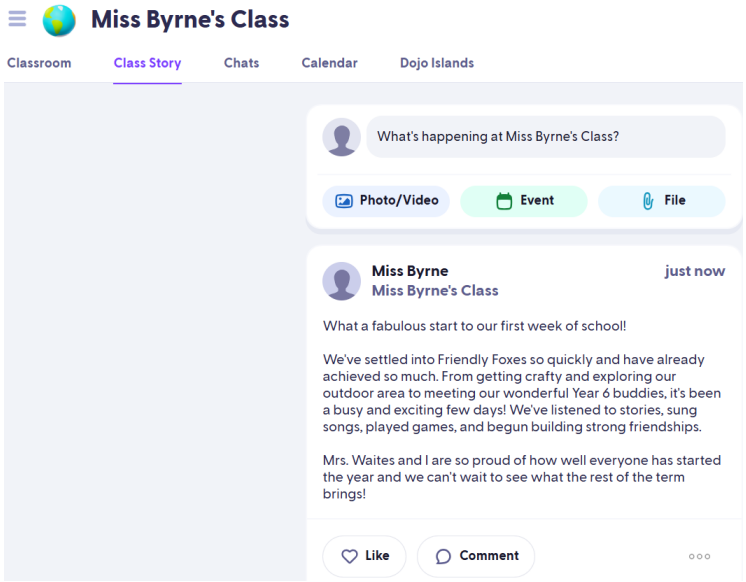
When we post a group observation, it will be shared on our Class Story.

You'll have the option to leave a comment or reply. If your child has shown a particular interest in the topic or has done something similar at home, we'd love to hear about it!

If we've included a *next step* in the observation, you're also welcome to share how your child got on at home. For example:
"X loved talking about this painting at home and was able to tell us how she mixed the colours to make orange."

Your comments help us build a fuller picture of your child's learning journey. Thank you for being part of it!





This is where you can add comment. It is found beneath the observation.

Individual Observations

When a Friendly Foxes staff member completes an individual observation of your child, they will contact you directly via ClassDojo.

You'll receive a short outline of what your child did, along with their next steps. This is a lovely way to celebrate your child's successes and gives you the opportunity to share any similar experiences they've had at home.

For example:
"X enjoyed reading The Gruffalo and talked about their own adventures exploring the woods."

Your feedback helps us build a fuller picture of your child's progress and supports their learning journey.

This is where you will receive individual updates about your child's progress.
It also gives you the opportunity to communicate with Miss Byrne and Miss Waite, and to share any observations from home.

Observations by Parents

One of the fantastic features of ClassDojo is that parents and carers can add observations or “wow” moments from home to share with the class teacher.

This helps us understand your child’s development beyond the classroom and gives us more opportunities to celebrate their achievements.

When adding an observation, we kindly ask that you follow the guidelines below:

Observation Guidelines:

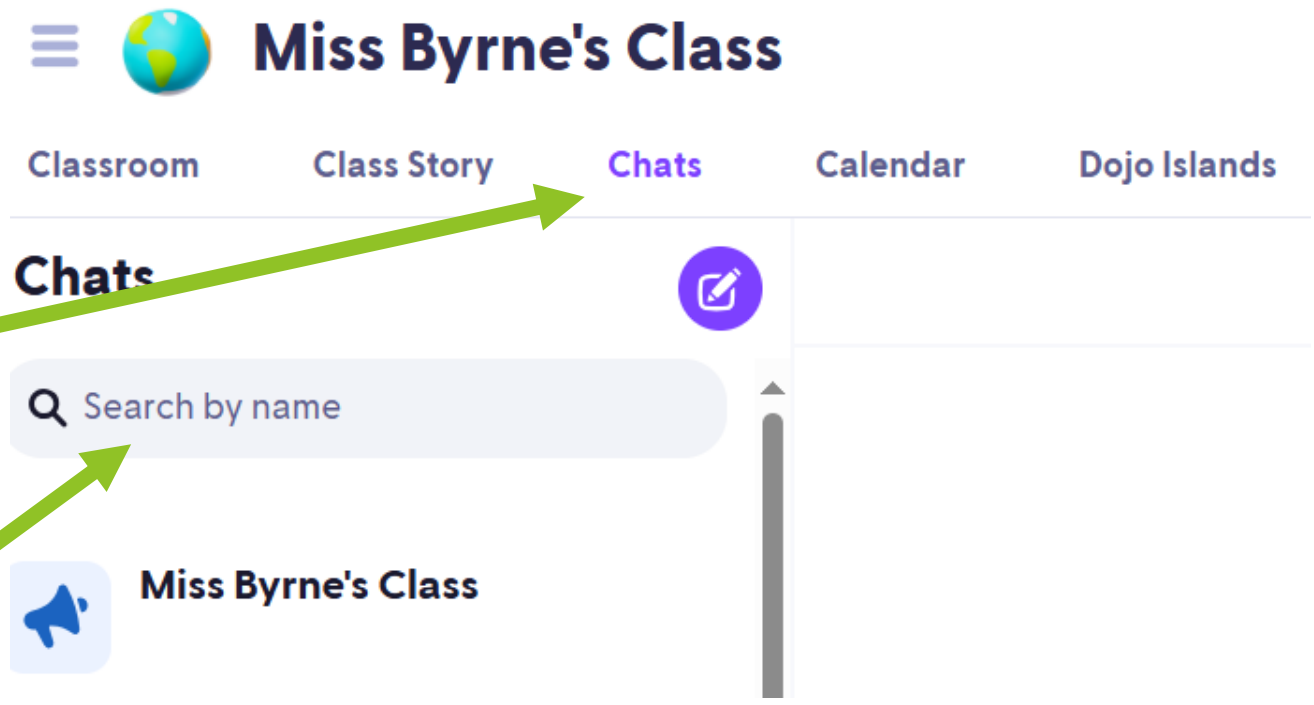
- **Add a title** that sums up the moment (e.g. *Feeding the Ducks*).

- **Keep your message simple.** Try to include exactly what your child said and explain why it was a “wow” moment.
For example:
“X was excited to feed the ducks. She said, ‘Look, that duck is bigger than that duck.’ X is beginning to notice and describe differences between objects.”
“X went to her cousin’s birthday party and spent lots of time bouncing on the trampoline without help. She even taught her cousin how to jump and turn around at the same time!”

- **You can also include a photo or short video** (videos should be no longer than 1 minute).

Adding Observations

Once you have logged in, your home page will look like this:



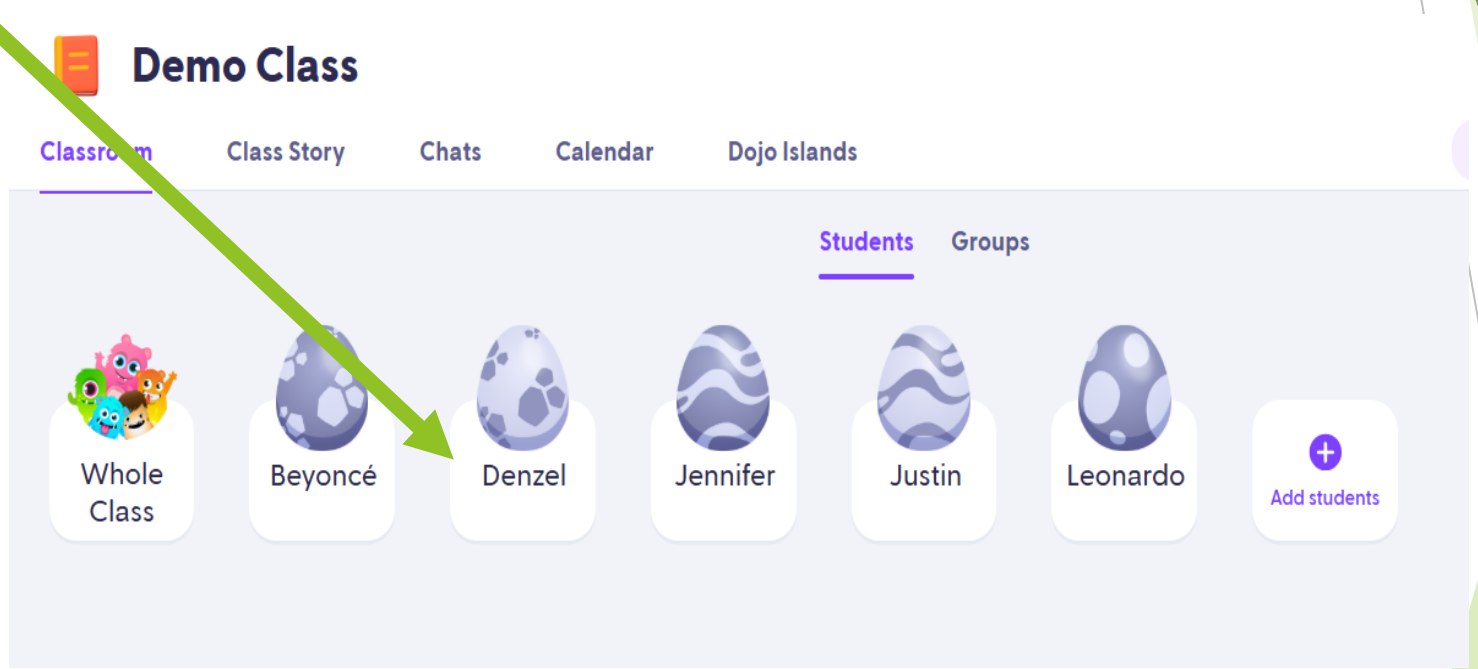
Click on Chats

Look for Miss Byrne in the search bar and send your observation.

Classroom

On the classroom board, each child will have an egg that will hatch once they've created their monster.

Once their monster is ready, children will be able to spot it around the classroom as we hand out house points for following our classroom rules.



Your child has been placed in a house team: Roche Abbey, Kirkstall Abbey, Fountains Abbey, or Bolton Abbey.
Each time they earn a point, it goes towards their house total. At the end of each term, the house with the most points will receive a special treat activity to celebrate their success!

Key Points to Remember

ClassDojo: A Guide for Parents and Carers

Accounts have been set up for parents/carers using your child's Priority 1 contact details. You should have received an email inviting you to activate your ClassDojo account. Please note that the activation link is valid for 30 days—after this, school will need to resend the invitation if needed.

To ensure the safety of our pupils, please create a **strong password** when setting up your account.

Safeguarding Reminder:
Downloading and sharing photos, videos, or staff observations from ClassDojo on social media is **strictly prohibited** for safeguarding and child protection reasons.

Need Help?
If you're unsure how to use any of the ClassDojo features, please speak to a member of staff—we're happy to help!

Get Involved in Your Child's Learning
You can celebrate your child's development by viewing and discussing their posts with them at home, we're sure they'll love telling you about what they've been learning in school!

We especially value any feedback or updates you share with us, particularly in relation to the targets we've set for your child.

Assessment at School
ClassDojo is one of several tools we use to record and assess your child's progress. It works alongside other methods, such as work in books and classroom observations, to give us a well-rounded view of your child's learning journey.

Prefer to use an app?
ClassDojo is also available as a free app for both iOS and Android devices.

Any Questions?