



Home Support Meeting
Tuesday 13th October 2026



Early Years Foundation Stage (EYFS) statutory framework 2026

What the EYFS Provides:

Learning through play and experiences

Children learn in different ways, supported by adults and by learning from one another.

A strong foundation for learning

We plan for each child's individual needs and monitor their progress.

Working together

Practitioners and families work in partnership to support children's development.

Every child included

All children are supported to participate, make progress and reach their potential.

Our Guiding Principles in the Early Years

Every child is unique

Children are capable, confident and resilient learners, each developing in their own way.

Positive relationships matter

Children thrive when they feel safe, valued and supported by caring adults.

Enabling environments support learning

Children learn through play, exploration and meaningful experiences, supported by adults who respond to their individual interests and needs.

Strong partnerships with families

Children benefit when parents, carers and practitioners work together and share information about their learning and development.

Every child develops at their own pace

We recognise that children learn and develop differently and provide the support and challenge they need—including children with **SEND**.

Our aim: *To help every child feel confident, capable, valued and ready to learn.*

The Early Years Foundation Stage Curriculum

Communication and Language:

Listening, Attention
and Understanding
Speaking

Personal, Social and Emotional Development:

Self-Regulation
Managing Self
Building relationships

Physical Development:

Gross motor skills
Fine motor skills

Literacy:

Comprehension
Word reading
Writing

Maths:

Number
Numerical
patterns

Understanding the World:

Past and present
People, culture
and communities
The natural
world

Expressive Arts and Design:

Creating with
materials
Being imaginative
and expressive

Writing Task





Reading Readiness



Why Listening Matters.

Listening is a key skill for early childhood development

Children are constantly **learning, exploring and discovering** as they develop:

-  **Cognitively** - thinking and understanding
-  **Physically** - moving and developing coordination
-  **Socially** - communicating and building relationships
-  **Emotionally** - expressing and managing feelings



Listening can be developed through play:

Simple, playful activities at home can help children build **strong listening skills**, giving them a positive foundation for learning and development.

Pure sounds for success!!!



For example, in the word 'cat' there are 3 pure sounds:

c - a - t

c u a t u

My sound





What is a phoneme?

The smallest unit of sound in a word.

u e l e o e
e e al ay ew
a e aw au oy
ot le ee lgh
oa ea oo ou
ow y oor or
air are er lr
ur ear ar

What is a grapheme?

A letter or group of letters representing a single phoneme.

What is a digraph?

2 letters that make one sound.

For example 'sh'

What is a tricky word?

A word that cannot be blended phonetically. It makes no sense and doesn't appear to follow any phonetic rules.



How many phonemes in these words?

cat

* * *

coat

* ----- *

sheep

----- ----- *

Tricky Words

- words that can't be sounded out phonetically

Can you spot the tricky words?

the

and

she

they

farm

dog

Regular Assessment

Expectation	Group	words	They can read:	Teach	Next assessment:
	Set 1a			Set 1 single letter sounds and word time 1.1 – 1.3	Most set 1 single letters
Rec – Oct	Set 1b		Most set 1 single sounds	Teach single letter gaps Word time 1.1 – 1.4	Oral blending
Rec - Dec	Set 1c		Most set 1 single sounds can orally blend	Teach single letter gaps Word time 1.1 – 1.5 Sound blending books 1 - 5	Blending cvc words
Rec – Feb	Ditty		Set 1 speedily Fred talk cvc	Set 1 special friends Review word time 1.1 – 1.4 Teach 1.5 – 1.6 Ditty copy masters 1-10 Sound blending books 6-10	Read all set 1 inc special friends speedily Fred talk green words 3 sound Nonsense words with Fred talk
Rec – April	Red		Set 1 speedily Fred talk ccvc / cvcc Nonsense cvc words	Review set 1 sounds Review word time 1.1-1.5 Teach word time 1.6 -1.7 Read red books Speedy green words Ditty copy masters 11 – 20 (if needed)	Read words with 4 or 5 sounds green words with fred talk Read 3 and 4 sounds nonsense words with Fred talk
Rec – May Rec - July	Green	70-100	Fred talk -4 or 5 sounds inc special friends set 1 Nonsense words - 3 or 4 sounds inc special friends set 1	Teach set 2 sounds Review set 1 speedily Read green words	Read words with 4 or 5 sounds set 1 speedily Read the first 6 sounds in set 2 (ay ee igh ow oo oo) speedily Read these sounds in fred talk with green words and nonsense words



The Progression of Read Write Inc. (RWI)

From learning sounds → to becoming confident readers

 1. Learn the sounds

Children learn Set 1 sounds and how to blend them.

 2. Blend & read words

Children use their sounds to read simple words and sentences.

 3. Develop fluency

Children read RWI books matched to their phonics knowledge, building accuracy and confidence.

 4. Read & write independently

Children apply their phonics to spelling, writing sentences and reading with greater fluency.

 5. Become confident readers

Children develop fluency, comprehension, vocabulary and a love of reading.

Every child progresses at their own pace — regular practice and encouragement make a difference.



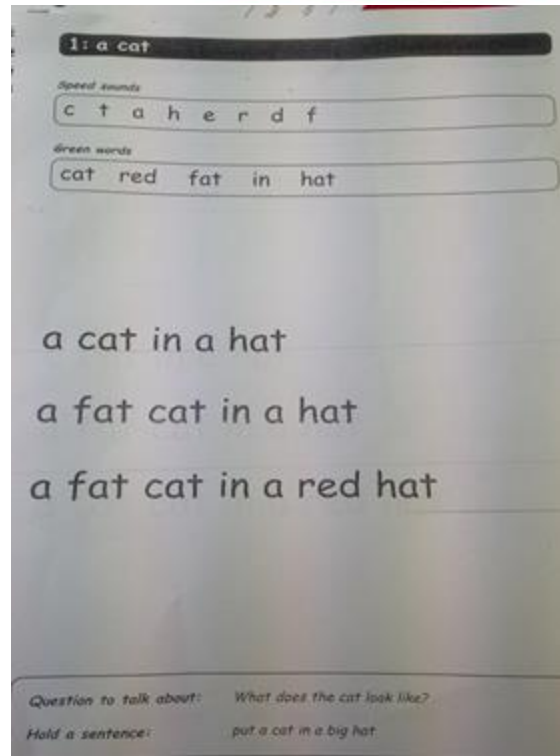
Green words



Children will not be ready to begin ditty sheets and books until they have a bank of words from the green word selection that they can read effortlessly .



Ditty Sheets



Once your child can read all the set 1 speed sounds and sound blend they will move onto Ditty sheets.



Red Ditty books

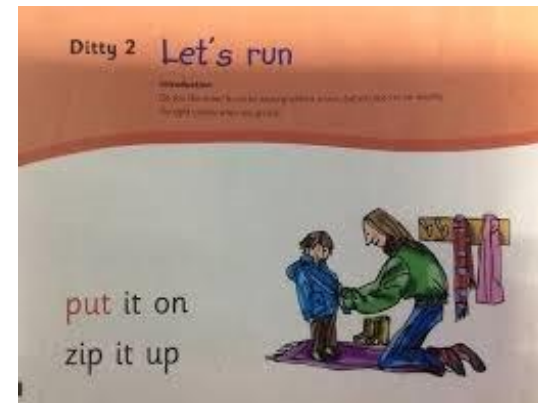


Red Ditty Books help children bridge the gap between reading single words and full sentences.

Each book has three short stories called "ditties".



Ditty books



All ditty books use set 1 sounds_and focus on simple blending.

They include decodable "Green words" and tricky "Red words".

Each book provides sound practice, reading tasks, and comprehension questions



Book bag books

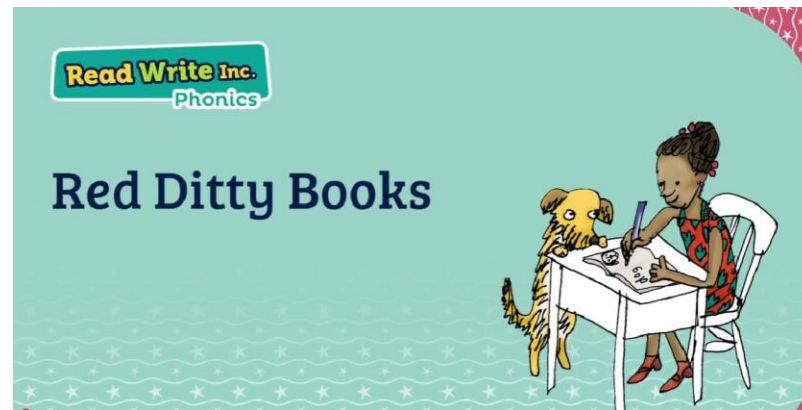


Book Bag Books provide engaging texts to support children with additional reading practice outside the classroom.

The books are carefully matched to the phonic content of the Storybooks to reinforce children's learning at the appropriate level, helping them to make even faster progress in reading.



Red Ditty book guidance for Parents



<https://www.youtube.com/watch?v=CDbZ0bn52-U>

Sound-blending



Understanding Phonics



10 things to think about when you read to your child



How does attendance affect outcomes for pupils?

Every day in school matters.

Regular attendance helps children to:

-  **Build skills and knowledge** through consistent learning
-  **Develop friendships and relationships** with peers and adults
-  **Build confidence and independence** through routines and experiences
-  **Make steady progress** by avoiding gaps in learning
-  **Feel a sense of belonging** and be part of the school community

Good attendance = more opportunities to learn, connect and thrive.

Sharing our news.

Reception Newsletter: 8.3.24



It has been a lovely week in Reception, we read 'Oliver's Vegetables' by Vivian French to set the scene for the week and have enjoyed several activities to support the children's understanding about their natural world, part of the area of learning Understanding the World. On Monday the children used their senses to explore a selection of herbs and built a rich list of vocabulary to use when describing what they can see, smell, taste, and touch. After this activity the children spent time drawing the different herbs using a selection of different media. They have also practised their scissor skills to create a vegetable character, painted/ printed with vegetables and some children have even tried to practise their handwriting using carrots dipped in paint! It has also been a lovely opportunity to talk about healthy eating and try different vegetables at lunch or snack time.



Both Reception classes have planted two variety of potatoes in grow bags and learnt about what conditions a potato needs to grow a healthy plant for our in-school 'Potato Plant' competition. Over the next few weeks, the children will look after their potato plants and at the end of the term we will be able to see which plant in school is making the best progress. The children have also been keeping themselves busy looking after the sunflower seeds we planted last week, they have done an excellent job as there are already shoots appearing.



On Thursday we celebrated World Book Day and we were thrilled with the children's very creative and well-dressed potatoes/stones depicting a character from their favourite book. Thank you for your help in making this happen, the children enjoyed showcasing their work and talking about their favourite book. On the day, the children also listened to stories, put on their reading detective hats to the 'guess the story' using clues, designed a bookmark, listened to their teachers read their favourite stories and had fun using their imagination to invent a class story.



Thank you for coming along to meet with Miss Parker and Miss Fittercraft for your child/ children's 'Pupil Progress' meetings at the start of the week, it was lovely to see you all and celebrate the progress your children have made since walking through our Reception doors in September. We are immensely proud of the individual steps they have made and excited for the rest of their time with us.

A special thank you too this week, to the 'Friends of Southridge' who put together a fabulous 'Maths Day' gift shop for the children to purchase a little special something. We wish you all a beautiful day on Sunday.

On Friday we welcomed Mr Pryde, a journalist, into school to speak with the children about his job in journalism. The children loved his visit... Photo and more info on Friday.

This week's History enquiry was 'what is a crown and who wears one'. The children did well at using their inference skills to discuss the picture resources of kings and queens:

1. What can you see in each image?
2. Not all the people are wearing a crown, why not?
3. What are the crowns like that the king and queens are wearing?
4. Which one do you like the most and why?



For the third question we encouraged the children to listen to their friends answers so as not to repeat the same answer. They did well with this challenge and built a super bank of observations. Next week we are going to be talking about what happens at a coronation. The children are enjoying this topic and using their discovery time to make their own crowns. This might be a nice activity to do at home.

Mathematics

Over the next two weeks in maths we are investigating 'length, height and time'. This week we have encouraged the children to explore objects and begin to use the language linked to length and height to describe these objects. Language such as: long, longer, short, shorter, tall, short, compare, same, equal. A common misconception with 'space, shape and measure' is the choice of vocabulary, often children think that 'big' objects are also 'long' objects. Our aim is to ensure that the children can see 'big-short' objects such as a short plank, and then a 'smaller/ thinner' object such as a long pencil.

Ideas for home:

- Ask the children to make playdough snakes. Can they measure them using non-standard units like cubes or pieces of pasta.
- Children choose a number card and build a tower with that number of cubes. Can they put their towers in order from the shortest to the tallest?
- Ask children to build bridges for their toys to travel over. Talk to them about how long, how wide or how high they want to make their bridge. Encourage them to make comparisons between the size of their bridge and the number of blocks they have used.



Polite Notice

We love that the children are coming to school on their scooters and bikes, it's a fun way to travel and great mode of transport for reducing our carbon footprint. The physical strength, balance and co-ordination that children develop through riding either a scooter or bike is also invaluable. Please remember that the children are not allowed to ride their bikes/ scooters on school grounds at pickup and drop-off. The children should dismount and push their bikes/scooters when arriving at the school gates to prevent someone getting hurt on a busy playground.

Thank you, we really appreciate your support with this.

Important diary dates and information

4.3.24, 5.3.24 and 6.3.24 Parent Consultations.

5.3.24 and 6.3.24 Friends of Southridge Mother's Day gift shop

7.3.24 World Book Day

15.3.24 Comic Relief

26.3.24 Reception Easter Spring Assembly at 9.15am (maximum of 2 adults per child)

Reminders:

- Please remember to keep your child's reading record folder in their school bag each day, inside this folder is their reading record book for you to share any feedback on their progress.
- PE Days this term are still on Tuesdays and Thursdays.

Have a lovely weekend,
Take care, The Reception Team ☺



Thank you for your
time.

Any questions?

