Welcome to Reception!

This half term our topic is ***"All About Me and All About My Classroom"****. We will spend time settling into school, building friendships, learning routines and discovering what makes each of us unique. Through stories, play, exploration and discussion, children will develop confidence as they begin their Reception journey.*

Our Big Questions:

❓ ***What makes me unique?***

❓ ***How does my classroom help me to learn***

Our Expectations

At Harborne Primary School, our motto is ***"Happy Pupils Succeed"****, because every child is known, nurtured, challenged and inspired to become the very best version of themselves. We are an inclusive community where everyone is encouraged to demonstrate empathy, respect, responsibility and a willingness to contribute positively to society. Within our calm and supportive environment, every individual is valued and pupils learn to work collaboratively, think creatively and adapt confidently to an ever-changing world. Alongside academic achievement, we place equal importance on developing the personal qualities, attitudes and wider skills that enable children to flourish both in school and beyond. As we begin the Autumn Term, we will focus on demonstrating excellent manners, positive interpersonal skills and a genuine interest in everyone' experiences, talents and qualities. By working together as a school community, we can ensure that all children feel happy, confident and ready to succeed.*

Characteristics of Effective Learning

This term we will focus on showing our 'Motivated Magpie' learning behaviours. Children will be congratulated for being focused and actively engaged in their learning and school-life and, for persevering. We will support children to identify what they have done well and celebrate their outcomes.



Learning Together Workshop - Please join the workshop at the site that your child attends.

You are warmly invited to our first 'Learning Together' Workshop when we will explore how we teach Phonics and Early Reading: Monday 14th September, 2:40-3:20pm

Writing

We will be exploring stories about Elmer, We're Going on a Bear Hunt, We're Going to Find a Monster and Peace at Last. In turn, we will retell the stories in chronological order and the past tense. We will use the strategy of: 'Think, say and remember' to prepare and record simple sentence; checking that every sentence starts with a capital letter and ends with a full stop. We will progress to using time words (e.g. First, Next and Finally) to start sentences.

Oracy

Great oracy, the use of correct spoken English and the development of a rich vocabulary is fundamental to learning. Speaking and listening play a large part in children's progress in all areas of the curriculum and we develop fluency, vocabulary, intonation, expression, gesture and body language in a variety of ways. Enjoy lots of conversations with your child every day. Take turns speaking and listening and encourage them to speak in full sentences. Introduce and use new words during everyday activities (e.g. describing objects you see). Encourage your child to explain their thinking by using the word "because" and build on what your child says by asking simple questions such as, "Why do you think that?" or "Can you tell me more?".



Bronze Reading Challenge

Every child can work towards achieving a Bronze Award, by first reading five additional, stage-appropriate books by 22.10.26. Try the books listed on 'Books for Topics' (follow the QR code) or ask us for recommendations. Books available in school and at local libraries. Let's read for pleasure!

Reading

As part of our Little Wandle provision, every child will have two reading books: a **Reading Practice (Scheme) Book and a Sharing Book.**

- The decodable, **Practice Book** will be matched exactly to your child's current phonics level.
- Our curriculum includes three reading sessions a week, each targeting one focus at a time: decoding (sounding out and blending), prosody (reading with expression), and comprehension (understanding).
- Your child will bring home the same scheme book that they have read in school, to read again, with confidence.

This book is carefully matched to your child's current reading level. Please don't worry that it's too easy – your child needs to develop fluency and confidence. Listen to them read and celebrate success! If they can't read a word, read it to them. After they have finished, talk about the book together.

To encourage your child to become a lifelong reader, it is important that they read for pleasure. The additional **Sharing Book** is one they have chosen for you to enjoy together. Please remember that you shouldn't expect your child to read this alone. Read it to or with them. Discuss the pictures, enjoy the story, predict what might happen next, use different voices for the characters, explore the facts in a non-fiction book. Enjoy!

PE

Children will be introduced to Physical Education and structured movement through the topics of 'fantasy and adventure' and 'everyday life'. They will spend time learning basic principles of a PE lesson such as finding space, freezing on command, stopping safely, using and sharing equipment and working individually, with a partner and group. They will take part in activities which will develop fundamental movement skills such as running, jumping, skipping. Children will also play simple games and begin to understand and use rules.

Children in EYFS will have PE on Wednesday and Friday. On these days children will need to come to school wearing their PE kit: plain t-shirt their house colour/house colour trim, plain navy shorts or jogging bottoms, uniform sweater/cardigan and trainers.

PSHE

During Autumn 1, we will be growing the children's emotional awareness and supporting them to develop strategies to regulate emotions.

Phonics

Phonics teaches children to match letters (graphemes) to sounds (phonemes) and blend them to read, then segment them to spell. We are very excited to be implementing our new Little Wandle Phonics scheme this term. Daily, pacey lessons: review known sounds, teach a new GPC (grapheme–phoneme correspondence) or tricky word, practise together, then apply in reading and writing. We teach phonics in progressive phases (based on their complexity and frequency of use), children review and revise all taught GPCs and words, all the graphemes are practised in words, sentences and fully decodable books.

Key terms we use with children

- Blend: say the sounds and push them together to read (c–a–t → cat).
- Segment: break a word into sounds to spell (ship → sh–i–p).
- Digraph/trigraph: two or three letters making one sound (sh, ai, igh).
- Tricky words: common words that aren't fully decodable yet (e.g., the, said); we teach what's "tricky" about them and what can be sounded.

Handwriting and spelling

- We teach letter formation alongside phonics using formation phrases and correct starting points.
- For spelling, children say the word, segment the sounds, choose the graphemes, write, and check.

How you can help at home

- Use pure sounds (no "uh" on the end): s, a, t, p… not suh, ah, tuh.
- Quick daily practice: spot digraphs (sh, ch, th), play "sound–hunt" around the house and practise Little Wandle tricky words from the current phase.

When stuck: point to the word, child sounds and blends; only tell after they try.

Harborne Primary School

Our curriculum is carefully designed to broaden horizons, raise aspirations and help children understand the possibilities available to them. We want every pupil to leave Harborne Primary School with strong academic foundations, positive character traits and an unwavering belief that anything is possible. By celebrating achievement in all its forms and nurturing every aspect of a child's development, we prepare our pupils not only for the next stage of education but for a successful, fulfilling and purposeful future.

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Your child's learning in EYFS, Autumn 1

and how you can support their progress