

Welcome to Reception

September 2026-27



Ready for Reception





In this workshop we will..

- discuss some general housekeeping
- Key information
- show you what phonics looks like at Cranmore
- show you what writing looks like at Cranmore

Some reminders ...

The school doors open at 8:45 am. We do ask that parents stay at the bottom of the ramp.

Messages Please give these to the member of staff on the doors / playground

Snack

Snack must be fruit or vegetables- no processed foods/snacks for health and safety reasons. Please also cut grapes. Children do not need a lunchbox, only a small snack pot or piece of fruit. We unfortunately do not have the storage space for large lunchboxes.

Only water, no juice or flavoured water, in a clear bottle please

School lunches

Now the children are becoming used to the new school lunch routine, we ask that the children only choose a sandwich and jacket potato once a week as we would like to encourage the children to try new foods. Please see the menu available outside in school noticeboard and on the school website



Some reminders ...

Uniform

Earrings are not part of the school uniform. For safety reasons children should not be wearing these to school. This also includes jewellery and watches in reception. Hair should be tied back and accessories should be in school colours.

PE kit is needed in school and kept in school. It will be sent home at the end of each half term to be washed. Kit consists of a white t-shirt, black shorts and black pumps. Please name **everything!** We have already had some lost items due to them not being named. Bags- please only send your child into school with their book bag- no rucksacks are needed.

If you need support with uniform please contact the office as we have lots of pre loved uniform which we can offer discretely for families.



Early help and Family support

Mrs Nelson is our Child and Family support Worker and is contactable via the school office should you need any advice or support on any personal matters in confidence.

There is a wealth of advice and support for all areas of family life in Solihull and beyond.

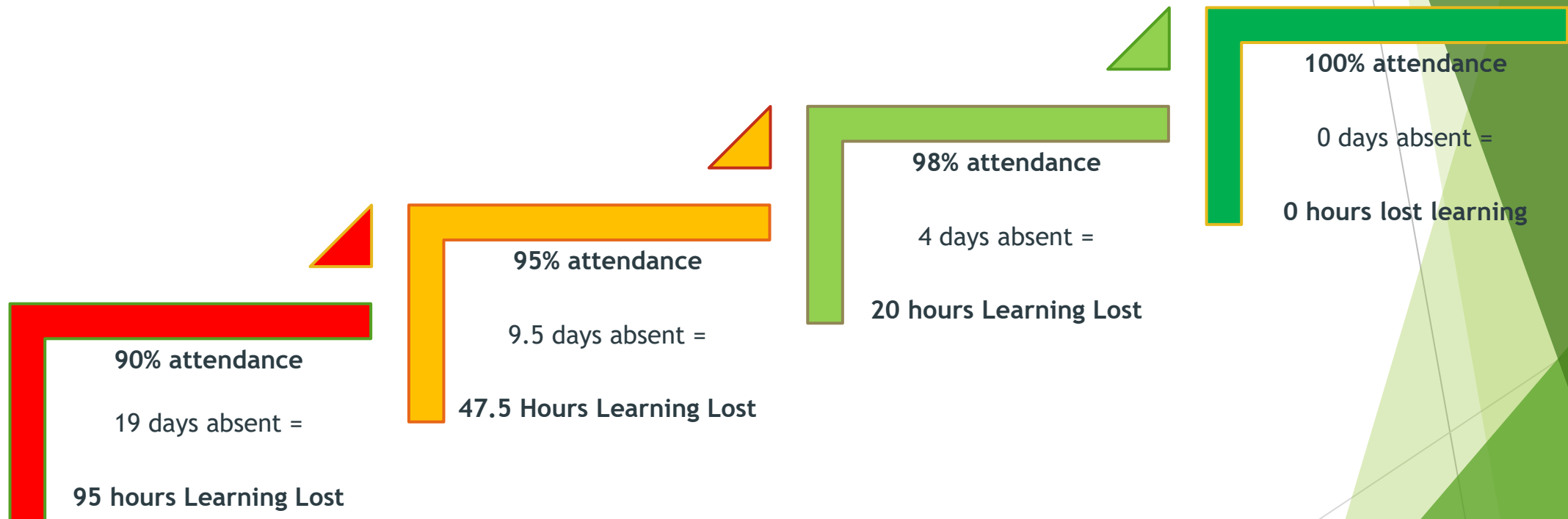
This support can also be found on our website. There are regular updates for local support groups and drops ins etc.

On our board also by the office we have information regularly updated for you.

Regular attendance and punctuality

- ▶ Regular school attendance is crucial to achieve success in school.
- ▶ Punctuality is also vital. Regular lateness can have an impact on children that are constantly arriving late to lessons or having to walk into assemblies. Children often report of feeling embarrassed at this.
- ▶ Children may miss vital information.

Hours Learning Lost based on a full academic year



Leave of Absence in Term Time

- ▶ Did you know there are only 190 days in a school year? That means you have 175 days to spend with your child as you wish.
- ▶ Please ensure you book holidays outside of term time as the law only allows schools to authorise leave of absences in 'exceptional circumstances' and family holidays are not classed as exceptional.
- ▶ Parents must apply with at least 2 weeks notice for leave of absences
- ▶ It is the head teacher of the school that considers any evidence provided and decides if the absence is exceptional and if not absences will be unauthorised and could lead to a fine.

Getting to know your child

In the first few weeks we will be doing a lot of activities and playful learning to settle your child into Reception

We will be looking at what they are able to do in a variety of ways

- Observations - How independent they can be
- Discussions as a whole class, smaller groups and as individuals and see what their needs and next steps will be

Legally we are required to do the **Reception Baseline Assessment 2026**

The Reception Baseline Assessment (RBA) for the academic year 2026 to 2027 is a statutory requirement for schools with a reception cohort. The assessment is

designed to evaluate early mathematics and early literacy, communication, and language skills in a way that is age appropriate.

It is administered within the first 6 weeks of a pupil starting reception and consists of two components, each with specific marking criteria. We also do our own baseline in class within other areas of learning.

Reading



The Technical Vocabulary

- ▶ PHONEME – a sound in a word.
- ▶ GRAPHEME – the letter or group of letters that make the sound.
- ▶ BLEND – put sounds together to make words.
- ▶ SEGMENT – break words into separate sounds for spelling.
- ▶ CVC – consonant vowel consonant (also back).
- ▶ Di-graph and tri-graph – Sounds with 2 or 3 letters in them e.g. sh and igh
- ▶ https://www.youtube.com/watch?v=-ZtjFlvA_fs
- ▶ <https://www.youtube.com/watch?v=DvOuc7cWXxc>

How do children learn to read in Reception?

1. Focus heavily on reading decodable words (Little Wandle books and 1 other)
2. We aim for children to read 90% of words with fluency with books they take home. The aim is for them to read with increasing speed.
3. Hear sounds/phonemes in spoken words.
4. Carry on a rhyming string (book, look, took, etc).
5. Hear and recognise initial sounds.
6. Sound out CVC words – segment for spelling/blend to read (cat, sit, etc).
7. Recognise that a sound can be made by more than one letter (ai/ay/a-e).
8. Blend CCVC/CVCC words (stop/fast).
9. Predict things and have a guess.
10. Read pictures and make sense of a story/ answer comprehension questions.

What does this look like in school?

- ▶ Three practise reading sessions during the week.
- ▶ Weekly book talk – looking at specific areas and skills of reading. Book talk vocabulary will be recorded on each newsletter, please use this language with your children at home.
- ▶ A daily phonic lesson using Little Wandle Phonics, learning a new sound and consolidating taught sounds and words. Reading and writing sentences are part of the session also. Children are taught letter names and the sound they make.
- ▶ Literacy lessons and activities daily both independent and focused.
- ▶ Parent reading morning – After half term Every Thursday morning 9– 9.15am Come and share a story with your child in class.

Little Wandle Phonics

We use Little Wandle to teach phonics in Reception.

<https://www.littlewandlelettersandsounds.org.uk/>

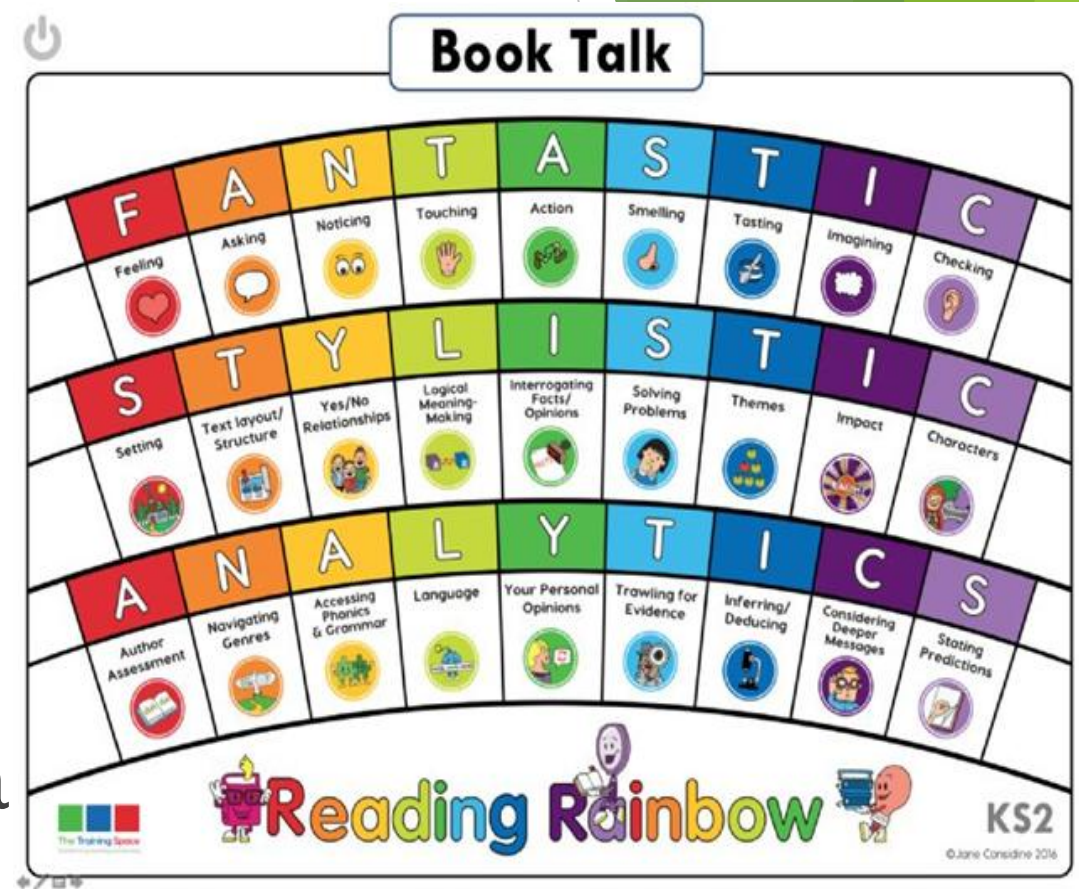
Children will take part in class phonic lessons, focussing on a new sound and recapping previously taught sounds each day. Children will read and write words containing the focus sound.

Children will all have a Little Wandle book and a library book to bring home each week once they are ready for reading. Please 'share' these at home and write a comment in the green reading diary.

These set books will match their phonics level.

Book Talk

► Staff use the 'Reading Rainbow' with children to give them simple questions to answer within different areas of reading. The children develop a real love of reading after exploring the texts in such a fun and meaningful way.



What does this look like at home?

- ▶ One reading book will be sent home each week with your child's reading diary. Please read them as often as you can. These need to be kept in your child's book bag.
- ▶ Please keep the books and diary in the clear plastic pocket to help protect the books. In the pockets you will also be given a sheet of individual letter sounds which you can cut up and practise making words- Keep an eye on the newsletters as we tell you which sounds we are learning that week.
- ▶ Please do write in your child's diary to say how they got on.
- ▶ Take care with pure pronunciation of phonic sounds when helping your child to read.
- ▶ Visit the library to develop a love of reading— free to join. You can go and find books even to support our author study for the term. These will be indicated on the newsletters
- ▶ Explore different types of texts – comics, non-fiction, magazines, leaflets etc

Writing



All of these activities help to develop the fine motor strength needed to control a pencil to form letters.

- ▶ Spinners
- ▶ Play-dough
- ▶ Cutting
- ▶ Threading
- ▶ Construction toys
- ▶ Pegging things on a line



What does writing look like in Reception?

When a child first begins writing, it might not look like you expect 'writing' to look. At this stage, we are looking for children to make marks and give meanings to those marks.

Children may be able to write their name, or some letters of their name. Children may be forming letter shapes and putting them in an order (writing a word).

We do not use copy writing –the adult will model writing a sentence during the lesson introduction, but the children will always write their own sentence first, then the teacher will write underneath. If we do not give them that ownership and encouragement right from the start, they will always become dependent on the adult.

What does writing look like in Reception?

As children learn sounds in phonics, we expect that they begin to use them in their writing.

We also teach handwriting alongside phonics. We use Kinetic letters –
Cranmore Infant School B90 - Handwriting - Kinetic Letters

Within phonics and handwriting sessions the children will see and hear rhymes to help them remember how to form letters and physically and visually see how they are formed. They are taught the importance of correct posture, correct pencil holding grip and how to 'slant' their work to aid comfortable and correct writing. We look at how to form letters according to letter families

As children progress through the scheme, we teach children how to segment a word into individual sounds, then write the letters that make that sound.

The jumper family – h b r n m p

The Abracadabra family – c o a d g q s

The window cleaner family – l t i u

The fisher family and squirter family – g y j f

The slider family – v w x z k

Speaking and listening

- Very important in the process for writing
- School ensures children have lots of opportunity to talk before they write, we call it 'Talk for Writing'
- The thinking that needs to take place before writing, and the quality of the writing, will be affected by the child's ability to express their thoughts and ideas orally, and then to redirect these oral skills into producing written text.

Big Write Adventure

<https://www.youtube.com/watch?v=ka2zNMF7zNo>

Based in an exciting online world in which characters present children with a series of writing missions. The programme provides a real purpose for the children's writing.



What is Drawing Club?

Drawing Club is the approach we use in Reception in our school to teach Literacy. It was created by a practitioner called Greg Bottrill and it brings the magic of story into the classroom. It is a way to share skills including fine motor, maths, early writing, vocabulary and most importantly, imagination and excitement!



How do we teach it?

At the beginning of each week, we use a new quality text to grab the interest of the children. This could be a written text, a cartoon or a short film. When we use a book, we read the story and talk about the front cover, the title and make predictions about what the story could be about. We talk about the beginning, middle and end and we may sequence events to help them to familiarise themselves with what happens. If using a short film or cartoon, we would watch it together and have conversation about it. The texts we use will link to our topic whenever appropriate. We learn 5 words each week which link to the text. To help the children to remember them, we choose actions together as a class for each word. This is a way of developing new and exciting vocabulary in context that the children may not otherwise hear. We then encourage the children to use these words in their play.

Each Monday, we talk about the character and what might happen when we press the magic button on our drawings. For example, they might change in appearance, develop a superpower to help them to solve their problem, become invisible...the ideas are endless!

On Tuesday, we draw a setting from the story and generate ideas about how it could change. For example, in the story of The Gingerbread Man, the river might part so that he can cross.

On Wednesday we go on an imaginary adventure, changing parts of the story - anything can happen when the magic is added!

How does Drawing Club link to writing?

Each time the children draw they have to add a 'magic button'. To make the magic work, they have to add a secret code. This could be the sound they are learning that day, a word, a caption or full sentences - whatever we feel they need to reinforce. The secret code could also be a number or a maths fact.

What about non-fiction texts?

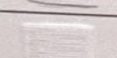
Alongside the fictional element of drawing club, we also make sure the children are exposed to quality information books that link to our topics. They will be taught how to write lists, captions and simple pieces of factual information. This could be done through Drawing Club if appropriate.

Why have we chosen Drawing Club?

Drawing Club is all about doing what is right for our children, to meet their needs and develop their interests. It is not a scheme. It is meant to be fun and exciting and give children the opportunity to explore a world of adventure so that they are fuelled ready to develop their writing skills as they move up through school.

The great thing about Drawing Club is that anything can happen. The more the children hear different ideas, think of their own and talk about stories in a 'What if...' way, the more their imagination will ignite and they will become amazing little storytellers.



Drawing Club Focus		
Character		
Setting		
Adventure 1		
Adventure 2		
Adventure 3		

whoosh

What does writing look like in Reception?

Children will take part in handwriting sessions where they will practice forming letters correctly using the Kinetic letters scheme.

These will reinforce this when doing phonic sounds they have learnt

The screenshot shows a handwriting practice interface for the 'Jumper Family' of letters. At the top, a navigation bar includes a home icon, '> Lower-Case Letters', and 'Jumper Family'. Below this, a 'Select Target to learn' button points to three tabs: 'Target Family Feature' (highlighted in yellow), 'Target Letters', and 'Target Pairs'. To the left of the tabs is an illustration of a tree with a red letter 'j' and the word 'Jumper' below it. To the right of the tabs, a text box contains the following instructions: 'Jumping from trees, what do we see? Bounce jumps down first, Skip follows next. Bounce is jumping, Skip is jumping. Boing boing boing boing boing boing. Down-bump. Back up. Push over. Down-bump. Back up. Push over.' Below the tabs, there are three rows of handwriting practice lines. The first row shows the 'Family Feature' 'r' in red, with a 'Click here for song' button above it and a 'Click to play Family Feature' button below it. The second row shows the letters 'h b n m r p' in black, with a 'Click bird for sound on/off' button above the 'h b' and a 'Click to play Family Feature over each letter' button below the 'n m r p'. The third row shows the letters 'v w x z k' in black, with a 'Click bird for sound on/off' button above the 'v w x z' and a 'Click to play Family Feature over each letter' button below the 'k'.



Jumper

Target Family Feature

Target Letters

Target Pairs

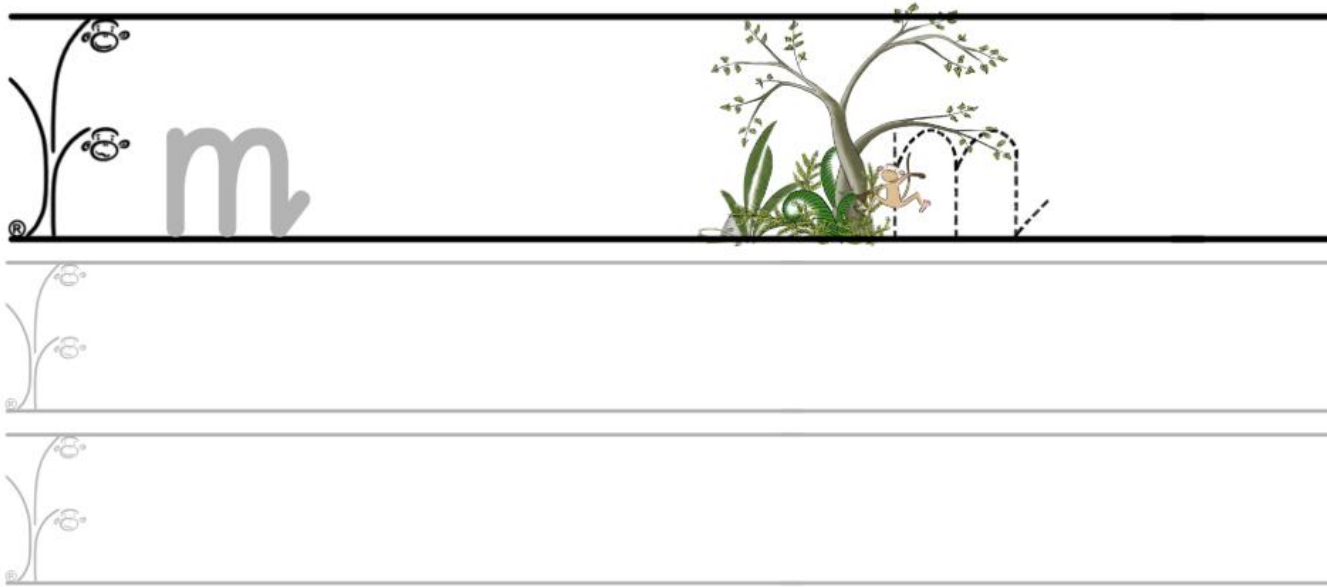


Target Letters

Learn the letter

Write the letter
(3BT-down)

Write the letter
(3BT-across)



Click bird for
sound on/off

Click to
play/pause,
stop, restart



We write 3 by the tree

How can you help at home?

Write a shopping list,
write and sign cards,
write letters and post them,
keep a diary,
write a story,
write labels for things that they have built or
made.

A year in Reception Class

Trips

- ▶ 1 - The Core theatre for a pantomime - December 2026
- ▶ 2 - Residential home to sing Spring songs and play games with the residents - March/April 2027
- ▶ 3 - Twycross Zoo - June 2027

CS CRANMORE
INFANT SCHOOL

FOREST SCHOOL

2026-27
Friday Afternoons

PARENT HELPERS NEEDED
for each session

**PARENT HELPERS
NEED TO BE
DBS CHECKED.**
Talk to the office
for details.

WINTER SESSIONS

- Need warm socks
- Spare socks (very important)
- Lots of layers
- Gloves (very important)
- Old (warm) trousers
- Coat
- Waterproof overalls are much easier for the children to wear if possible.

SUMMER CLOTHING

- Must be long trousers and long sleeved tops to avoid bites and stings.
- Wellies or trainers
- If wet weather, waterproof overalls are really easy for children to wear.

EXPLORE. DISCOVER. GROW!

TIMETABLE

AUTUMN 1	Squirrels
AUTUMN 2	Deers
SPRING 1	Rabbits
SPRING 2	Robins
SUMMER 1	Foxes
SUMMER 2	Hedgehogs

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This year we are asking for a donation of £6 for resources



Just a reminder

Please be mindful when driving and parking by school

It is a car free zone on Northland Rd between the hrs of
8.20 - 9.10am
2.30 - 3.30pm

Unless you have a blue exemption sticker

Please park in safe and suitable spaces and not parking
across resident's driveways

Please be polite courteous and vigilant at all times to keep
our children, families and community safe and happy.



Just a reminder

Please refrain from using your phone on the school premise for child safeguarding reasons or playing on any of the school playground equipment for safety reasons



Communication

- Weekly newsletters
- Curriculum email for the coming term with content what will be covered
- Parents eve - Oct and Feb
- Targets to work on
- Any interventions your child may need (not all children- will get a slip)
- Reports - end of year

SEN - Meetings to update any Learning plans

Communication

- Any queries/concerns email the office for our attention
- Messages written down and passed on in mornings to a member of staff on the playground
- Attendance absences via website
- Share any concerns with school

You will get weekly emails – Newsletters to let you see what we will be doing so you can support your child for the coming week.

We look forward to working with you and your child this year in reception and hope that it is a fun, happy, healthy one with lots of playing and learning along the way.

We are always here to support you and your child in anyway we can.

A DAY IN RECEPTION

MORNING
CIRCLE TIME



MESSY
ART TABLE



READING
CORNER



SNACK
BREAK