

Reception

Curricular Letter

Autumn 1 2026 – In the beginning

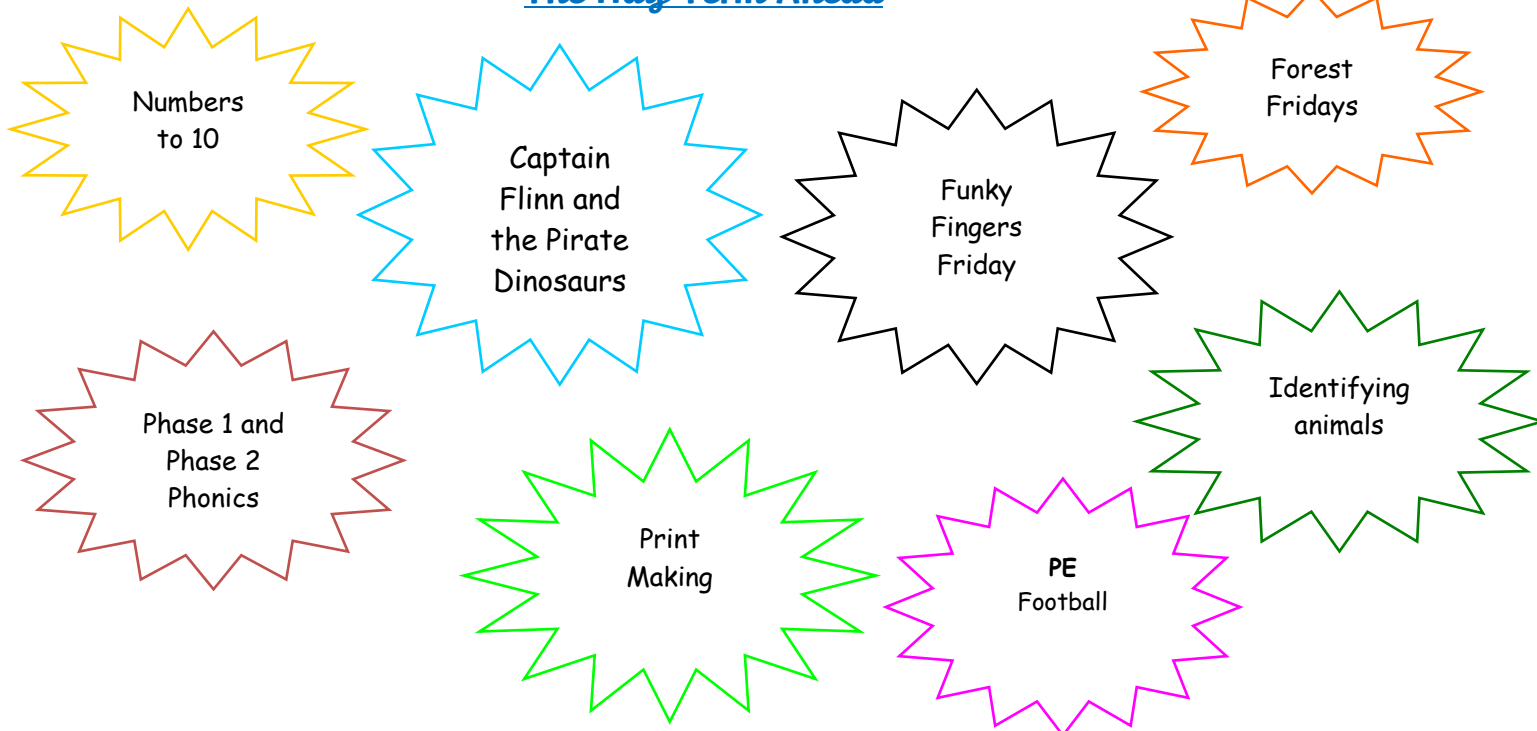
Dear Parents and Guardians,

It has been a real pleasure welcoming your children into school, and the atmosphere around Mossy Lea is full of energy and excitement. I hope you all enjoyed a restful summer break and feel ready for the year ahead. The children have settled into their new routines brilliantly and have already made a fantastic start.

This half term, our topic is '**In the beginning**'. We'll be learning about animals, focusing on identifying and naming a variety of common animals, including UK mammals, birds, reptiles, fish and amphibians. We investigate the location of countries, continents and oceans of the world. Also, we will be using objects in different ways to create a dinosaur prints.

As always, we begin each new topic by talking with the children about what they already know and what they would like to find out. Their ideas and interests will help guide our planning so that learning is meaningful, exciting, and relevant to them. To support your child's learning, please continue to discuss with your child's learning with them.

The Half Term Ahead



Days to Remember

Monday

- PE
- **After School Club – Chorley SSP**

Tuesday

- Music with LMS
- PE
- Art/DT with Mrs Smith
- **After School Club – Board Games**

Wednesday

After School Club – music and movement

Thursday

After School Club – Performing Arts

Friday

- Forest Fridays – *outdoor learning*
- Funky Fingers – *fine motor skills*
- **After School Club – Book/Film Club**

Phonics

As an introduction to phonics, we will be reviewing oral blending and oral segmenting from phase 1. These two skills are the foundation for all future reading and writing and it's important that we spend time consolidating these skills before we start teaching the children their letter sounds. The skill of oral blending enables the children to push single sounds together so that they can hear whole words. The skill of oral segmenting enables the children to break down words into their smallest single sound components. After consolidating their phase 1 knowledge, we will move on to teaching the first set of sounds in accordance with Lancashire's **Red Rose Phonics**.

At Mossy Lea, we follow the Red Rose Phonics Scheme developed by Lancashire, we will discuss this with you at the reading meeting (details below). All children will be working for twenty minutes every day in their phonics groups, and they will begin learning the sounds (**phonemes**) of the alphabet. Pupils will learn two - three sounds each week and in groups will practise saying, recognising, writing, and hearing sounds. Once the children know a few sounds, we can start putting them together to create simple CVC words for reading and writing i.e. (sat, pin and tap etc). Each new sound will be placed into your child's phonic book so they can practise at home. Parents are encouraged to discuss sounds and letter names, write lower- and upper-case letters and find objects which begin and end with each sound.

Reading

Pupils will participate in whole class reading sessions with big books, take part in at least one guided group reading session a week and will have opportunities to read and discuss their books individually. Classroom activities will also develop the children's understanding of books and develop the strategies the children need to assist their reading. The books your child will bring home will include a home reader (generally a story from the Oxford Reading Tree Scheme), a phonetically decodable text based on their phonic phase and a book from the school library that your child will choose independently. Please share and talk together about what is happening in the story and encourage your child to look carefully at the sounds, words, and pictures. It is helpful if you can write in your child's reading record book if you have read or shared the books as this will help the Foundation Stage Team to monitor the strategies your child uses to read. Your child will also bring home 'tricky word' or 'keyword' bookmarks, words that your child will be expected to recognise by sight. Please keep it in your child's book bag so it can be changed when necessary.

Writing

Pupils will continue to practise writing their names, remembering a capital letter at the beginning only. Each child will be encouraged to write their name on all pieces of work and as often as possible. We will be practising letter formation weekly using various tools such as pens, paint brushes, sand, chalk and play dough. In addition, all children will be participating in activities developed to improve their fine motor skills and their pencil control. Pupils will learn about some of the purposes we have for writing and will be given opportunities to write using their emergent writing and phonic strategies.

Home Reading

We will change your child's reading books when we have begun teaching Phase 2 Phonics – this will begin week commencing 21st September. Children have opportunities to read during daily phonics, as part of a group (guided reading) and independently with school staff. Please write the title of the book you have read with your child in their reading record (so we can aim to avoid sending the same book home twice) and add comments about your child's reading in the reading record book. Children are expected to read at home with an adult every day, if possible, for about ten minutes. If your child reads their own books at home, please feel free to make a note of this in their reading records.

Early Reading and Maths Meeting

We would also like to invite you to a Reading and Maths meeting on Wednesday 30th September at 3:40pm. During this session, we will share insights into how we teach phonics and mathematics in our classroom. This will be a fantastic opportunity for you to understand our approach and how you can support your child's learning at home. We highly encourage your attendance, as your involvement is key to your child's success.

MATHS

In line with the rest of the school, we have introduced the Lancashire Red Rose Maths scheme. We will begin by developing your child's pre-counting skills and mastery of numbers up to 10. This will involve sorting items into groups, identifying similarities and differences and making patterns. We will spend much of our time asking the children to 'say what you see' and modelling giving answers using full sentences such as, 'They are the same because', 'They are different because' and 'I can see...'. On top of this we will begin to develop your child's ability to subitise amounts which means being able to identify how many items are in a group without counting. This is a skill which precedes counting and only applies to small groups up to an average of 5 objects

The children's mathematical development is furthered through whole class work, through focused activities in small groups with an adult and through play. This work is practical and fun with limited recording at this stage. Sessions will focus on children being provided with practical activities to help them compare, sort, match, sequence, and count. Through such first-hand experience, children will develop an understanding of numbers and use the appropriate mathematical language involved. We will begin to understand addition as the grouping together of objects and find numbers one more than numbers to ten. As well as a focused numeracy session the children will have opportunities during child-initiated play to play number games and to follow up ideas started during the lesson.

Personal, Social and Emotional Development

We want the children to feel happy and confident at school. This half term the children's learning in the area of Personal and Social Development focuses on supporting the children in settling into school and developing their independence in this new setting. They will become more confident and independent when separating from whoever brings them to school. They will gain independence in using the snack bar, having lunch, negotiating playtimes and managing their own hygiene. They will learn to follow the class rules and routines and to play co-operatively, imaginatively and appropriately in the different areas of the classroom and the outdoor areas.

As part of our behaviour management policy the school has 'Mighty Mossy Awards'. Children achieve the awards when they show any of the school's value including for kindness, effort and achieving. On a Friday, children have the opportunity to receive a Star of the Week certificate.

Wellington Boots and Waterproofs

We place a great emphasis on both indoor and outdoor learning – particularly on Forest Fridays. Therefore, please ensure that your child brings appropriate clothing every day, depending on the weather.

It would also be helpful if they always have wellington boots in school at all times as we will be using the outdoors including our outdoor kitchen in all weathers!

Statutory Reception Baseline Assessment (RBA)

Prior to children starting their Reception year, we spend time speaking to preschool practitioners and reading all the documentation sent into school (all about me books, learning journeys etc) so we can gain an understanding of the whole child and where they are at in terms of their learning and development. During the first half term in Reception, all staff use ongoing assessments, observations, and conversations with the child to develop a baseline assessment. This identifies each individual child's starting points in all areas so we can plan experiences to ensure progress. This information is tracked on Seesaw and in subject specific books.

We are also participating in the Statutory Reception Baseline Assessment (RBA). This assessment focuses on 'Language, Communication and Literacy,' and 'Mathematics.' The purpose of this is to show the progress children make from Reception until the end of KS2.

A speech and language assessment will also be carried out during the baseline period in Reception to identify children's language and communication skills level. This assessment informs us if the child is at expected for their age, requires intervention, or needs to be referred for specialist support. We work closely with Speech and Language Therapy Services, and we are able to draw on specialist support should it be needed.

Seesaw

Seesaw is a simple way for teachers and students to record and share what's happening in the classroom. Your child's teachers can send you photographs, videos, notes, links to websites and can upload documents. This can be to show you the work your child has done or to set work and share important information. There are two different ways to access Seesaw both as a parent and as a child, either using a laptop/ desktop computer, or through a phone or tablet by downloading the app. Seesaw can be accessed by parents or by children, and each option looks rather different. All comments, photos, videos, and notes added by parents or children will need to be approved by the class teacher before they are published. This is to ensure that safe and appropriate content is published for others to view.

A Tutorial of Seesaw Home Learning for Parents.

<https://www.youtube.com/watch?v=W9FyB1SCbeM>

Username and passwords will be sent home shortly.

NOTES FOR PARENTS

- Reading books should be sent into school each day in children's red bag.
- The school provides children with a piece of fruit each day (free or charge) or toast (25p a day). If you would prefer your child to bring his/her own snack to school, please keep in mind that it should be one healthy snack that is 'nut free'.
- Children are encouraged to bring a drinks bottle, **filled with water**, to school each day. This can be refilled during the day.
- Children can come to school in their PE kit on PE days which will be Monday and Tuesday.
- **All PE kit and school uniform must be labelled, so if lost, they can be easily returned to you.**

Thank you for your support so far and if at any time throughout the year you may have questions or thoughts on your child's work or well-being, please feel free to catch me after school or send a class dojo message.

Kind regards,

Miss Keeling
Class Teacher