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Dear Reception Families,

Last week the children loved learning about Jack and the Beanstalk; we created a beanstalk out of our recycled materials and painted leaves to stick on too. The children enjoyed planting beans, and discussing whether we thought they might be magic beans! We kept a Bean Diary as a class and took pictures and wrote about the changes we saw as the plant grew.

Learning: This week we will continue our exploration of fairytales by reading The Gingerbread Man; we are going to be making our very own gingerbread men on Wednesday! We will also continue with our transition activities, including visiting the Year One classrooms while the current Year One children have their PE lessons.

Communication, Language & Literacy: We will learn new vocabulary from the story including **baked, baking tray, yell, cunning and leap.**

Phonics: In phonics we will continue to reinforce the sounds we have learnt so far, following the Phase 2 and 3 Little Wandle phonics scheme. We will also continue to read Phase 4 words including gloom, string, strap, slight, screech, strong, cloak and sleep.

In Year 1 the children will learn many new sounds, including alternative digraphs for sounds (such as /ai/ or /ay/) so it is important for them to have a secure understanding of the Reception sounds before they start. Please refer to the Little Wandle website for more information on how we teach Phonics <https://www.littlewandle.org.uk/resources/for-parents/>.

We will also be practicing our tricky words; please see the document attached with the tricky words and the parts that make them tricky. Please try to practice these at home.

Handwriting: We will learn how to form letters from the zig zag family.

	Across the top of the zebra's head, zig-zag down its neck and along.
	Down the kite, up to the top corner and down to the bottom corner.

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Maths: We will look at grouping objects and using the mathematical vocabulary such as **equal, unequal, group, groups, divide, altogether and left over**. We will also continue practice writing numbers to 10 and counting up to 30 aloud.

Other Areas of Learning:

- **UW (Understanding the World)** – We will make our gingerbread men, including measuring the ingredients and discussing the different utensils needed.

- **PSED (Personal, social and emotional development)** – Our PSHE topic this term is Changing Me. The second session will focus on being able to talk about some of the things the children can do and foods we can eat to be healthy.

- **EAD (Expressive arts and design)** – We will continue to explore fairytales, creating our own mini fairytale settings and using resources such as buttons, beads and pipe cleaners to decorate cardboard gingerbread men.

- **PD (Physical development)** - We will continue to help prepare the children for their first Sports Day on 17th June. Events will include the egg and spoon race, bean bag throwing and a running race.

Notices and reminders:

-Sports Day – Wednesday 17th June at 2 o'clock

Sports Day for Reception will take place on Wednesday 17th June at 2 o'clock, alongside our nursery school leavers. The children will take part in different obstacle course races and a running race at the end, if they would like to. The children will be expected to come into school in their PE kits with their house coloured t-shirts on. These t-shirts must be plain tops, no football shirts, and no tops with logos. Please contact the class teacher via the office if you do not know which house your child is in. Thank you.

-Year Six Fundraiser – Friday 12th June In last week's whole school newsletter, information about the Year 6 fundraiser was shared. If you would like your child to take part, please send in up to £5 in a labelled envelope on this day.

Kind Regards,

Mrs Morley, Mrs Duxon and Mrs Lewis

Phase 2 tricky word

R Au1

is
—

Point to 's'.

Say: *This grapheme says z.*

Phase 2 tricky word

R Au1

l
—

Point to 'l'.

Say: *This grapheme says igh.*

Phase 2 tricky word

R Au1

the
— —

Point to 'th'.

Say: *This digraph says th.*

Point to 'e'.

Say: *This grapheme says uh.*

Phase 2 tricky word

R Au2

put
—

Point to 'u'.

Say: *This grapheme says oo*.*

*Not tricky in some regional accents.

Phase 2 tricky word

R Au2

pull

Point to 'u'.

Say: *This grapheme says oo*.*

**Not tricky in some regional accents.*

Phase 2 tricky word

R Au2

full

Point to 'u'.

Say: *This grapheme says oo*.*

**Not tricky in some regional accents.*

Phase 2 tricky word

R Au2

as

Point to 's'.

Say: *This grapheme says z.*

Phase 2 tricky word

R Au2

and

Point to 'nd'.

Say: *Let's say the sounds and blend them a-n-d, 'and'.*

Phase 2 tricky word

R Au2

has

Point to 's'.

Say: *This grapheme says z.*

Phase 2 tricky word

R Au2

his

Point to 's'.

Say: *This grapheme says z.*

Phase 2 tricky word

R Au2

her
_

Point to 'er'.

Say: *This digraph says ur.*

Phase 2 tricky word

R Au2

go
_

Point to 'o'.

Say: *This grapheme says oa.*

Phase 2 tricky word

R Au2

no
_

Point to 'o'.

Say: *This grapheme says oa.*

Phase 2 tricky word

R Au2

to
_

Point to 'o'.

Say: *This grapheme says oo.*

Phase 2 tricky word

R Au2

into
_

Point to 'o'.

Say: *This grapheme says oo.*

Phase 2 tricky word

R Au2

she
_

Point to 'e'.

Say: *This grapheme says ee.*

Phase 2 tricky word

R Au2

push
_

Point to 'u'.

Say: *This grapheme says oo*.*

*Not tricky in some regional accents.

Phase 2 tricky word

R Au2

he
_

Point to 'e'.

Say: *This grapheme says ee.*

Phase 2 tricky word

R Au2

of
_

Point to 'f'.

Say: *This grapheme says v.*

Phase 2 tricky word

R Au2

we
_

Point to 'e'.

Say: *This grapheme says ee.*

Phase 3 tricky word

R Spr1

was

Point to 'a'.

Say: *This grapheme says o.*

Phase 3 tricky word

R Spr1

you

Point to 'ou'.

Say: *This digraph says oo.*

Phase 3 tricky word

R Spr1

they

Point to 'ey'.

Say: *This digraph says ai.*

Phase 3 tricky word

R Spr1

my

Point to 'y'.

Say: *This grapheme says igh.*

Phase 3 tricky word

R Spr1

by

Point to 'y'.

Say: *This grapheme says igh.*

Phase 3 tricky word

R Spr1

all

Point to 'a'.

Say: *This grapheme says or.*

Phase 2 tricky word

R Au2

me

Point to 'e'.

Say: *This grapheme says ee.*

Phase 2 tricky word

R Au2

be

Point to 'e'.

Say: *This grapheme says ee.*

Phase 3 tricky word

R Spr1

are

Point to 'are'.

Say: *This trigraph says ar.*

Phase 3 tricky word

R Spr1

sure

Point to 's'.

Say: *This grapheme says sh.*

Point to 'ure'.

Say: *This trigraph says or.*

Phase 3 tricky word

R Spr1

pure

Point to 'ure'.

Say: *This trigraph says yor.*

Phase 4 tricky word

R Su1

said

Point to 'ai'.

Say: *This digraph says e.*

Phase 4 tricky word

R Su1

so

Point to 'o'.

Say: *This grapheme says oa.*

Phase 4 tricky word

R Su1

have

Point to 've'.

Say: *This digraph says v.*

Phase 4 tricky word

R Su1

like

Point to 'i-e'.

Say: *These letters say igh.*

Phase 4 tricky word

R Su1

some

Point to 'o-e'.

Say: *These letters say u.*

Phase 4 tricky word

R Su1

come

Point to 'o-e'.

Say: *These letters say u.*

Phase 4 tricky word

R Su1

love

Point to 'o-e'.

Say: *These letters say u.*

Phase 4 tricky word

R Su1

do

Point to 'o'.

Say: *This grapheme says oo.*

Phase 4 tricky word

R Su1

were

Point to 'ere'.

Say: *This trigraph says ur.*

Phase 4 tricky word

R Su1

here

Point to 'ere'.

Say: *This trigraph says ear.*

Phase 4 tricky word

R Su1

little

Point to 'le'.

Say: *This digraph says l.*

Phase 4 tricky word

R Su1

says

Point to 'ay'.

Say: *This digraph says e*.*

*depending on regional accent

Phase 4 tricky word

R Su1

there

Point to 'ere'.

Say: *This trigraph says air.*

Phase 4 tricky word

R Su1

when

Point to 'wh'.

Say: *This digraph says w.*

Phase 4 tricky word

R Su1

what

Point to 'wh'.

Say: *This digraph says w.*

Point to 'a'.

Say: *This grapheme says o.*

Phase 4 tricky word

R Su1

one

Point to 'o'.

Say: *This grapheme says w-u.*

Point to 'ne'.

Say: *This digraph says n.*

Phase 4 tricky word

R Su1

out

Point to 'ou'.

Say: *This digraph says ow.*

Phase 4 tricky word

R Su1

today

Point to 'o'.

Say: *This grapheme says oo.*

Point to 'ay'.

Say: *This digraph says ai.*