

## RECEPTION 5 años

Reception Year at the school continues to be aligned with the values and rhythms of EYFS as the provision for 4 and 5 year olds is part of a global school project. However, in Reception the activities and content are structured to establish fluent and consistent reading and confident albeit simple writing in preparation for Year 1.

In English print writing will be taught. The Class library, aligned with Synthetic Phonics, is an invaluable resource in this respect.

As to content distribution in the different terms:

	CONCEPTS TAUGHT	RESOURCES
AUTUMN TERM	Review of Phase 2, including Tricky Words Practice blending with cvc words Extension of reading and writing practice with extended words , such as JUMP Beginning of Phase 3	A variety of songs ,rhymes and oral stories A variety of quality children’s books to be read out in class Crafts materials Synthetic phonics activities (worksheets, games, online activities, etc) Oxford Reading Tree books and other similar phonics-aligned reading materials Materials from real life (Menus, magazines, recipes, etc...)
WINTER TERM	Introduction and acquisition of Phase 3 Phonemes Acquisition of Phase 3 Tricky Words Consistence practice of print handwriting Reading sentences Reading short books	A variety of songs ,rhymes and oral stories A variety of quality children’s books to be read out in class Crafts materials Synthetic phonics activities (worksheets, games, online activities, etc) Oxford Reading Tree books and other similar phonics-aligned reading materials Materials from real life (Menus, magazines, recipes, etc...)
SPRING TERM	Acquisition of all remaining Phase 3 graphemes and Tricky Words  Consolidation of fluent word and sentence reading Further acquisition and practice of print handwriting  Enhancing of reading comprehension of short texts and books	A variety of songs ,rhymes and oral stories A variety of quality children’s books to be read out in class Crafts materials Synthetic phonics activities (worksheets, games, online activities, etc) Oxford Reading Tree books and other similar phonics-aligned reading materials Materials from real life (Menus, magazines, recipes, etc...)

We will continue, in collaboration with main teachers, to ensure that the children's school experience is a positive and engaging one.

The English Department attaches great importance to children's first reading experiences. Motivation to read, celebration of stories and imagination, and encouragement as children acquire reading skills, will be constant.