



Reception Curriculum Meeting 2025

- Introduction to Little Wandle Letters and Sounds (our phonics programme)
 - Blending and segmenting
 - Handwriting
 - Sharing books
 - Supporting your child at home
- Overview of ARC Pathway
 - Online Learning Journals
 - Children's profiles and learning pathways
 - Observations from home
- Reading for Pleasure
 - Classroom time +
 - Pumpkin Soup!

Phonics

“

Phonics is:

**making connections between the sounds
of our spoken words and the letters that
are used to write them down.**

”

Little Wandle Letters and Sounds Revised



Following a government review, Shelford School adopted *Little Wandle Letters and Sounds Revised* as our systematic, synthetic phonics (SSP) programme to teach early reading and spelling. It provides:

- A structured route to reach expected milestones throughout Reception and KS1

It consists of:

- Daily lessons / regular reading sessions / frequent informal assessments to keep track of and support children's attainment and understanding
- Additional resources and a 'catch up programme' for children working at different speeds



What do daily lessons look like?

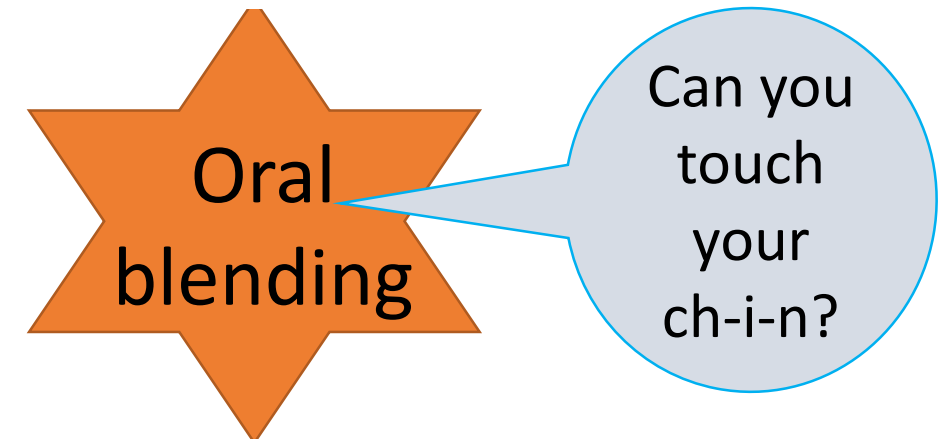
- Phonics teaching in Reception builds on skills already learnt in nursery / pre-school to help them 'tune into' sounds around them
 - E.g. I spy / Rhyme Time / What's in the box?
 - Oral Blending

These continue to form part of our daily activities

- Daily lessons then build on these skills to introduce children to Grapheme-Phoneme-Correspondences (GPCs)
 - Pictures are associated with different sounds. This helps teach children the link between sounds in our spoken words (phonemes) and the letters used to write them down (graphemes)

	 penguin	Bring your lips together, push them open and say p p p	Down the penguin's back, up and around its head.
---	---	---	--

E.g. 'penguin' begins with 'p' and 'p' is written like this.....



Blending to read words

What do we teach the children to do?

We systematically teach them to:

- Look at the letters written down
- Point to the letters as they read (to keep track of where they are)
- Say the sounds
 - Dots / 'sound buttons' initially used to support focus
- Join the sounds together i.e. blend the sounds to read a word
- p-a-t-pat

p a t

Sounding out graphemes (letters) and blending them together is how they're learning to read! 😊

N.B. We use 'pure sounds' when sounding out and reading words.

We don't say 'uh' at the end of words

We say 'p'- 'a'- 't'- 'pat' **not** 'puh' – 'a' – 'tuh' because it doesn't blend t say 'pat

Initially children are taught letter 'sounds'.

Letter names will be introduced later in the year.

As they develop confidence, children move from 'sounding out loud' to 'blending in their heads' in order to develop fluency

Support for parents



<https://www.littlewandlelettersandsounds.org.uk/resources/for-parents/>

For parents

The resources on this page will help you support your child with saying their sounds and writing their letters. There are also some useful videos so you can see how they are taught at school and feel confident about supporting their reading at home. Find our full Reception and Year 1 teaching programme overview [here](#) to see what your child will learn and when.

Note: Member schools wanting to share content with parents should share the link to this page. While some of the same content appears in the Engaging parents section in the logged in area of the website, the content on the Engaging parents page can only be viewed by members.

Support for phonics

How we teach

Books coming home

These four videos show you how to pronounce the sounds. Notice how the children don't add an 'uh' sound at the end, so they say 't' not 'tuh'. Use the downloadable information to help your child remember how to write their letters and say their sounds.

Videos



Phase 2 sounds taught in Reception Autumn 1

Phase 2 sounds taught in Reception Autumn 2

Phase 3 sounds taught in Reception Spring 1

Phase 5 sounds taught in Y1



Reception Autumn 1 sounds



We are here to help!

**New last year –
Nursery Rhymes*

Teaching order

- 4 sounds a week plus a review session
- Information sheets available to support

Phase 2 grapheme information sheet

Autumn 1

Grapheme and mnemonic	Picture card	Pronunciation phrase	Formation phrase
 s	 snake	Show your teeth and let the s hiss out ssssss ssssss	Under the snake's chin, slide down and round its tail.
 a	 astronaut	Open your mouth wide and make the 'a' sound at the back of your mouth aaa	Around the astronaut's helmet, and down into space.
 t	 tiger	Open your lips; put the tip of your tongue behind your teeth and press ttt	From the tiger's nose to its tail, then follow the stripe across the tiger.
 p	 penguin	Bring your lips together and push them open and say ppp	Down the penguin's back, up and round its head.
 i	 iguana	pull your lips back and make the 'i' sound at the back of your mouth iii	Down the iguana's body, then draw a dot (on the leaf) at the top.
 n		Open your lips a bit, put your tongue behind your teeth and make the nnnnn sound nnnnn	Down the stick, up and over the net.

Phase 2 grapheme information sheet

Autumn 2

Grapheme and mnemonic	Picture card	Pronunciation phrase	Formation phrase
 j	 jellyfish	Pucker your lips and show your teeth use your tongue as you say jjj	All the way down the jellyfish. Dot on its head.
 v	 volcano	Put your teeth against your bottom lip and make a buzzing vvvv vvvv	Down to the bottom of the volcano, and back up to the top.
 w	 wave	Pucker your lips and keep them small as you say www	From the top of the wave to the bottom, up the wave, down the wave, then up again.
 x	 box	Mouth open then push the cs/x sound through as you close your mouth cs cs cs (x x x)	Start at the top, then across to the bottom of the box. Start at the top, then across to the bottom of the box.
		Smile, tongue to the top of your mouth, say y without	Down and round the yo-yo, then follow the string sound

Gradually your child learns the entire alphabetic code:



Little Wandle Letters and Sounds Revised 2021: Programme progression

Reception and Year 1 overviews

This programme overview shows the progression of GPCs and tricky words that we teach term-by-term. The progression has been organised so that children are taught from the simple to more complex GPCs, as well as taking into account the frequency of their occurrence in the most commonly encountered words. All the graphemes taught are practised in words, sentences, and later on, in fully decodable books. Children review and revise GPCs and words, daily, weekly and across terms and years, in order to move this knowledge into their long term memory.

Children need to learn to read as quickly as reasonably possible, so they can move from learning to read, to reading to learn, giving them access to the treasure house of reading. Our expectations of progression are aspirational yet achievable if schools maintain pace, practice and participation by all children. Children who are not keeping-up with their peers should be given additional practice immediately through keep-up sessions.

Reception

Autumn 1 Phase 2 graphemes	New tricky words
s a t p i n m d g o c k c k e u r h b f l	is I the

Autumn 2 Phase 2 graphemes	New tricky words
ff ll ss j v w x y z zz qu ch sh th ng nk * words with -s /s/ added at the end (hats sits) * words ending -s /z/ (his) and with -s /z/ added at the end (bags)	put* pull* full* as and has his her go no to into she push* he of we me be

*The tricky words 'put', 'pull', 'full' and 'push' may not be tricky in some regional pronunciations; in which case, they should not be treated as such.

Spring 1 Phase 3 graphemes	New tricky words
ai ee igh oa oo oo ar or ur ow oi ear air er * words with double letters * longer words	was you they my by all are sure pure

Spring 2 Phase 3 graphemes	No new tricky words
Review Phase 3 * longer words, including those with double letters * words with -s /z/ in the middle * words with -es /z/ at the end * words with -s /s/ and /z/ at the end	Review all taught so far

Summer 1 Phase 4	New tricky words
Short vowels with adjacent consonants * CVCC CCVC CCVCC CCVC CCVC * longer words and compound words * words ending in suffixes: -ing, -ed /t/, -ed /id/ /ed/, -est	said so have like some come love do were here little says there when what one out today

Year 1

Autumn 1	Review tricky words Phases 2-4
Review Phase 3 and 4 Phase 5 /ai/ ay play /ow/ ou cloud /oi/ oy toy /ea/ ea each	Phases 2-4: the put* pull* full* push* to into I no go of he she we me be was you they all are my by sure pure said have like so do some come love were there little one when out what says here today

*The tricky words 'put', 'pull', 'full' and 'push' may not be tricky in some regional pronunciations; in which case, they should not be treated as such.

Autumn 2 Phase 5 graphemes	New tricky words
/ur/ ir bird /igh/ ie pie /ool/ /yool/ ue blue rescue /yool/ u unicorn /oa/ o go /igh/ i tiger /ai/ a paper /eel/ e he /ai/ a-e shake /igh/ i-e time /oa/ o-e home /ool/ /yool/ u-e rude cute /eel/ e-e these /ool/ /yool/ ew chew new /eel/ ie shield /or/ aw claw	their people oh your Mr Mrs Ms ask* could would should our house mouse water want

*The tricky word 'ask' may not be tricky in some regional pronunciations; in which case, it should not be treated as such.

Spring 1 Phase 5 graphemes	New tricky words
/eel/ y funny /el/ ea head /w/ wh wheel /oa/ oe ou toe shoulder /igh/ y fly /oa/ ow snow	any many again who whole where two school call different thought through friend work

We work through the programme to develop fluency

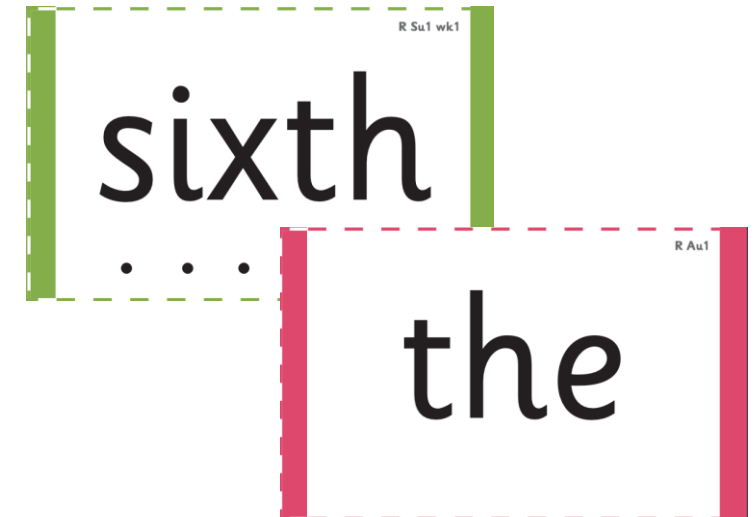
How do we make learning stick?



Mnemonics (like the astronaut) and phrases (like boing boing for 'oi') help children to recognise and remember graphemes.

Every time we teach a new sound, we also say and read words that contain that sound during our phonics lesson.

We progress to reading phrases and then whole sentences containing some of these words.

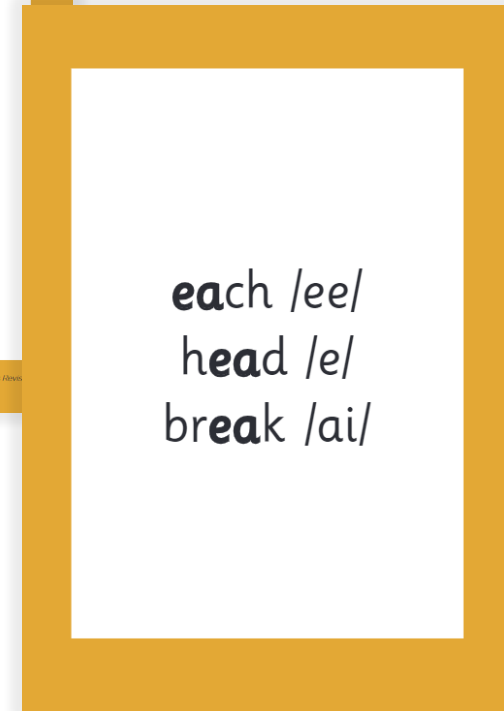
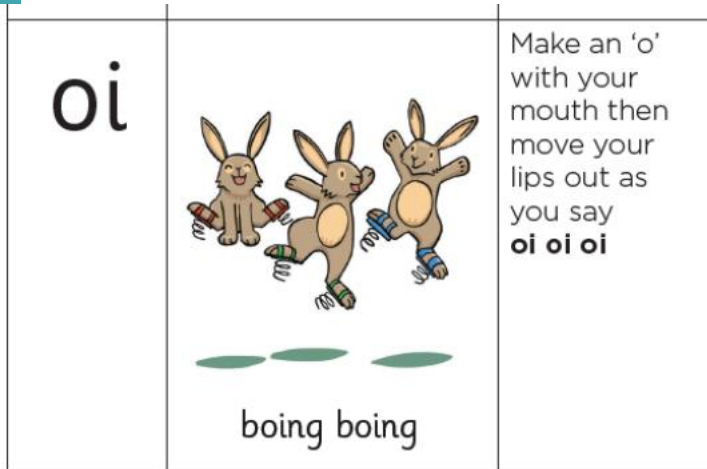
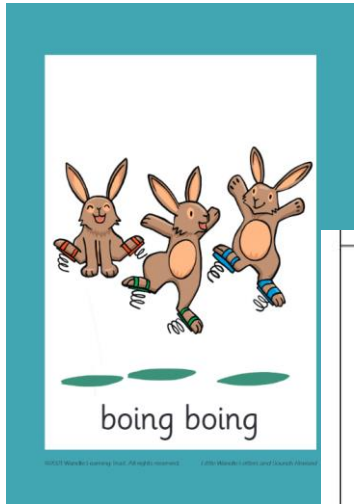


Displays in the classroom and on tables support the children throughout the day



Reading and spelling

Reading and spelling



Example
from
Year 1

We progress from teaching individual letters to 'digraphs' (two letters one sound) and 'trigraphs' (3 letters one sound).

Gradually children learn that there are graphemes that can have different sounds and sounds that can be made with different letters.

Alternate ways to write the phoneme sh:



shell

chef

special

caption

mansion

passion

In Reception children are taught 'sh' as in 'shell'.

In Year 1 they are introduced to all the different ways to write the phoneme 'sh'

Tricky words

e.g. 'he' / 'we' / 'is'



<https://www.littlewandlelettersandsounds.org.uk/resources/for-parents/>

Some words have to be learnt as 'sight words' as they can't be sounded out.

- We point out the 'tricky part' e.g. 'e' in 'we'
- We teach them how to read the tricky word
- Playing games makes learning tricky words 'fun'

	Tricky word	Why is it tricky?	How to teach
R Au1 wk3	is	The grapheme 's' makes the sound z. Children have only learned the sound s as in 'sat' at this stage.	Point to 's'. Say: This grapheme says z.

Spelling

Once children start to show confidence identifying letter sounds, we introduce them to spelling words.

We teach them to:

- Say the word they are attempting to write
- Segment the word to identify individual phonemes (sounds)
- Count the sounds they have identified
- 'Write' down the corresponding graphemes (letters) for these phonemes

E.g. Pat – p-a-t



Phonics Packs are used in school to help manipulate letters as fine motor skills are developing

Whiteboards and pens and paper and pencils are also used throughout the year

Letter Formation

In order to write 'words' children need to know how to form letters correctly and efficiently.

We help children to:

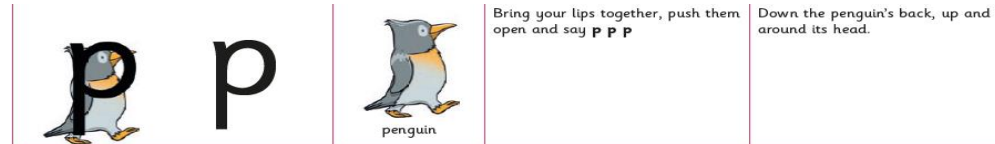
- Participate in gross and fine motor skills activities as part of our daily routine, e.g. running / climbing / threading beads / scissor skills etc.

These help to develop the core strength and muscles needed to develop a good pencil grip.

- Adopt a 'pincer' or 'tripod' grip to hold a pencil (commonly known as a 'froggy grip' as your fingers look like a frog's legs)
- Adopt a comfortable table position
 - Holding the paper with one hand whilst using a pencil with the other and tilting their paper slightly to encourage a comfortable position.
- Use 'mnemonics' to help associate letter formation with each picture
 - E.g. 'p' is written, *'down the penguin's back, back up and round his head'.*

N.B. Letters need to be learnt correctly in order to make a smooth transition to cursive letters and ultimately joined up writing

Initially, 'lower case' letters are taught. Capital letter formation is focused on later in the year. However, children are encouraged to write their name using a capital letter at the beginning and lower case letters for the middle and end.



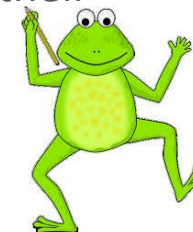
Handwriting Policy (adopted Sep 2022 - linked to Little Wandle).



'Cursive' (joined up) handwriting begins in Y1.

Reception focus is on individual letter formation
All letters start at the 'top'.

'Lead in' lines added later.

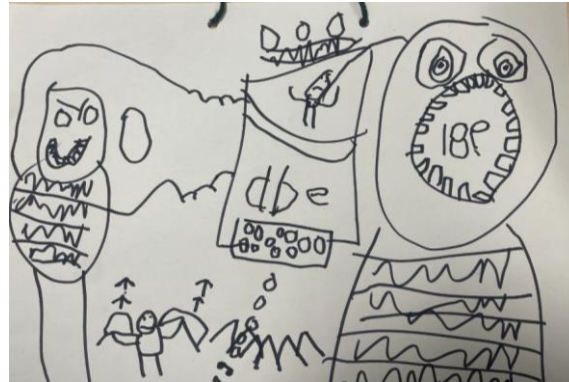
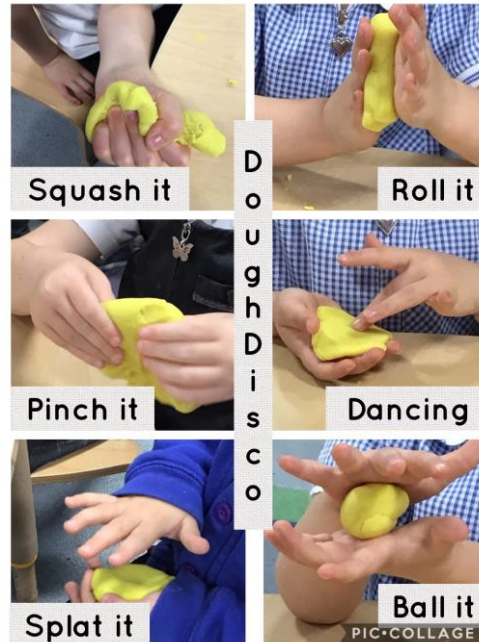


Getting ready to write – making it fun!



Dough Disco

- Children mould playdough in time to music e.g. rolling, squashing
- This helps to strengthen children's fine motor muscles to help develop their pencil grip



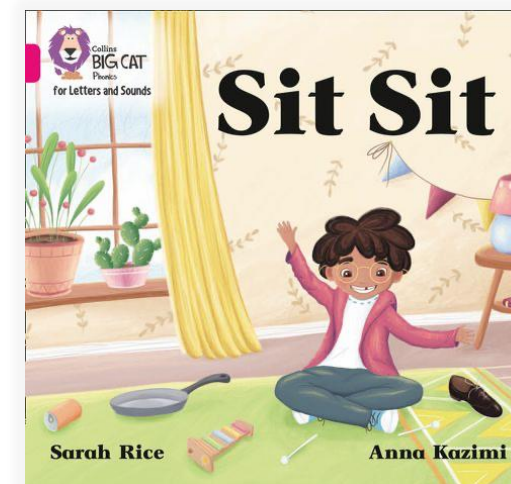
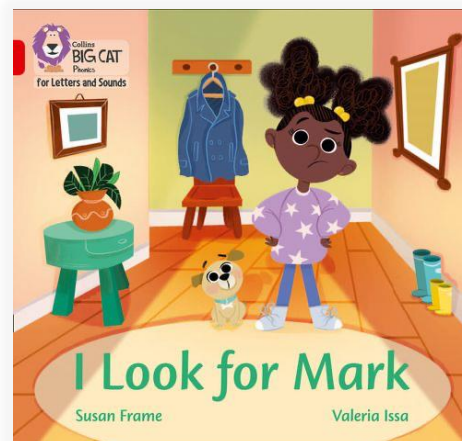
Drawing Club

- The Drawing Club is a creative and immersive approach to literacy, designed to make learning to write an exciting, imaginative adventure for children.
- It uses drawing and storytelling to build a child's confidence with language, sounds, and numbers.
- Key features are the "magic button" and the "secret code," which are playful ways of introducing early writing and coding concepts.

How do we teach reading in books?

Reading practice sessions start this half term. They are:

- timetabled 2-3 times a week
- taught by a trained teacher/teaching assistant
- taught in small groups.



Frequent, repeated exposure to words helps develop fluency.

Sessions focus on:

- 'Decoding' – sounding out the words
- 'Prosody' – reading with expression (making the book sound more interesting using our storyteller voice)
- 'Comprehension' – understanding what has been read

We use assessment to match your child to the right level of book



Little Wandle Letters and Sounds Revised Reception Child assessment

Autumn 1

m	a	p	c	o
s	g	k	u	h
i	t	n	r	f
d	ck	e	b	l

sat man hug red peck



Additional daily 'keep up' sessions support those children who need it.

Half-termly informal progress checks

'Matched books' are read in school, then sent home for children to enjoy and practice at home.

Reading a book at the right level

It is important that the reading books that children take home are matched at just the right level.

This means that your child should:

- Know all the sounds and tricky words in their phonics book well
- Read many of the words by silent blending (in their head) – their reading will be automatic
- Only need to stop and sound out about 5% of the words by the time they bring the book home – but they should be able to do this on their own.

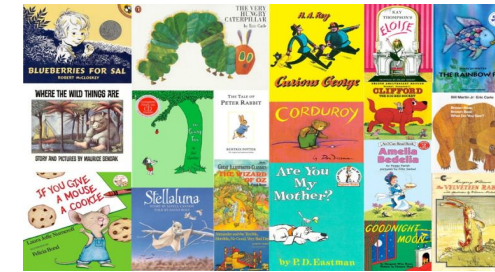
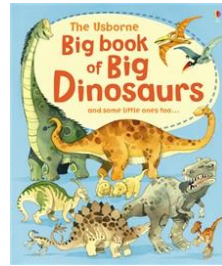


How can parents support at home?

Phonics practice

What can you do to help?

- Have fun with your child playing games e.g. I spy / rhyming games / singing songs / oral blending
 - Talk about what you see and hear
- Help your child learn the letter *sounds*.
- Help them 'blend' and 'segment' words using the sounds they have learnt, both orally and by focussing on written letters
- Apply this knowledge to signs / labels / books around them
- Share with us how your child is getting on (reading records)



What support is there for you?

- Weekly phonics letter
- Grapheme Information Sheets
- Little Wandle Website e.g. pronunciation guide
- Home Phonics Packs (full set to access over time)

Phase 2 grapheme information sheet		Autumn 1	
Grapheme and mnemonic	Picture card	Pronunciation phrase	Formation phrase
s s		Show your teeth and let the s hiss out sssss sssss	Under the snake's chin, slide down and round its tail.
a a		Open your mouth wide and make the a sound at the back of your mouth a a a	Around the astronaut's helmet and down into space.
		Open your lips, put the tip of your tongue behind your teeth and say... then follow the curve across the	From the tiger's nose to its tail, follow the curve across the



Phase 3 sounds taught in Reception Spring 1



The most important thing you can do is read with your child



Research shows that reading a book and chatting about it had a positive impact *a year later* on children's ability to...

- understand words and sentences
- use a wide range of vocabulary
- develop listening comprehension skills.

The amount of books children were exposed to by age 6 was a positive predictor of their reading ability two years later.

This benefit comes from:

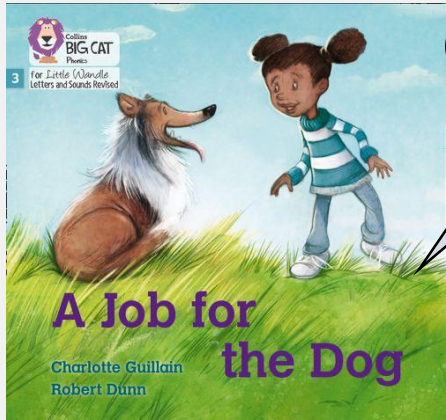
Adults reading to children and children enjoying books simply by looking at them.



Books going home

Before half term children were sent home with two 'reading for pleasure' story books or non-fiction books to share

This half term children will be sent home with two 'reading for pleasure' story books to share AND one 'learning to read' book.



I read..



'Learning to read' books should be read independently.

- There are prompts in the front and back of the books to help support your reading sessions
- We encourage you to support your child in reading and re-reading these books to develop fluency



Read as often as you can – at least once a day if possible



You read..

LETTERS AND SOUNDS

REVISED

'Sharing' books are SO important. This is how we are going to give children the DESIRE to read.

'Reading for Pleasure' books are for sharing with you.

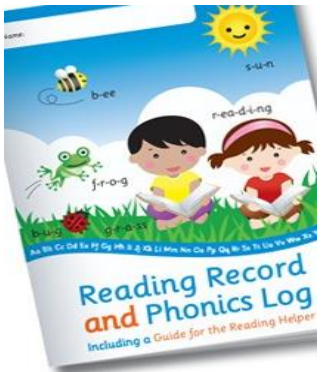
- The more you chat together about the book and things that interest your child, the more impact it has.
- You don't even have to read the words on the page – talking about the pictures is just as important.
- If you read the words, then use your voice to make them come alive. It will help your child understand the book even better.

Listening to your child read their phonics book: Top Tips

- Your child should be able to read their book without your help.
- If they can't read a word model reading it with them.
- Talk about the book and celebrate their success.



Books are changed weekly on the same day each week for different groups (you will be informed which day your child needs to change their books)



The reading books have supportive information inside

- Try to read a little every day and sign their **record** to say you have done so
- We keep our own reading records and will feedback to you regularly about their progress

Reading a wordless book

Early on in the year your child may bring home a 'wordless book'.

Wordless books are invaluable as they teach reading behaviours and early reading skills to children who are not blending – yet!

We encourage you to:

- Talk about the pictures.
- Point to the images in the circles and find them on the page.
- Encourage your child to make links from the book to their experiences.



Talk is key!!

Reading to your child: Top tips

Remember, the shared books are for YOU to read:

- Make the story sound as exciting as you can by changing your voice.
- Talk with your child as much as you can:
 - Introduce new and exciting language
 - Encourage your child to use new vocabulary
 - Make up sentences together
 - Find different words to use
 - Describe things you see.
 - Discuss their stories and talk about authors
 - Predict what will happen next and re=tell a story or make up a new one
 - Be a role model – read and talk about your own books!!



Our initial aim is to encourage the children to have a passion for reading

Additional books:

Does it matter which language we use?



Use your home language.

It is better for your child to hear expert talk from you in your language.

Many studies tell us it is the back-and-forth talk between adults and children when they are sharing books that makes the difference to children's language and comprehension.

This impact will translate to better language and comprehension for your child in English.



Does the type of book matter?

Let your child be the boss of the books they choose. Enjoyment really matters.

Comics, information books, magazines, story books, picture books, poems and leaflets are all great for sharing.

Catalogues are fun to share and talk about too.



What if they always want to read the same book?

Repeated reading of books is really beneficial for children. It helps them memorise parts of stories, words and phrases too.

Knowing a book or poem by heart is fun and powerful for children, they can 'read' the story with you, or join in with words or phrases.

If you really want to mix it up, offer another book alongside the much-loved favourite!



A love of reading is the
biggest indicator of future
academic success!



How is my child getting on?

How do you know how your child is getting on?

For reading and writing (along with all other areas of the curriculum) we operate a **Focus Child System**.

This consists of:

- A continuous cycle of observation, assessment, planning and feedback, supporting children's development during both adult led activities and child initiated activities.

Each week, we work with all the children, keeping records of their developments, but focus in more detail on 3 or 4 children

- 'Wow' moments are recorded online
- Strengths and areas for development are shared through an online 'profile', charting their progress against developmental milestones
- Online 'learning journals' are published termly to share learning in class
- Feedback is given termly via a parent consultation or written report.

N.B. Key learning is recorded, but we do not continuously photograph children in their play as this will distract from our interactions with the children

In addition, you are welcome to communicate with us at any point through:

- Reading records
- 1:1 chats – we are normally available for you to drop in at the end of the day for any questions
- Appointments – we can arrange a meeting if a longer conversation is needed
- Email – reception@shelford.cambs.sch.uk

ARC PLATFORM

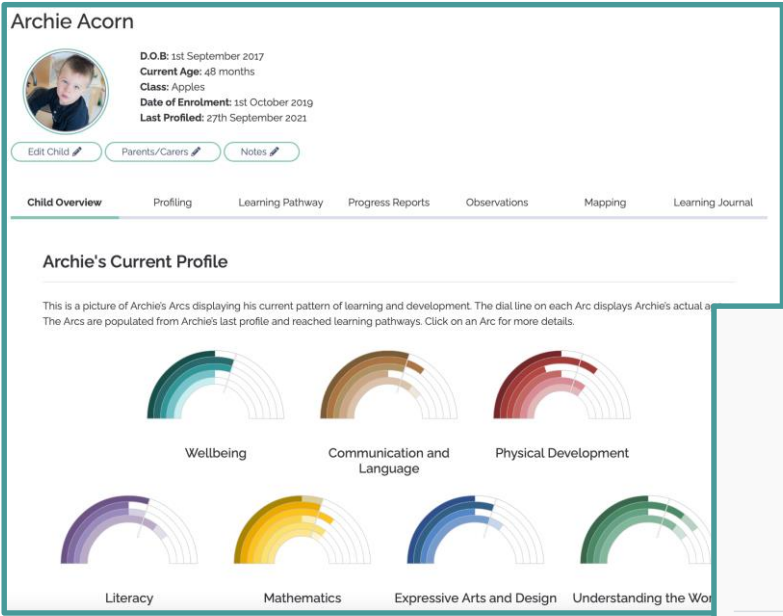
Developed by specialists, Arc Pathway creates a unique developmental plan for each child using highly sensitive profiling and also the individualised next steps. It shows your child’s pattern of strengths and developmental needs at an early age from 12 months, enabling early intervention.

Arc Pathway uses:

- 6 monthly milestones
- Illustrated, easy to understand Arcs showing your child’s pattern of development
- Observations showing your child engaging in different activities across the seven areas of learning and development
- Bespoke learning pathways for each individual child written by multidisciplinary professionals

Once logged in and your child’s first profile completed, you will be able to view your child’s information, giving you an overview of your child’s learning in all 7 areas of learning.

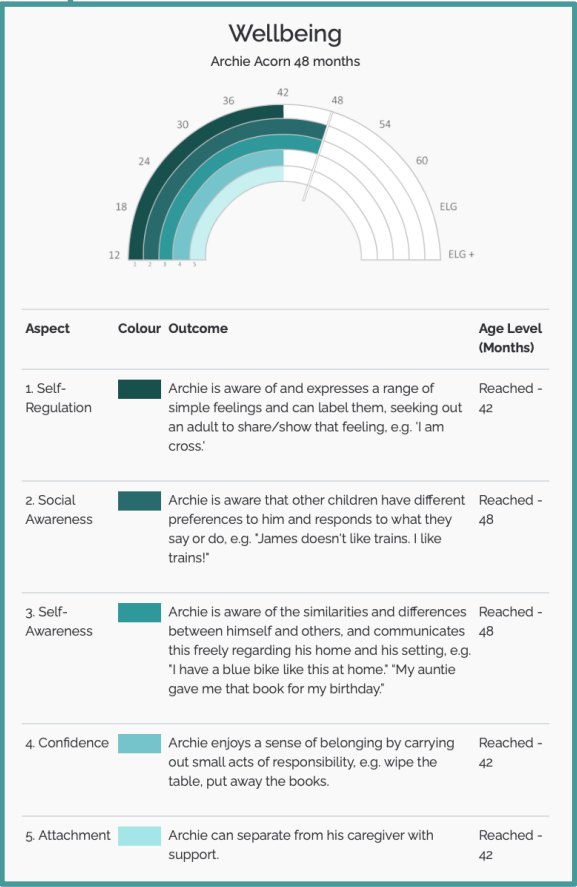
If you click on an ark, you can see each are in more detail



Archie’s Profile



Archie’s Wellbeing Arc



Learning Pathways

ARC PLATFORM

Archie's Priority Next Steps

1

Confidence

Wellbeing

Working Towards 48 months

Archie shows confidence by talking freely to familiar or unfamiliar children/adults when playing.

View Pathway

2

Self-Regulation

Wellbeing

Working Towards 48 months

With support, Archie can recover and re-engage in an activity after an emotional episode or when his needs are not immediately met.

View Pathway

3

Social Communication

Communication and Language

Working Towards 48 months

Archie engages in longer conversations with a number of exchanges.

View Pathway

4

Health & Self-Care: Toileting

Physical Development

Working Towards 48 months

Archie goes to the toilet independently but may need assistance for wiping and supervision for washing hands.

View Pathway

5

Books and Print

Literacy

Working Towards 48 months

Archie recognises and shows interest in familiar letters and environmental print, e.g. letters on keyboard, his book bag label, weather chart, calendar.

View Pathway

6

Measurement

Mathematics

Working Towards 48 months

Archie can describe an object in terms of its size in comparison to another object, e.g. "You have the short stick," "I want the big ball."

View Pathway

Archie's Learning Pathway for 1st Priority Next Step

Wellbeing: Confidence

Working Towards 48 Months

Undo

Reached

Outcome

Archie shows confidence by talking freely to familiar or unfamiliar children/adults when playing.

Overview

Here is Archie's learning pathway outcome. Hover over each heading for further explanation of each section

Characteristics of Effective Learning

Archie is responsive, engaging in mutually satisfying activities with others.

Learning Principle

Familiar daily routines/procedures will help Archie develop both self-confidence and confidence in others.

Point to Remember

Archie will learn about the unfamiliar from the safe and comfort of the 'familiar'.

Archie's Learning Pathway

Ensure that Archie has predictable routines to build understanding and ease in his environment, e.g. Archie knows that he will go outside after snack.

Offer regular and familiar tasks that all the children carry out together, e.g. tidying up, putting the books away, wiping down the table.

Offer a visual timetable to encourage Archie to develop acceptance of unfamiliar people/unexpected situations/trust in key adults.

Set up highly appealing group activities that require collaboration, e.g. building with large construction kits. Model talking to children, encouraging Archie to join in, e.g. "Our building is as tall as you, Archie! Shall we make it even taller?"

Encourage Archie to carry out enjoyable tasks with a child he does not usually play with, e.g. arranging snacks on plates for everyone, pouring out juice for snack, arranging the books in the reading area.

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ARC BENEFITS

- For children:
 - all development needs are understood and prioritised
 - wellbeing is at the heart of all learning and development
 - continuous support of development across all areas of learning from 12 to 60+ months
- For parents:
 - have peace of mind and confidence, knowing your child's needs are being met at this important early stage of development
 - receive updates on your child's progress including profiles, learning pathways and observations
 - add your own special moments from your child's home environment to share with the school

Photo Gallery

The Photo gallery includes observations from school (updated once a term)

Parents can add 'new moments' from home as well to communicate successes at home.



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Archie's Photo Gallery

Add New Moment +

Here is a photo gallery showing special moments from Archie's home and observations from Archie's teacher. Special moments are observations/photographs created by parents that mark a step in Archie's learning and development, e.g. a picture of Archie's birthday along with a brief description, or a photo of Archie relating to any of the seven areas of learning and development. You can view Archie's photos here by filtering on the dropdown menu.

Download PDF

Chronological

Topical



During our group session each of the children remained seated for 20 minutes and engaged in a welcome, song and activity.



Speaking

Archie asked me 'Where is the blue crayon?' when he was drawing. He then picked up a red crayon and said 'There it is!'



Social Awareness

Archie enjoyed letting another child direct the play this afternoon, where the other child continually ran up a hill with the ball and then rolled it down the hill. Archie copied this play, with both children enjoying the process.



Number

Archie collected pine cones and counted them. 'Here is two'. 'Here is four'. 'I've got three.'

13th April 2021

21st December 2020

18th December 2020

17th December 2020



Movement: Gross Motor

Archie caught, threw and carried a ball with confidence during a game of throw and catch today. He was able to throw the ball overarm and then catch it with ease. He loved it!



Speaking

Archie came up to me today during circle time when we were about to read The Bear Hunt and asked me 'where is my melon?' He then told me he had found it when he went to the pretend kitchen.



Self-Awareness

Archie independently decided to do some mark making with large crayons and settled on the floor to do this. He stayed for 3 minutes and then showed me what he have done.



Processing and Retaining

Miss Jenny asked Archie to pick up a giraffe and an elephant when they were clearing up. He did this without the need for repetition. She then asked him to get some pizza and pasta and he came back with two pizzas.

16th December 2020

15th December 2020

14th December 2020

10th December 2020

Where do I get help?



Introduction to Arc Pathway Early Learning Software

Dear Parent,

We have chosen to use Arc Pathway early learning software to monitor and support your child's development. This software enables us to profile your child, their journey, whilst adding observations (photos) of their progress. Please

ARC PLATFORM

Developed by specialists, Arc Pathway creates a unique developmental profile for each child, showing a pattern of strengths and weaknesses, enabling early intervention utilising those critical years before the

Arc Pathway uses:

- 6 monthly milestones
- Illustrated, easy to understand Arcs showing a child's pattern of strengths and weaknesses
- Observations showing your child engaging in different activities
- Individualised next steps (learning pathways) for each individual child

BENEFITS

- For children
 - all development needs are understood and prioritised
 - wellbeing is at the heart of all learning and development
 - continuous support of development across all areas
- For parents
 - have peace of mind and confidence, knowing your child is progressing and developing
 - receive updates on your child's progress including photos and videos
 - add your own special moments from your child's home

"The new Arc Pathway software is fantastic. It's easy to understand and use, and it really helps you see your child's progress and development. It really helps you see your child's progress and development. It really helps you see your child's progress and development."

— Parent

WELLBEING

Attachment is the warm and loving relationships that babies and children build with their primary caregivers to enable them to confidently and independently form other healthy relationships and engage in activities.

Confidence enables the child to attempt new activities, share ideas, make relationships and have a positive awareness of themselves and their identity.

Self-awareness is the child's ability to understand what and why they think, feel or behave in a particular way and recognising their likes and dislikes, strengths and weaknesses.

Social awareness is the child's developing ability to understand the feelings and perspectives of others and how they relate to them.

Self-regulation is the child's developing ability to understand and manage their emotions, thoughts and behaviour with the support of empathetic adults around them.

LITERACY

Fine motor skills are the movements that involve the child's wrists, hands and fingers. **Meaningful mark-making** is the child's developing ability to make marks for a wide range of purposes, starting with scribbling patterns and moving on to writing words and sentences in books and their environment.

Books and print is the child's developing ability to enjoy books, and recognise print in their environment.

Phonemic Awareness is the child's ability to discriminate, recognise and use different sounds in their speech, and associate these sounds with letters, thus supporting their reading and writing.

EXPRESSIVE ARTS AND DESIGN

Imagination is the child's ability to create and be resourceful. **Initiative and curiosity** is where children show sustained interest in their environment, exploring and using new experiences.

Exploring/using media, materials and ideas is the child's ability to choose and use different materials and tools to a creative end.

Exploring music is the child's response to and engagement in music and rhythm.

ARC STRANDS OF LEARNING

COMMUNICATION AND LANGUAGE

Attention is the child's ability to focus and sustain their engagement in a task as well as their ability to transition to a new activity.

Speaking is the child's development of words and phrases as well as non-verbal communication.

Social verbal communication is the child's developing ability to understand the feelings and perspectives of others and how they relate to them. **Self-regulation** is the child's developing ability to understand and manage their emotions, thoughts and behaviour with the support of empathetic adults around them.



Introduction to Arc Pathway Early Learning Software

We have chosen to use Arc Pathway early learning software to monitor and support your child's progress in their learning and development. This software enables us to share observations with you as parents through your child's Learning Journal.

SETTING UP YOUR ACCOUNT / PASSWORD

1. Once we have added you to your child's profile, you will receive a 'set your password' email from 'donotreply@arcpathway.com'. If you do not receive this email to your inbox, please check your spam or junk.
2. In the email, you will be given the username (in bold) which has been created for you. We suggest you copy and paste the username. Then click the link 'Set your password'. There is a time limit of 30 DAYS for you to set your password.
3. You will arrive at the 'Set your password' webpage. Paste the username just copied and then create your password. Click 'Set'. Passwords must have at least one non-letter or digit character (e.g., an uppercase, a lowercase and a special character).
4. You will then land on 'Set password confirmation' webpage with a button to click 'Log in'. Click the button and log in using your username and password. Take note of your username and password or save the credentials on your web browser. Alternatively, download the Arc Pathway App which we would recommend as the best way to view your child's photo gallery. This is a free app and you can use your login details as above.



PHYSICAL DEVELOPMENT

Gross motor is the movement that involves the child's whole body such as standing, walking, running and jumping.

Sensory (internal senses) is the child's response to internal feelings such as wanting to go to the toilet, being hungry, wanting to move about, wanting to put things in their mouths, etc.

Sensory (external senses) is the child's responses to experiences such as loud noises, bright lights, textures and temperatures.

Eating is the child's developing ability to independently eat, drink, and manage their own

Drinking is the child's ability to understand and manage their own drinking, and manage their own

recognise numbers and

materials in everyday life. objects around them, and

objects. ending now/next, and

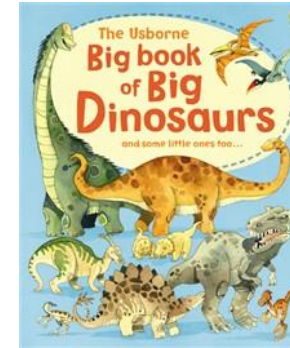
not repeat in a logical way,

families, and their local people. observing, exploring and

s, with increasing skill. and think flexibly to create

- Curriculum Meeting additional handouts
- <https://www.arcpathway.com/my-childs-school-uses-arc-pathway>

- Login information sent
- Unique login details



Thank you for listening 😊
Please come and enjoy a story with your child.



Please gather in the Reception garden.

We will call children to come out and meet you.

Once with your child, please feel free to select a book from our collections inside or out (we will have additional baskets of books available) and find a space to read wherever you feel comfortable.

If you are happy to read with additional friends of your child whose parents may not have been able to come, that would be greatly appreciated. 😊