

# EYFS Literacy and Maths Talk for Parents 2026

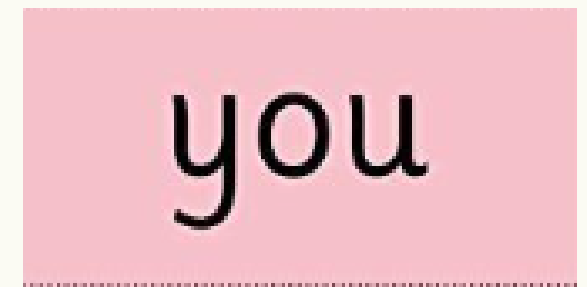
## January 2026





# Phonics

- Now the children have settled into school and have settled into their phonics lessons, we wanted to share with you the next steps in their journey to being readers and writers..
- ✓ Taught all Set 1 sounds
- ✓ We have focussed lots on blending CVC (**green**) words
- Begun to teach '**Red**' words  
*'You can't Fred a Red!'*



# Set 1 Speed Sound Map

<p>m</p>  <p>Swish mountain Remember: Make, mountain, mountain</p>	<p>a</p>  <p>Swish apple Remember: Round the apple, draw the leaf</p>	<p>s</p>  <p>Swish snake Remember: Slither down the snake</p>	<p>d</p>  <p>Swish dinosaur Remember: Round the bottom, up to the neck, down to the feet</p>	<p>t</p>  <p>Swish tower Remember: Draw the tower across the tower</p>	<p>i</p>  <p>Swish i dot Remember: Draw the body, dot for the head</p>	
<p>n</p>  <p>Swish net Remember: Draw the net, dot for the ball</p>	<p>p</p>  <p>Swish pirate Remember: Draw the pirate and cover the pirate's eye</p>	<p>g</p>  <p>Swish gggg Remember: Round the face, down for the nose, over to the tail</p>	<p>o</p>  <p>Swish orange Remember: Go around the orange</p>	<p>c</p>  <p>Swish caterpillar Remember: Curl around the caterpillar</p>	<p>k</p>  <p>Swish k k k Remember: Draw the kangaroo body, tail and leg</p>	
<p>u</p>  <p>Swish uuuuu Remember: Draw and curl, up to the top and draw the puddle</p>	<p>b</p>  <p>Swish bbbbbb Remember: Draw the loop on the foot, round the tail</p>	<p>f</p>  <p>Swish fff Remember: Draw the stick, and draw the leaves</p>	<p>e</p>  <p>Swish eeeeee Remember: Call off the top and keep off the egg</p>	<p>l</p>  <p>Swish lllll Remember: Draw the long leg</p>	<p>h</p>  <p>Swish h h h h h Remember: Draw the head to the horse and over the back</p>	
<p>sh</p>  <p>Swish sh sh sh Remember: Call off the horse to the hearing order</p>	<p>r</p>  <p>Swish rrrrrrr Remember: Draw the bark, then curl over the top</p>	<p>j</p>  <p>Swish j j j j j Remember: Draw the body and dot on top</p>	<p>v</p>  <p>Swish vvvvvv Remember: Draw a wing, up to a wing</p>	<p>y</p>  <p>Swish y y y Remember: Draw a horn up a horn and under the head</p>	<p>w</p>  <p>Swish w w w w w Remember: Draw, up, down, up</p>	
<p>th</p>  <p>Swish th th th Remember: The horse is the tower is raised by the horse. The top is the head of the horse.</p>	<p>z</p>  <p>Swish zzzzz Remember: Zipper</p>	<p>ch</p>  <p>Swish ch ch ch Remember: The horse passes when the caterpillar's tail gets up to its nose</p>	<p>qu</p>  <p>Swish qu qu qu Remember: Round the head, up and over the wings and down for the tail. The quail takes for umbrellas and other quills</p>	<p>x</p>  <p>Swish xxxxxxx Remember: Draw the arm and leg and repeat the other side</p>	<p>ng</p>  <p>a thing on a string</p>	<p>nk</p>  <p>I think I stink!</p>



# Alien Words

- The children will also be learning to read '**nonsense words.**' These words enable to assess which sounds the children can use to decode words .
- These are **important** for the children to read - it helps children to decode unfamiliar words





## Set 2 Sounds

- As your child progresses through the Read Write Inc Scheme they will begin to learn the next set of sounds.
- SET 2: di-graphs and tri-graphs and include (vowel sounds) ay, ee, igh, ow, oo, oo,
- Then: ar, or, air, ir, ou and oy.
- The children will practise reading and writing these sounds in isolation and within words in school.
- There are various resources that you can purchase to help support your child at home (included in your pack)

# Set 2 Speed Sound Map

ay



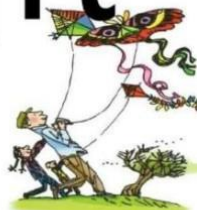
may I play?

ee



what can you see?

igh



fly high

ow



blow the snow

oo



poo at the zoo

oo



look at a book

ar



start the car

or



shut the door

air



that's not fair

ir



whirl and twirl

ou



shout it out

oy



toy to enjoy

# Assessment & groups

- All the children have been assessed using the Ruth Miskin Assessment - this helps us to determine **phonic groups**
- These groups will be **fluid** as the children are **regularly re-assessed** to ensure that they are in a group that is meeting their next steps in their learning.
- Children will have **Year 1 phonics screening** as a Statutory requirement
- By the time a child reaches the end of Year 2, the expectation is that they can read **90 words** in a passage a minute. (That's more than 1 a second)

# Reading -Sound Blending Books

- The children have been bringing these home to read. They have focused on CVC words.



- Some children who are working on blending CVC words will be reading these in their phonic group

# Reading - Ditty lessons

- These are short, **phonically decodable passages**, based on the letter sounds learned in Speed Sounds Set 1. One ditty is read each day = **3 ditties a week**
- Each lesson starts with a **speed sound session**

Reading
Green words
Red words
Partner Practice – speed sounds, green words & red words
First read – children
Read aloud – teacher
Second read - children
Hold a Sentence

## Ditty 1: pop

Speed Sounds - read the sounds (not the letter name)

a g t p n s d o i

Green Words - read these words by blending the sounds together

not got sip pop dad did dog

Red Words - read these words but tell your child the word if they get stuck

I the

I got pop

dad got a sip

the dog did not



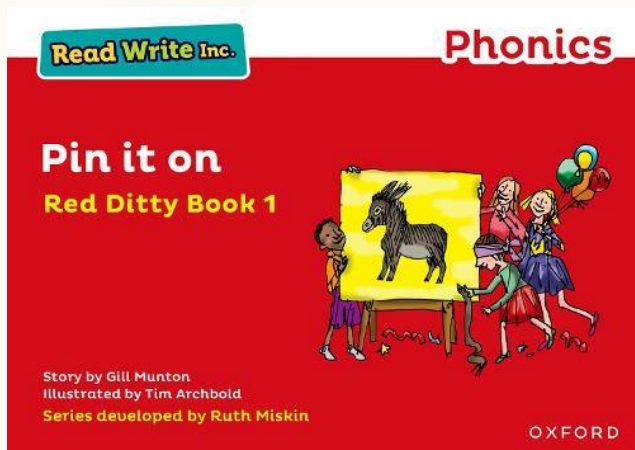
# Reading - Ditties



- The ditties will be read twice in school and we want them to be read at least twice at home. This is very important as it helps your child to develop their fluency when reading. A copy of the ditties they have read at school that week will be sent home on a Friday.

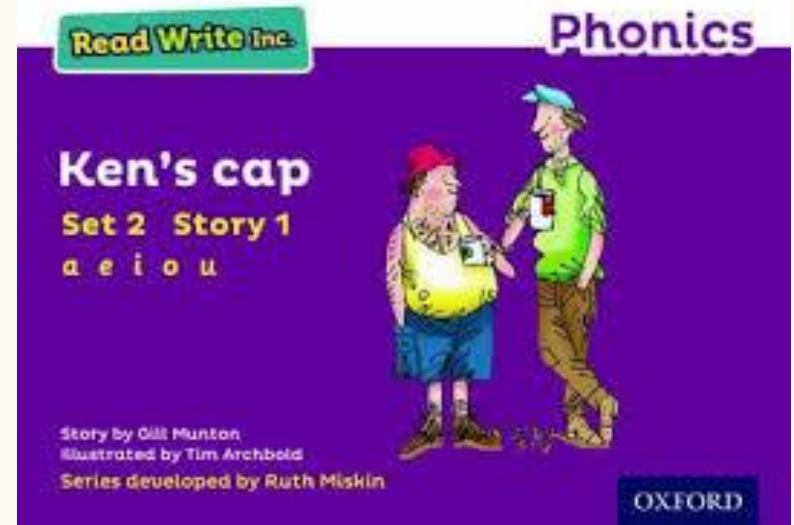
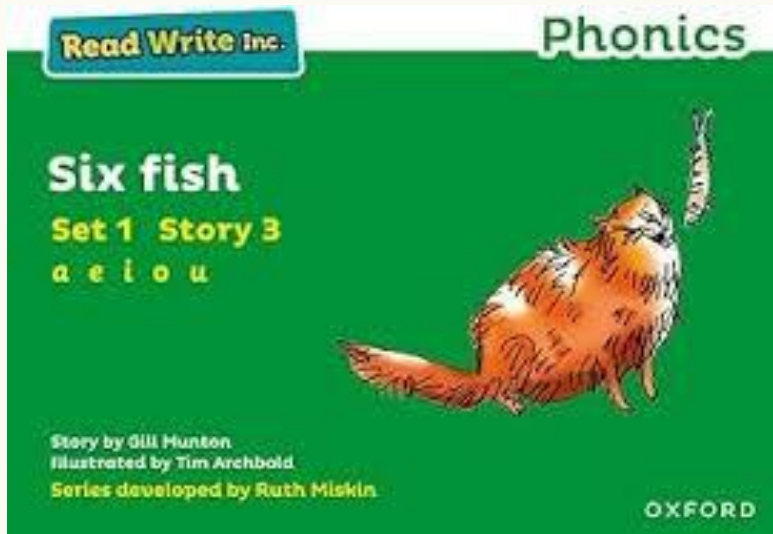
# Reading – Red Ditty Books

- These are similar to the ditties but are in a book format, with three short 'stories' in each book.
- One complete book will be read over the course of a week's phonics lessons. Each ditty is read twice in school.
- An e-copy of the book will be sent home every Friday to be read at home at least twice.



# Reading - Next Steps

- Once the children are ready they will progress onto Green and then Purple Storybooks.
- The lesson format for these books is very similar to the format for the Red Ditty Books.



# E-Books - Oxford Owl

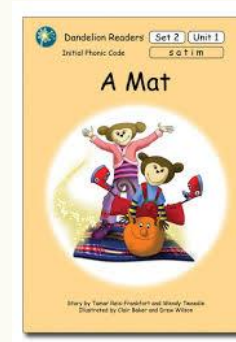
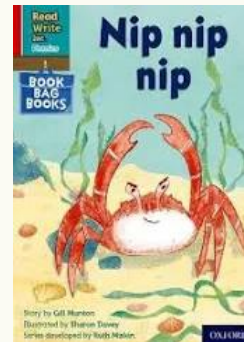
- These can be accessed through Oxford Owl website.
- Each child has their own login details with an individual username and password. A card with these details is attached to the reading letter
- The letter also outlines how to access the e books.
- Please remember to supervise your child whilst they are online.

A screenshot of the Oxford Owl login page. At the top, there is a green bar with the URL 'www.oxfordowl.co.uk'. Below this, there are three fields: 'School code:' with the value 'uxo4', 'Your username:' with a blue underline, and 'Password:' with a blue underline. In the bottom right corner, there is a label 'Class:' followed by the text 'Robins 2022-2023'. There is a small owl icon in the top right corner of the page.

# Reading At Home

Recap: Friday this week the home reading arrangements will be as follows:

1. Each Friday your child will come home with the texts they have been reading in phonics that week (**Ditty sheet/Ditty Book/Green book etc**). Apart from the Ditty sheets, these will be sent as an e-book to be read online.
2. All children will get an online quiz
3. Books will only be changed once a week on a **Friday**
4. If your child has read all 10 sound blending books, they will get dandelion book.



Red Ditties  
RED WORDS

I  
of  
my  
to  
the  
no  
put  
for  
he

Read Write Inc.

# Reading At Home



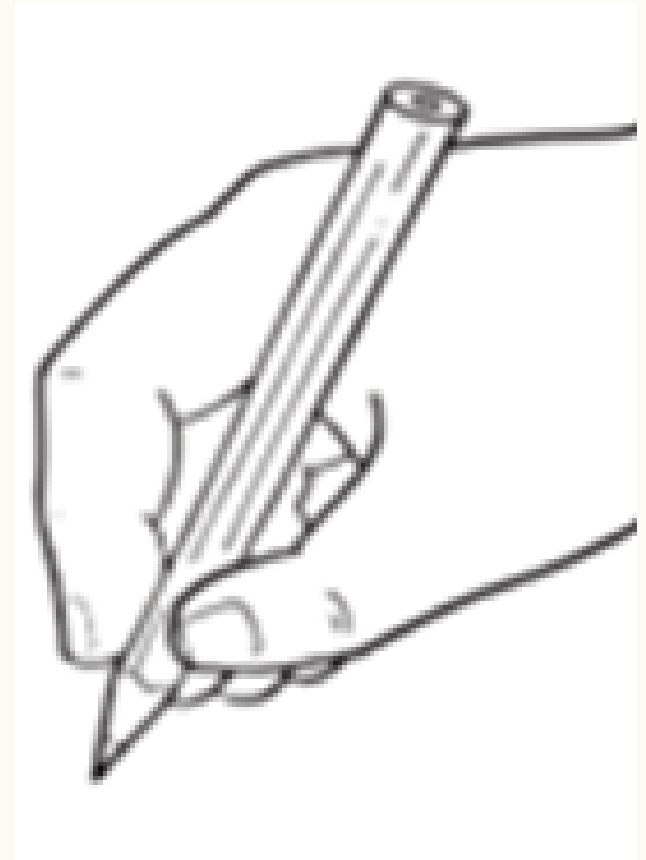
**The Expectation is that your child reads daily.**

- Research has shown the impact that daily reading has on children's attainment and progress in school from the early years. Now that the children are settled into school it is an expectation that they will read daily for **approximately 10 minutes**. This will significantly support them in their journey to becoming accurate and fluent readers.
- Ditty sheets/ online ditties (red): **x2 times each**. Sound blending books/book bag books: **x3 times each** .
- To **build fluency**, children need to practice reading the same material multiple times - they are supposed to read these with **ease**.
- **We practice Fred in head and speedy reading**
- Once children can read the texts speedily, we can focus on comprehension

# Writing: Letter Formation & Pencil Grip

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- We talked about the importance of children forming their letters correctly when writing.
- The children have been practising this at school and home (Sound sheets)
- If writing at home encourage correct letter formation
- Ask if you need a reminder of how to form the letters. Look back at the sound sheets.
- Remember correct pencil grip as well!



# Writing – Fred Fingers

Children learn to write words by segmenting. They start by doing this orally and then progress to writing the word.



→ h a t

# Writing – Hold A Sentence

- Once the children are able to write CVC words, they progress to writing sentences.
- We teach this through ‘Hold A Sentence’.

## Hold A Sentence

Teacher says a simple sentence.

Use My Turn, Your Turn until the children remember the sentence.

Adult writes the sentence on the board with the children to help them using

- Fred Fingers to spell Green words
- Spelling Red words from memory
- Using finger spaces and full stops
- Re-reading the sentence to check it makes sense

Sentence is covered and children go off and write it independently.

Come together to tick and fix.

# Writing Independently

- As well as Hold A Sentence the children also write sentences they have constructed themselves. These will not always contain words that they are able to spell correctly at the moment.
- The children are encouraged to use the phonic sounds they already know to help them write these words.
- Eg for **'Jack went up the beanstalk.'**

A child might write : **Jak went up the beenstork.**

If your child wants to write at home, please encourage them to use their phonic knowledge to write words rather than copying sentences or words that you have written for them.

# Maths

## End of year expectations:

- *Have a deep understanding of number to 10 including the composition of each number.*
- *Automatically recall number bonds (compositions) up to 5 (including subtraction facts) and some number bonds to 10, including double facts.*
- *Read, write, order & compare numbers to 10 and some to 20.*
- *Solve simple addition/subtraction problems*



# Maths

## What have we done so far?

(With numbers up to 5):

- Subitising
- Counting objects
- Identifying numerals
- Writing numerals
- Comparing

 **Subitising** 5 in a row

Roll the dice and find a match. Cover with a counter.  
First with 5 in a row wins!

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# Maths

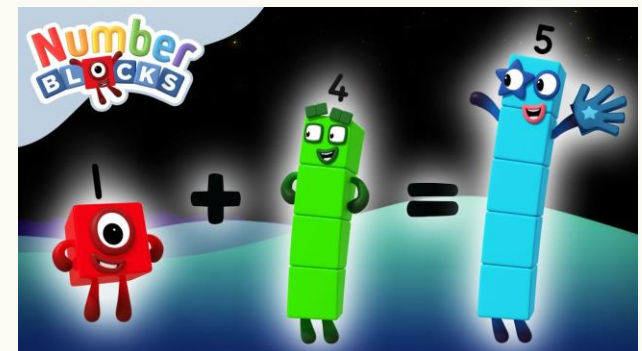
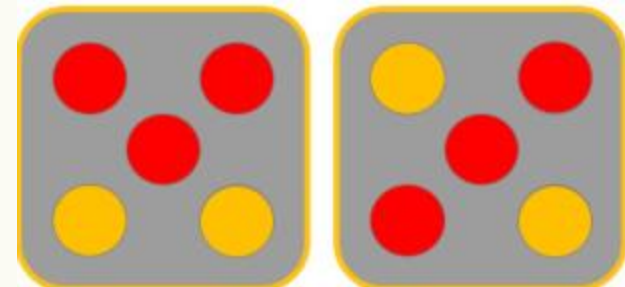
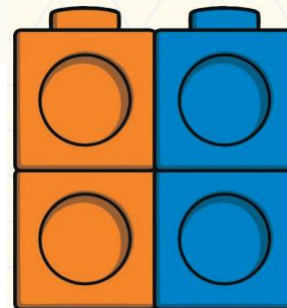
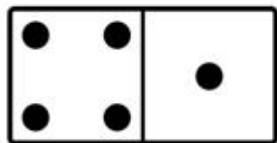
## Composition of Numbers

- The composition of numbers is an important concept to understand. It leads to an understanding of addition and subtraction

5


Composition of 5

5 is made up of smaller numbers



# Maths

## Other areas – what's been covered?

- Repeating patterns 
- Shapes – 3 sided shapes & 4 sided shapes
- Measures – length, height capacity
- Sorting & comparing



# Maths

## What comes next?

- This term they will be learning to read, write, compare and understand the composition of numbers to 10
- Revisiting units of measure as well as exploring 3D shapes

## Later on...

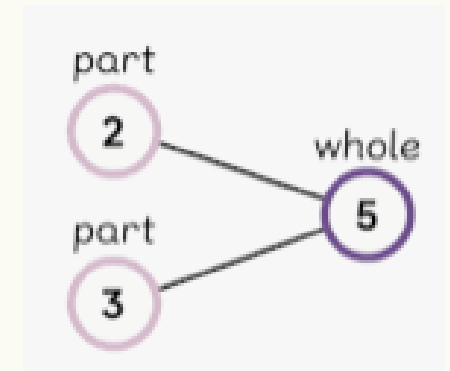
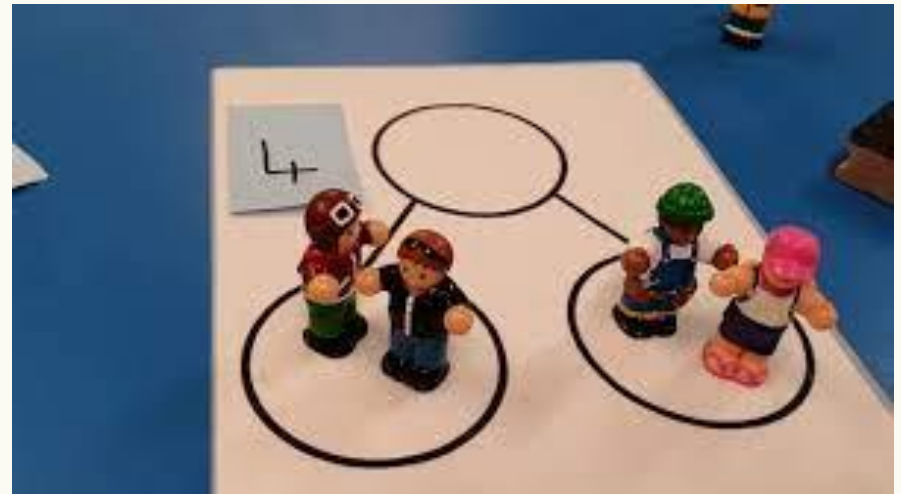
- In the summer term they will look at numbers to 20 and begin to develop an understanding of place value.
- Counting to 100!
- We will explore positional and directional language as well as making maps



# Maths

## Part-Whole Model

When thinking about the composition of numbers the children explore the part whole model.



# Maths

## Addition & Subtraction

- We use concrete objects to teach addition and subtraction – concrete, pictorial, abstract
- Use word problems to give context
- We teach a variety of vocabulary: add, plus, subtract, minus, total, equals etc
- Practice reading/writing number sentences in preparation for Year 1



# How you can help at home

- Encourage your child to work out 2 numbers that make a specific number. Use fingers, counters, raisins etc. e.g. count out 7 raisins and then split them into 2 sets. How many different ways can they find?
- Play the bag game - I have 8 toys in my bag and I take two out. How many are left?
- Practice recalling number bonds to 5. Start with addition. (Subtraction after Easter). Great for car journeys.
- Help children to form numbers properly - can use all sorts of mark making tools!





Thank you for your support