

Welcome to the Broughton Community!



September 2026

What will parents/carers learn about from this session?



- What the Reception baseline assessment is and how it's administered
- How we will communicate with you so you know what's happening and when
- The importance of securing strong foundations
- How we would like you to support your child with their learning
- How to support your child with Early Phonics and reading

The Reception Baseline Assessment (RBA)



The RBA is an assessment all Reception children complete in the first 6 weeks of starting school. The assessment is administered by a familiar adult and takes about 15 minutes. It covers covering literacy, language, communication and early maths. The RBA is administered in normal teaching time.

The RBA data is used to judge how much progress children have made by the end of KS2 (Year 6 SATs). There is no 'pass' or 'fail' or numerical score, and the results of the RBA are not used to track individual pupils or to judge schools' Foundation Stage performance. With the introduction of the Reception Baseline Assessment, children no longer have to take KS1 SATs when they reach the end of Year 2.

The RBA is interactive and practical, and the DfE suggests that "in most cases pupils should not be aware that they are being assessed". Children are asked to answer questions verbally, select images on a screen or by pointing at or moving objects. If children need a break during the assessment, the teacher can pause at any time.

The RBA is "inclusive and accessible to the vast majority of children as they join school in Reception. Most children with special educational needs or disabilities (SEND) or English as an additional language (EAL) will be able to take part in the assessment." There are also modified materials available for children with visual and hearing impairments.

For more information about the [Reception Baseline Assessment](#), read the Department for Education's parent leaflet.

How we will communicate with you



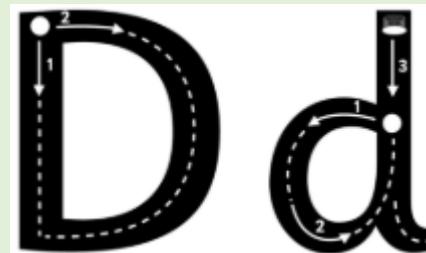
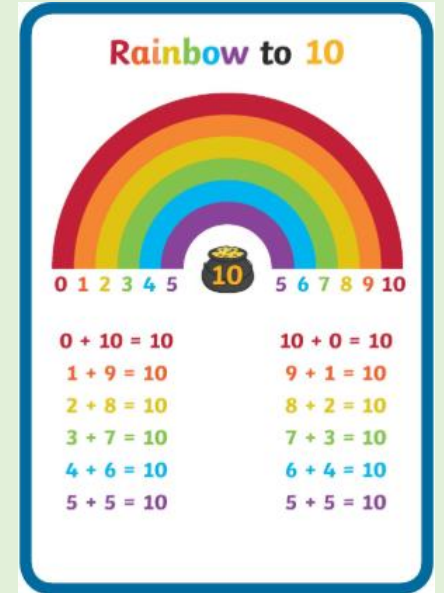
- We send regular notifications via Arbor. It's therefore really important that you have activated your account and enabled the notifications on your phone.
- Via a class WhatsApp group. We are looking for a parent/carer from both Hippo and Rhino classes to volunteer to be the class reps. These 2 people will set up and monitor the WhatsApp group and attend 3 or 4 meetings a year with the class reps from the other classes in the school. If you are interested in volunteering, please approach me (Mrs Fletcher) for more information.
- Half termly newsletters which are written by the class teachers. These newsletters tell you what your children will be learning about and have the suggested home learning tasks on too.
- A member of the Senior Leadership Team is always available at drop-off and pick-up time for you to speak to. They'll be on the playground or near to the school gates. If you can't see anyone please ask the school office to call for a member of SLT for you to speak to.
- Class teachers are also available for you to speak to at drop-off or pick-up time. If you need to speak with them about anything that requires a longer conversation, it's better to organise a meeting as the staff need to get on with teaching your children!
- School is not like nursery, we aren't able to speak to you about your child each day. Please trust that we will speak to you if we need to. No news is good news!



Securing strong foundations

“Build the Foundations and the outcomes will follow.”

- Secure pencil grip
- Accurate letter formation
- Reading fluency
- Knowledge of number to 10 and number bonds
- Secure grapheme–phoneme correspondences
- Common exception word spelling



How can you support your child with their learning?



- Attend any information sessions and coffee mornings we organise for parents. There is always one per year about Maths and at least two about Phonics, the first of which will be later this term.
- Read with your child 5 times a week and record it in their reading record (see photo on a later slide). This does not have to be for very long, just 5 minutes per day is enough to begin with.
- Support your child to practice saying and reading the sounds they've been taught in school at home. Your child's class teacher will let you know which sounds they have taught your child each week.
- Use the resources in the home learning pack to support your child with their knowledge of number – such as recognising the number cards and ordering the numbers to 10.
- Complete at least one of the suggested home learning tasks on the half termly newsletter.
- Encourage your child to mark-make and write the sounds as they learn them.
- Support your child's physical skills including their [gross](#) and [fine](#) motor skills.



How to support your child with Early Phonics and reading



Some of the sounds parents/carers struggle to pronounce



How to support your child with Early Phonics and reading



- Ask your child what sounds and tricky words they have learnt in their Phonics lesson each day and look out for that information from their class teacher too.
- Make or buy flashcards so that your child can practice reading them every day at home.
https://www.amazon.co.uk/Little-Wandle-Phonics-Flashcards-Reception/dp/000856373X/ref=sr_1_1?crid=260EZYF68RXJ7&dib=eyJ2IjojMSJ9.k6o_tRv38ntYWocwsdxlaxzgfeWiPRN2VipqfmAiyWlpQRK6ShcCEsQfJEEUMd_kVwCvFnzYlcGe6e2T319AAXm5pYY7vbc2qNu7_y_XYzVMWYUrcUvNzsClRE3jC
- Look at the Little Wandle website to find out how to pronounce the sounds correctly and for tips on reading with your child. <https://www.littlewandlelettersandsounds.org.uk/resources/for-parents/>
- The Little Wandle website also explains [how we teach](#) the children to blend. This is the process of blending sounds to read a word. We will begin teaching your child to blend as soon as we have taught them some sounds. Before your child can look at a word and read it by blending the sounds, they will learn to blend orally. Oral blending is something you can practice easily and frequently at home with your child. For example, “Oh look, I can see a d-o-g out of the window!”, “Please come and put on your c-oa-t.” or “I’d like you to put all of your toys in your toy b-o-x now please.”
- There is also a [how we teach](#) tricky words video. Children need lots of practice to remember the tricky words because they are very tricky so please practice reading them as much as you can at home!
- Read with your child 5 times a week and record it in their reading record.

How to support your child with Early Phonics and reading



Date, book and page number	Comments	Date and page
16.09.24 Old MacDonald Had a Farm Pg 1 - 6	I helped Zach tell the story. He was able to spot things beginning with 's'. LF	
11.10.24 In a pot Pg 4-8	When I said the sounds he could blend the words pot, cap and hot! LF	
03.03.24 Fix it Fox! All pages	Read all of the tricky words on his own today. We talked about how Fox might feel and why. LF	

Parents/carers are often unsure of what to write in their child's reading record after reading with them. It's really important you write in it every time you read with your child because we reward them for reading at home.

These examples show the sort of information it is useful for you to share with us.

The examples are for different points of the Reception year as the books they read will change over the year as their reading ability progresses.

Your child's reading book and reading record must be in their bookbag everyday.

Thank you very much for attending, we really appreciate your time.



We look forward to working with you to ensure your child **THRIVES** during their time at Broughton Community Schools.

I will stay to answer any questions you may have.