

The Early Years Advantage: Building Strong Foundations in Literacy and Numeracy



The early years of education aren't just important, they're transformative

Research consistently reveals that Reception to Year 2 represents a critical window for shaping how the brain develops, building the underlying cognitive architecture that supports lifelong learning.

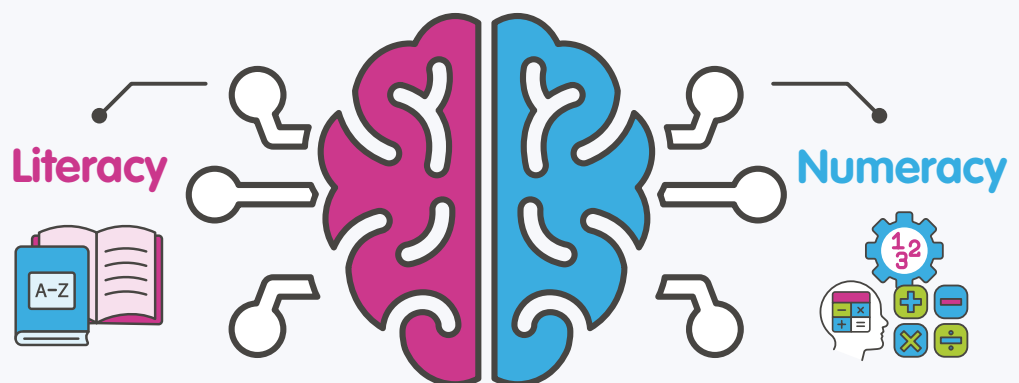
Drawing from neuroscience, longitudinal studies and evidence-based practice, this whitepaper examines why these early primary years are uniquely positioned to create lasting change for every pupil - and why literacy and numeracy work together as interconnected cognitive systems, not separate subjects competing for time.

Key insights you'll discover:

- **The neuroscience behind the Reception to Year 2 critical window** and why this period offers unmatched potential for shaping learning capacity.
- **Why early literacy can't wait** and how the brain's developmental timeline creates both opportunity and urgency.
- **The shift from counting to conceptual thinking** and why early maths skills are such powerful predictors of future success.
- **The surprising connection:** how literacy and numeracy develop as interconnected cognitive systems that amplify each other.
- **The evidence base** that supports integrated approaches to early literacy and numeracy instruction.

For headteachers, trust leaders and curriculum coordinators navigating national education policy and closing the attainment gap, **the research compiled in this guide reveals why integrated literacy and numeracy programs in Reception to Year 2 represent your highest-impact strategy.**

The connection at a glance



Chapter 1: How Reception to Year 2 sets the stage for future learning

The human brain's capacity for growth in the early years is nothing short of remarkable.

Every second, a young child's brain forms over one million new neural connections, creating an unprecedented opportunity to build the foundations for lifelong learning. For educators who understand this window, Reception to Year 2 represents the most powerful chance to shape pupil success.

Assessment data shows that significant gaps in early reading and mathematics persist. Just 61% of pupils meet the expected standard in reading, writing and maths combined at the end of Key Stage 2. Meanwhile, EEF research highlights a growing proportion of very low-attaining readers in Year 2, linked to widening socio-economic disparities. As a result, school leaders face increasing pressure to intervene earlier and more effectively

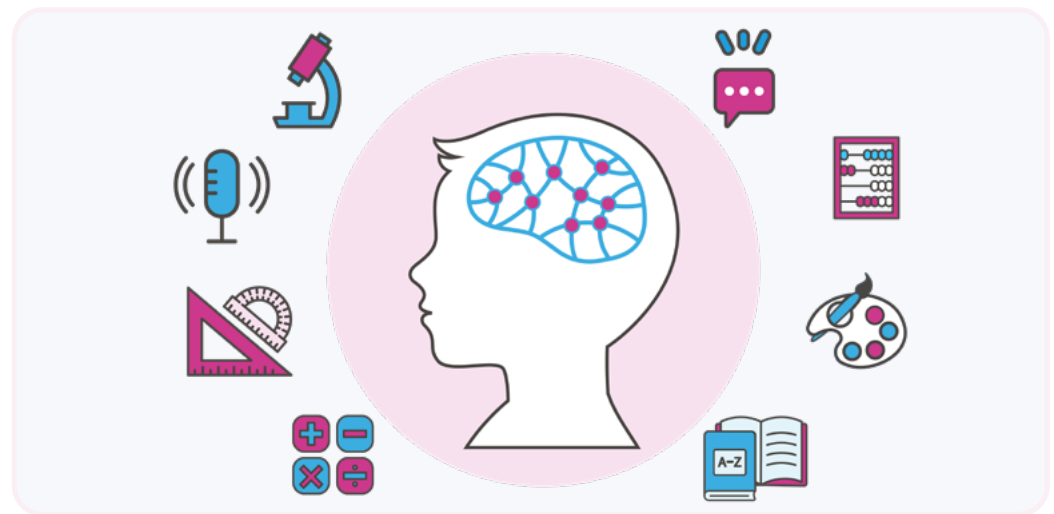
Yet here's what makes this opportunity so critical: neuroscience reveals that the brain's most transformative period happens during these early years, not later when academic struggles typically become apparent.

The experiences we provide during Reception to Year 2 literally reshape brain architecture in ways that become increasingly difficult to influence over time.

Recent advances in developmental neuroscience have revealed something profound – early literacy and numeracy skills don't just prepare pupils for future learning – they create the neural infrastructure that makes all subsequent academic achievement possible.

The architecture of learning:

How the Reception to Year 2 brain develops



Between birth and age eight, the brain undergoes what researchers call experience-dependent development, a process where external stimuli directly influence the formation of neural pathways. This process represents a form of sophisticated biological architecture, where experiences literally build the brain's structure.

During this critical period, the brain exhibits heightened plasticity, establishing and refining neural connections at an extraordinary pace.

The foundations of systems governing language processing, mathematical reasoning, and executive function are being built in real-time, shaped by the quality and consistency of instructional experiences.

What makes this particularly significant is the brain's approach to efficiency. Neural pathways that receive consistent activation become strengthened and more efficient, while those that remain unused are systematically pruned away. This process represents the brain's sophisticated adaptation to its environment.

In the first few years of life, the brain forms over one million new neural connections every second — a rate of development that will never be matched again

The neural architecture pupils develop during Reception to Year 2 becomes the foundation upon which all future learning is built

Investing in Quality First Teaching during this critical window isn't just good practice — it's essential infrastructure.

Children's numeracy knowledge at school entry is one of the strongest predictors of later academic achievement across subjects

High-quality instruction during this period doesn't just teach skills: it optimises the cognitive infrastructure that will determine learning capacity for years to come.

These fundamental neural processes directly align with evidence-based approaches like systematic synthetic phonics, the prime approach to early reading in England since the [Rose Review \(2006\)](#), the [DfE Reading Framework](#), and tiered intervention models increasingly embedded across English schools – all of which leverage the brain's natural developmental patterns to maximise learning outcomes.

Quality First Teaching: The engine of early learning

The brain's extraordinary plasticity during Reception to Year 2 means that high-quality, whole-class instruction – often referred to as Quality First Teaching – is not just foundational, but formative.

Everyday classroom teaching shapes how children process, retain and apply new knowledge. This influences outcomes for all learners, not just those needing additional support.

Across England, school leaders are increasingly prioritising this approach as the most effective and equitable point of intervention.

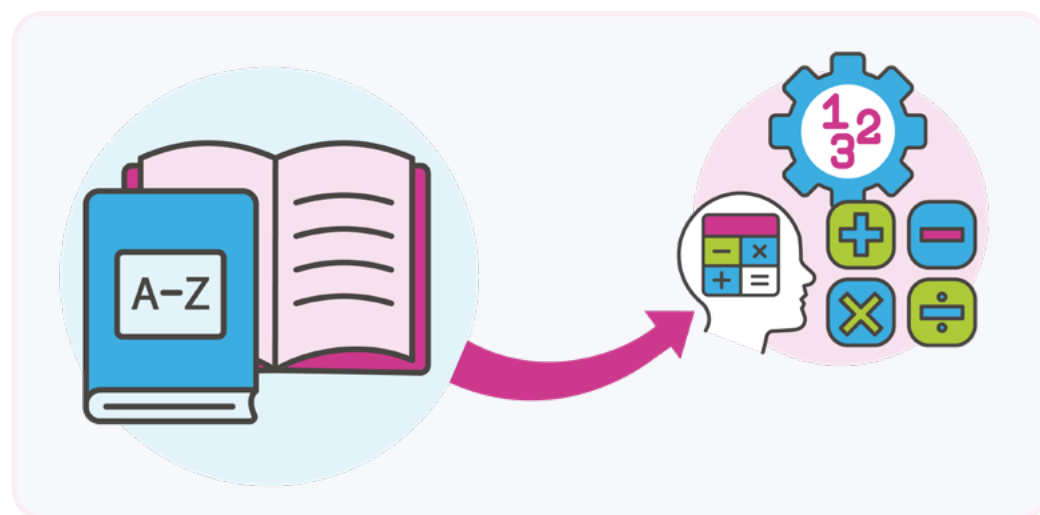
Evidence from cognitive science and classroom research consistently shows that early, structured exposure to literacy and numeracy is critical for building secure, efficient learning foundations.

For Multi-Academy Trusts (MATs), this also presents an important opportunity. A shared early years approach across a Trust can help ensure that all schools, regardless of their starting point, benefit from a consistent, high-quality and evidence-informed curriculum.

By aligning how literacy and numeracy are taught from Reception, Trust leaders can reduce variation between academies, support teacher workload through shared planning, and ensure that interventions are applied consistently across schools.

The hidden connection:

Why literacy and numeracy development are interdependent



Perhaps one of the most important insights from recent research is that literacy and numeracy do not develop in isolation. [Research suggests](#) meaningful relationships between these domains, particularly in the early years, where foundational skills are developing rapidly.

Studies indicate that specific aspects of early literacy – such as vocabulary and print knowledge – can play a role in predicting later numeracy development.

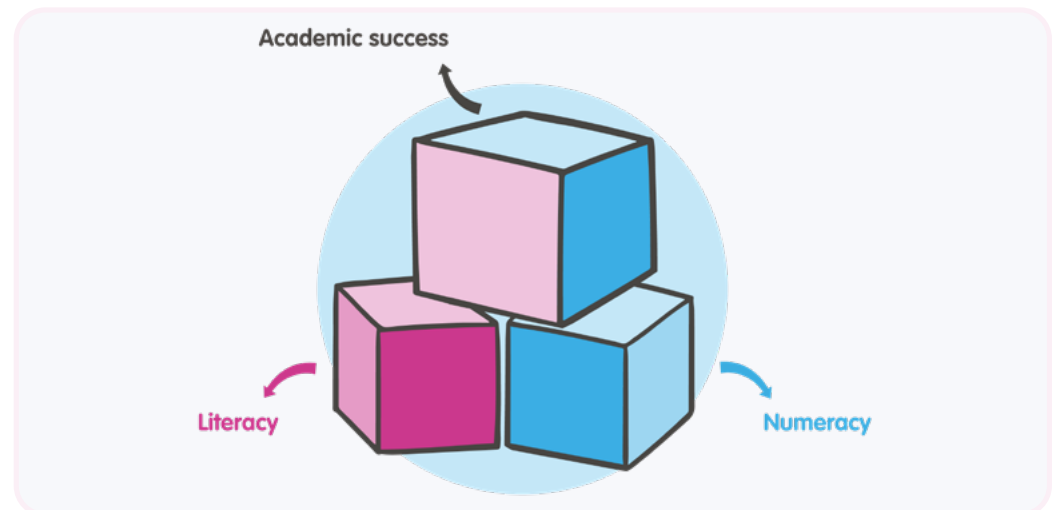
Rather than operating as entirely separate domains, literacy and numeracy appear to draw on overlapping cognitive processes, including language development, working memory and pattern recognition.

This helps explain why strengthening early literacy skills can support mathematical thinking and why difficulties in one area are often reflected in the other.

This insight reframes how we think about foundational learning. In Reception to Year 2, children are not simply developing discrete subject knowledge: they are building the cognitive foundations that underpin all future learning.

England's education frameworks reflect the importance of connected early learning. The [Early Years Foundation Stage \(EYFS\)](#) recognises that all areas of development are 'important and inter-connected', while the National Curriculum positions English and mathematics as core subjects from Key Stage 1.

[Emerging evidence](#) suggests these connections extend beyond curriculum structure, with literacy and numeracy drawing on shared cognitive processes that develop in tandem during the early years.



The neural pathways established during Reception to Year 2 become the scaffolding upon which all subsequent learning builds

The compounding effect of early neural development

The implications of missing this critical window extend far beyond immediate academic outcomes.

Research tracking pupils longitudinally reveals what developmental scientists call 'cumulative advantage', where early neural development creates capacity for increasingly sophisticated learning, while early deficits compound over time.

Pupils who enter school with strong foundational skills don't just perform better initially: they develop more efficient learning strategies, experience greater academic confidence and show enhanced motivation for challenging tasks.

Conversely, pupils who miss this critical period face compounding challenges, with the gap between stronger and weaker learners widening over time. The [Education Policy Institute's 2024 Annual Report](#) highlights this clearly, showing that the disadvantage gap is already 4.6 months at school entry and increases to 10.3 months by the end of primary school, remaining at its widest level since 2011.

The urgency of this timeline is underscored by England's mandatory [Year 1 Phonics Screening Check](#), introduced in 2012. The check assesses whether pupils meet the expected standard in phonic decoding, with those who do not retaking it in Year 2 and continuing to receive support – creating an early accountability checkpoint during this critical stage of early development.

The strategic economics of early investment

Economic analyses of early childhood investment highlight the long-term value of early intervention. [Research led by Nobel laureate James Heckman and colleagues](#) found that high-quality early childhood programs can generate annual returns of around 13%, highlighting the strong long-term impact of investing early compared with later interventions.

The disadvantage is already at 4.6 months at school entry and increases to 10.3 months by the end of primary school, remaining at its widest level since 2011

The highest rate of economic returns comes from the earliest investments in children: later interventions cannot match the efficiency of optimal early development

The question isn't whether this window exists: the neuroscience is unequivocal. The question is whether schools will structure their systems and deploy their resources to maximise this extraordinary period of human development

This reflects what economists call skill complementarity: early capabilities make later learning more efficient and more effective.

The Institute for Fiscal Studies' 2025 evaluation of Sure Start found that its long-run benefits were estimated at around twice its up-front costs, with an average £7,800 gain in lifetime post-tax earnings for each person who benefited.

For school leaders, this represents more than cost-effectiveness: it's about maximising institutional impact through strategic resource allocation.

Translating neuroscience into strategic practice

Understanding the science of early brain development creates a framework for strategic decision-making that extends beyond traditional educational approaches:

- **Curriculum and instruction decisions** might prioritise evidence-based practices like systematic synthetic phonics and explicit instruction that build foundational cognitive systems rather than focusing on isolated skill development. This approach would invest in [strengthening working memory, executive function and pattern recognition](#) across literacy and numeracy domains. Additionally, robust Quality First Teaching must remain in place for all learners.
- **Professional development efforts** could emphasise how high-quality instruction during Reception to Year 2 shapes neural development, helping educators understand their role in optimising brain architecture rather than simply delivering content. Training should focus on evidence-based approaches that align with how the developing brain learns most efficiently.
- **Assessment and intervention systems** can identify pupils at risk during the critical window rather than waiting for deficits to become entrenched. Early screening using the Year 1 Phonics Screening Check, evidence-informed numeracy assessments and the graduated response framework allow for strategic support while neural plasticity remains at its peak.
- **Resource allocation** might reflect the strategic importance of the Reception to Year 2 years, ensuring that the most skilled educators and highest-quality materials are deployed during this critical period to deliver the systematic, research-based instruction that optimises neural development.

This framework positions early learning not as educational preparation but as the foundational construction of learning capacity itself.

The strategic imperative: Building learning architecture

The convergence of neuroscience, education research and economic analysis points to a clear strategic conclusion: Reception to Year 2 represents an unparalleled opportunity to influence human development.

This isn't about educational trends or pedagogical preferences but about understanding and leveraging the fundamental biology of learning. The neural architecture established during this critical period becomes the platform upon which all future achievement is built.

For school leaders, this knowledge creates both opportunity and responsibility. It reveals the most powerful window for shaping pupil outcomes, a window that operates according to biological principles rather than administrative timelines.

Understanding the science of early brain development positions school leaders to make decisions based on how learning actually works rather than how education has traditionally been organised.

This knowledge, properly applied, becomes the most powerful tool for creating lasting impact.

As schools refine their graduated response frameworks and tiered intervention models, and focus on prevention rather than remediation, investing in strong Quality First Teaching during Reception to Year 2 offers the greatest return.

Aligning early learning strategy to how the brain develops ensures every child has access to the most impactful instructional experiences, right from the start.

Understanding how the brain develops during these critical years provides the foundation for implementing effective early learning programs. But within this window, literacy development follows particularly urgent timelines that demand immediate attention.

Chapter 2: Why **early literacy** can't wait

If you could choose one investment to shape a pupil's future – academically, socially, emotionally – research suggests you would start with literacy. And you would start early.

The years between 5 and 8 offer a rare window of opportunity. During this time, the brain is primed to build the foundations of language, comprehension and executive function. These are the fundamental skills that underpin success across every subject.

Because of this potential, early literacy is not just about learning to read. It's about helping children develop confidence, resilience and a lifelong connection to learning.

Children with access to books and literacy-rich environments don't just develop stronger cognitive skills and achieve higher academically – they tend to live more fulfilling lives.

Literacy nurtures empathy, self-awareness, motivation and confidence: equipping children with the fundamental tools to thrive in an increasingly complex world.

England recognises this through the mandatory Year 1 Phonics Screening Check and [Ofsted's focus on early reading](#) within its inspection framework, which ensure all young readers receive the focused attention they need to build strong foundations from the start. As school leaders, you're uniquely empowered to make decisions in these formative years that have a powerful and lasting impact.

With [assessment data](#) showing that significant gaps in early literacy and numeracy persist, there's never been a more important time to harness what we know and create meaningful change. This research explores what the evidence says about early literacy, why the timing couldn't be better and how the right approaches can make joyful, successful literacy possible for every child.



The window of opportunity:

Harnessing the brain's prime learning years

What neuroscience reveals is extraordinary: there's something uniquely powerful happening in children's brains between ages 5 and 8 that creates an incredible opportunity for growth.

There is growing evidence to suggest that strong early literacy is associated with improved wellbeing outcomes, including higher levels of engagement and confidence in learning

Reception to Year 2
offers educators a
powerful, perfectly
timed window
to build the
foundational skills
that support all
future learning

Early intervention isn't
just good practice
anymore: it's now the
pathway to sustainable
excellence and equity

This window aligns with England's Year 1 Phonics Screening Check threshold and Key Stage 1 assessment, making it the ideal time to harness this natural readiness.

During these years, the neural architecture for executive function – the brain's [‘air traffic control system’](#) that manages working memory, attention and cognitive flexibility – undergoes its most dramatic transformation, enabling children to focus, remember, control impulses and adapt to change. These skills are essential for mastering reading and writing and, in turn, for thriving in the classroom.

Here's what makes this timing so remarkable: by age 5, these skills are emerging and beautifully flexible, ready to be shaped and strengthened. By age 7 or 8, key brain circuits begin to mirror adult patterns, which means this window of maximum brain plasticity offers educators their greatest opportunity to build lasting foundations.



Equity begins early: Why starting points matter

With the introduction of [Ofsted's new report cards](#), the [Compare School Performance](#) dashboard, and [Pupil Premium](#) funding and accountability requirements all placing increased focus on early outcomes, there has never been a stronger case for school leaders to prioritise early reading in Reception to Year 2.

The data tells an inspiring story about what's possible. Children who are highly engaged with reading show clear wellbeing benefits: [National Literacy Trust research](#) found that 39.4% of these children report high levels of mental wellbeing: highlighting the connection between literacy engagement and emotional health.

But the impact of literacy doesn't stop at wellbeing in the early years. Its effects extend far beyond the classroom and across the life course. [Research highlighted by NHS England](#) estimates that around 10 million adults in the UK lack the health literacy needed to understand everyday health information – with associated costs to the NHS reaching up to £4.9 billion per year.

Without strong foundational literacy, individuals can struggle to access, interpret and act on essential information throughout their lives. Adults with stronger literacy skills are better able to understand and navigate health information. In contrast, lower literacy is linked to poorer health behaviours and outcomes, with [research showing a significantly increased risk of earlier mortality among those with low health literacy](#).

Perhaps most importantly, literacy development also shapes how children understand the world and relate to others. Through engaging with stories and characters, children develop empathy and social understanding, strengthening their ability to build meaningful relationships and connect with peers.

What effective early literacy looks like

We now understand that the long-standing debate of code-based phonics versus meaning-based reading was never the right question.

As Professor Maggie Snowling, one of the UK's leading reading researchers and [Nuffield Early Language Intervention \(NELI\)](#), has highlighted through her work, strong oral language skills play a critical role in learning to read – supporting both early decoding and later reading comprehension.

Her research highlights that while phonics provides essential decoding skills, oral language is equally critical: underpinning not only reading comprehension but the very process of learning to read itself.

The [EEF's guidance on improving literacy in Key Stage 1](#) confirms this, recommending a balanced approach that integrates both decoding and comprehension skills – recognising that no single component alone is sufficient for long-term reading success.

England's policy framework, built on the [Rose Review \(2006\)](#) and strengthened by the [DfE Reading Framework \(2023\)](#), establishes systematic synthetic phonics as the prime approach to teaching early decoding, while recognising that successful reading depends on both word reading and language comprehension.

Best practice means combining all the elements: systematic phonics creates the foundation while rich vocabulary builds understanding; purposeful classroom routines strengthen working memory and attention while authentic reading experiences foster joy; comprehension strategies develop through engaging content that captivates young minds.

Research supports these integrated approaches over traditional either-or models, demonstrating that decoding skills, language comprehension and love of reading develop most effectively together.



The heart of success: Building literacy through joy

Amid all the data-driven discussion, it's easy to overlook a fundamental element: sparking genuine joy in reading. Without it, literacy remains a skill, sometimes a clinical one: not a source of joy, lifelong learning and growth.

Teaching reading takes more than just a great curriculum. It means creating that perfect mix where learning feels good, especially by making it fun.

There's powerful research around cyclical positive reinforcement: you do something, you get better at it, it feels good, so you do it more. Success and joy keep us all in the game, whether we're children learning to decode or adults mastering new skills.

Professor Snowling's work reminds us that we must teach both the code and the meaning and help pupils understand why that matters. Decoding enables access to language, ideas and knowledge, which in turn supports comprehension and a lifelong engagement with reading.

To unlock potential
for every pupil, we
should embrace
comprehensive
Quality First Teaching
that aligns with how
children actually learn,
creating the strong
universal foundation
that effective tiered
intervention requires

The research is clear, the opportunity is unmissable, and the time is now

Most importantly, creating enthusiastic readers requires a partnership that extends beyond the classroom. When families and educators work together to make reading enjoyable, children develop stronger literacy foundations and maintain their love of books long-term.

When everything works in favour of encouraging reading, the choice to read becomes entirely theirs, and with it comes improved attendance, stronger engagement and a classroom culture where learning thrives.

As leaders, you're perfectly positioned to reshape early literacy outcomes through strategic, evidence-based action.

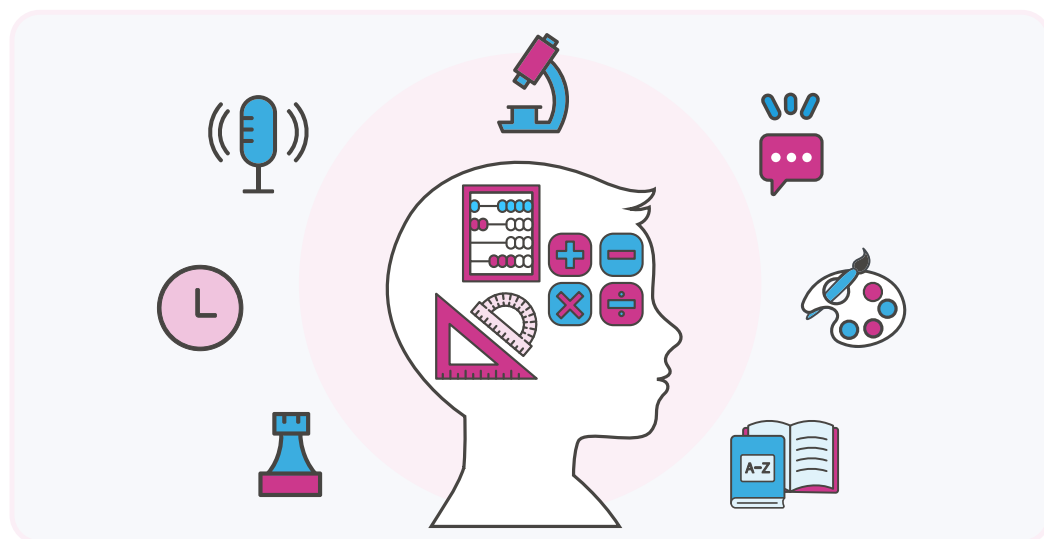
Start by investing in high-quality instruction aligned with systematic synthetic phonics and the DfE Reading Framework. Ensure your teachers receive ongoing professional learning and coaching to deliver structured, explicit phonics instruction alongside rich comprehension experiences.

Use data early and often. Implement regular assessments to identify struggling readers before gaps widen, then allocate resources where they are needed most.

Equally important is building strong partnerships with families. Provide access to decodable readers and literacy resources that parents can use at home. When families and schools work together with a shared mission, children experience consistent literacy support across all environments.

With Ofsted's introduction of report cards, alongside the Year 1 Phonics Screening Check and national performance data, accountability for early literacy is sharper than ever. Even small improvements in these early years can have a significant impact on pupils' long-term outcomes.

While literacy development captures much of the attention in early learning discussions, equally compelling research reveals that early mathematical thinking may be an even more powerful predictor of future academic success across all domains.



Chapter 3: From counting to critical thinking — the shift to **conceptual understanding** in early maths

Mathematical success begins long before pupils encounter their first multiplication table. It begins in the earliest years, when we have an extraordinary opportunity to shape young minds.

While literacy programs have long captured headlines and funding, we're now discovering the tremendous potential that lies in early mathematical learning. The [Maths Hubs program](#) and [EEF guidance reports](#) have brought renewed focus to early numeracy, recognising that foundational maths skills are equally powerful predictors of lifelong academic success.

In many classrooms today, we have an incredible chance to transform how we approach maths instruction in the early years. Rather than limiting our approach to rote counting or basic symbol recognition, we can unlock children's natural mathematical thinking from the very beginning.

Research reveals that ages 5 to 8 represent a golden window of opportunity, when children are naturally developing number sense, discovering patterns and building the cognitive skills – like working memory and flexible thinking – that become the foundation for all future mathematical learning.

While maths content may appear more complex in later years, the cognitive and conceptual foundations for mathematical thinking can be cultivated much earlier, particularly from Nursery to Year 2. Make the most of this window and you'll build mathematical minds that thrive.

With everything we know from research, school leaders now face a clear pathway forward: embrace what science tells us about early numeracy and invest where we can achieve maximum impact for every child.

The belief that
'meaningful maths
learning starts
around the fourth
year of school'
overlooks the
remarkable potential
of young learners



Counting on the future: Why we must get early numeracy right

As touched on above, [major longitudinal studies](#) consistently identify early numeracy skills as the most reliable predictor of future academic achievement. This evidence highlights the significant potential of early mathematical learning. The reasons extend far beyond mechanical counting and computation.

From ages 3 to 5, children are in an optimal window of brain development, when core [executive function skills](#) like working memory and cognitive flexibility are developing rapidly. These skills are

The early years represent a uniquely powerful window for developing mathematical thinking — making foundational numeracy one of the highest-impact investments schools can make

Pupils with strong symbolic number sense develop the mental agility to adapt when problems are presented in different ways

the ‘how’ of learning, empowering pupils to follow steps, switch strategies and maintain focus while solving problems. In fact, they’re the very mental tools that mathematical thinking builds upon.

By age 7, the brain networks that support these processes are already starting to resemble those of adults, making the first three years of formal education a prime opportunity for meaningful support. It’s during this time that key foundations like number sense, spatial reasoning and problem-solving are established and strengthened.

There is also significant potential to reduce inequalities in outcomes. While differences in maths attainment by income and geography can emerge early in education, targeted support in the early years can help create more equitable outcomes.

By developing strong number sense and problem-solving strategies from the start, we can support all pupils to build the mathematical confidence needed to access more advanced learning in later years.

The foundation for success:

How strong early maths skills are built

When we invest in strong early maths foundations, the benefits become clear around age 8-9, just as curriculum demands expand in Year 4.

The key often lies in strengthening working memory: helping children hold one part of a problem in mind while manipulating another, making multi-step reasoning achievable and rewarding. These strengths prove particularly valuable for applied problem-solving, where pupils develop the flexibility to interpret novel situations and go beyond memorised procedures.

In England, where systematic phonics is well established, there is growing recognition that foundational numeracy skills are equally important for academic success.

With the right support, mathematical thinking can flourish exponentially.

The earlier we build these foundations, the more dramatic and lasting the impact becomes - meaning we’re working within the optimal window for developing executive function skills.

Targeted support that focuses on strategic thinking and efficient techniques – such as counting on from known cardinal values – creates remarkable progress for pupils from all backgrounds, especially when paired with early screening for conditions like dyscalculia and personalised learning approaches.

The exciting shift: From rote counting to flexible thinking

In the early education years, there’s a wonderful opportunity to move beyond counting aloud or identifying digits to build real mathematical understanding.

As mentioned above, true fluency celebrates number sense: a sophisticated understanding of numerical relationships and the ability to connect counting, number knowledge and basic operations in meaningful ways. And it matters more than we give it credit for.

[Studies show](#) that a child’s number sense in Year 1 can predict their maths achievement years later – not just in calculations, but in the kinds of real-world problem-solving. In fact, number sense contributes an impressive additional 12% to overall maths achievement and up to 17% in applied problem-solving by Year 4.

The lasting impact of number sense is hard to overstate. In fact, this advantage grows stronger as mathematics becomes more complex. Think of it as the mathematical equivalent of phonemic awareness in reading. Without it, pupils may appear proficient in early years but inevitably struggle with fractions, place value and reasoning tasks that demand flexible thinking rather than mechanical recall.

The solution lies in creating rich and highly engaging mathematical environments where pupils explore numbers through multiple representations. It’s familiar contexts like playgrounds, kitchens and shopping scenarios that encourage strategy explanation and conceptual understanding.

Supplemental online maths programs can harness this potential by embedding number sense into real-world contexts through gamified, developmentally appropriate activities.

Strategic leadership moves for strengthening early mathematics

Given this golden opportunity, where can school leaders make the greatest impact in strengthening foundational mathematics skills?

Start by investing in a high-quality curriculum that builds conceptual understanding and number sense rather than relying on procedural memorisation.

Provide targeted professional development in evidence-based early maths strategies. This is essential given the [Carter Review of Initial Teacher Training](#) identified considerable variability in how maths subject knowledge is addressed across training programs.

Strengthen classroom environments to make mathematics visible and valued.

The EEF's early maths guidance recommends that settings 'dedicate time to developing mathematics' and 'integrate mathematics throughout the day', acknowledging that early years environments too often prioritise literacy-rich displays while neglecting numeracy.

Primary classrooms should become numerically rich, featuring number lines, mathematical games and playful opportunities that embed number sense into everyday learning.

Implement evidence-informed screening tools to identify at-risk pupils early.

Ensure teachers understand mathematics as a developmental progression – from counting through to fractions and beyond – rather than a series of isolated year group expectations.

The evidence is clear that both literacy and numeracy development during Reception to Year 2 create powerful, interconnected foundations for all future learning.

But how do these domains work together to maximise pupil outcomes?

Building the foundation for lifelong success

Three converging streams of evidence - neuroscience, literacy research and mathematical cognition studies - point to the same clear opportunity: Reception to Year 2 represents the most powerful window for shaping pupil outcomes.

The research in this guide reveals not just what works, but why it works and when it works best.

A key insight challenges how early education has traditionally been organised. Literacy and numeracy are not separate subjects competing for time, but interconnected cognitive systems that support and strengthen each other.

When we recognise this natural integration, pupils develop stronger foundations in both areas and transfer skills more effectively to new situations.

For school leaders, this knowledge creates both opportunity and clear direction forward, and the timing is ideal. Government policy increasingly focuses on early learning, from the EYFS framework to Ofsted's emphasis on the quality of education. Evidence shows that early intervention offers the greatest impact.

The path forward

The time to act is now. Aligning your early learning strategy with how the brain develops isn't just best practice. It is one of the most strategic moves your school or trust can make.

If you're exploring approaches that align with these principles, 3P Learning offers research-informed [literacy](#) and [numeracy](#) solutions designed to support systematic, explicit instruction within engaging, developmentally appropriate learning experiences.



Reading
eggs

Mathseeds