

Welcome to Reception 2023



Our expectations...

- From the very first day at school, we have high expectations of every child in our class both academically and with behaviour.
- We carefully assess and monitor each child's progress.
- Children are encouraged to 'have a go' and 'try their best' in all areas of work.



Our expectations...

- We always encourage children to produce their own work, applying their knowledge and skills. For example when completing a writing task, the children will write down the sounds they can hear even though the word might not be spelt correctly.
- Working on activities with a teacher or teaching assistant is not a choice for the children, it must be done!
- This prepares children for their school life. 😊



Behaviour...

- We follow the 'Good To Be Green' behaviour system across the school. Children are rewarded with silver and gold cards when they are making the right choices. They might be shown a stop and think card if they need lots of reminders about the choices they are making.
- Children know and follow our class and school rules. These are introduced gradually when they first start school and are referred to on a daily basis.



Behaviour...



- We also use the school house point system, stickers and 'star of the week' board to promote and reward good behaviour.
- Mini-merits are given to children for consistently going 'above and beyond' either with their work, attitude or behaviour.
- Children will receive a big certificate when they receive 10 mini-merits (bronze), then when they get to 25 (silver) and if they get to 50 by the end of the academic year (gold)

Groupings...

- The children are placed in colour groups within class for organisational reasons, e.g. taking part in activities, floor spaces and going outside.
- These groups are not ability groups and are determined randomly.
- During the year the children might be placed in ability groups so work is at the child's level



Our week...

- We alternate having a Literacy and Maths focus each week in the mornings. Our afternoons will be more topic focussed.
- However... in Reception our learning is very cross curricular and we encourage a balance of child initiated and adult initiated learning. Our continuous and enhanced provision means that children always have access to the different areas of the curriculum both indoors and outdoors.



Dialogue books...

- We will send home a dialogue book with your child on Thursday 14th September (little yellow or red book).
- This will have information of who your child's keyworker is.
- Please use this to write us a message if you are unable to speak to us that morning. Our preferred method of communication is to talk to you face to face but we appreciate this might not always be possible.
- Please ensure you hand the dialogue book to your child's teacher or teaching assistant that morning so that we know there is a message in there as we do not check through the book bags.
- If your child goes to breakfast club, please place their dialogue book in the basket.

Phonics ...

- Each child will take part in a daily phonics sessions.
- We follow the Little Wandle phonics scheme
- We practise recognition of the sounds every day and we also learn words with the sounds in. Initially, we will be doing this through lots of oral blending and segmenting.
- Once the children are confident with the sounds we focus on segmenting and blending words.
- We also teach tricky/high frequency words in our phonic sessions.
- Each week we will post an overview of what we will be learning that week in our phonics sessions for your reference. This information will be posted on Tapestry.



Reading books...



- We will send books home on Friday 22nd September after our first phonics sessions and once we have read with the children.
- We always begin with books with no words.
- There is real value to this as it encourages children to really look at the pictures, think about what is happening, how the characters might be feeling and to make predictions. Children start to use story language.
- Once we feel your child is ready we will send home books with words. Books will be linked to the sounds you child knows/is learning.

Reading books...



- We only send one or two books home to give you the chance to reinforce the letter sounds taught that week and to practise blending and segmenting skills.
- There are tips in the reading records to help early readers.
- Along side your child's reading book we will send home flashcards (tricky or high frequency words) each week for your child to practice.

Reading books...

- Reading books will be changed once a week. To start with this will be on a Friday.
- Please sign your child's reading diary when you have read with them so that we know to change the books. If their diary is not signed, we will not change their book.
- As a school we do expect you to listen to your read child fives times a week.



Reading books...

- We listen to the children read once a week (from their reading books) so please keep their books in their book bags and bring them to school everyday.
- We will write a comment in their books.
- Regular dialogue between parents and teachers is really important so please do write in their reading diary.
- As the year progresses, all the children will participate in group reading sessions. We call these practise reading sessions.
- Some children will also read on a daily basis to an adult in school.

Homework...

- We will be sending home an overview of the sounds we will be learning this half term. Please use this alongside the weekly information posted on tapestry (mentioned earlier). Please go through these sounds at home with your child.
- We will also send home word strips for your child to use to help their blending skills.
- There will be a sheet to help your child practise how to write the letter sounds too. Please encourage your child to form the letters correctly as shown on the sheet.



Letter formation...



- In the past we have taught the children to use pre-cursive letter formation in Reception.
- Guidance has now changed so we will be using 'standard' (non-cursive letter formation) from now on.
- It is really important that children learn to form their letters correctly and to not get into bad habits (these are difficult to correct later on)
- Every time your child writes, especially when completing their homework, please encourage them to form their letters correctly.
- If your child is struggling please speak to your child's class teacher.
- Children are taught to write in lower case, only using capital letters for the start of their name. Please make sure you are following this at home too.

Outdoor play

- Children will have access to the outdoor area every day
- Please provide your child with the right clothes for the weather that day (rain coat when wet, and hats, scarfs and gloves in winter)
- Please provide wellington boots for your child. These can be left in the cloakroom in a named bag
- We do supervise the children but please be prepared for your child to get messy occasionally!



Online learning Journals (Tapestry/Dojo)

- We use Tapestry and Dojo to keep a record of your child's time with us in Reception.
- We record observations to help us build up a profile of your child's learning journey, their strengths and areas to develop.
- The EYFS reforms now encourage practitioners to move away from constantly observing children and to spend time with the children developing their learning. Therefore, you will notice that we don't post as many observations as we have done in the past.
- You will have access to observations as soon as we have added them to the journal.

Online learning Journals (Tapestry/Dojo)

- Please feel free to comment on observations we post about your child, we value your input and your feedback. We would ask that you only make positive comments in your child's online journal. If you are upset about something relating to your child's time at school, please come and speak to us so we can work together and address your concern.
- If your child has completed something special at home (riding their bike, getting dressed by themselves etc) please post this onto Tapestry. This allows us to gain a fuller picture about your child.
- Please make sure you have activated your account and check it regularly.

Online learning Journals (Tapestry/Dojo)

- Please do not use Tapestry as a means of communicating important information as messages could be missed.
- Please phone or email the school office as this is the quickest way to get a message passed to us.

P.E

- Formal P.E lessons will take place after Christmas. Please make sure your child has their P.E kit in school on their P.E days.
- White t-shirt, black joggers, leggings or shorts
- Plimsoles or trainers/pumps
- Please make sure everything is named.
- Ear-rings must be removed for your child's P.E lesson. This must be done at home. If your child still has their ear-rings in, they will not be able to participate in P.E lessons.

Other learning opportunities...

- We enrich our curriculum with meaningful learning opportunities for the children.
- In the past this has included; visiting the local shop to buy ingredients to make pancakes, having living eggs in school and trips to the farm or zoo.
- Where possible, we invite visitors into school to enrich our topics. This includes the police or fire service.



Other learning opportunities...

- Every year we hold Sports Week, where children get to try out new activities such as golf and circus skills!
- We also offer opportunities such as food tasting and cooking. We will go to the shop with the children to buy the ingredients before using them.



Safeguarding

Under the Education Act 2002 (section 175), schools must “make arrangements to safeguard and promote the welfare of children”.

We will endeavour to provide a safe and welcoming environment where children are respected and valued.

Schools and their staff are an important part of the wider safeguarding system for children.

Safeguarding and promoting the welfare of children is defined for the purposes of this guidance as:

- protecting children from maltreatment
- preventing impairment of children’s health or development
- ensuring that children grow up in circumstances consistent with the provision of safe and effective care
- taking action to enable all children to have the best outcomes

If you have any concerns about safeguarding or the welfare of any pupil at our school, you can talk with any member of school staff. We also have four key contacts who lead on Safeguarding.

Safeguarding Single Point of Contact (SPOC)



Andy Lyons - Headteacher Designated
Safeguarding Lead Prevent Lead



Emma Davies – SENDCo
Deputy Designated Safeguarding
Lead Domestic Abuse Lead

A **Single Point of Contact (SPOC)** is a person serving as the coordinator or focal point of information concerning Safeguarding, including PREVENT issues. A SPOC is used in many cases where information is time-sensitive and accuracy is important.

Andy Lyons is the Single Point of Contact
In his absence contact Amanda Christophi
or Emma Davies



Duncan Milner
Online Safety Lead



Amanda Christophi
Assistant Headteacher
SENDCo
Designated Safeguarding Lead



Christian O'Brien
Governor Safeguarding Lead

A few reminders...

- Please label all your child's belongings!
- Snack boxes should be a small plastic container not a large lunchbox. Children only need one or two items in their snack box.
- Please encourage your child to be as independent as possible when you drop them off, this will help them during the day when we will expect them to do things for themselves.
- Please do not allow younger siblings to play with/on equipment in our outdoor area.



Thank you for coming and for your continued support and co-operation. We look forward to working with you this year and every year your child is in our school.

If you have any questions about anything, please feel free to speak your child's class teacher.

