



'Welcome to Year Reception'

Information for Parents/Carers





Miss Rowe
**Early Years
Leader
Reception
Class Teacher**



Mr Green
**Reception
Class Teacher**



- * Doors open at 8:30am for Early Morning Learning
- * School starts at 8:55am
- * Lunch is 11:30-12:30
- End of the School day 3:00pm



Please collect your child from the Reception external doors. Adults will send children out one by one and in the interests of child safety, will ensure that every child goes to the adult who is collecting them.

Please ensure that you supervise your child once you have collected them and do not leave them unattended, especially near to the Trim Trail.

Everyday...

- ★ Phonics - This is taught daily with a review session a Friday and the children are taught in classes by their own class teacher.
 - ★ Maths
 - ★ Literacy Session
 - ★ Storytelling

Once a week...

- ★ PE
- ★ Music

Three times a week...

Your child will read with an adult, focusing on decoding the book, using prosody (expression) and developing their comprehension skills.

Timetable

	8:30-8:55 a.m. - Early Morning Learning		9:15-9:45 a.m.		9:45-10:00 a.m.		10:00-11:10 a.m.		11:10 - 11:20 a.m.		11:30-12:30 a.m./p.m. - Lunch		12:40-1:10 p.m.		1:10-2:20 p.m.		2:20-2:30 p.m.		2:30-2:45 p.m.		3:00 p.m. - Home Time	
Monday	8:55-9:15 a.m. - Registration and Morning Meeting / DEAR / Individual Readers		Phonics		Plan-Do-Review		Literacy Session, Independent Learning		Class RHR Decoding Reading Practice Session				Maths		Interventions, Independent Learning		Plan-Do-Review		Makaton Rhyme Time			
Tuesday	8:55-9:15 a.m. - Registration and Morning Meeting / DEAR / Individual Readers		Phonics		Plan-Do-Review		Literacy Session, Independent Learning		Class RHR Prosody Reading Practice Session				Maths		Interventions, Independent Learning		Plan-Do-Review		SMSC Assembly			
Wednesday	8:55-9:15 a.m. - Registration and Morning Meeting / DEAR / Individual Readers		Phonics		Music		Literacy Session, Independent Learning		Storytelling				Maths		Interventions, Independent Learning		Plan-Do-Review		Singing Assembly			
Thursday	8:55-9:15 a.m. - Registration and Morning Meeting / DEAR / Individual Readers		Phonics		Plan-Do-Review		Literacy Session, Independent Learning		PE		Class RHR Comprehension Reading Practice Session				Maths		Interventions, Independent Learning		Plan-Do-Review		Oracy Activity	
Friday	9:00-9:30 a.m. EYFS Starfish of the Week Assembly		Plan-Do-Review		Literacy Session, Independent Learning		Phonics		Storytelling				Maths		Interventions, Independent Learning		Plan-Do-Review		DEAR / Swap Sharing Stories			

Every day, children will introduced to new and memorable experiences to compliment and enhance their learning!

Snack...

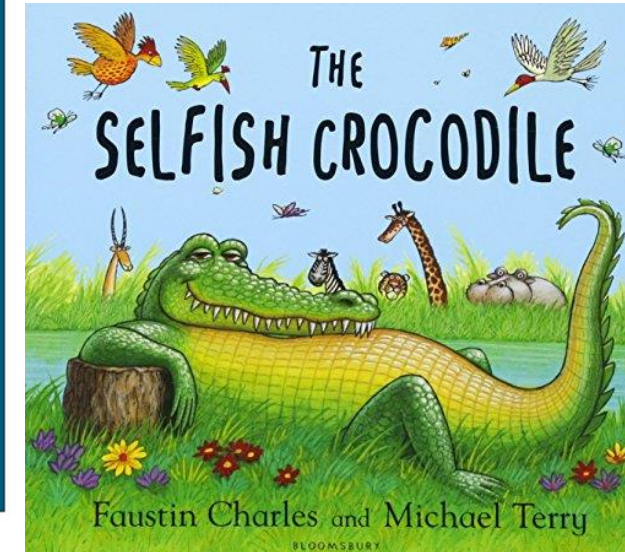
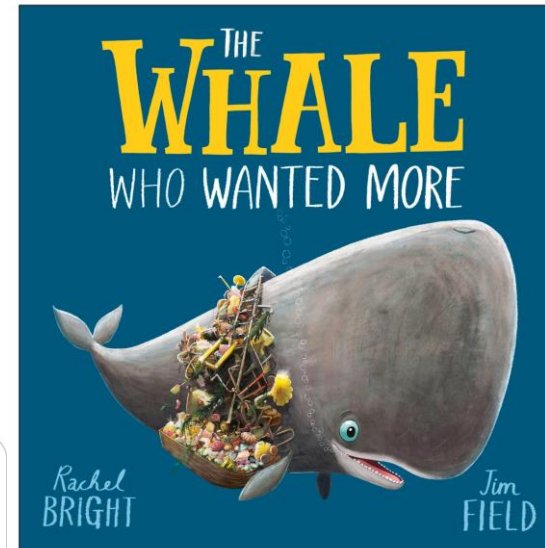
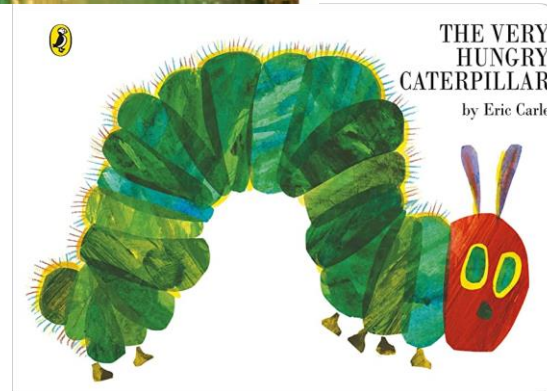
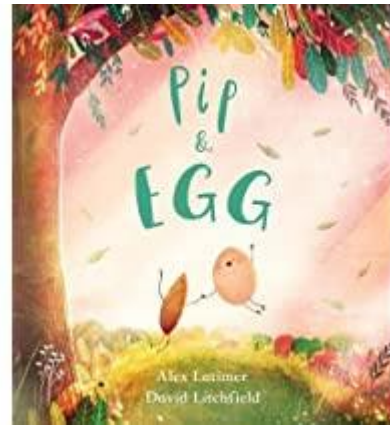
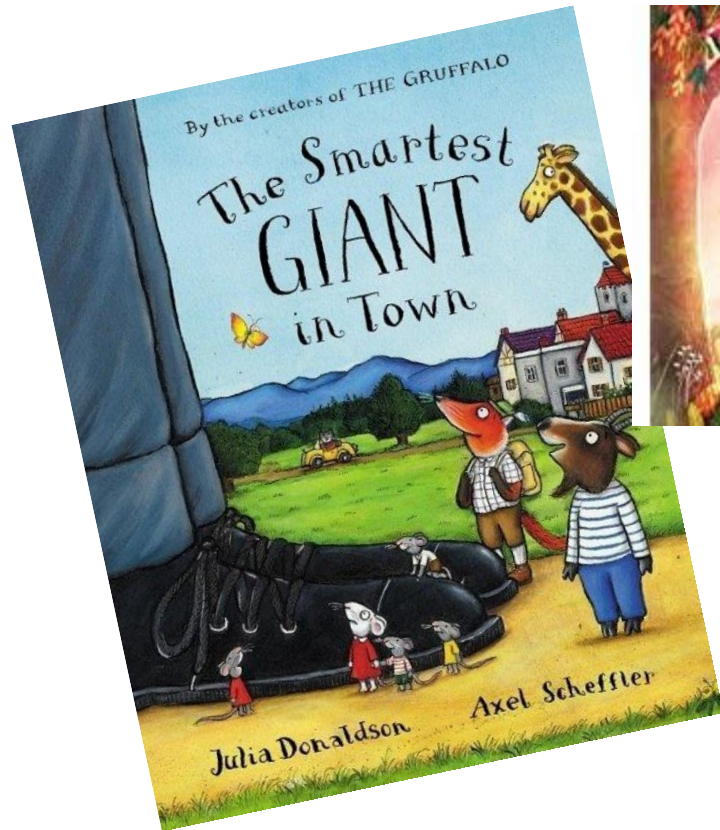
- One piece of fruit per day
 - Free Milk and water
- Named drinks bottles with water in can be brought in
 - Children can choose a time between 10:00 and 11:30am to have their snack



Lunch...

- Your child can choose between two hot meal options, a jacket potato or a sandwich.
- School dinners are free for children in Reception up to Year 2.
- You can choose the meals for the week by sending in a list and giving it to the TA on a Monday morning or you can order daily if you prefer.
- Alternatively, your child can bring in their own pack lunch.
 - Children in Reception sit in the hall to eat their lunch.
 - They also play on the playground.

Everything we learn about in Reception will be based around quality stories that are repetitive, that rhyme and that contain a rich vocabulary.



We use book hooks to introduce every new story!

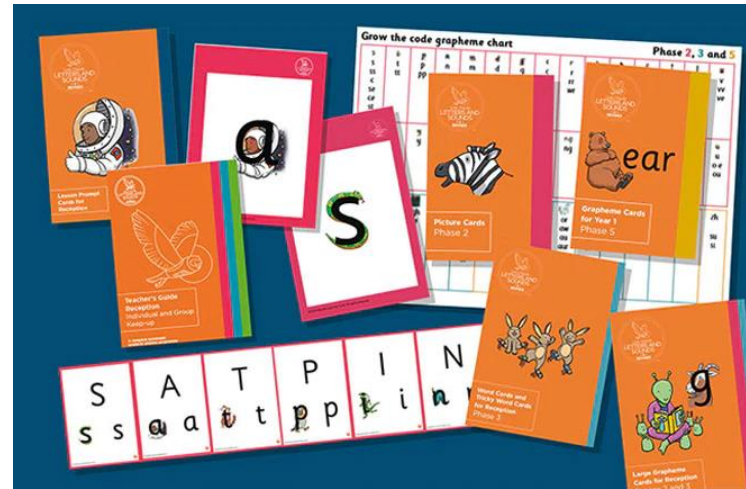
Your child will also take home a sharing story every week to enjoy.

- We have chosen Little Wandle Letters and Sounds Revised as our systematic, synthetic phonics (SSP) programme to teach early reading and spelling.
- We teach Phonics every day and read with every child three times a week through our reading practice sessions.
- We are running a phonics workshop on **Wednesday 27th September**. Please join us and learn how to support your child to read and write at home!



Phonics is:

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





**A love of reading is the biggest indicator
of future academic success.**

OECD (The Organisation for Economic Co-operation and Development)



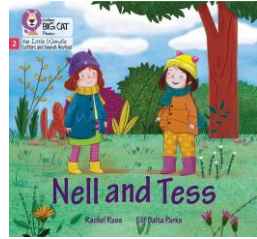
Children will take home a lovely sharing story, once a week, on a Friday. Please bring this in the following Friday so that we can change it!

- Your child will read the same book, three times, in school. Each time, there is a different focus:

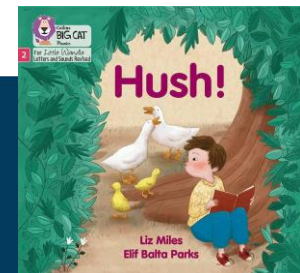
Read 1: practising to decode the book

Read 2: practising to use prosody (reading with expression)

Read 3: use their comprehension skills



- After the three reads in school, your child will then get to take this book home to showcase their learning on the Friday! Please read this book three times at home. It is essential that this book is brought back the following Friday.
- Reading at home shouldn't be a chore and children should be confident to read that story to you, as they have had plenty of practise.
- Each book that they take home, is specifically matched to their phonics ability. For example, in the first week, they will receive a book with no words in it, as they have not learnt any sounds in our Phonics lessons yet.
- Repeating and re-reading a book, ensures children become fluent readers!



- When you read with your child, please log their reads using the BoomReader app.
- Your child will receive a login and instructions once they start with us.
- Logging their reads at home ensures that we can praise your children! Children receive a raffle ticket for reading at home three times in a week, which means they are in for a chance of winning a book from our book vending machine!
- Reading is the most important and crucial thing that you can do for your child, to support them, at home.



- All 'Home Learning' will be set on a Friday and should be handed in by the Wednesday morning at the latest please.
- 'Home Learning' will vary but will consist of either a piece of Literacy, Numeracy, Handwriting or Topic.
- If you are away on a Friday, Home Learning books will be placed in your child's tray.

Rewards:

For following our Academy Rules or for great learning, children are given Dojo points.

Every Friday we reveal who the Dojo Leader of the Week is and that child is awarded a certificate and a Headteacher's Prize.


For completing Home Learning, Dojos are awarded.
Rewards...

Every week, we have an EYFS Starfish of the Week assembly to celebrate 'What a Star' moments and to award the 'Starfish of the Week'.



ClassDojo

Unacceptable Behaviour Chart



the university school

Name: _____

7	Unacceptable Behaviour	Unacceptable Behaviour	Unacceptable Behaviour
6	Unacceptable Behaviour	Unacceptable Behaviour	Unacceptable Behaviour
5	Unacceptable Behaviour	Unacceptable Behaviour	Unacceptable Behaviour
4	Unacceptable Behaviour	Unacceptable Behaviour	Unacceptable Behaviour
3	Unacceptable Behaviour	Unacceptable Behaviour	Unacceptable Behaviour
2	Unacceptable Behaviour	Unacceptable Behaviour	Unacceptable Behaviour
1	Unacceptable Behaviour	Unacceptable Behaviour	Unacceptable Behaviour

General Classroom Behaviour Policy
Children who respond to everyday rewards; including Class Dojos, and sanctions; such as loss of Positive Behaviour Time, do not get a Behaviour Triangle.

Your children have all been assessed on entry in 17 areas of learning and development and will be observed and monitored in these areas throughout the year. They will also be assessed every 6 weeks and we will let you know about their progress through progress meetings.

<p>Communication and Language</p> <p>Listening, Attention and Understanding</p> <ul style="list-style-type: none"> Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions. Make comments about what they have heard and ask questions to clarify their understanding. Hold conversation when engaged in back-and-forth exchanges with their teacher and peers. <p>Speaking</p> <ul style="list-style-type: none"> Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary. Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate. Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher. 	<p>Personal, Social and Emotional Development</p> <p>Self-Regulation</p> <ul style="list-style-type: none"> Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly. Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate. Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions. <p>Managing Self</p> <ul style="list-style-type: none"> Be confident to try new activities and show independence, resilience and perseverance in the face of challenge. Explain the reasons for rules, know right from wrong and try to behave accordingly. Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices. <p>Building Relationships</p> <ul style="list-style-type: none"> Work and play cooperatively and take turns with others. Form positive attachments to adults and friendships with peers. Show sensitivity to their own and to others' needs. 	<p>Physical Development</p> <p>Gross Motor Skills</p> <ul style="list-style-type: none"> Negotiate space and obstacles safely, with consideration for themselves and others. Demonstrate strength, balance and coordination when playing. Move energetically, such as running, jumping, dancing, hopping, skipping and climbing. <p>Fine Motor Skills</p> <ul style="list-style-type: none"> Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases. Use a range of small tools, including scissors, paintbrushes and cutlery. Begin to show accuracy and care when drawing.
<p>Understanding the World</p> <p>Past and Present</p> <ul style="list-style-type: none"> Talk about the lives of the people around them and their roles in society. Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. Understand the past through settings, characters and events encountered in books read in class and storytelling. <p>People, Culture and Communities</p> <ul style="list-style-type: none"> Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class. Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and (when appropriate) maps. <p>The Natural World</p> <ul style="list-style-type: none"> Explore the natural world around them, making observations and drawing pictures of animals and plants. Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class. Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter. 	<p>Expressive Arts and Design</p> <p>Creating with Materials</p> <ul style="list-style-type: none"> Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. Share their creations, explaining the process they have used. Make use of props and materials when role playing characters in narratives and stories. <p>Being Imaginative and Expressive</p> <ul style="list-style-type: none"> Invent, adapt and recount narratives and stories with peers and their teacher. Sing a range of well-known nursery rhymes and songs. Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music. 	<p>Mathematics</p> <p>Number</p> <ul style="list-style-type: none"> Have a deep understanding of number to 10, including the composition of each number. Subitise (recognise quantities without counting) up to 5. Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts. <p>Numerical Patterns</p> <ul style="list-style-type: none"> Verbally count beyond 20, recognising the pattern of the counting system. Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity. Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.
		<p>Literacy</p> <p>Comprehension</p> <ul style="list-style-type: none"> Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. Anticipate (where appropriate) key events in stories. Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play. <p>Word Reading</p> <ul style="list-style-type: none"> Say a sound for each letter in the alphabet and at least 10 digraphs. Read words consistent with their phonic knowledge by sound-blending. Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words. <p>Writing</p> <ul style="list-style-type: none"> Write recognisable letters, most of which are correctly formed. Spell words by identifying sounds in them and representing the sounds with a letter or letters. Write simple phrases and sentences that can be read by others.

By the end of Reception the 'Expected' level is for children to have achieved the Early Learning Goals.

On-Going Assessment...

- * On-going assessment will take the form of observations of your child as they act and interact in their play, every day activities and planned activities.
- * These observations will be made by a range of adults in the classrooms.
- * This enables us to identify where your child is in their own developmental pathway and to plan ways to strengthen and deepen their current learning and development.
- * It also enables us to identify possible areas in which to challenge and extend your children's current learning and development.

Each parent will get a login for Tapestry to see their child's learning journey. You can even add your own observations to show those WOW moments that they have at home.



Other information

- Please look after the reading books and ensure they are kept in their plastic wallet which has their name on it.
- Please do not put water bottles in book bags.
- Please name absolutely everything that your child brings into school.
- If you have sent in an extra bag with spare clothes, please feel free to leave this in school.
- If your child attends Breakfast or After School club and they have forgotten something or need to see a teacher, please ask a member of staff to help you.
- Please bring a pair of named wellington boots which can live in school.
- Children must wear a logo jumper or cardigan.

We are very excited to be teaching your children this year! If you need to communicate with us then please do not hesitate to email us on:

yearreception@marineacademy.org.uk

