

Reception

at Little Waltham C.E.V.A. Primary
School



Introductions

- ▶ **Mrs Wells** (Monday, Tuesday, Wednesday)
- ▶ **Miss Connett** (Thursday and Friday)
- ▶ **Mrs Sheehan and Mrs Heath** are the learning support assistants in the classroom



This mornings meeting:

- ▶ To help your child make the best possible start to school.
- ▶ To help you to understand the curriculum that your child will be covering in the Ash class.
- ▶ To understand how we teach in order to cover the requirements of the curriculum.
- ▶ To identify the key ways in which you can help your child at home and in school.



What is the Early Years Foundation Stage?

The Early Years Foundation Stage (EYFS) is the stage of education for children from birth to the end of the Reception year.

It is based on the recognition that children learn best through play and active learning.



Early Years Foundation Stage

At Little Waltham Primary School we follow the **2021 Early Years Foundation Stage Statutory Framework** which covers expectations for children from birth to five years of age. In addition, we plan for individual needs, different learning styles and the interests of our children. We are committed to **play-based, active learning**. We know that rich, memorable contexts for learning connect with the children's interests and inspire children and promote greater levels of involvement. Children have ownership of their learning, providing them with the motivation to use their **independent learning skills** and their **creative, imaginative and investigative thinking**.

The Early Years Foundation Stage follows a principled approach under four themes:

- A Unique Child
- Positive Relationships
- Enabling Environments
- Learning and Development



Areas of Learning

Children work towards the Early Learning Goals across seven areas of learning. The **three prime areas** are crucial for igniting curiosity and enthusiasm for learning, forming relationships and thriving.

- Communication and Language
- Physical development
- Personal, social and emotional development

Alongside these areas there are **four Specific Areas**, through which the Prime Areas are strengthened and applied.

- Literacy
- Mathematics
- Understanding the World
- Expressive Arts and Design



The Characteristics of Effective Learning

There are three characteristics of effective learning - how young children learn. These are taken into account when we plan and guide children's activities.

- *Playing and Exploring*
- *Active Learning*
- *Creating and Thinking Critically*



Topics

Each half term our learning will be focused on a different topic.



**Autumn 1
Bears**



**Spring 1
Winter Wonderland!**



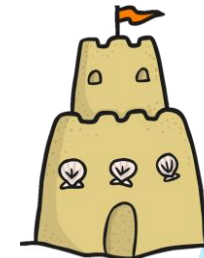
**Summer 1
Amazing Animals**



**Autumn 2
Let's Celebrate!**



**Spring 2
Come Outside!**



**Summer 2
Fun at the Seaside!**

The School Day

Arrive at school - Meet & Greet /Morning activities

Register and carpet adult input

Worship

Choosing (indoors and outdoors) with adult-focus activities

Fruit snack

Phonics session

Choosing (indoors and outdoors) with adult-focus activities

Lunch time



The School Day contd.

Outdoor lunch play

Register and carpet input (Mastering Number)

Choosing (indoor and outside) with adult-led focused tasks

Tidy up

Story time and get ready for home

Collected for home

Additional learning outside the classroom: reading practise (x3 sessions per week),
PE (x2 sessions per week)



Importance of School Attendance

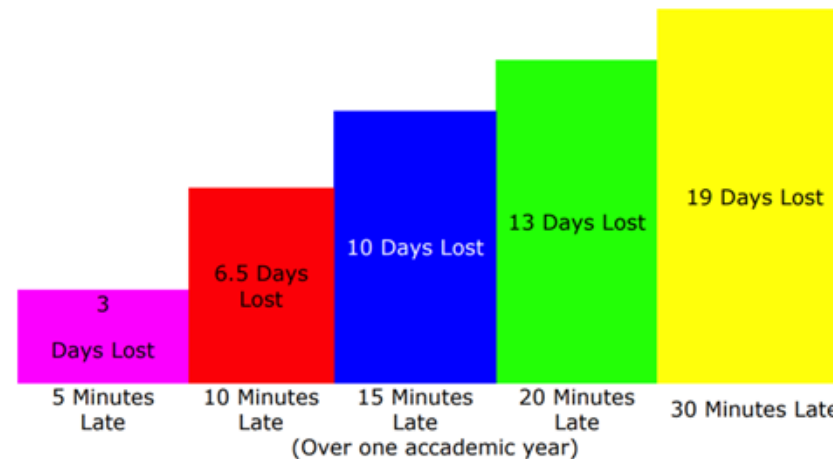
Routines, punctuality and full attendance are important life skills.

Door will open at **8.40am**.

Any child arriving after 8.55am will be marked as late.

Every Minute Counts

If you arrive late to school everyday your learning begins to suffer. Below is a graph showing how being late to school everyday over a school year adds up to lost learning time.



365 days in each year		175 non school days a year				175 days to spend on family time, visits, holidays, shopping, household jobs and other appointments	
		190 School days in each year	10 days absence 180 days of education	19 days absence 171 days of education	29 days absence Half a term missed 161 days of education	38 days absence 152 days of education	47 days absence 143 days of education
		100%	95%	90%	85%	80%	75%
		GOOD Best chance of success Gets your child off to a flying start		WORRYING Less chance of success Makes it harder to progress		SERIOUS CONCERN Not fair on your child Court action	



Each day your child will need:

- ▶ Each day your child will need. Please make sure EVERY item of clothing is labelled with the child's name.



A named drinks bottle
(water only)



A named book bag -
no rucksacks.



A named waterproof
coat/jacket

Book Bag

Please bring book bag every day!

Once we start sending reading books and reading record books home, they should remain in the book bag to prevent the books from damage.

We are unable to check book bags on a daily basis – please send any paperwork to return, lunch menus or notes directly to the office.

Children **should not** bring any additional items to school from home.

Only one small key ring per bag.



PE

ALL ITEMS MUST BE CLEARLY
NAMED WITH A MARKER PEN OR
NAME TAG

Our PE days are **Wednesday** and **Friday**.

The children will need navy shorts and/or jogging bottoms and a house coloured t-shirt in a drawstring bag.



Earrings must be removed on PE days.

Little Wandle Letters and Sounds

As a school we follow the Little Wandle Phonics Scheme. During our daily phonics sessions we teach the children a variety of letter sounds, high frequency words and tricky words.

Early Reading Meeting for EYFS and KS1 parents on **Wednesday 4th October.**

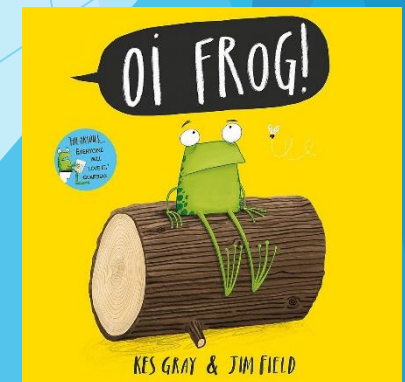


Reading at Little Waltham

Reading and enjoyment of books is hugely important to young children and can help so much in developing their language, sparking their imaginations and curiosity and aiding their communication and language skills.

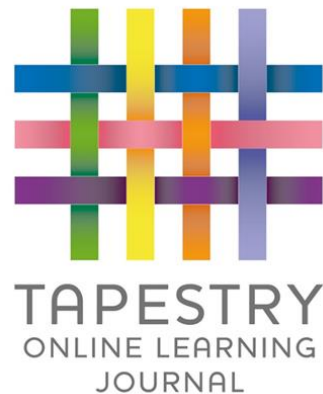
Ways to support your child at home:

- ▶ Visit the local library together.
- ▶ Share songs, rhymes and read poems - enjoying the rhymes and rhythm of words
- ▶ Follow your child's lead.
- ▶ Make it an enjoyable shared experience.
- ▶ Play reading games/puzzles/word searches
- ▶ discuss with your children what books they are interested in - fiction/non fiction/comics
- ▶ Encourage the understanding and use of new vocabulary



Tapestry

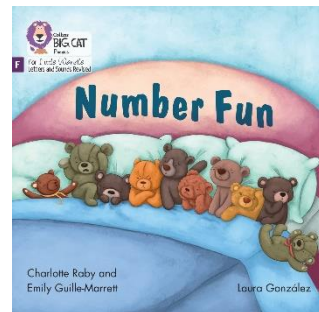
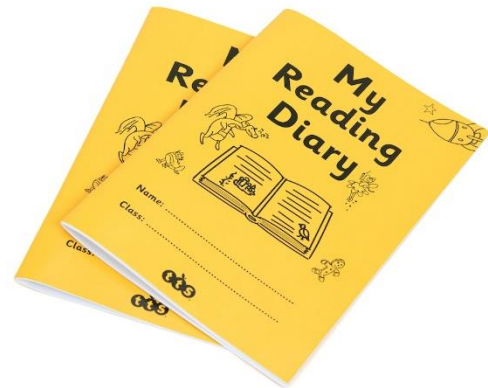
- ▶ Download the app from the Apple Store
- ▶ See all your children's lovely learning throughout the year.
- ▶ A way of you communicating learning between home and school.
- ▶ It is always brilliant to hear all about the learning the children are doing at home!



Home Learning Expectations



Weekly News will be sent out via Tapestry on a Friday.

- ▶ Children read at home at least **5 times** each week.
- ▶ Reading should be recorded 5 times a week in Reading Records.
- ▶ Parents to sign reading diary every time your child reads at home. These will be checked each Friday when reading books are changed.







Little Wandle Home Learning Sheets

Please support your child to practise and reinforce the phonemes and graphemes we are learning in school.

	Little Wandle – Letters and Sounds Reception Phonics Home Learning	
	Phase 2 – Autumn 1 Week 1 Focus – Phonemes s / a / t / p	

Please support your child to practise and reinforce the phonemes and graphemes we are learning in school. More information and support can be found on the Little Wandle website - <https://www.littlewandlelettersandsounds.org.uk/resources/for-parents/>

Phonemes we will be focusing on this week in school –

	Pronunciation Phras – s Show your teeth and let the s hiss out ssss Formation Phras – s Down the snake form head to tail.		Pronunciation Phras – a Open your mouth wide and make the a sound at the back of your mouth a a a Formation Phras – a Around the ant's helmet and down into space.
	Pronunciation Phras – t Open your lips, put the tip of your tongue behind your teeth and press t t t Formation Phras – t Down the tiger and across its neck.		Pronunciation Phras – p Bring your lips together, push them open and say p p p Formation Phras – p Down the penguin's back, up and around its head.



We will be orally blending words. Can you hear the phonemes in these words? Can you listen and then repeat the words?

s - a - t t - a - p s - a - p

p - a - t a - t





Can you match the initial sound to these pictures?



	Little Wandle – Letters and Sounds Reception Phonics Home Learning	
	Phase 2 – Autumn 1 Week 2 Focus – Phonemes i / n / m / d	

Please support your child to practise and reinforce the phonemes and graphemes we are learning in school. More information and support can be found on the Little Wandle website - <https://www.littlewandlelettersandsounds.org.uk/resources/for-parents/>

Phonemes we will be focusing on this week in school –

	Pronunciation Phras – i Pull your lips back and make the i sound at the back of your mouth i i i Formation Phras – i Down the iguana and dot the leaf.		Pronunciation Phras – n Open your lips a bit, put your tongue behind your teeth and make the nnnnn sound nnnnn Formation Phras – n Down, up and over the net.
	Pronunciation Phras – m Put your lips together and make the moummm sound moummm Formation Phras – m Down, up and over the mouse's ears.		Pronunciation Phras – d Put your tongue to the tip and front of your mouth and make a quick d sound d d d Formation Phras – d Round the duck's body up to its head and down to its feet.


We will be orally blending words. Can you hear the phonemes in these words? Can you listen and then repeat the words?

p - i - t m - a - t d - i - p

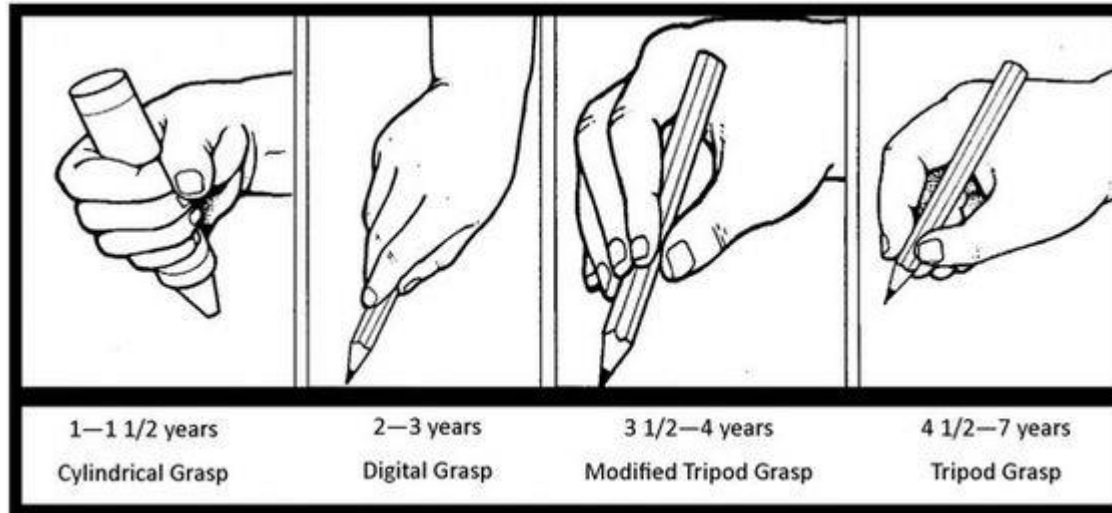
d - a - d s - a - d n - a - p

m - a - p m - a - n p - a - n

Can you match the initial sound to these pictures?

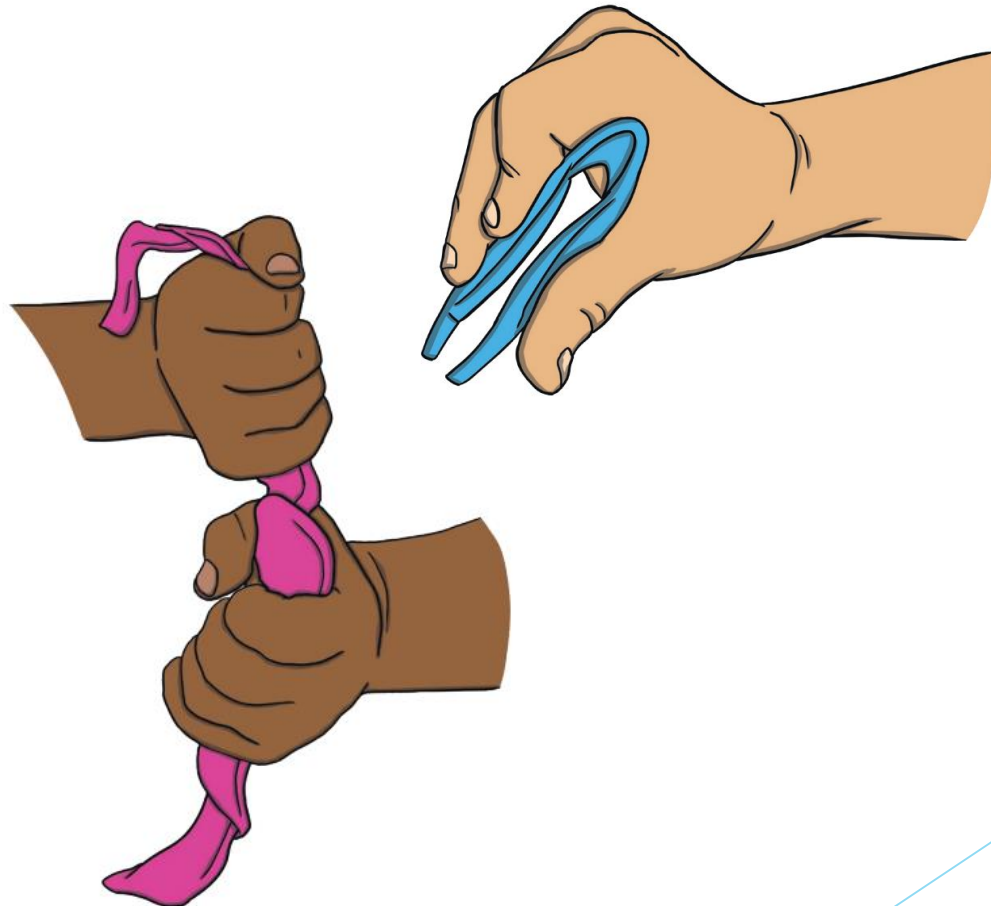


Tripod Pencil Grip



Suggested activities to improve fine motor skills

- ▶ Pegging up washing
- ▶ Playdough and plasticine
- ▶ Painting
- ▶ Drawing on chalkboard
- ▶ Stirring
- ▶ Swinging arms/monkey bars
- ▶ Threading
- ▶ Puzzles
- ▶ Lego/Duplo
- ▶ Ripping and cutting
- ▶ Laying the table
- ▶ Doing up buttons!












Handwriting and Presentation

- ▶ We have high standards of handwriting and presentation in school. Reinforce high expectations at home when writing and completing home learning.

Phase 2 grapheme information sheet

Autumn 1

Grapheme and mnemonic	Picture card	Pronunciation phrase	Formation phrase
 	 snake	Show your teeth and and let the s hiss out ssssss ssssss	Under the snake's chin, slide down and round its tail.
 	 astronaut	Open your mouth wide and make the a sound at the back of your mouth a a a	Around the astronaut's helmet and down into space.
 	 tiger	Open your lips; put the tip of your tongue behind your teeth and press t t t	From the tiger's nose to its tail, then follow the stripe across the tiger.

Developmental Progression of a Child's Writing

 <p>1. Pictures</p>	 <p>2. Random Scribbling</p>	 <p>3. Scribble Writing (Written in linear fashion to mimic real writing.)</p>	 <p>4. Symbols That Represent Letters</p>
 <p>5. Random Letters (No relationship between sounds of letters and what the child is trying to say.)</p>	 <p>6. Letter Strings (Progresses from left to right and top to bottom when the child "reads" his writing.)</p>	 <p>7. Letter Groups (The groups have spaces in between to resemble words.)</p>	 <p>8. Environmental Print (Child copies print found in the room, often without knowing what the words are.)</p>
 <p>9. Beginning Sounds (Child begins to write simple sentences using sight words and just the beginning sounds of words.)</p>	 <p>10. Early Inventive Spelling (Includes the same elements as the previous level, but with more consonant sounds represented and spaces between words.)</p>	 <p>11. Inventive Spelling (Has the same elements as the previous level, but with more sounds per word written, including the vowels. Some conventional spelling patterns may appear.)</p>	 <p>12. Transitional Writing (Includes all of the previous elements, plus some real spellings of words with silent letters and other spelling patterns. Punctuation is beginning to appear.)</p>

End of Year Expectations

You will receive a summary of your child's attainment at the end of the year when your child finishes their Reception year. Reception teachers will use their knowledge of what each child knows, understands and can do in order to decide the outcomes presented in the profile.

For each of the seventeen early learning goals, children will be awarded an outcome.

This will be either:

- **'Emerging'** - meaning that the child is not yet reaching the expected level.
- **'Expected'** - meaning the child has reached the expected level.

These outcomes will also be shared with your child's year 1 teacher. Remember, there is no need to worry if your child is given an emerging level for one or more of the goals. Children develop at different rates and the main purpose of the profile is to provide support for each child at the correct level as they continue through the school.



Communication and Language (CL)

- **Listening, Attention and Understanding:** includes holding conversations, making comments and asking questions about what they've heard and showing good listening skills.
- **Speaking:** includes offering explanations and expressing their ideas and feelings in full sentences.

Physical Development (PD)

- **Gross Motor Skills:** includes showing balance and coordination in large movements, such as running, jumping and climbing.
- **Fine Motor Skills:** includes using a range of small tools, such as cutlery, paintbrushes and scissors, along with holding and controlling a pencil.

Mathematics (M)

- **Number:** includes understanding numbers to ten, subitising (the ability to recognise amounts in small groups without counting) and recalling pairs of numbers that make five or ten (number bonds).
- **Numerical Patterns:** includes counting to twenty and beyond and comparing quantities and number patterns, such as odd and even numbers.

Personal, Social and Emotional Development (PSED)

- **Self-Regulation:** includes showing an understanding of their own feelings and those of others.
- **Managing Self:** includes managing their own basic hygiene needs and showing independence.
- **Building Relationships:** includes working and playing with others, taking turns and making friends.

Literacy (L)

- **Comprehension:** includes retelling stories and using new vocabulary.
- **Word Reading:** includes using their knowledge of phonics to read letters, words and simple sentences.
- **Writing:** includes writing letters, words and simple sentences.



Understanding the World (UtW)

- **Past and Present:** includes knowing some similarities and differences between things in the past and the present day.
- **People, Culture and Communities:** includes knowing some similarities and differences between religious cultures and communities.
- **The Natural World:** includes exploring the natural world, making observations and knowing some similarities and differences between different environments.

Expressive Arts and Design (EAD)

- **Creating with Materials:** includes using different materials, tools and techniques to represent their ideas.
- **Being Imaginative and Expressive:** includes creating stories and singing rhymes, songs and poems.



★ How Is the Profile Completed?

Reception teachers will use their knowledge of what each child knows, understands and can do in order to decide the outcomes presented in the profile. They will also take into account the views of other people, including parents and carers, other members of staff and other agencies, such as childminders or speech and language teachers.

For each of the seventeen early learning goals, children will be awarded an outcome. This will be either:

- 'Emerging' - meaning that the child is not yet reaching the expected level
- 'Expected' - meaning the child has reached the expected level

These outcomes will be shared with the child's parents/carers and their year 1 teacher.

Remember, there is no need to worry if your child is given an emerging level for one or more of the goals. Children develop at different rates and the main purpose of the profile is to provide support for each child at the correct level as they continue through the school.

How to best support your child in Reception

There are plenty of activities you can do with your child to support the skills they are learning in Reception.

These include:

- ▶ Reading stories together.
- ▶ Talking about activities and your child's ideas.
- ▶ Playing counting and number games.
- ▶ Supporting handwriting at home.
- ▶ Writing about somewhere you visit or something you do.
- ▶ Creative activities, such as painting and drawing.
- ▶ Exploring the natural world by visiting a garden or park.



School Trips

- ▶ In the summer term, Ash class will be visiting Boydell's Dairy Farm.

Information will be sent out about this trip later this term.



Dates

- ▶ Coffee Morning for parents with Mr Saunders - Wednesday 27th September 2023
- ▶ Early Reading Meeting for EYFS and KS1 - Wednesday 4th October 2023
An insight into our school scheme 'Little Wandle Letters and Sounds Revised' and how we teach phonics in Reception. This also links into our reading scheme.
- ▶ School Photographs - Tuesday 17th October 2023
- ▶ Parents Evening - Monday 16th and Thursday 19th October 2023
- ▶ INSET day - Friday 20th October 2023
- ▶ Half Term - Monday 23rd - Friday 27th October 2023

