

Reception
Welcome Information
2020-2021



Phase Staff
Mrs Woodier – Phase Lead
Mrs Appleyard
Mrs Bik-Elliott
Miss Clarke
Mrs Collins
Mrs Laverick
Mrs Meeks
Mrs Raphael
Mrs Smart
Mrs Waller

Reception

Hello and welcome to Reception. We have put together some information which we hope will be of use through the coming year.

UNIFORM AND CLOTHING

Please ensure that **ALL** clothing and shoes are clearly named. Coats should have a loop so they can be hung on pegs.

Plain black school shoes must be worn to and from school every day (except in extreme weather). Hair should be tied back at all times and jewellery should not be worn; only a watch or plain stud earrings are acceptable as everyday wear. Watches and earrings should be removed for PE. No hair gel, makeup or nail varnish is permitted. Smart watches and Fitbits are not permitted at school. All stationery, pens, pencils etc. are provided by the school.

Please ensure your child comes to school in their **P.E. kit** on **Tuesdays** which is their PE day: T-shirt, shorts & joggers and plain trainers. PE will start WB 7th September.

Please ensure your child comes to school in their **Forest School clothes** on **Mondays**: old, outdoor clothing. Forest School will start WB 14th September.

ACCESS TO THE CLASS TEACHER

If you have any concerns about your child's progress, then teachers are usually available after school. Please contact the school office for any queries and your child's class teacher will get in touch by telephone as soon as possible.

Please keep the school informed of any changes of address, emergency contact numbers or home circumstances.

DRINKS AND LUNCHES

Children should bring a full bottle of plain, non-flavoured water to school each day. Bottles may be purchased from the school office and are to be kept in classrooms.

School dinners are booked through the office on our on line system. It is **essential to notify the school office** of any changes.

Please label lunch boxes clearly with your child's full name to avoid confusion and could we remind you that sweets, chocolate bars and nut products are not allowed.

READING BOOKS

We aim to make independent reading as pleasurable and enjoyable as possible.

The first books your child brings home are illustrated only. This gives the children the opportunity to retell the simple story line in their own words and become familiar with the names of the characters. At this stage, it is important to develop their confidence as a 'reader' by encouraging them to try and sound out and blend unknown words and or giving the initial sound of that word to help them. Sometimes you may read the whole book first and then go back and repeat a sentence, running your finger under each word and asking your child to repeat it after you. They may want to read entirely independently and be word perfect or only need support from you with a few words.

Children use a range of reading clues to decode words, phonic clues (the sounds in words), graphic clues (the shape of the words), context clues (how the words make sense) and sometimes they might just have a 'guess'.

Most of our reading in school is done in whole class phonics sessions and skills are developed in small guided reading groups throughout the week. Your child will read individually to an adult in school regularly at least once every week.

The school reading scheme books are coded into different coloured bands as they progress with their reading through the school.

Once the children have had a chance to settle, we will be sending reading books home. Books will be changed on a **Friday**.

READING DIARIES

When your child starts to bring home their first 'reading books' they will be accompanied by a school homework diary. Please sign the reading diary when your child has read the book with you at home as this will let us know that it has been read and may need changing. You may want to write a comment on how they enjoyed the story or maybe if they found any difficulties. Also it is nice to include any other books they have read with you.

Reading with your child at home for 10 minutes every evening is an invaluable aid in your child's reading development as regular reading practise is a vital part of learning to read.

Due to Covid-19 precautions, the teachers will not be writing in the reading diaries although this may change according to guidance. We will however make our own notes, the content of which we can share with you during parent consultations.

TEACHING PHONICS

Letters & Sounds

Letters and sounds is a high quality phonic program used throughout our school. This is the prime means for teaching children how to read and spell words. It also highlights the importance of developing from the earliest stages children's speaking and listening skills, ensuring that beginner readers are ready to get off to a good start in phonic work by the age of five. Such work will be set within a broad and rich language curriculum.

Jolly Phonics is still used in conjunction with the letters & sounds programme, it introduces new sounds and phonemes using a multi sensory approach. We begin with Phase 2 sounds and words in Reception Autumn term and once your child is secure we will move them onto phase 3 sounds.

Once the children have settled, we will be sharing how you can support phonic work on Tapestry.

Here are some websites you can access at home. They explain Letters and Sounds in further detail and the websites include some fun games you can play at home with your child.

<http://www.letters-and-sounds.com/>

http://www.familylearning.org.uk/phonics_games.html

Phase 2 sounds

Set	1: s,	a,	t,	p
Set	2: i,	n,	m,	d
Set	3: g,	o,	c,	k
Set	4: ck,	e,	u,	r

Set 5: h, b, f, ff, l, ll, ss

Phase 2 Set 2 Letters and Words

Set 2 includes four new letters. As each new letter is learnt, children will be able to sound out several new words, as follows:

i *it, is, sit, sat, pit, tip, pip, sip*

n *an, in, nip, pan, pin, tin, tan, nap*

m am, man, mam, mat, map, Pam, Tim, Sam

d *dad, and, sad, dim, dip, din, did, Si*

Phase 2 Set 3 Letters and Words

Set 3 introduces four new letters, with 28 new decodable words suggested, including four high frequency words, shown in italics below:

g tag, gag, gig, gap, nag, sag, gas, pig, dig

o *got, on, not, pot, top, dog, pop, God, Mog*

c *can, cot, cop, cap, cat, cod*

k kid, kit, Kim, Ken

High frequency Words (Key Words)

High frequency words are the most common words in the English Language, e.g. and, the, it, mum, dad ...

The lists are split into Decodable words (word which can you can sound out phonetically) and Tricky words (words which you cannot sound out).

We introduce these words one or two at a time in a variety of phonic activities, we aim for your child to be able read all of these words by sight and to spell most of them by the end of their reception year.

Attached are two copies of the Phase Two High Frequency Words, these are for you to cut up and play games with at home, for example snap or bingo.

If you require additional copies of these words please see one of the Reception Teachers.

Phase Two High frequency words.

Decodable Words

a	an	as	at
if	in	is	it
off	on	can	dad
had	back	and	get
him	his	not	got
up	mum	but	

Tricky Words

the	to	I
no	go	into

DEVELOPING EARLY WRITING SKILLS

Some children enjoy mark making and early writing from a very young age, others may need lots of encouragement and praise for their efforts. We aim to motivate children to write and be confident to explore and experiment with a wide range of mark making tools such as chalk, charcoal, felt pens and even twigs and feathers. We mark make in mud, sand and cornflour as well as on paper, whiteboards and chalkboards, encouraging reluctant writers to experiment over and over again.

In Reception we encourage children to write their own words, sentences and stories independently. When the children are writing for different purposes we encourage them to use their developing phonics skills independently. We plan child initiated role play situations where they can write and practise these skills i.e. birthday cards, party invitations, shopping lists, schools, friends tick lists etc. We have guided writing sessions every week where we model writing for different purposes and use their suggestions and ideas to motivate and excite them to write.

We practise writing correct letter formation throughout the year to give them confidence to have a go for themselves! We introduce lower case formation first (a b e) and upper case (A B E) later in the year.

Children's early writing is often written back to front, upside down, huge or tiny, this is quite normal as they have to develop their space awareness and pencil control. We praise and model correct letter formation, sentence structures and simple grammar rules, so the children are confident to experiment and practise as they progress in new writing skills. We have attached a copy of the Letter Formation

sheet to help you with your child's letter formation when they are ready to write at home. We have also included the letter formation sayings we use at school so they can be consistently used when supporting handwriting.

Children need to develop the muscles in their upper arms before they develop the wrist, hand and finger muscles necessary to control their movements in order to hold a pencil effectively. Therefore our outdoor climbing frame is an excellent to develop strong upper body muscles. During the day we have fine motor activities to help develop hand-eye coordination and manipulation skills needed for the development of pencil control. We hope this information is helpful in explaining some of our approaches to developing early writing in the Foundation Stage.

Rhymes for letter formation - taken from Read Write Inc.

<p>a</p>  <p>Around the apple and down the leaf.</p>	<p>b</p>  <p>Down the laces to the heel and around the toe.</p>	<p>c</p>  <p>Curl around the caterpillar.</p>	<p>d</p>  <p>Around the dinosaurs bottom, up his tall neck & down to his toes.</p>	<p>e</p>  <p>Lift off the top and scoop out the egg.</p>	<p>f</p>  <p>Down the stem and draw the leaves.</p>
<p>g</p>  <p>Around the girls face, down her hair and give her a curl.</p>	<p>h</p>  <p>Down the head, to his hooves and over his back.</p>	<p>i</p>  <p>Down the body and dot for the head.</p>	<p>j</p>  <p>Down his body, curl, dot for his head.</p>	<p>k</p>  <p>Down the kangaroo's body tail and leg.</p>	<p>l</p>  <p>Down the long leg.</p>
<p>m</p>  <p>Down Maisie, mountain, mountain.</p>	<p>n</p>  <p>Down Nobby and over his net.</p>	<p>o</p>  <p>All around the orange.</p>	<p>p</p>  <p>Down the pirates plait and around his face.</p>	<p>qu</p>  <p>Round her head, up past her earring, down her hair, and flick.</p>	<p>r</p>  <p>Down the robots back and curl over his arm.</p>
<p>s</p>  <p>Slither down the snake.</p>	<p>t</p>  <p>Down the tower, across the tower.</p>	<p>u</p>  <p>Down and under, up to the top and draw the puddle.</p>	<p>v</p>  <p>Down a wing, up a wing.</p>	<p>w</p>  <p>Down, up, down, up.</p>	<p>x</p>  <p>Down the arm and leg, repeat the other side.</p>
<p>y</p>  <p>Down a horn, up a horn and under head.</p>	<p>z</p>  <p>Zig-zag-zig.</p>				

MATHS

Numbers

Early learning goal expectations for the end of Reception are:

- Children count reliably with numbers from one to 20, place them in order and say which number is one more or one less than a given number.
- Using quantities and objects, they add and subtract two single-digit numbers and count on or back to find the answer.
- They solve problems, including doubling, halving and sharing.

You can help at home by:

- Singing songs that take away or add things e.g. 10 green bottles, 1 man went to mow, 5 current buns
- Use all counting opportunities – count stairs, count buttons, count lampposts on a walk, count 'red' cars on a journey etc.
- Commercial games such as snakes and ladders - these help with the counting on strategy.
- Throwing beanbags/balls at numbered targets and adding up scores – who scored the most? The least?
- Practice counting in 2s, 5s and 10s.
- Look for numbers whilst walking or on a journey
- Ask questions like 'if I took one away how many would I have left? or if I add one how many have I got now?'
- Use magnetic numbers. Put them in order. Miss one out of a sequence – do they know which one is missing?

Shape, space and measures

Early learning goal expectations for the end of Reception are:

- Children use everyday language to talk about size, weight, capacity, position, distance, time and money to compare quantities and objects and to solve problems.
- They recognise, create and describe patterns.
- They explore characteristics of everyday objects and shapes and use mathematical language to describe them.

You can help at home by:

- Looking for and name shapes at home and in the environment
- Talk about 3D (solid) shape names - packaging on food items is an excellent way.
- Junk model with 2D and 3D shapes – can you name them all?
- Make pictures with different shapes.
- Involve children in cooking. Look at numbers on scales and measuring jugs.
- Measure and compare feet sizes and height of other family members.
- Shopping activities – real or pretend – use real money to help identify coins and weight.