



Reception Class

2021

Parent

Handbook

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Transition

This is the process of preparing yourself and your child for life in Reception class.

- Visits to school for those new to Caslon.
- Meeting for parents.
- Spend lunch times outside with other children.
- Staggered entry in September – more information for this will follow closer to the dates and we have a clearer understanding of how COVID-19 will affect school in September.

Reception Day

Dough

Disco

healthy snacks

Guided reading

physical play

role play area

EAL groups

letters and sounds

teacher
led activities

Kinetic letters

Vygotsky Maths

free choice

painting

sand and water

Read, Write, Inc and handwriting

- Daily teaching programme in groups of approximately 8-10.
- Puts foundations of reading and writing in place through teaching sounds, blending and segmenting moving into writing.
- New sounds are taught daily and simple words are read and written.
- Kinetic letters is used to teach children how to form letters correctly

Home Reading

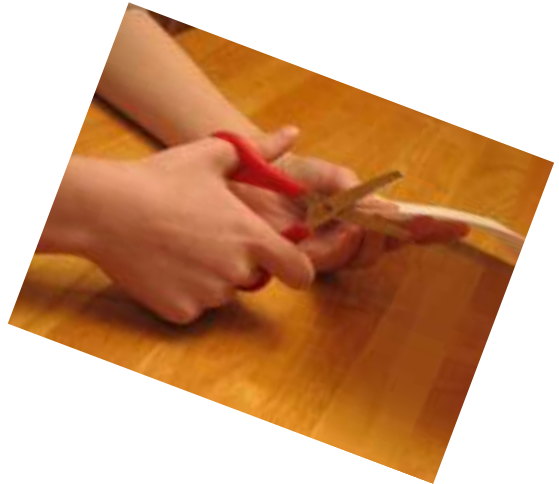
- Every child will have access to our online reading books.
 - Parent read at home with their child
 - Teacher can track what books have been read and the children's responses to some of the challenges along the way.
 - Books will be changed as the system registers the book has been read, or the teacher sees that a child needs a new book assigning.
 - Guided Reading Groups take place once a week for children whose skills are rapidly developing.
 - Children whose skills are emerging will be heard to read on a one-to-one.



PE

- Physical development is part of the **whole** week:

- Dough gym
- Outdoor play
- Adventure playground
- Equipment
- Scissors and one handed tools



PE session days

- See school uniform policy
- Earrings **must** be taken out – Dudley LA policy.
- Compulsory involvement



Healthy Lunches

Part of our responsibility as a school is to educate our pupils about health and well being.

Providing you child with healthy lunchbox:

- Sandwich/similar
- Fruit
- Dairy
- 1 treat
- Healthy drink



Free Dinner Options:

School sandwiches - cheese, ham, tuna or egg

Jacket Potato – choice of fillings

Hot dinner – halal, vegetarian or vegan available

Packed Lunch – from home.

School dinners are FREE until the end of Year 2.

Water bottles should be brought to school daily.

Learning Journeys

What is it?

A record of all milestones reached by your child, significant events, and words they say or do that show a new level of development has been reached. This will be completed through 'Tapestry', an online recording programme.

Who contributes to it?

- Parents – through tapestry or class dojo
- Children – anything they wish to be included (within reason!).
- Staff - daily observations, work completed, photos.

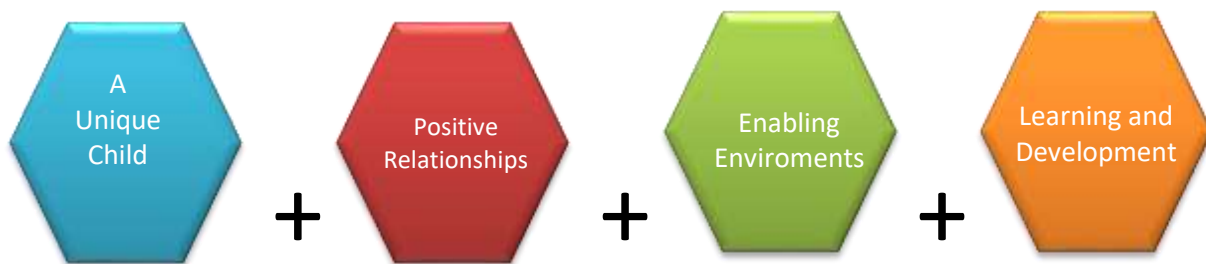
Why is it needed?

At key points through the year, our staff team assess the progress of each child. The evidence in the Learning Journey supports our judgements. Your knowledge is also key to helping us make those judgements as accurate as possible.

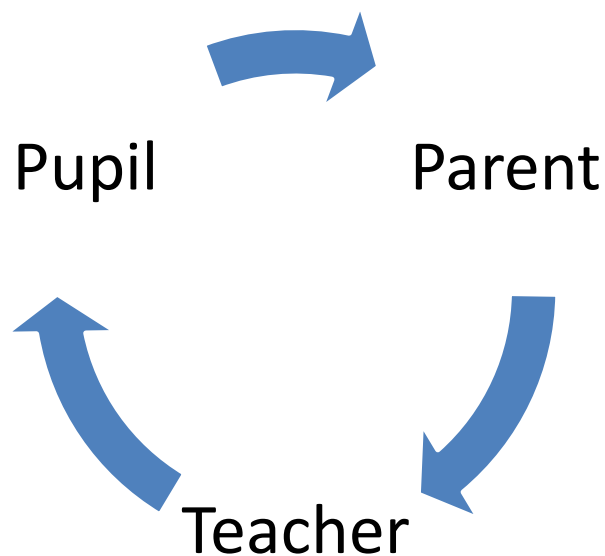
How do we collect evidence?

- Post-it notes
- Photographs
- Samples of work

Development Matters



Contributions to Learning



Characteristics of Effective Characteristics of Effective Learning

Playing and exploring – engagement

Finding out and exploring
Playing with what they know
Being willing to 'have a go'

Active learning – motivation

Being involved and concentrating
Keeping trying
Enjoying achieving what they set out to do

Creating and thinking critically

Having their own ideas
Making links
Choosing ways to do things

**We communicate your child's progress through termly
parents evenings.**

Areas of Learning and Development	Aspect
Prime Areas	
Personal, Social and Emotional Development	Self-Regulation
	Managing Self
	Building Relationships
Physical Development	Gross Motor Skills
	Fine Motor Skills
Communication and Language	Listening attention and understanding
	Speaking
Specific Areas	
Literacy	Comprehension
	Word Reading
	Writing
Mathematics	Number
	Numerical Patterns
Understanding the World	Past and Present
	People, Cultures and Communities
	The Natural World
Expressive Arts and Design	Creating with Materials
	Being imaginative and Expressive

The Early Learning Goals

These are only used in the Summer Term against which we must assess each child against the standard as either;

Met the standard

Or

Not met the standard

These are shared with parents in an End of Year Report.

The Early Learning Goals:

Prime Areas

Personal, Social and Emotional Development

Self-Regulation Children at the expected level of development will: - 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.

Managing Self Children at the expected level of development will: - 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.

Building Relationships Children at the expected level of development will: - 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

Communication and Language

Listening, Attention and Understanding Children at the expected level of development will: - 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.

Speaking Children at the expected level of development will: - 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.

Physical Development

Gross Motor Skills Children at the expected level of development will: - 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.

Fine Motor Skills Children at the expected level of development will: - 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, paint brushes and cutlery; - Begin to show accuracy and care when drawing.

Specific Areas:

Literacy

Comprehension Children at the expected level of development will: - 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.

Word Reading Children at the expected level of development will: - 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.

Writing Children at the expected level of development will: - 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.

Mathematics

Number Children at the expected level of development will: - Have a deep understanding of number to 10, including the composition of each number; 14 - 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.

Numerical Patterns Children at the expected level of development will: - 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.

Understanding the world

Past and Present Children at the expected level of development will: - 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.

People, Culture and Communities Children at the expected level of development will: - 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.

The Natural World Children at the expected level of development will: - Explore the natural world around them, making observations and drawing pictures of animals and plants; 15 - 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.

Expressive Arts

Creating with Materials Children at the expected level of development will: - 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.

Being Imaginative and Expressive Children at the expected level of development will: - 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.