



Information for Reception Parents

Settling in



Reception Staff



Miss Craig
Class Teacher



Mrs Varley
Teaching Assistant



Mrs Illingworth
Teaching Assistant

Mrs Sawyers
Teaching Assistant

(Mondays, Tuesdays, Wednesdays and Thursdays)

Routines for Start of Day

- Children arrive outside the classroom door , door opens at 8:35. *Thank you for ensuring your child does not use outdoor equipment before the school day begins.*
- Return books and journals to boxes on table outside door- see later in presentation for days.
- Children come into the cloakroom by themselves.
- Staff available to help children put their coat on their peg, their water bottle on top of the tray unit and their bag into their tray.
- Let me know if different person or pick up time.
- Arrange to speak to me.
- Door closes at 8:45- if you arrive later than this please go to office.
- Short time to explore room before register.

Routines for End of Day

- At end of day children gather on carpet for story with their bags etc.
- TA looks through the window and calls the names of children of parents she can see.
- They come to door, check can see parent, say goodbye to Miss Craig and Miss Craig watches to see gets to parent- helpful if come towards door.
- If Miss Craig needs to talk to you will keep your child by her side and give you a wave.
- If you would like to talk to me please wait until the rest of the children have been dismissed if possible.
- Notes sent home in the case of any first aid being given.
- Passwords required if different person picks up.

Overview of an Average Day

- **8:35-8:45-** *Arrival and time to settle in.*
- **8:50-9:15-** *Register, phonics and introduction to today's learning. Collective Worship- Wednesdays initially, starting next week.*
- **9:15-11:10-** *Small group adult-led activity/independent learning. Tidy.*
- **11:15-11:20-** *Review of the morning's learning.*
- **11:25-11:40-** *Washing hands ready for lunch/story time.*
- **11:45-12:30-** *Lunch in the hall.*
- **12:30-13:00-** *Play time.*
- **13:00-13:10-** *Afternoon register and introduction to afternoon's learning.*
- **13:10-14:35-** *1:1 Reading/adult-led/independent learning.*
- **14:35-15:00-** *Getting ready for home and story time.*

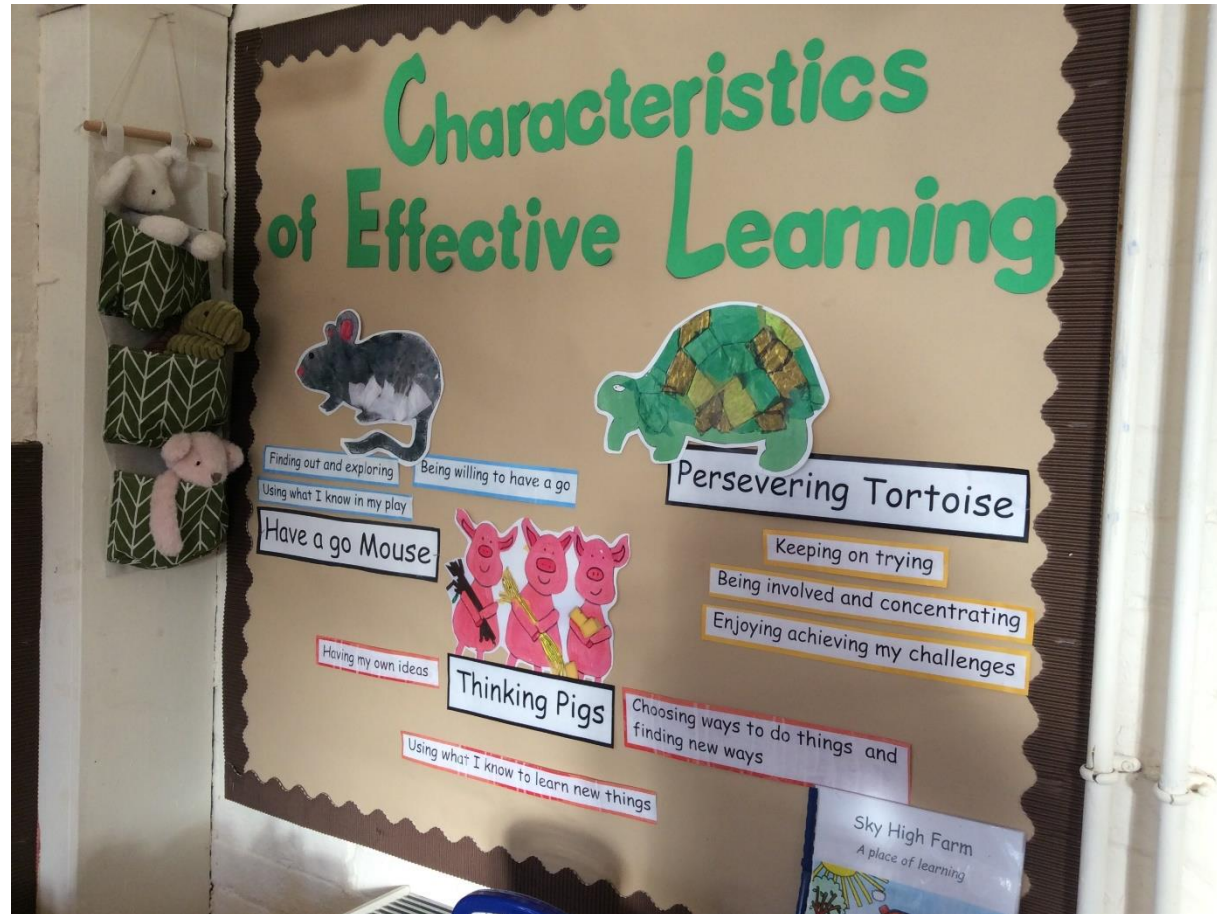
PE and Outdoor Learning

- PE takes place on Friday mornings- 9:15-10:15 with Coach Katie.
- Currently the class is divided into three groups- each group has a 20 minute session with Coach Katie.
- Arrive to school in PE kit this term- will change at school in the Spring Term.
- Outdoor Learning with Mrs Fosbery on Monday afternoons. Currently in small groups, 15 minute sessions. Suitable clothing and footwear required.

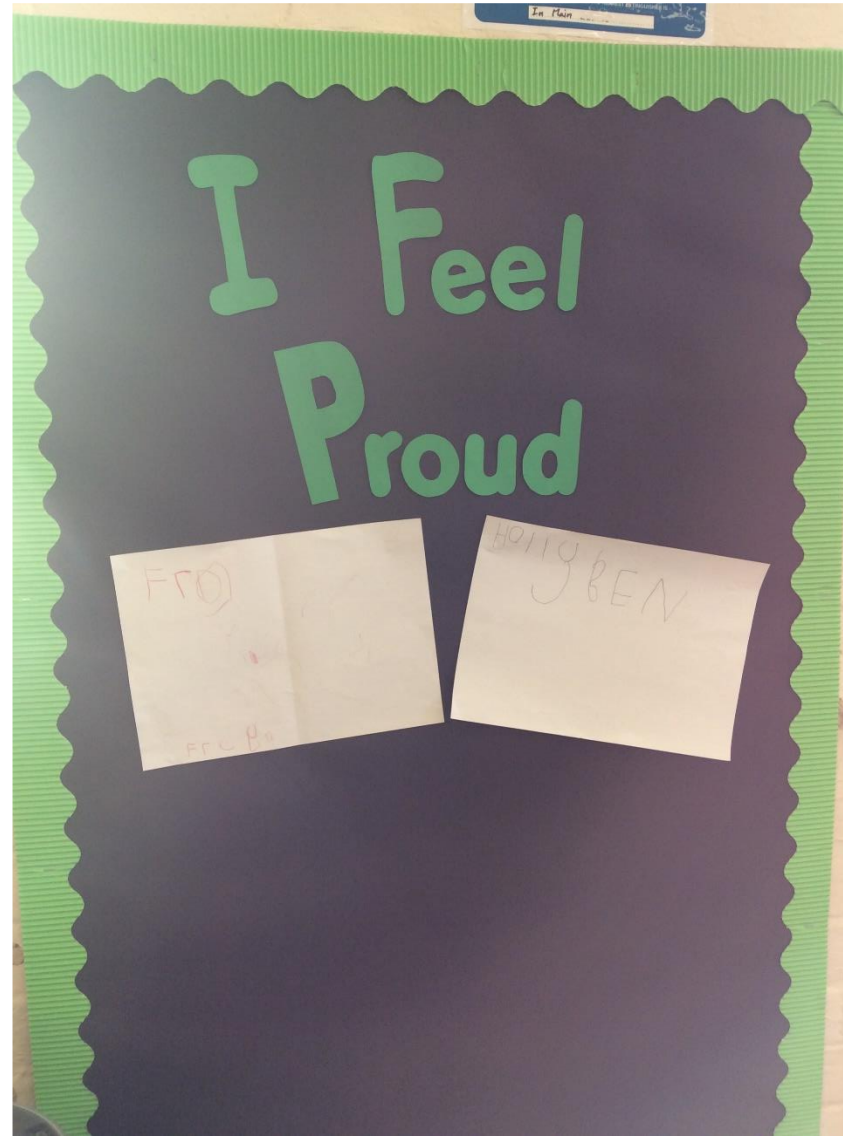
The Foundations for Learning

- **Communication and Language-** Developing the ability to listen to others, understand instructions and express themselves effectively.
- **Physical Development-** The ability to hold a pencil and make controlled marks develops from strong gross motor skills. Playing with playdough, pegs, threading all help develop fine motor skills.
- **Personal, Social and Emotional Development-** The ability to recognise your own feelings and express them is the starting point for understanding and responding to the feelings of others.
- **The Specific Areas** include essential skills and knowledge for children to participate successfully in society. They are: Literacy; Mathematics; Understanding the World and Expressive Arts and Design.

Language of Learning



Celebrating Success



School Vision

Rooted in Christian Values

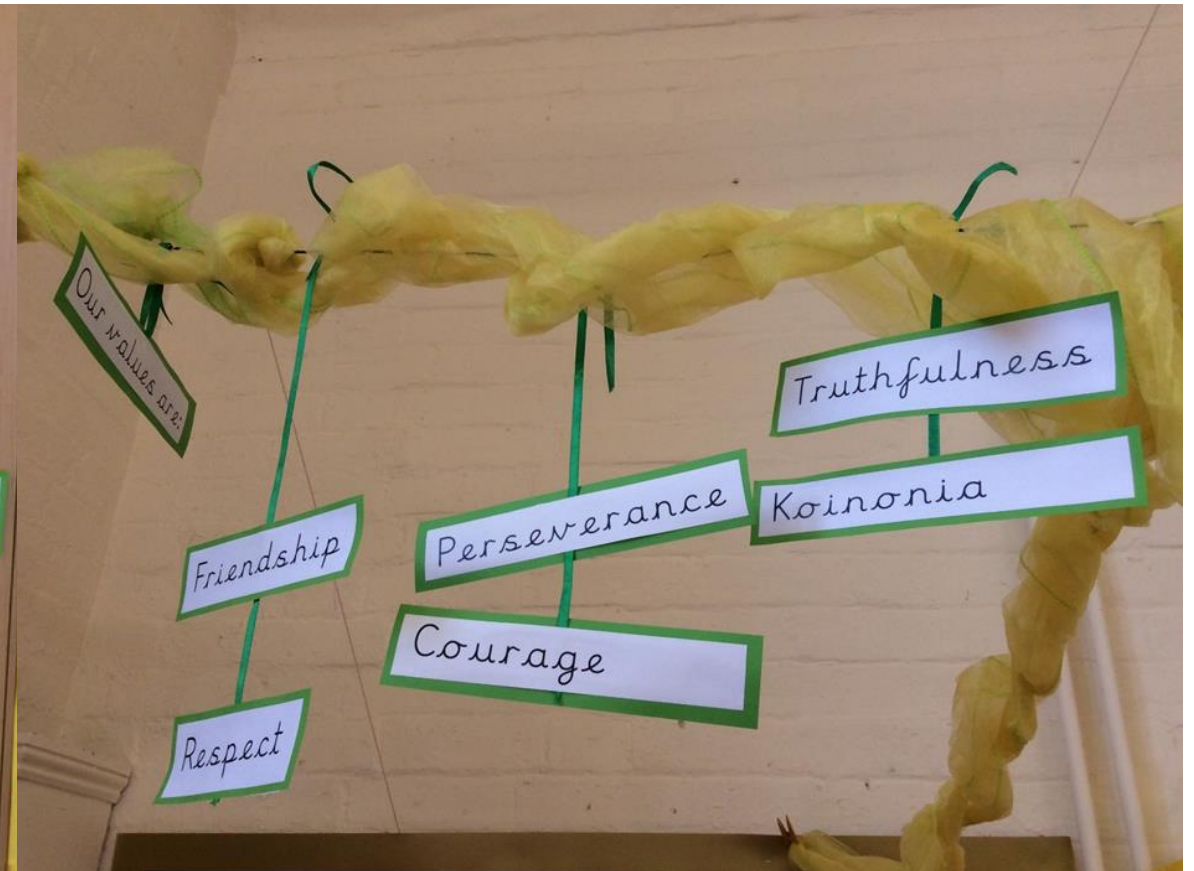
Seek Within

Wonder Why

Reach Out

Aim High

Class Rules and Values



Rewarding Good Behaviour



Phonics and Reading

- Good phonological awareness is key to your child making progress in their reading.
- Key aspects of phonological awareness:
 - awareness of rhyme.
 - awareness of rhythm (ability to clap syllables in words)
 - awareness of alliteration e.g. says 's' when you ask what do you notice about 'six silly sausages sizzle'.
- Teaching 4 new sounds a week.

Phonics and RWI

We have enhanced our literacy, focussing on the **Read Write Inc.** phonics scheme

- This combines writing skills alongside reading
 - There is a focus on accuracy and fluency
 - Development of comprehension
- Focus on blending sounds for reading and segmenting words for spelling

am to:
by their 'sounds'
ounds into words
ds in a story.



Phonics and RWI

Set 1, 2, 3

Red words - **said**

Nonsense (alien) words - croab

Set 1 These are mainly consist of one letter sounds (beginning with m,a,s,d,t) along with ch, sh, th, nk and ng

Set 2 ay, ee, igh, ow, oo, oo, or, ar, air, ir, ou, oy

Set 3 teaches the more complicated sounds ea, oi, a-e, i-e, ai, oa, o-e, u-e, aw, are (as in care), ur, er, ow (as in cow), ew, ire, ear and ure.

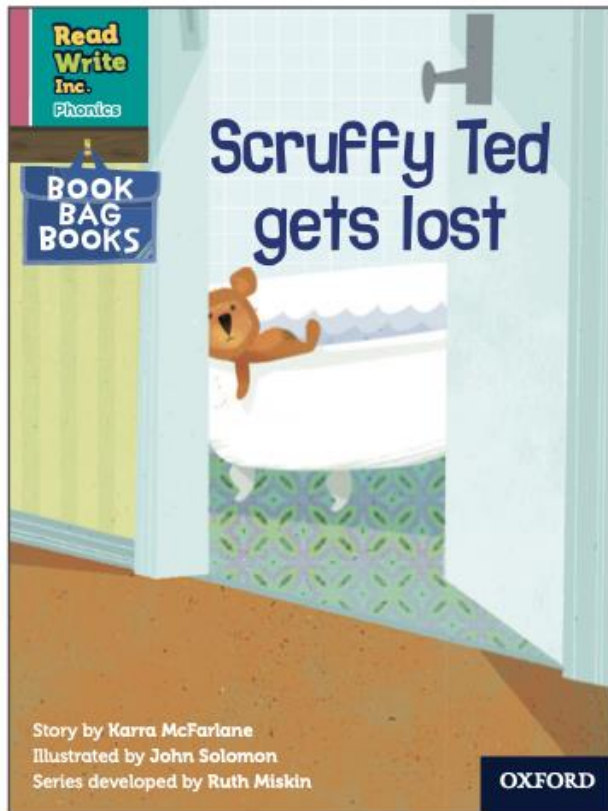
Please ensure that only pure sounds are used (e.g. /r/ should not have an “uh” after it)

Videos of teachers modelling this on website

Books Without Words

- Book handling skills- holding them the right way up, turning one page at a time.
- Engaging with the illustrations- what do you notice? What might it sound like? Etc. Does it remind you of something you have seen/done?
- Recognising characters.
- Developing a sense of story structure.
- What might happen next? How might they be feeling?
- A sense of ownership.

Phonics and RWI



Reading books

- 1 **RWI Book bag book** to read independently
- 2 **Sharing book** with an adult
- 3 **Online book** to revisit for fluency

Reading Books and Diaries

- A pack of two reading books will be sent home with a reading diary on Tuesdays (starting on Tuesday 20th September). It is very important that you read regularly with your child (at least 5 times a week). These need to be returned on the following Monday. Initially these will be books without words.
- Reading books will only be changed if you record in your child's diary that they have been read at home so please do make sure that you update your child's diary regularly. If you are unsure what to write it can be useful to focus on one particular aspect of your child's reading in your comment- for example, their ability to point at the words as they read, their comments about the story, their use of phonics to help them read, their use of pictures, their fluency and understanding.

Learning Journals and Sound Books

- These provide continuous communication throughout the year between home and school. I offer ideas on how you can support your child at home in one aspect of learning each week. Sometimes this might include a piece of work. I welcome comments from parents as this enables good communication between home and school.
- Sound Books- please return with journal. At the end of each week I will send home a page for each sound that the children have been introduced to that week. It would be great if you could share these with your child and perhaps have a look around for things that begin with the same sound to help reinforce their learning at school.
- There is a video on the Reception page of the website showing how the sounds are pronounced.
- Please note the journal box and book box will both be on the table near the door. Book return day will be Monday, you can bring journals back on Mondays too or keep them until Wednesday at the latest. Please return Sound Books with your child's journal.

Topics

This year our topics are likely to be: (these could easily change depending on children's interests)

- Autumn- All About Me, Creation, Harvest, Celebrations, Christmas
- Spring- Storytelling/Being Imaginative, New Life and Easter
- Summer- Minibeasts, Pirates/Explorers, the Church

Staying in Touch

Staying in touch-

- at the door.
 - email- class (rec@bramley.surrey.sch.uk) and office (office@bramley.surrey.sch.uk)
 - phone calls
 - Learning Journals
 - consultations
-
- Parent consultations will take place on the week beginning 7th November.

Volunteering

Types of volunteering

- Helping on school trips and outings
- Helping in and around the classroom including hearing readers and practising phonics
- Helping with forest school/outdoor learning
- Helping with one off activities e.g cooking, arts week

How to volunteer

- Think about how your child will react to having you in the classroom and separating when you leave.
- Apply for a have a DBS through the school (disclosure and barring service) cost £9.25
- Attend a short training session to understand safeguarding confidentiality and support reading.
- Agree a slot with the classteacher

Thank you!

Thank you for attending our information evening.