



Fioretti Trust
* Aspiration * Wisdom * Compassion *



Welcome to Reception



Aims

- Staff
- Curriculum
Overview
- Trips
- Early
Learning Goals
- Ways to



Meet the Reception Teachers...



RR – Mrs Gough



RB – Mrs Hegarty
Early Years Lead



RY – Miss Farrall



Meet the Reception Teaching Assistants



RR – Mrs Smart



RB – Mrs Bishop and Mrs May



RY – Miss Davies



Miss Hall



Leadership Team



Mrs Smith
Headteacher,
Designated
Safeguarding Lead



Mrs Desogus
Deputy Headteacher,
KS1 Lead



Mrs Evans
SENCO, Designated
Leader for LAC and
Post LAC



Mr Regall
Key Stage One Lead





kindness

forgiveness

bravery

perseverance

justice



Curriculum Overview



School Vision



Amazing Attitude/Behaviour of the Week Awards

One child per week will be chosen to receive our Amazing Attitude award.

One child per week will be chosen to receive our Brilliant Behaviour award. Each Brilliant Behaviour lasts for 2 weeks so two children will be chosen – 1 per week for each one.

You will be invited to see your child receive their certificate in a Friday Collective Worship. You will receive a text message to invite you when your child is receiving the award.



Colour Monsters



	8.45 - 9.05	9.05 - 9.35	9.35- 10	10-10.30	10.30-10.40	10.40- 11.45	11.45- 12.15	12.15- 1.05	1.05- 1.10	1.10 - 1.30	1.30-2.45	2.45 - 3.05
Monday	Register/ Morning activities	Collective Worship/ reading	Outdoor learning/ reading	Phonics	Snack & Introduction	Explore and Learn	Handwriting and Shared Text <i>Handwashing/ Toilet</i>	Lunch	Register	Maths	Explore and Learn	Story
Tuesday	Register/ Morning activities	Collective Worship/ reading	Outdoor learning/ reading	Phonics	Snack & Introduction	Explore and Learn	Handwriting and Shared Text <i>Handwashing/ Toilet</i>	Lunch	Register	Maths	Explore and Learn	Story
Wednesday	Register/ Morning activities	Collective Worship/ reading	Outdoor learning/ reading Phonics Snack PE Maths Handwriting					Lunch	Wellbeing Wednesday			
Thursday	Register/ Morning activities	Collective Worship/ reading	Outdoor learning/ reading	Phonics	Snack & Introduction	Explore and Learn	Handwriting and Shared Text <i>Handwashing/ Toilet</i>	Lunch	Register	Maths	Explore and Learn	Story
Friday	Register/ Morning activities	Collective Worship/ reading	Outdoor learning/ reading	Phonics	Snack & Introduction	Explore and Learn	Handwriting and Shared Text <i>Handwashing/ Toilet</i>	Lunch	Register	Maths	Explore and Learn	Story

Morning Activities include – name recognition, name writing, tricky word writing, fine motor activities



Our Curriculum is designed to develop five core characteristics in our pupils, which we believe will lay the foundations for them to be lifelong learners and good global citizens. These are:



Reception Curriculum Overview		Autumn One Half Term	Learning Focus: Super Duper Me!
Communication and Language	Children will be supported to speak in full sentences, for example, when saying what they would like to choose for lunch each morning. They will be taught to use the sentence stems 'Can I...' and 'I can...' to express themselves using sentences.		
Physical Development	Over the course of the half term, the children will be taught how to safely use our outdoor provision to promote their gross motor skills including the bikes, climbing frame and large wooden construction. They will have PE lessons with Chris Coley each week where they will learn to navigate the space in the hall. They will also work with balls and other equipment on their own and with others. We will also practice putting our coats on and doing zips up independently.		
Personal, Social and Emotional Development	A primary focus for this half term is on getting to know and embedding the rules and routines of school. Children will be taught how to use the different areas of continuous provision to help them to become independent learners. They will also be taught how to use the colour monsters to recognise and regulate their emotions.		
Literacy - Reading	The first few weeks in school are focussed on finding out what your child can do so we have a baseline from which to plan their learning. In Phonics, we will be singing lots of nursery rhymes and listening games involving hearing rhyme, initial sounds, blending and segmenting. We will then start Level 2 of Phonics, where we will be teaching the first groups of letters and their corresponding phonemes. We will be reading little words using these letters. Children will begin to receive class library books and reading scheme books to read at home. We will read a range of stories to the children based around our learning focus: 'Super Duper Me!'.		
Literacy - Writing	Children will engage in a range of fine motor activities in school to promote the strengthening of their fingers and their pincer grip. We will be teaching the children how to hold a pen or pencil using a tripod grip and write from left to right. The children will begin to practise writing the letters they are taught in Phonics onto the tramline paper that we use in school.		
Mathematics	Following baseline in Mathematics, the children will be matching, sorting and comparing amounts up to 6. They will also be practically comparing size, mass and capacity.		
Understanding the World	Children will be taught how to use the different environments around our school safely, both inside and outside. This includes the 'Spinney', the wooded area at the top of the upper playground. Children will be also taught how to wash their hands and when they need to do this.		
Expressive Arts and Design	The role play, paint, transient art and creative areas will be introduced to the children. Adults in the classroom will be playing alongside children to promote creativity and model use of language.		
RE	Children will be learning about the prayers we say in school. They will be introduced to collective worship and learn about the different parts of worship that make it a special time. They will be learning that we are a church school and will have a visit to the church.		

The curriculum map will help you to see what your children will be learning during each half term. This will be on the newsletter each half term and also on the website.



Curriculum Enhancements

Autumn 1
Church Visit

Spring 1
Little Dots Play Village
'Stay and do Maths' parent
workshop
Local visit to library/park

Summer 1
Visit to Dodford Farm
Butterflies

Autumn 2
'Stay and Chat Books' parent
workshop
Nursery Rhyme Concert
Nativity play

Spring 2
Visits from people with different
jobs in our community

Summer 2



The Oracy Framework



Here are some things to think about when you are using your oracy skills:



Physical

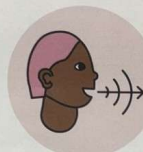
Are you thinking about the **speed** and **volume** of your voice?



Are you using **gestures** and **expression** to help make your point?



Are you **facing** who you are **speaking** or **listening** to?



Linguistic

Are you using **sentence stems** to link others' ideas?



Are you using **new** and **appropriate** vocabulary?



Cognitive

Is what you want to say **clear** and **organised**?



Are you asking **relevant questions** and **responding to others**?



Are you giving **reasons** for what you are saying?



Social & Emotional

Are you **taking turns to talk** and **listen** and **encouraging others** to take part?



Are you talking **confidently** and **thinking** about your **audience**?



Early Learning Goals

Communication and Language

Listening, Attention and Understanding

- 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

- 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.

Understanding the World

Past and Present

- 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

- 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

- 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.

Personal, Social and Emotional Development

Self-Regulation

- 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

- 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

- 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.

Expressive Arts and Design

Creating with Materials

- 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

- 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.

Mathematics

Number

- 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.

Numerical Patterns

- 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.

Physical Development

Gross Motor Skills

- 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

- 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.

Literacy

Comprehension

- 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

- 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

- 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.

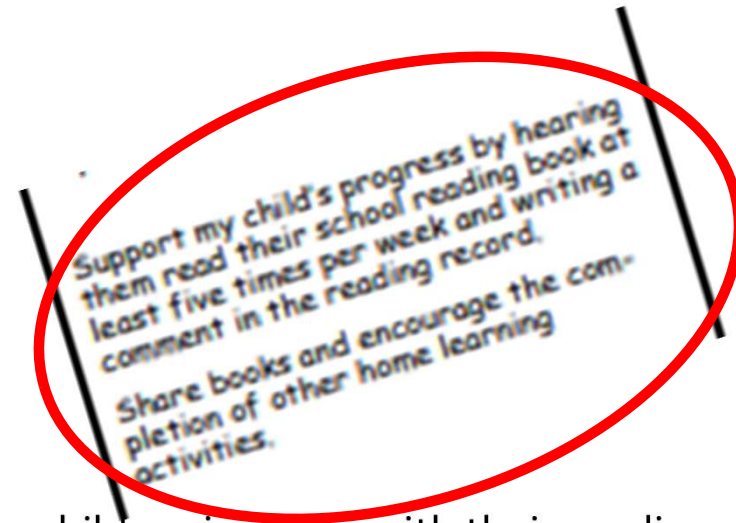


Ways to support your child at home

- Support and reassurance
- Attendance
- Talk to your child
- Weekly newsletter
- Good sleep
- Healthy breakfast
- Home school agreement



Reception Reading



- Home school agreement
- 5 x per week
- **Reading a little bit every day** is the best way to help children improve with their reading.
- This is our main homework, as the evidence around whether this improves outcomes is mixed, but the **evidence** around regular **reading to an adult**, and **hearing books read by an adult** is **unequivocal**.
- Every year, the children who make the most progress in all areas are those who read regularly at home.

Here's how many words kids would have heard by the time they were 5 years old: Never read to, 4,662 words; 1–2 times per week, 63,570 words; 3–5 times per week, 169,520 words; daily, 296,660 words; and five books a day, 1,483,300 words.

Science Daily (2019)



Book Bag

Your child will receive this week:

- Class library book
- Reading Diary
- Plastic reading bag

Next week your child will also have:

- Reading book
- Please keep books in bags at all times as we do not have set days for reading and keep water bottles outside book bag.



Reading to your child

- Nurture your child's natural love for reading
 - Special time
 - Find a time and place that works for you with the television and technology turned off.
 - Talk about the front cover.
 - Relate the story to the child's experiences as they read.
 - *I wonder what would happen next..*
 - *This reminds me of the time when we...*
 - *Would you like it if...*
- 
- 



Reading the levelled reading book

- A book for your child to read to you.
- Carefully selected to be at correct level of challenge for your child
- In reception, the book will be changed once per week.
- We will read a twinkl book in school and send this book home with your child. Your child will also receive a 'stretch book', this is designed to challenge them and they will not have read this book before.



Reading Diary

- Please write in the reading diary every time you hear your **child read** – your child will get a stamp if there are 5 comments in their diary. (No more than once per day)
- Date, title and smiley face in comment box is sufficient from parent. We want you to spend your time reading, rather than writing lots of comments.
- Record in the Reading Diary when your child has read to you.
- Once your child has their levelled reading book, this needs to be the main focus of the home reading, followed by any other books.
- Please **do not** use the reading record book for **sending other messages into school** - this is just for reading related information.



Starbooks

Introducing Star-books

This year to encourage children to read at home regularly, they will be able to collect a stamper each week that they read at least 5 times and this is recorded in their reading diary.

When children have 8 stampers, they will be invited to hot chocolate and stories with Mrs Smith!

We hope this incentive will make it easier for you to persuade any reluctant readers to have a go - even just 2 or 3 pages or reading until the toothbrush timer runs out really does help!



Levelled reading books

Twinkl Phonics Level	Number of Teaching Weeks	Recommended Year Group (UK schools)	Age of Children
Level 1	36	Nursery/Preschool	3-4 years
Level 2	6	Reception	4-5 years
Level 3	12	Reception	4-5 years
Level 4	4	Reception	4-5 years
Level 5	30	Year 1	5-6 years
Level 6	30	Year 2	6-7 years

Level 1 continues to be taught alongside the other levels.

This is just an overview. We understand that every child progresses at their own pace.

- Most children will receive a Level 1 book to start with. This is a book with very few/no words for your child to 'read' to you using the pictures to tell the story, turning the pages themselves.
- We will soon start to teach Level 2 of our phonics scheme. This is when the children will learn the letters and how to read words.
- Once the children have learnt enough letters in a few weeks time, we will then give them a book they will be able to read using the letters they know.



Phonics

Phoneme

Smallest unit of sound



2 phonemes



3 phonemes



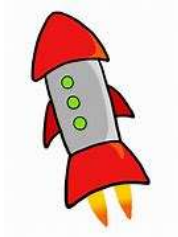
Phoneme



4 phonemes s l u g



4 phonemes c h e s t



5 phonemes r o c k e t



Segmenting and Blending

Blending and segmenting can be tricky to master but once children have got it, it will really help them.

- 'I can see a b-i-n.'
- 'Can you pass me a b-a-g?'
- Put your hands on your 'h-ea-d'
- *We are practising this a lot at the moment in school so if you can support this at home it will really help.*



Grapheme

The written representation of a sound
(a letter or group of letters)



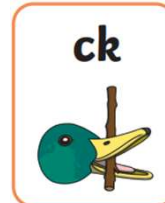
Graphemes

Letter (graph)

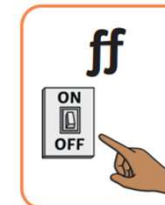


Digraph

2 letters that represent one phoneme (sound)



rock**et**



muff**in**



que**en** qu**ick**



Grapheme

Trigraph

3 letters that represent one phoneme (sound)

igh



night

ear



beard

air



chair stairs



Help your child to read using phonics

Once your child knows s, a, t, p, you can ask your child to read words using these letters in books or using the letter cards.

a t at
s a t sat
p a t pat



Help your child to read using phonics

As your child learns more letters and sounds, they will be able to read more words, including those with digraphs very soon: **ck**

r o ck rock
p i ck pick
s a ck sack



Tricky words

- For some words, using phonics (sounding out) does not work
- We call these words 'Tricky Words'
- They are words we just need to remember
- Can your child recognise these words in their book, signs and other texts?

Level 2 Tricky Words

I the go

no to

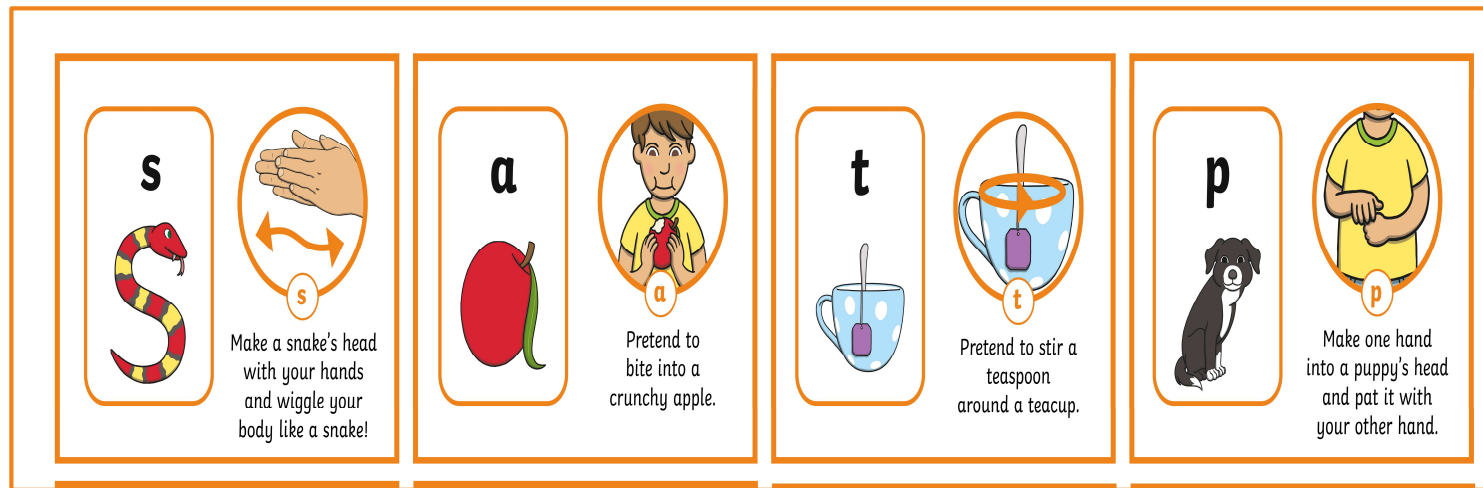


twinkl visit [twinkl.com](https://www.twinkl.com)



Phonemes

- It is important that your child knows it is a letter 's' but for the purpose of reading using phonics they need to be able to say the phoneme (sound). **Pure sounds**
- Actions and mnemonics [Twinkl Phonics Level 2 Sounds and Actions - YouTube](#)



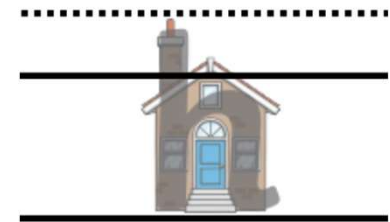
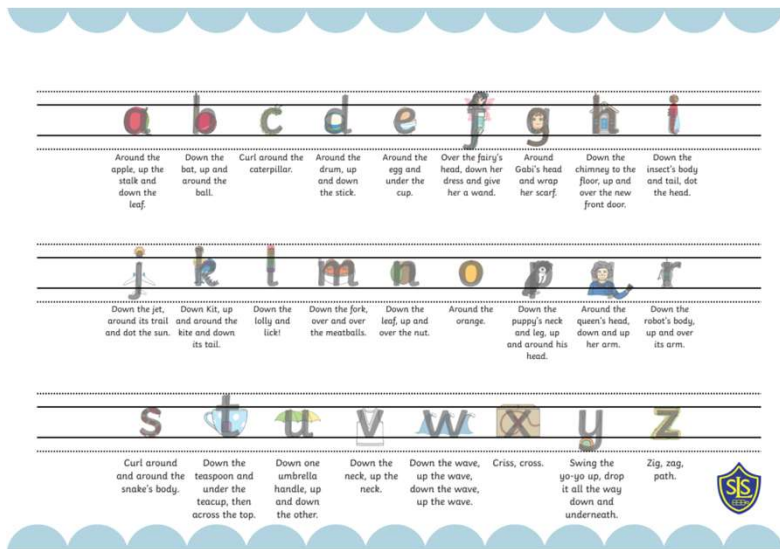
Some links that can help you at home:

- [PowerPoint Presentation](#) This powerpoint explains the twinkl phonics scheme in more detail. It can also be accessed via the 'Curriculum' section of the school website.
- [Twinkl Phonics Level 2 Sounds and Actions - YouTube](#)
- *We will send you resources from Twinkl phonics in newsletters.*



Handwriting

As your child learns each sound they will also learn a little rhyme that helps them form the letter correctly.



Down the chimney to the floor, up and over the new front door.



**We will be modelling how to help your
child to read their book at our ‘Stay and
Chat Books’ sessions:**

RB

2:00 - 3.05

**Tuesday 20th
October**

RR

2:00 - 3.05

**Thursday 22nd
October**

RY

2:00 - 3.05

**Friday 23rd
October**



Please visit our website for:

- **today's powerpoint presentation**
- **today's handouts**
- **the curriculum maps**



Click on 'Our Learning', then 'EYFS'



Thank you for listening!



RR – Mrs Gough



RB – Mrs Hegarty
Early Years Lead



RY – Miss Farrell

Please feel free to have a look at the books we use in school.

We look forward to talking to you about how your child has settled at our parents evening in December.

