



Welcome to Reception

MEET THE TEACHERS

MRS PIPE

MRS MERRY, MISS BRUCE, MS MAC, MISS JONES, M/S JOHNSON

Daily Routines



Drop off 8.50 – 9.00
Pick up 3.30
Drop and go!



Lunch boxes
Wellies/coats
Reading/Phonics books
No pencil cases or toys



Teachers or TAs are at the
doors AM and PM

Please use Tapestry (quick
message at the door is fine)



Lunch time – 12.00-13.00

Timetable and Subjects



Reading, English and maths minimum of four lessons per week

History and RE taught fortnightly



Cornerstones Topic in daily provisions, including foundation subjects, science, music, art etc.



PE is on Friday – PE kits are given out on the last day of term. Kits need to be in a bag and left on the child's peg.



Music lesson on Monday



Regular keep up interventions run daily within the class, fluid and flexible based on current teaching

Barn Croft Rules and Behaviour

Ready,
Respectful,
Safe

4



Reminder, caution, last chance, time out, repair

Private and personalised, directed at the behaviour not the child, choices offered and supportive not punitive.

Repair/reflection designed to work with the child to repair the behaviour and find strategies to avoid in future.



Please refer to Barn Croft's behaviour policy (with all policies on school website) for further information and details

Reading books Phonics Library

Permission letters need to be signed and returned to the office, via ParentMail before books are sent home.



Two phonics books per week

One the same and one using the same sounds

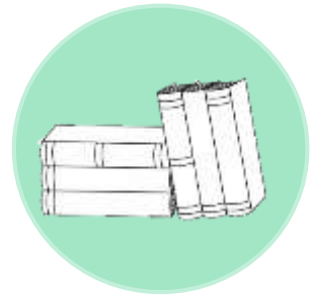
Return to school **every Monday**



Children not in phonics lessons have a reading book to go home every week

Book is selected and guided by an adult based on skills that need to be practiced

Return books to school **every Monday**



Library session every week on Tuesday

Children self select (with some guidance of needed)

Return books to school **every Tuesday**

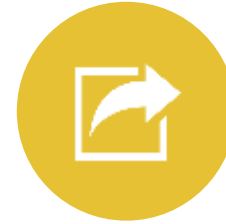
Reading at home with your child



Read **daily** with your child

Have a set time/space to read together

They read their book to you as well as reading books to them beyond their reading level.



Discuss the book and story:

What, who, where, when, why, how?



Praise your children for their efforts

Help them to segment and blend new words.

Mirror back correct pronunciation and check understanding of tricky words.



Enjoy reading together, engage in the story and they will develop a love of reading.

Read, read and over read the same story. Children love repetition and this helps to cement their sight reading, pace and fluency.

Home Learning

Open Homework

One per half term
Linked to
Cornerstones topic
for term
Optional and open
ended

Times Tables Rockstars/ Numbots

Each child has a
individual log in
Fun and engaging
Earn coins and
practice at the
same time

Mental Health and Wellbeing

Learning Support Mentor

Helen

Our mental health practitioner and child play therapist – she works with individual children and parents.

Mrs Sandy

Our Learning Mentor – she works with small groups of children as well as individuals on things like social skills and how to regulate emotions.

If you have any concerns – contact us through the school email or call and ask to speak to someone.

Class Dojo



Check tapestry for observations about your child.



Look at Tapestry for updates and information as well as photos of class activities and learning.



Messages can be sent to class teachers.

Not to be used for **urgent** information or requests – please use school office for these.

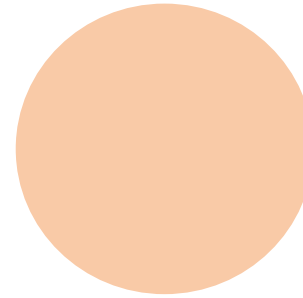
Not read out of school hours.



Make sure you are connected for each child – use the code sent home if not already connected.

We can help if you are unsure.

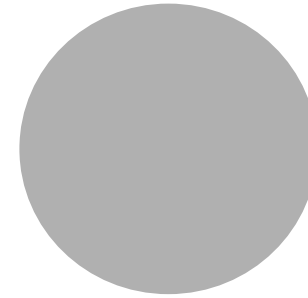
Other Information



Long hair must be tied back.

No jewelry except small plain stud earrings

Shoes need to be closed in and suitable e.g. black school shoes or trainers.

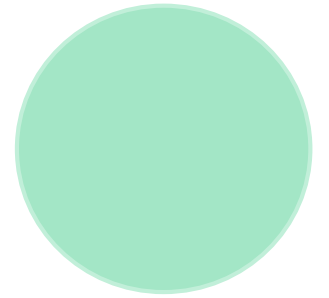


PE and Outdoor learning days

Children come to school in suitable clothing – we go out in **all weathers**

Wellies can be left at school in a named bag

Waterproofs are required for outdoor learning



Please speak to us if you have any questions, concerns or updates.

We encourage children to speak to us too if they have any worries.

Letters and information sent via Parentmail.

Sent home today

The Early Learning Goals (ELGs) are the goals or targets children are expected to achieve at the end of their reception year. They are not the curriculum, but an end point measure of what a child should be demonstrating at the end of the Early Years Foundation Stage. There are 17 ELGs across all the areas of learning as shown below.

Area of Learning	Aspect	Early Learning Goals
Communication and Language (C&L)	Listening, Attention and Understanding	<ul style="list-style-type: none">• 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	<ul style="list-style-type: none">• 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.
Social and Emotional Development (PSED)	Self-Regulation	<ul style="list-style-type: none">• 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	<ul style="list-style-type: none">• 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.

Sent home today

ore reading (blending)

ether to make a word,

more than one letter,

; that make up words

**ories to your child
eling! The more you
: story, the more
ild will love reading.**

tells you how to help your child:

- : 1 Speed Sounds
- unds into words
- : Blending Books
- 1, Green and Purple Storybooks.

ly videos to help

12

Read Write Inc.

Reading home Booklet

Your child is learning to read using *Phonics*, a very popular programme. This **first booklet** can get your child off to a good start.

Your child will learn to read words. He or she will learn to:

1. Read **letters** by their sound.
2. Blend these sounds into words.
3. Read the words in a story.

Questions

