

## Reception 'Meet and Greet' session - September 2021

- Welcome and introductions - staff and parents/carers.

### Reception staff

Miss Fealey (Teacher/Early Years Lead) - Monday, Tuesday, Thursday, Friday.

Mrs Haygarth - Teacher on Wednesday.

Miss Marsh (Teaching Assistant - Monday to Wednesday).

Mrs Tracey (Teaching Assistant - Thursday and Friday mornings).

Mrs Hodgson (Teaching Assistant - Thursday and Friday afternoons).

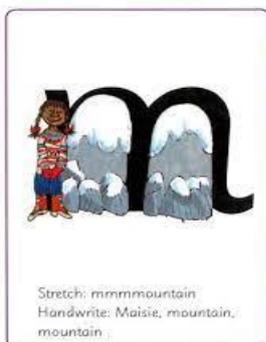
- Covid19 measures - children and staff sanitise their hands on entering the classroom and at regular intervals throughout the day. Children are reminded to wash their hands after going to the toilet and before snacks and meals.
- Health and hygiene are high on the agenda at Westvale - we teach the children about making healthy food and drink choices, brushing their teeth at least twice per day, exercising regularly and getting enough sleep.
- Attendance and keeping school informed if a child is going to be absent.
- Staying for lunch (from week beginning 20<sup>th</sup> September) - all Reception children are entitled to a free school meal or they can bring a packed lunch.
- Children start full-time school from week beginning 27<sup>th</sup> September, staying until 3.15 pm. Please be prompt to collect children.
- PE will start from the week beginning 4<sup>th</sup> October. **Please make sure all PE kit is labelled.** Having your child practise getting dressed/undressed at home is a great way of helping him/her to become more independent.
- We ask for a contribution of £1 per week snack money, so that we can buy a range of healthy snacks for the children. We also provide milk or water, whatever your child's preference is.
- Sending a water bottle to school, labelled with your child's name, is very helpful to keep your child well hydrated. This is especially important when

the children start full days and when the weather is warm. We will send water bottles home at the end of each day for them to be washed and refilled.

- Whole school 'Good to be Green' behaviour policy, based on traffic lights system. All children aiming to be 'on green' (no behavioural issues). If children aren't following school rules, their name on the chart moves down to amber. Any act of aggression (which is rare) moves the child's name to the red section. Children then have the opportunity to move back up to green by behaving well afterwards. The gold section on the chart is for outstanding behaviour.

### Phonics and reading

- Our scheme in Early Years and Key Stage One is 'Read Write Inc'. A new letter sound is introduced each day with a set of four words that begin with that sound, for example 'm' - **m**ountain, **m**irror, **m**ouse, **m**oon. In Reception, children are expected to learn the sounds then blend them to read short words, eg  
m-a-t = mat.
- As well as recognising letters and saying the sounds they make, children also need to be able to write the letters. The Read Write Inc programme has a system to help children remember how to form letters. Each letter has a person or object hidden within it to help them write that letter.



For the letter 'm', there is a girl called Maisie at the start of the letter. When the children write the letter, they say 'Maisie, mountain, mountain' to remind them to move the pencil down Maisie and over the mountains.

- The children will be bringing home handwriting sheets, so that they can practise at home as well as in school.
- Other good activities for helping your child hear the initial sound in words:

- Playing 'I Spy'.
- Looking around the home for things that begin with 'm' (and other sounds).
- There is a very helpful guide to helping your child learn to read and write using the Read Write Inc system here:

<https://home.oxfordowl.co.uk/reading/reading-schemes-oxford-levels/read-write-inc-phonics-guide/>

- At first, your child will bring home a reading book of their own choice. Once your child can read short words by blending three sounds, he/she will bring home a reading book from our Read Write Inc scheme. **Books will only contain sounds that your child has been directly taught in school.**

## Mathematics

- At Westvale, we teach Mathematics using the '**Maths Mastery**' approach. We focus on learning all about a new number every few weeks. This method means that children develop a very in-depth knowledge of numbers to 10 by the end of Reception.
- We learn how to subitise (recognise how many objects there are without having to count). You can practise this at home, for example "Show me 3 fingers", where the child doesn't have to count "1, 2, 3" but just shows the amount 3.
- You can also help at home by counting everyday things like how many stairs there are on the way to bed, how many plates are needed for dinner, how many toys are on your bed, how many spoons are in the drawer etc.
- During their year in Reception, children will learn to add single-digit numbers, up to a total of 10. They will understand subtraction as 'taking away' and be able to subtract, working with numbers to 10. They will learn number bonds (two numbers that we can add together to make a given total), eg 'If we have 5 bowls but we need 8, how many more do we need?'. They will use language related to comparing numbers such as 'more than', 'less than' and 'the same amount'.

## Other areas of Learning

- There are 17 Early Learning Goals that children are working towards throughout the Foundation Stage. At the end of Reception, each child is assessed to determine whether they have achieved each goal, reaching a 'Good Level of Development'. This information is given to the Year 1 teacher so that support can be given to any children who are not at the expected level of development by the end of Reception year.
- Here is a summary of the knowledge and skills children in Reception are expected to have:

Early Learning Goal	Area of Learning	Children are expected to:
1	Listening, Attention and Understanding	Listen carefully and understand why listening is important. Listen to and talk about stories and information books. Learn new vocabulary. Listen carefully to songs and rhymes.
2	Speaking	Use new vocabulary they have learnt. Speak in well-formed sentences. Describe events in some detail. Explain how things work.
3	Self-Regulation	Identify their own feelings. Show perseverance when they face difficulties.
4	Managing Self	Manage their own needs, including toileting and handwashing. Know how to stay healthy - exercise, healthy food, toothbrushing, getting enough sleep and limiting 'screen time'. Know how to stay safe - including road safety.
5	Building Relationships	Make positive relationships. Consider the feelings of others.
6	Gross Motor Skills	Roll, crawl, walk, jump, run, hop, climb, developing body strength. Perform movements with control, co-ordination and balance. Throw, catch, kick, pass, bat and aim a ball.
7	Fine Motor Skills	Handle tools with control: pencil, paintbrush, scissors and cutlery.

		Form letters accurately using a tripod grip (holding the pencil between the thumb and first two fingers).
8	Reading - Comprehension	Demonstrate understanding of what has been read to them by retelling stories using their own words. Use recently introduced vocabulary. Anticipate key events in stories.
9	Reading - Word Reading	Reading skills develop in this order: Read individual letters. Blend sounds to read short words. Read simple phrases and sentences. Re-read books to build fluency, understanding and enjoyment.
10	Writing	Form lower-case and capital letters correctly. Spell words by segmenting them into sounds then writing the letters that match these sounds eg 'd-o-g'. Write short sentences, starting with a capital letter and ending with a full stop. Re-read writing to check that it makes sense.
11	Number	Count objects, actions and sounds. Subitise (recognise amounts without counting). Compare numbers, using language 'more than', 'less than' and 'the same'. Say the number that is 1 less/1 more than a given number up to 10. Know number bonds to 10.
12	Numerical Patterns	Use spatial reasoning skills. Compose and decompose shapes, eg 2 triangles put together can make a square, 2 semi-circles can make a circle. Continue, copy and create patterns. Compare length, weight and capacity.
13	Past and Present	Talk about familiar situations in the past, by looking at pictures of school, home and transport. Compare and contrast characters from stories, including from the past.
14	People, Culture and Communities	Talk about their family and community. Name and describe familiar people. Obtain information from a simple map. Understand that some places are special to members of the community. Recognise that people have different beliefs and special celebrations. Recognise similarities and differences between life in the UK and life in other countries.
15	The Natural World	Explore the natural world around them, describing what they see, hear and feel outdoors.

		Recognise environments that are different to their own. Understand seasonal change.
16	Creating with Materials	Explore and use artistic effects to express their ideas: mix paints to achieve the right shade, join materials with tape and glue. Work as part of a group, sharing ideas and skills.
17	Being Imaginative and Expressive	Listen, move to and talk about music, expressing their responses. Watch and talk about dance and artistic performances, expressing their feelings. Sing in a group or on their own, using good pitch and following the melody. Develop storylines in their pretend play. Explore music making and dance.

- Time for any comments or questions from parents/carers.
- Thank you for coming today and playing an active part in your child's education.

**We are always here to help if you have any questions or concerns. As Early Years practitioners, we welcome the opportunity to work in partnership with parents/carers so that together we can secure the best possible outcomes for your child. Our aim is always to make sure that your child is happy, healthy, safe and making good progress in their learning.**