

# A Guide to Reception at Neroche Community Primary School



2021-2022

## **General Information**

Reception - Ash Class - is taught by Miss Bampton-Wilton and Mrs Snow.

The classroom is situated just off the hall. Reception has its own outdoor courtyard, providing key continuous provision opportunities linking to the learning that takes place in the classroom. This includes our village (a group of playhouses), water play, messy play and large construction. The classroom has its own cloakroom and toilets and its outside door leads onto the EYFS and KS1 playground.

When the children arrive in the morning, they are greeted by an adult in the classroom, encouraged to put their belongings away and then engage in free flow, learning activities.

The children are provided with free fruit, or they can bring their own fruit or vegetable snack, which they can access during the morning. Children can also have free milk until they are 5.

Lunch is 12pm till 1pm. The children will eat their lunch in the hall with the rest of KS1 and also have their play on the KS1 playground.

On warm days, children with packed lunches have the option to eat outdoors. All children should bring a named water bottle in order to have access throughout the school day.

In the second half of the Autumn Term, Reception takes part in a performance with Acorns – our preschool class.

This is either a winter play or a nativity (alternated each year). Tickets are given to parents and family members.

Independence is encouraged throughout the day by the adults. Children are encouraged to get changed independently for PE, to get their own snack and fruit and put away their belongings.

Please ensure all belongings are clearly named as things do get mixed up from time to time!

The children are expected to follow the school expectations 'Be the best you can be' and 'Show that you care'. Each Friday some children will be presented with these awards and 'Stars of the Week'. We also use house points to reward amazing learning.

Your child will be taking part in the reception baseline assessment (RBA) which is a short, task-based assessment of your child's **early literacy, communication, language and mathematics skills** when they begin school. It is statutory for all schools from September 2021. This usually takes around 20 minutes.

Any further information can be found on this link: [Reception baseline assessment: information for parents - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/news/reception-baseline-assessment-information-for-parents)

## **Spellings**

Spellings will not be formally provided for children in Reception until Summer 2 (in preparation for Year 1). The spellings will include words with the Set 1 and 2 sounds that they have been taught and some red words (words that cannot be spelt phonetically).

## **Phonics**

Children in Reception will be taught Set 1 and 2 sounds through Read Write Inc, which is the phonics programme used at Neroche. The children will be taught three new sounds a week and have a day of consolidating previously taught sounds. This is taught by reading green words (words that can be phonetically decoded i.e. cat) and red words (words that cannot be phonetically decoded i.e. the). The children will be taught to 'Fred' and blend using our frog Fred for both reading and writing.

Your child will be given a home learning folder which will have the sound sheets in that we have learnt each week. This is for practicing the formation of the sound but also to support consolidation of learning. Children will also take home red words to learn (words that cannot be phonetically decoded). Home learning folders will need to be returned on a **Wednesday** so they can have the new sheets put in.

By the end of Reception children should be able to:

- *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, nonfiction, rhymes and poems and during role play.*
  - *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.*

- *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.*

## **Reading**

In Reception, children will be taught to begin reading by using segmenting and blending with known phonics sounds using Read Write Inc. This is the same scheme used in the preschool and throughout KS1 at Neroche. The children will do two reading-focussed sessions a week, which involves reading in a pair with another child. Once children have met a certain criteria of reading assessment, they are able to begin the Home Reading Programme where they take books home to read. Children in Reception read home books relating to book band colours and are encouraged to read each book 3 times before changing it.

Children can continue to take part in the voluntary reading challenges set each term in order to gain reading challenge badges.

Children are supported with choosing their home reading books once a week (**Wednesday**) but can change their book more often if needed.

Your child will have a reading log kept in school so that we can keep track of which books your child has already had. If you want to keep your child's book longer just make a note for us to see in their home learning folder.

Phonics will still be one of their main strategies for reading unknown words at this stage, alongside looking at the pictures, thinking about the context of the sentence/text, making predictions etc.

Our inside and outside environments are rich with vocabulary. Adults model and promote key words relating to our topic to broaden children's language throughout the day. Every day we focus on a new word: our 'word of the day'. To encourage a love of reading, the class read 5 books a day. These can include: a story from a focus author, a poem or rhyme, a child-chosen book or one of the books linked to the topic.

By the end of the year children are expected to:

- *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**

In Reception the children will be taught how to form letters correctly using the RWI scheme. The children will have 2 writing-focussed sessions a week that focus on the RWI Get Writing books. Lessons involve segmenting and blending, Fred fingers, how to make words, how to form sentences, finger spaces, full stops and capital letters. For more information, please see the English Overview in the English section on our Curriculum area of the school website.

The children are encouraged to write and mark-make in their choosing time through continuous provision. This is not just pen to paper it can include: chalks on the floor, painting on an easel, using fingers to make letters and much more.

Any evidence of your child's writing will be kept in their own writing book.

By the end of the year, children are expected to:

- *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.*

## **Maths**

In Reception, Maths is taught through a mixture of adult-lead teaching and the children taking on a role in their play through using concrete objects and relating to everyday experiences. The children have access to continuous provision activities, which will challenge them in their play relating to maths, this can be from measuring how far their car rolled down the ramp to making a pattern when painting. They build on their skills in counting, calculating simple addition and subtraction problems and describing shapes and patterns.

The children also have access to the Numbots app, which they can access at school and at home.

By the end of the year, children are expected to:

- *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.*
- *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.*

### **Science**

Science is taught as part of Understanding the World in Reception. This area of learning involves guiding children to make sense of their physical world and their community through opportunities to explore, observe and find out about people, places, technology and the environment. This would include cooking, looking at changes of the seasons and experimenting with different man made or natural materials.

### **PE**

PE is taught once a week by a sports coach on a **Wednesday morning**; please send your child into school in their full **PE kit**. The children also have one Physical development session a week with the class teacher on a **Tuesday afternoon**. The class teacher can focus on a number of different aspects relating to fine and gross motor skills including; changing independently, ball skills, dough gym, riding bikes.

By the end of the reception year children should be able to:

- *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.*
- *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.*

### **Personal, Social and Emotional Development (RSHE)**

The children are valued members of the class and are encouraged to have an understanding that they are their own selves. Through games, circle times, assemblies and much more the children will learn to build confident relationships with both their peers and adults. This is also embedded in the whole school assemblies that children will attend daily.

By the end of the reception year children should be able to:

- *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.*

### **Understanding the World** (History, Geography, Religious Education)

The children are encouraged to verbally talk about their own experiences through role-play, show and tell and small world games. By exposing children to different Faiths this enables them to have an understanding that some people have different beliefs to themselves.

By the end of the year children should be able to:

- *Past and Present (History): - 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 (Religious Education)- 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 (Geography)- 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.*

### **Expressive Arts and Design (Design Technology/Art and Design)**

The children have access to a wide range of resources that support their imagination. In the craft area there are paints, watercolours, sticky tape, glue, ribbons. A firm favourite always is the junk modelling area where the creativity is always amazing to see.

Everyday there will be singing of some form, from well-known nursery rhymes to learning new songs in whole school assemblies.

By the end of the year children should be able to:

- *Creating with Materials (Design and Technology/Art)- 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 (Music) - 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.*

### **Computing**

The children will have access to technology resources within the continuous provision of the classroom. The class teacher will regularly use technology to aid learning and talk about keeping safe when using the internet. During topics children will have the opportunity to learn how to use school laptops.

