

PARENT INFORMATION - SEPTEMBER 2024

RECEPTION

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ARTICLE 3 – THE BEST INTERESTS OF THE CHILD MUST BE THE TOP PRIORITY IN ALL DECISIONS AND ACTIONS THAT AFFECT CHILDREN.



Respect and Integrity in all we do

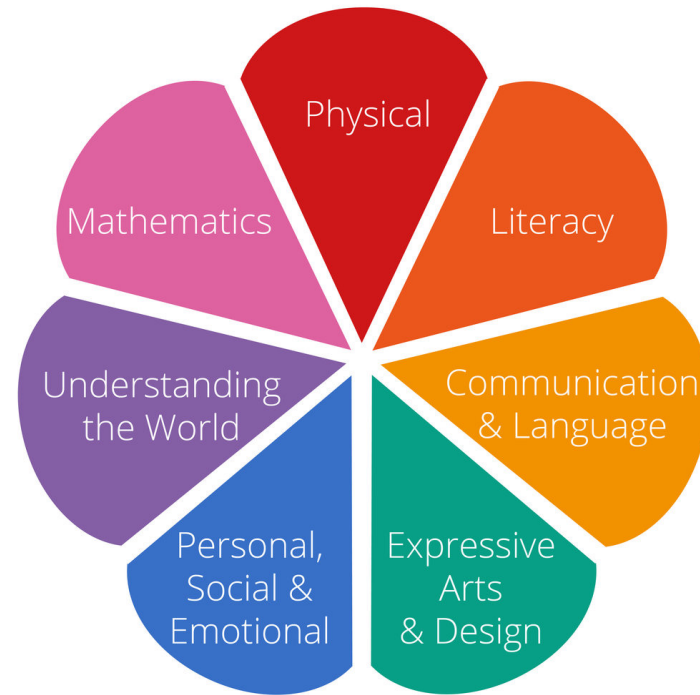
Be Ready	Be Reflective	Be Resilient
		
<p><u>RR Article 28</u></p> <p>Every child has a right to an education.</p>	<p><u>RR Article 3</u></p> <p>The best interests of the child must be a top priority in all decision and actions that affect children</p>	<p><u>RR Article 29</u></p> <p>Education must develop the child's personality, talents and abilities to the full.</p>

BEHAVIOUR





CURRICULUM FOCUS



- There are **seven** areas of learning and development that shapes children's learning in early years settings. All areas of learning and development are important and inter-connected. These seven areas are the foundations of our curriculum, planning and learning the Early Years. They are split into the **prime** areas and **specific** areas.



AREAS OF LEARNING AND DEVELOPMENT

- The **prime** areas are particularly important for building a foundation for igniting children's curiosity and enthusiasm for learning, forming relationships and thriving. The **prime** areas are:
 - Communication and language
 - Physical development
 - Personal, social and emotional development.
- Children are also supported in four **specific** areas, through which the three prime areas are strengthened and applied. The specific areas are:
 - literacy
 - mathematics
 - understanding the world
 - expressive arts and design

PHONICS – RWI EXPLAINED



- Your child is learning to read with Read Write Inc. Phonics.
- They will take part in a daily phonics lesson.
- At first, children learn single letter sounds. This includes how to say the sound (phoneme), recognising the letter (grapheme) and how to form the letter.
- They are introduced to a toy frog called Fred. Fred can only say the sounds in a word and needs your child's help to say the word. Children practise this skill orally first by playing 'Fred Talk Games'. Fred will say the sounds in a word and children need to guess Fred's word.

PHONICS – RWI EXPLAINED



- Gradually, children will begin to apply taught sounds to build and read cvc words.
- Children will pretend to 'talk like Fred' to help them to read. So, when you hear your child say 'Fred Talk', you'll know this means sounding out the word.
E.g. to help them to read the word 'dog' they may Fred Talk it as 'd-o-g'
- Children will also begin to apply their sounds to write cvc words.

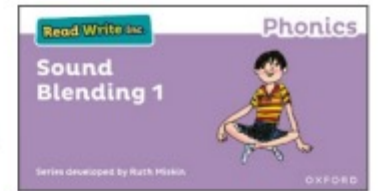
They will be assessed half termly to ensure they are always receiving the right level of challenge.

PHONICS – HOW TO HELP AT HOME

- Each week, they will bring home a book that matches their current phonic level / learning in class.
- Please read each book a **minimum** of once each week.
- Ask your child to read each word using 'Fred Talk'. Children may need to repeat the sounds (while also increasing the pace at which they say them) before being able to say the word. Over time, children should reduce the need to use 'Fred Talk' and should begin to recognise some words by sight.
- If unsure, there are examples of questions are the back of books for children to answer once they have read.
- Practise oral blending. Can you get your c-oa-t? Let's go to the p-ar-k. Or by using the videos shared on Class Dojo.
- Share stories together.

3. Help your child read the Sound Blending Books

Ask your child to read each word in sounds (Fred Talk) and then say the word. Then, he or she can turn over and check if they're right.



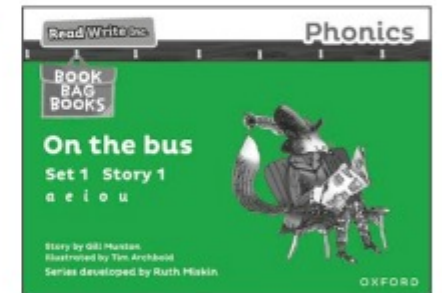
4. Help your child read the Storybooks

Black and White Storybooks

As soon as your child starts to read the *Read Write Inc. Phonics Storybooks*, he or she will bring home a black and white Storybook. This is a copy of the colour version he or she will have read at school.

Your child will have read this story three times with their reading teacher, so should be able to read the story confidently.

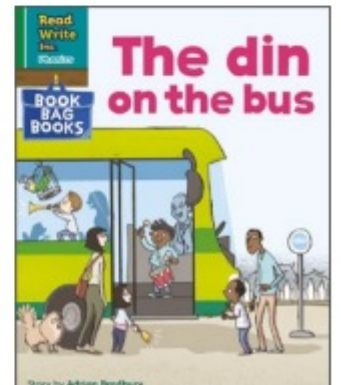
A brief explanation of how to follow the activities is included in the books.



Book Bag Books

Your child may also bring home a Book Bag Book. This book builds upon the ideas and many of the words in the Storybook he or she has just read. Your child will need more support in reading this book.

Again, explanations of how to use the activities are included in the books.



PHONICS – RWI EXPLAINED

RWI Glossary

- Fred Talk – sounding out the word before reading (blending)
- sound-blending – putting sounds together to make a word,
e.g. c–a–t cat
- special friends – sounds written with more than one letter, e.g. sh,
ng, qu, ch
- Speed Sounds – the sounds that make up words
- Cvc words – consonant, vowel, consonat words. E.g. cat, dog, top

MATH'S – NUMBER SENSE

Number Sense-Developing understanding of quantity before introducing numerals

As part of our Early Years Maths curriculum at Seaham Trinity Primary School, we have adopted a programme of teaching called Number Sense. It builds a deep understanding of number and number relationships and develops children's fluency in number supporting addition, subtraction, multiplication and division facts and concepts as they progress through school. It also provides rich opportunities for children to develop their spatial reasoning and language. Children are encouraged to talk to adults and their peers about what they notice. The Early Years Number Sense programme meets children at this starting point of subitising one and two, and develops a deep understanding of all the quantities to ten. The programme develops subitising, manipulating, and partitioning of numbers to 10, and supports children to see their different properties.

The Early Years Number Sense programme is written to tie closely to the 2021 statutory framework. It covers all the number elements of the framework, with the exception of counting. The Early Years Framework focuses on children developing a deep understanding of quantities. Quantities can be represented in speech by number names, and by written numerals. These names and numerals are randomly assigned labels which represent what is essential to the number – the quantity itself. In the early years we use five and ten's frames to support children's understanding of number and quantity.



ASSESSMENT IN RECEPTION – BEGINNING OF YEAR

- In the first six weeks of children starting reception, staff are required to complete The Reception Baseline Assessment (RBA).
- This is a short activity based assessment which checks children's initial knowledge of **communication, language and literacy** and **maths**.
- This is not used as a way to label or track individual pupils.
- No numerical score is shared and the data will only be used at the end of year 6 to form the school-level progress measure.





ASSESSMENT IN RECEPTION – END OF YEAR

- The level of development children should be expected to have attained by the end of the EYFS is defined by the early learning goals (ELGs).
- Each child's level of development must be assessed against the early learning goals (as shown on the next slide). Practitioners must indicate whether children are meeting expected levels of development, or if they are not yet reaching expected levels ('emerging'). This is the EYFS Profile.
- The Profile provides parents and carers, practitioners and teachers with a well rounded picture of a child's knowledge, understanding and abilities, their attainment against expected levels, and their readiness for year 1.
- The EYFS Profile is completed for each child in the final term of the year (typically by the end of June).
- Children will not take part in any form of testing. Judgements about whether an individual child is at the expected level of development, is based on teachers drawing on their knowledge of the child and their own expert professional judgement.

EARLY LEARNING GOALS. WHAT ARE JUDGEMENTS BASED ON?



As a part of the prime areas, children will be assessed on:

1. Communication and Language
 - Listening, Attention and Understanding
 - Speaking
2. Physical Development
 - Gross Motor Skills
 - Fine Motor Skills
3. Personal, Social and Emotional Development
 - Self Regulation
 - Managing Self
 - Building Relationships.

In the specific areas, children will be assessed on:

1. Literacy;
 - Comprehension
 - Word reading
 - Writing
2. Mathematics;
 - Number
 - Numerical patterns
3. Understanding the World
 - Past and Present
 - People, Culture and Communities
 - The Natural World
4. Expressive Art and Design
 - Creating with Materials
 - Being Imaginative and Expressive.

EARLY LEARNING GOALS. WHAT ARE JUDGEMENTS BASED ON?



<p>Communication and Language</p> <p>Listening, Attention and Understanding</p> <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. <p>Speaking</p> <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. 	<p>Personal, Social and Emotional Development</p> <p>Self-Regulation</p> <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. <p>Managing Self</p> <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. <p>Building Relationships</p> <ul style="list-style-type: none"> 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. 	<p>Physical Development</p> <p>Gross Motor Skills</p> <ul style="list-style-type: none"> 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. <p>Fine Motor Skills</p> <ul style="list-style-type: none"> 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. 	
<p>Understanding the World</p> <p>Past and Present</p> <ul style="list-style-type: none"> 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. <p>People, Culture and Communities</p> <ul style="list-style-type: none"> 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. <p>The Natural World</p> <ul style="list-style-type: none"> 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. 	<p>Expressive Arts and Design</p> <p>Creating with Materials</p> <ul style="list-style-type: none"> 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. <p>Being Imaginative and Expressive</p> <ul style="list-style-type: none"> 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. 	<p>Mathematics</p> <p>Number</p> <ul style="list-style-type: none"> 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. <p>Numerical Patterns</p> <ul style="list-style-type: none"> 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. 	<p>Literacy</p> <p>Comprehension</p> <ul style="list-style-type: none"> 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. <p>Word Reading</p> <ul style="list-style-type: none"> 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. <p>Writing</p> <ul style="list-style-type: none"> 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.

GENERAL INFORMATION

- Please label **ALL** clothing items (including hats, shoes/wellies, coats and jumpers).
- Red books – children will bring this home each day to practise the formation of their new sound. Please return daily.
- Flashcards – children may sometimes bring some sound cards. Please practise these as much as possible by encouraging children to quickly recall the sound.
- Reading books – please return daily. These will currently be changed every Friday.
- PE – is every **Thursday**. Please send children to school in their uniform with their PE labelled in a bag. Children will practise key skills such as getting dressed, putting on shoes and fastening buttons etc.
- Snack money – we are asking for a donation of money or biscuits each week for snack please.
- Tuck shop – payments to be uploaded to ParentPay half termly.

HOW CAN YOU SUPPORT YOUR CHILD AT HOME?



With learning:












- Helping and encouraging them to complete homework tasks
- Practising home readers and key words daily
- Visiting the library to borrow books on topics
- Encouraging your child to count objects, actions and sounds as well as recognise numbers around them.

Encourage and support children to be independent by:

- Letting them put on and fastening own shoes and coats
- Getting dressed without support
- Cutting up meals and snacks
- Letting children bring their own things into school to sort and put away.

USEFUL WEBSITES



 <p>https://www.oxfordowl.co.uk/for-home/ Online books for children to read</p>	 <p>www.topmarks.co.uk This site has many games that help children to improve their phonics and maths skills.</p>	 <p>https://www.natgeokids.com/uk Children can read about the world of animal and find facts out. A useful website to help develop children's understanding of nonfiction texts.</p>
<p>Free Access</p>	<p>Free Access</p>	<p>Free Access</p>
 <p>https://www.bbc.co.uk/cbeebies Games, puzzles and quizzes for Nursery, Reception and Year 1 children</p>	 <p>https://www.oxfordowl.co.uk/for-home/ Great resources from Oxford University Press</p>	 <p>https://www.phonicsplay.co.uk/freeIndex.htm Phonics games for children to use to practice new phonemes and graphemes.</p>
<p>Free Access</p>	<p>Free Access</p>	<p>Free Access</p>
 <p>http://www.letters-and-sounds.com/ Phonics games for children to use to practice new phonemes and graphemes.</p>	 <p>http://www.crickweb.co.uk/Early-Years.html Free online educational resources and games.</p>	 <p>http://www.ictgames.com/ Many activities, for all ages.</p>
<p>Free Access</p>	<p>Free Access</p>	<p>Free Access</p>
 <p>https://www.activityvillage.co.uk/ Activities linked to different topics</p>	 <p>http://learnenglishkids.britishcouncil.org/en/ Literacy activities for children, including stories.</p>	
<p>Free Access</p>	<p>Free Access</p>	