



# Reception Expectations



Dear parents and carers,

In reception we have a mixture of play-based learning and teacher-led learning. Play-based learning combines a form of child-led play, such as Open-Ended Play or Imaginative Play, with a specific learning intention. Play can be used to develop and support children's skills in the chosen areas. Teacher-led sessions are short, small group inputs which will introduce the children to new ideas, provide opportunities for them to develop new skills and ensure they experience all areas of the curriculum.

Initially, the children will have a less structured timetable as we will spend the first few weeks supporting the children to settle in and build relationships with the teachers and peers within their class. After a few weeks the children will take part in sessions, which are teacher-led, these will be short skills-based maths inputs, phonics and story time.

We have gathered information for parents and carers of our nursery expectations for children in our school. The staff have identified these expectations as being the requirements your child must meet to ensure continued progress throughout the following year.

Any extra support you can provide in helping your children to achieve these is greatly valued. If you have any queries or want support in knowing how best to help your child, please talk to your child's teacher.

## What our timetable looks like

<b>8.40am</b>	<b>Register and Morning Challenge</b>
<b>9.00am</b>	<b>Phonics</b>
<b>9.30am</b>	<b>Continuous Provision and Small Group Input</b>
<b>10.45am</b>	<b>Maths</b>
<b>11.30am</b>	<b>Lunch</b>
<b>12.30pm</b>	<b>Whole Class Input</b>
<b>12.50pm</b>	<b>Continuous Provision and Small Group Input</b>
<b>3.00pm</b>	<b>Story Time</b>
<b>3.20pm</b>	<b>Home Time</b>

In reception children are encouraged and supported to build their independence and do more by themselves including:

- Coming into school independently and taking off their coat
- Hang their own bags and coats up and collect them at the end of the day
- Put away and collect their book bags & water bottles
- Access the toilet and complete self-care acts independent

## Phonics



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Our children will be taught early skills for reading through the Phonics Bug Programme. These lessons will take place daily. It follows an interactive approach including several short, sharp tasks so that children are involved and engaged throughout the whole session. It is designed to create fluent, independent readers, confident speakers, independent spellers and willing writers.

Children will be taking part in phase one phonics which supports their listening and communication skills, including their vocabulary and to prepare them for reading and writing in the next phase.

**Parents' Guide** - <https://www.youtube.com/watch?v=MP38k4Vwqu4>

## Phonics sounds that will be covered this year

Phase 2	Phase 4	Useful Resources
s, a, t, p i, n, m, d g, o, c, k ck, e, u, r h, b, f, ff, l, ll, ss  Irregular words: to, the, no, go, I, into, her	Learning to read adjacent consonants  Cvcc/ccvc ccvcc/cccvcc/cccvcc  Guided and unguided blending for reading  Reading real and pseudo words/sentences using phonemes and graphemes already taught in previous phases  Irregular words: said, have, like, so, do, some, come, were, there, little, one, when, out, what	Magnetic whiteboards and letters (lower case and upper case for alphabet) Alphabet song Writing equipment - pens, pencils, paper, sand trays Sky writing Pictures or cards of different things with the phonemes learned within them Word cards
Phase 3		
j, v, w, x y, z, qu ch, sh, th, ng ai, ee, igh, oa, oo (long), oo (short) ar, or, ur, ow, oi ear, air, ure, ur  Irregular words: me, be, he, my, by, she, they, we, are, you, all, was, give, live		

## Reading

### Reading and reading records

Your child will be sent home with a yellow reading record. This is to document each time that you read at home. We ask that the children are reading a minimum of 3x per week at home on **Active Learn**, your class teacher will allocate books corresponding with the phonics sound that your child has learned that week. We ask that each time your child reads it is documented in their Reading Record, this will be checked by the class teacher every week. This is a great way to communicate your child's reading progress.

Our early years unit is dedicated to ensuring children have a 'love of reading' at school but also at home. Children will also take home a reading bear once a term, this is an exciting way for your child to engage in reading with family members. The reading bear will come home with them on a Wednesday after school and will need to be back in school the following Tuesday. Your child will come out of class with a reading bear, you can then choose a story with your child from our outdoor library. Please choose a different story as many times as you like from the library, during your time with the bear.

### Maths – White Rose Maths



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White Rose Maths is a whole-class programme designed to spark curiosity and excitement and help you nurture confidence in Maths.

- Lessons are busy and interactive with children working independently, in pairs, in groups and as a class.
- Children no longer have to simply find the answer to a problem, they are now being asked to explain how they found it.

Maths is an adventure for children to immerse themselves in, get creative with, make mistakes, and conquer! Here are some resources that we use to support our children.



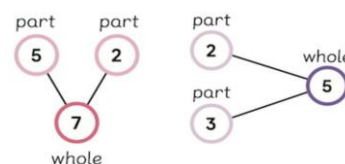
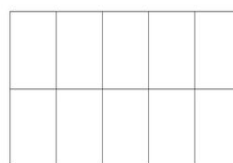
**Numicon**

**Counters**



**Cubes**

**Tens Frame**



**Maths Link Learning** will be sent home **every Friday** on the Google classroom and should be completed by the **following Thursday** and handed in to the class teacher. This will be in the format of a work sheet for your child to complete. The tasks will correspond with the Maths learning your child has engaged with that week in school.

## Assessment Tracker

To track and assess your child's learning we use a fantastic assessment tool called ARC. We take photographs, videos and make notes of the children's significant moments in their learning. This is what we use to track your child's progress throughout the year. Each week we focus on 5 children, where we will carry out our observations and discuss your child's learning and progress. From this we can clearly see your child's individual next steps which we will share with you.

As parents, you have access to this fantastic tool too, this will provide you with access to see your child's observations which will be shared with you when your child is a focus child, along with their next steps and ideas to support them at home.

You will also be able to upload your own observations of your child. If you are proud of an achievement that your child has done at home, whether this be tying their own shoelace, helping to clean the dishes or eating all of their dinner with a knife and fork, we encourage you to upload these achievements onto the system. This allows us to have a bigger, more accurate picture of your child, so we can support them more effectively in school.

## **Other Notices**

- To log on to Google Classroom, a useful website to access and upload home learning, please use the following website:

### **Website:**

<https://classroom.google.com/h>



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You will find your child's login information in the front of the yellow reading record.

## **Water and snacks**

- Water is accessible throughout the session
- Free fruit is available for all children on the government fruit scheme, accessible within the session

**Uniform in Reception** - [School Uniform - Lime Tree Primary Academy \(bright-futures.co.uk\)](http://bright-futures.co.uk)

## **In summary how you can help at home:**

- Discuss likes and dislikes of the school menu and review the choices available
- Putting all personal items including jumpers, coats and book bags on their pegs/trays
- Get ears pierced in the summer holidays for 3 weeks healing period **(No earrings or jewellery allowed in school)**
- Reading regularly (children and adults sharing books)
- Practicing basic English and Mathematics skills at home
- Name all items of uniform and wellies
- Support children to put on their own shoes

**Please do not hesitate to contact one of the team should you have any questions.**

**Thank you for your continued support.**