



Reception Curriculum and Information Presentation.



Overview

- Early Years Foundation Stage and the curriculum
- Speech and language
- Reading and Writing
- Insight to mathematical language
- How to help at home
- The Assessment process
- Links between Foundation and National Curriculum in Year 1
- Behaviour expectations
- Parent Communications
- Internet Safety
- Autumn Events and dates
- Special Needs and disability (SEND Code of practice)
- Cultural capital and reminders
- Questions



Overview of Reception.

6 members of staff

Teachers

Mrs Wardropper RW Mrs Murrell and Mrs Maskell RMM



Teaching Assistants

Mrs Micklewright, Mrs Upton, Mrs Wyatt and Miss Furness



The Early Years Framework

Children should develop the **three prime areas first**.

These are:

Communication and language;

Physical development;

Personal, social and emotional development.

As children grow, the prime areas will help them to develop skills in **four specific areas.**

- Literacy
- Mathematics
- Understanding the World
- Arts and Design

The characteristics of effective teaching and learning.

- **Playing and exploring** – children investigate and experience things and ‘have a go.’
- **Active learning** – children concentrate and keep on trying if they encounter difficulties, and enjoy achievements.
- **Creating and thinking critically** – children have and develop their own ideas, make links between ideas, and develop strategies for doing things.

Communication and language

- Most important area of learning in everything that we do
- Building blocks for children's learning
- Workshops



Timetable

Phonics – direct teaching as a class group (daily)

Reading – direct teaching in small groups (3 times per week)

Maths – direct teaching as a class group (daily)

Physical Development – daily plus weekly PE lesson

Collective worship – daily in class and in the hall as Key Stage

Religious Education – weekly (separate to collective worship)

Forest School- weekly (Friday afternoon)

Literacy – The Early Learning Goals

Comprehension	Word Recognition	Writing
<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	<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.	<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.

Literacy in Reception

- Communication and Language
- Phonics
- Reading – three sessions per week
- Reading at home (approx 10 minutes per day)
- Sharing stories (at school and at home)
- Handwriting (learning letter formation)
- Writing



Learn to read, read to learn

- Reading is the key to unlocking every child's full potential and opens up a world of possibilities. A good education is of course about much more than just reading. But being able to read well is the foundation on which so much else depends: children first 'learn to read' and then they 'read to learn'.



Reading and vocabulary

- Here's how many words children would have heard by the time they were 5 years old:
- Never read to, 4,662 words
- 1–2 times per week, 63,570 words
- 3–5 times per week, 169,520 words
- Daily, 296,660 words
- Five books a day, 1,483,300 words



Why Little Wandle?



- To teach a full programme with a consistent approach which includes phonics, reading books and classroom resources.
- To use a programme that had integrated research about the science of learning.
- To build on what we have already know about teaching early reading at Deanery.
- To use child friendly, challenging and interesting books.
- To support Teachers with training, lesson templates, sequences and assessments including a keep up programme.

What does Little Wandle look like at Deanery?

- Direct daily phonics teaching from Nursery to Year 2
- Consistency of approach
- Secure systematic progression in phonics learning
- Maintaining the pace of learning
- Providing repeated practice
- Application of phonics using matched decodable books
- Early identification of children at risk of falling behind, linked to the provision of effective keep up support



Terminology

- Alternative pronunciation
- Blend
- Digraph
- Formation phrase
- GPC
- Grapheme
- Oral blending
- Phoneme
- Segment
- Sound buttons
- Split vowel digraph
- Trigraph
- Whisper blending



How we teach phonics

- Daily – 30 mins per session
- Monday – Thursday – four days of new learning
- Friday review and revise lesson
- GPC cards, friezes and grapheme charts
- Repeated consistent language and mantras
- Keep up programme



Parents page – Little Wandle

- <https://www.littlewandle.org.uk/resources/for-parents/>

Phase 2 sounds taught in
Reception Autumn 1



Phase 2 sounds taught in
Reception Autumn 2



Phase 3 sounds taught in
Reception Spring 1



How we teach blending



Alien words



Tricky words



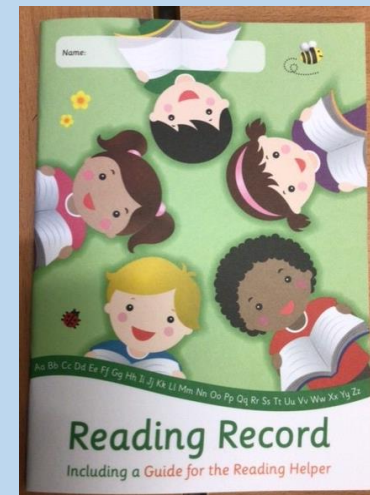
Reading

- Three read model plus a celebration read (at home)
- 1. Decode 2. Prosody 3. Comprehension
- Children are assessed according to their phonic ability – books are matched at 90% accuracy.
- Five adults assigned to a class for three times a week to read for 30 minutes per class.
- Each read - Clear content and structure, revise the graphemes, practise fluently reading three or four words from the book, applying their phonic knowledge, revise the tricky words that appear in the book and teach the meaning of unfamiliar vocabulary.

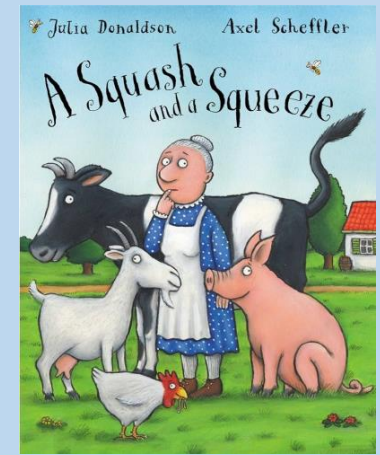


Reading diaries

- Staff will date and write the title of the book for that week. A comment will be made if staff would like to share information about the session that they feel is important for you to know.
- On **Thursday** the Ebook is assigned, please read this as their celebration read and write a comment in their diaries. The book they read should be at least 95% accuracy, please contribute to the diary with positive comments about their reading success.
- Bring the diary everyday.



Sharing book



- In order to encourage your child to become a lifelong reader, it is important that they learn to read for pleasure. The sharing book is a book they have chosen in the school library, for you to enjoy together. They will visit the library initially on a Friday. This day may change according to changing timetables.
- Please remember that you shouldn't expect your child to read this alone. Read it to or with them. Discuss the pictures, enjoy the story, predict what might happen next, use different voices for the characters, explore the facts in a non-fiction book. The main thing is that you have fun!

How to support your child at home.



- Open your child up to new language. You are the child's first and most influential educator!
- Read on a daily basis.
- Allow your child to see you reading. This might be books, magazines, newspapers. We can't expect children to do something they do not see us doing.
- Share things you have read with your child. Perhaps think about your favourite books as a child.

Useful websites and apps



10 FREE LEARNING WEBSITES for kids
Here's a list of some fun, educational, and safe websites for your children to visit and explore!

Switcheroo Zoo www.switcheroozoo.com Watch, listen, and play games to learn all about amazing animals!	Fun Brain www.funbrain.com Play games while practicing math and reading skills!
Nat Geo for Kids www.kids.nationalgeographic.com Learn all about geography and fascinating animals!	PBS Kids www.pbs.org Hang out with your favorite characters all while learning!
Into the Book www.readingecb.org Go "into the book" to play games that practice reading strategies!	Star Fall www.starfall.com Practice your phonics skills with these read-along stories!
Suessville www.seussville.com Read, play games, and hang out with Dr. Seuss and his friends!	Storyline Online www.storylineonline.net Have some of your favorite stories read to you by movie stars!
ABC YA www.abcy.com Practice math and reading skills all while playing fun games!	Highlights Kids www.highlightskids.com Read, play games, and conduct cool science experiments!



New from the White Rose team...
It's 1-Minute Maths!

1-minute MATHS

- Subitising
- Addition
- Subtraction

Our new 1-Minute Maths app helps your pupils to build greater number confidence and fluency. It's all about targeted practice in engaging, one-minute chunks!



Teach your MONSTER TO READ



Little Wonders LETTERS AND SOUNDS REVISED

<https://www.littlewandlelettersandsounds.org.uk/resources/for-parents/>

<https://readingeggs.co.uk/>

<https://www.bbc.co.uk/cbeebies/topics/numeracy>

<https://www.gonoodle.com/blog/gonoodle-games-movement-app-for-kids/>

<https://www.themathsfactor.com/>

<https://www.topmarks.co.uk/maths-games/3-5-years/counting>

How to support at home



<https://www.deanery.bham.sch.uk/files/files/Little%20Wandle%20comes%20to%20Deanery.pdf>

<https://ops.collinsopenpage.com/sso/login?service=https%3A//ebooks.collinsopenpage.com/wr/index.html&eulogin=true>

<https://www.littlewandlelettersandsounds.org.uk/resources/for-parents/>

Communication and Language and Reading Workshops

- Please sign up to a workshop at the end of this session.
- There is space for **one** parent or carer to attend.
- Wednesday 1st October 9:15am – 11:15am
- Thursday 2nd October 9:15am – 11:15am
- Friday 17th October 9:15am – 11:15am



Maths



Maths is a **specific** area in the EYFS curriculum.



Maths – The Early Learning Goals

Number	Numerical Patterns
<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.	<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.

Mastering Number

- Taught sessions of 15 -20 minutes per day.
- Focus on number skills.
- Scheme of work that allows progression through Reception to Year 2.
- Practise skills in Provision.



Mathematical language

Subitise

More/fewer/same/equal/how many altogether

Add/Subtract

Even/odd

Double

Number bonds



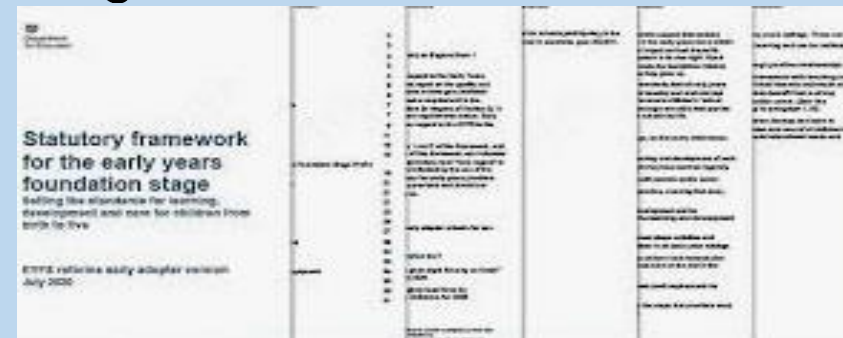
How to support maths at home.



- Encourage your child to play with puzzles, this builds logic and reasoning skills.
- Make maths fun! Playing games to enjoy and learn maths is definitely the best way.
- Numberblocks (Cbeebies).
- A variety of apps and websites can be accessed to support your children in their maths learning. We have listed some of these on our links page further on.
- Around Easter time we will issue children with a login for Numbots.

Assessment

- Reception is the final year of the EYFS and it is at the end of Reception that children are assessed as being emerging or expected across 17 areas of learning.
- We track across the age related bands and make a summative judgement in May/June which we submit to Birmingham (Local Education Authority)



Links between Foundation Stage and Y1

The [Foundation Stage Curriculum](#) feeds into Year 1 by providing a foundation of learning through play and exploration, building children's language, social-emotional, and physical skills, and developing key learning dispositions like concentration and curiosity, which are then gradually transitioned into a more goal-focused, adult-led [Year 1 curriculum](#) under the [National Curriculum](#).

Behaviour

At the Deanery, we use 3 rules:
Ready, Respectful and Safe.

We celebrate the good and encourage our pupils to follow the rules at an appropriate level.

Children learn about what it looks like to be Ready, Respectful and Safe at the beginning of the school year through adult and peer modelling and through talk.



School Policy

Our School Rules are:

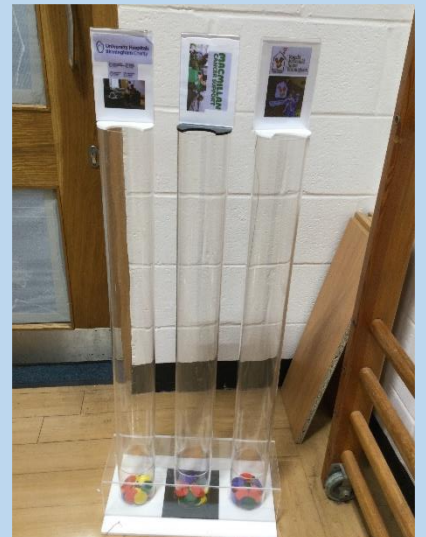
Ready (having equipment organised, appropriate behaviour in class and assemblies)

Respectful (to be polite, to consider others' feelings, to wait their turn, to accept a solution or a consequence, to care for school equipment, to value each other's work)

Safe (walk around school calmly and quietly, work and play co-operatively, tell the truth)

Tokens

Children can receive tokens for behaviour that is 'above and beyond'.
The school supports 3 charities. They can place their token in a box for the charity of their choice.
Later each term, the school will partake in a fundraiser. The funds raised are shared between the charities. This gives the children a sense of equality and choice.



Marble jar

The marble jar is used as a visual record of achievement for the whole class.

Marbles are collected in the jar and when we reach 50 marbles, we celebrate together, for example, by sharing a class dance.



To recognise individual positive achievements, we make phone calls home and send post cards to celebrate behaviour, attitudes to learning and great work. We also reward positive behaviour and work with stickers.

Managing inappropriate behaviour

- At Deanery, we encourage positive behaviour which reflects our values.
 - Our behaviour management approach is based upon building strong relationships between adults and children.
 - Policy
 - 4 tiered intervention:
 1. Verbal reminders
 2. Warning (yellow card)
 3. 2nd verbal warning
 4. Consequence (red card) Communication to parents by email
- Repeated red cards lead to a meeting with Deputy Head or Head Teacher

Parent communication

Seesaw

Logins have been provided.

Important messages and information can also be found on here.

Please ensure you check this regularly.

We will also communicate your child's learning through 'Evidence Me.'

This is a two way process. We also invite you to share photos of things that your has done at home, e.g. riding a bike, a painting, dancing.



Internet Safety at Deanery – What We Do.



- **We teach online safety in lessons** – children learn how to use the internet safely, kindly and responsibly.
- **We support staff and parents** – everyone receives training, guidance and updates on keeping children safe online.
- **We protect pupils with filtering and monitoring** – our systems block harmful sites and check internet use in school.
- **We set clear rules for technology use** – with policies for pupils, staff and parents on devices, email, social media and apps.
- **We act quickly if problems happen online** – with clear reporting systems, support for pupils and help from parents and outside agencies if needed.



Internet Safety at Deanery – What You Can Do.

- **Talk about online safety at home** – discuss how to use the internet kindly and responsibly with your child.
- **Keep yourself informed** – read school guidance, attend workshops and stay up to date with online risks and apps.
- **Use parental controls and supervision** – help protect your child by setting filters, monitoring use and keeping devices in shared spaces.
- **Set family rules for technology** – agree on screen time, social media, and device use and model safe online behaviour yourself.
- **Report and support** – if something worries your child online, report it to school and work with us to keep them safe.



Autumn Events

- Reception Christmas Workshops (in school with parents)
RW Tuesday 9th Sep 9:15am, RMM Weds 10th Dec 9:15am
- Lichfield Garrick Theatre Wednesday 17th December



Other Dates

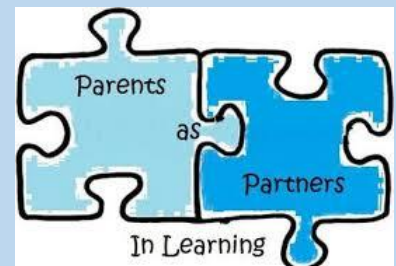
- Flu immunisation (Tuesday 30th September)
- Individual and sibling photographs (Tuesday 7th October)
- Parent consultations (Weds 22nd Oct and Thurs 23rd Oct)
- Break up for half term (School closes – Thursday 23rd October– (Teacher Training Day Friday 24th October- School opens - Mon 3rd Nov)
- Bonfire night themed lunch (Tuesday 4th Nov)
- Christmas parties and break up for Christmas holiday (Thurs 18th Dec- Fri 19th Dec Teacher Training Day)

Special Educational Needs and Disabilities Policy

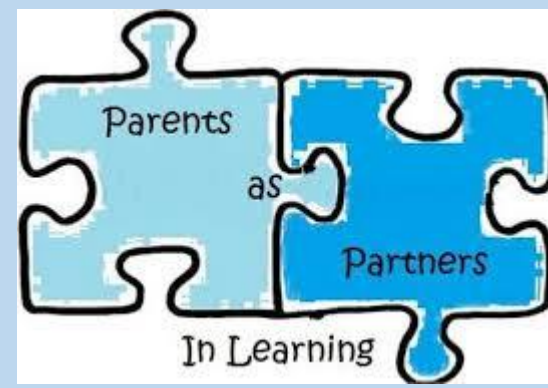
- Deanery C.E. Primary has a named Special Educational Needs and Disabilities Co-ordinator (to be referred to as SENDCo throughout this Policy), Mrs J Griffiths, who has completed the National Award for SENDCo qualification and is part of the Senior Leadership Team.

What are special educational needs?

- A child or young person has SEND if he or she has a learning difficulty or disability which calls for special educational provision to be made for him or her. A learning difficulty or disability is a significantly greater difficulty in learning than the majority of others of the same age. Special educational provision means educational or training provision that is additional to, or different from, that made generally for others of the same age in a mainstream setting in England.



Policy



- In order to help children with SEND, Deanery will adopt a graduated approach to their needs.
- This begins in the classroom but may also see us referring to specialist expertise if we feel that our interventions are not having sufficient impact on the individual.
- The school will record the steps taken to meet the needs of individual children through the use of a One Page Profile and Pupil Provision Map.
- The SENDCo will have responsibility for ensuring that records are kept up to date and available when needed. If we refer a child for a SEND Support Provision Plan or Education, Health and Care Plan (to be referred to as an EHCP throughout this Policy), we will provide the LA with a record of our work with the child to date.

Concerns



- When any concern is initially noticed, it is the responsibility of the class teacher to take steps to address the issue.
- Parents will be consulted and specific strategies put in place and monitored. If insufficient progress is noted within Cognition and Learning after an allocated time, class teachers will use the Language and Literacy Toolkit and/or Maths Framework to assess the child's specific skill level in these subjects.
- This will produce individualised targets, identifying areas for development and the level of intervention required. If the child is found to be significantly below the expected level of their peers, they will be added to the school SEND Register following a meeting with parents.

Partnerships with parents

- Partnership plays a key role in enabling children and young people with SEND to achieve their potential.
- Parents hold key information and have knowledge and experience to contribute to the shared view of a child's needs.
- All parents of children with SEND will be treated as partners and given support to play an active and valued role in their child's education.





Cultural Capital

- If you have a job that you would like to talk to the class about, please come and let us know after the presentation.
- We aim to build on the children's cultural capital and embrace parent/school partnerships.
- We have had parents visit us to talk about being a midwife, a nurse, worker in Buckingham Palace and a dance teacher.
- We celebrate the rich diversity that we have in our community and invite parents from different faiths to come and talk to the children about special celebrations, e.g. Diwali.



Reminders

- Please follow the uniform policy. Jumpers need to have the school logo. (Make sure they have a coat everyday as we live in England and name everything!)
- Letters will be sent home if uniform is incorrect, highlighting what needs to be changed or may be missing.
- If you need to talk to us, after school is best. You can email the school at enquiries@deanery.bham.sch.uk, to give us a message. We will get back to you as soon as we can.
- Stand beside the caterpillar/outdoor classroom side on pick up. Please wave to us and we will send your child to you.
- Children and siblings are not allowed to climb on or use equipment before or after school.



Thank you very much
for your support.