

Meet the Teacher

Welcome to Reception

Class Teacher - Ms Monk

Teaching Assistant - Mrs Mephram

Vision and Values

Vision Statement

Everyone known. Every child nurtured. Every heart inspired.

'Let the little children come to me' Mark 10:14

Values



Many Hearts Make a School

H	Hope
E	Empathy
A	Aspiration
R	Resilience
T	Trust
S	Service

What to expect in Reception?

The Reception class is about much more than shapes, numbers and letters. Although these things are very important, it is also the year that your child becomes 'school-ready'; developing their independence, confidence, resilience and interests. It's an exciting time for the children and it marks the start of their journey at school



Reception is all about play! Your child will take ownership of their own learning through exploring, investigating, watching, listening, talking, discussing, making and communicating. A day in Reception can be VERY busy, so your child may be really tired at the end of the day. Play is children's work and can be very messy at times. Your child will be learning both inside the classroom with paint, play dough, chalk etc., but also outside with mud, leaves and sand so you can expect some mucky clothes at the end of the day!

What will my child be learning about?

- ❖ To ensure that purposeful and engaging learning takes place, activities and topics are carefully planned around the children's interests. The Early Years Curriculum consists of seven areas.
- ❖ Children learn holistically and therefore, most of the time they may be learning all seven areas of learning together in a fairly jumbled way. So, if your child spends most of their time in the sand area there's no need for concern! They may well be covering all kinds of important learning.
- ❖ The children will also have access to Continuous Provision. This is what we call the things that are available for the children to engage with all the time. For example, the construction area, home corner, reading area, creative area, Math's table, phonics table, sand, water, technology etc. These areas are sometimes 'enhanced' following the children's interests for example, exploring a specific theme in the home corner or to consolidate different skills.
- ❖ Throughout the day they will be invited to take part in adult led activities where specific skills are developed.

In Reception, we also encourage children to demonstrate and develop the characteristics of effective learning (CoEL):

- ❖ Playing and Exploring
- ❖ Active Learning
- ❖ Creating and Thinking Critically

In Reception, the children are observed engaging with the different areas. This helps to determine what type of learners the children are and how they learn best.

Phonics

- Our school has chosen Little Wandle Letters and Sounds Revised as our systematic, synthetic phonics (SSP) programme to teach early reading and spelling.
- We usually teach four new sounds a week and have a review lesson on a Friday. You will get a list of the sounds that we are learning to have at home. This will help you with formation and pronunciation.
- We will work our way through the whole Little Wandle Programme until your child can read fluently.
- **Reading practice sessions will be** timetabled three times a week and delivered in small groups.
- We will assess your child every 6 weeks to check progress. Any child that needs extra support has daily keep-up sessions planned for them.

Each term, a grapheme information sheet will be going home so you can support your child at home with letter formation and pronunciation.

If your child comes home with a sticky label with a sound on, please practise this sound at home, help them to write and recognise it.

Phase 2 grapheme information sheet

Autumn 1

Grapheme and mnemonic	Picture card	Pronunciation phrase	Formation phrase
 s	 snake	Show your teeth and let the s hiss out ssssss ssssss	Under the snake's chin, slide down and round its tail.
 a	 astronaut	Open your mouth wide and make the 'a' sound at the back of your mouth a a a	Around the astronaut's helmet, and down into space.
 t	 tiger	Open your lips; put the tip of your tongue behind your teeth and press t t t	From the tiger's nose to its tail, then follow the stripe across the tiger.
 p	 penguin	Bring your lips together and push them open and say p p p	Down the penguin's back, up and round its head.
 i	 iguana	pull your lips back and make the 'i' sound at the back of your mouth i i i	Down the iguana's body, then draw a dot (on the leaf) at the top.
 n	 net	Open your lips a bit, put your tongue behind your teeth and make the nnnnn sound nnnnn	Down the stick, up and over the net.

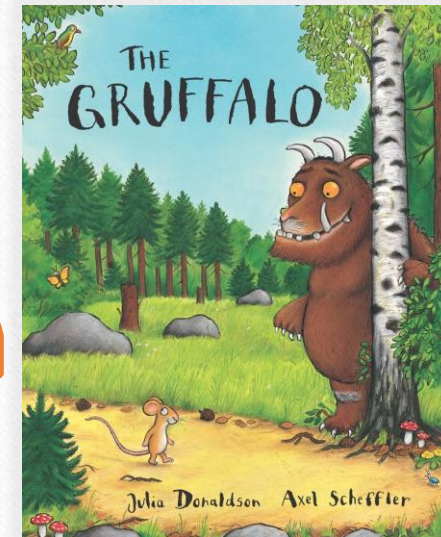
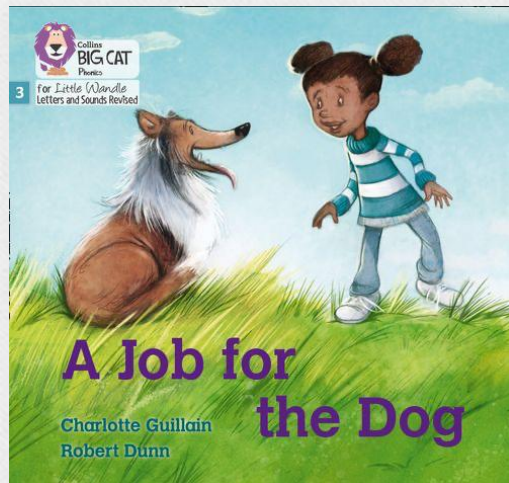
Phase 2 grapheme information sheet

Autumn 2

Grapheme and mnemonic	Picture card	Pronunciation phrase	Formation phrase
 j	 jellyfish	Pucker your lips and show your teeth use your tongue as you say j j j	All the way down the jellyfish. Dot on its head.
 v	 volcano	Put your teeth against your bottom lip and make a buzzing vvvv vvvv	Down to the bottom of the volcano, and back up to the top.
 w	 wave	Pucker your lips and keep them small as you say w w w	From the top of the wave to the bottom, up the wave, down the wave, then up again.
 x	 box	Mouth open then push the cs/x sound through as you close your mouth cs cs cs (x x x)	Start at the top, then across to the bottom of the box. Start at the top, then across to the bottom of the box.
	 yo-yo	Smile, tongue to the top of your mouth, say n without	Down and round the yo-yo, then follow the string sound

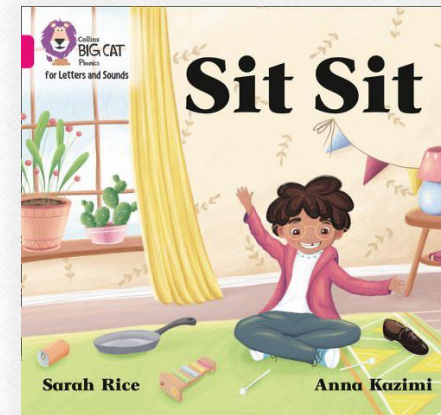
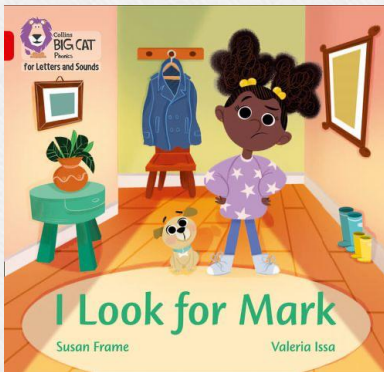
Reading in School

- Reading is an essential building block to all your child's learning.
- As well as the 'learning to read' book that your child will bring home they will also bring home a book for sharing with you. This book is SO important. This is how we are going to give them the WILL to read. Please read with your child as often as you can - at least once a day if possible.



Listening to your child read

- Your child should be able to read their book without your help.
- If they can't read a word read it to them.
- Talk about the book and celebrate their success.



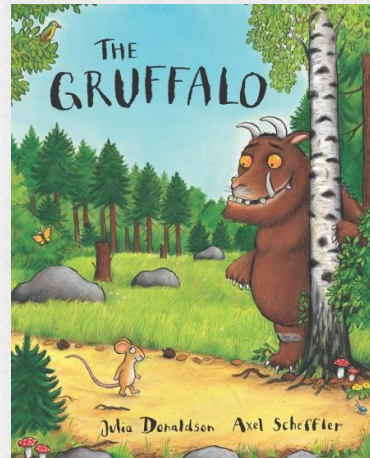
Listening to your child read

The shared book is for **YOU** to read:

Make the story sound as exciting as you can by changing your voice.

Talk with your child as much as you can:

- Introduce new and exciting language
- Encourage your child to use new vocabulary
- Make up sentences together
- Find different words to use
- Describe things you see.



Year Rec- Overview 2025/6

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Personal, Social and Emotional Development ELG	Early Learning Goal-By the end of Reception* Self-Regulation: • Show an understanding of their own feelings and those of <u>others</u> , 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.					
Topic	Knowing me, Knowing you (7 weeks) - Starting school - Friendships	Sparkle and Shine (7 weeks) Festivals and celebrations	Once upon a time ... (6 weeks) Traditional tales	Amazing Animals (5 weeks) - farm animals - Habitats - Woodlands - Rainforest - Polar animals	Our Amazing World (6 weeks) - Countries from around the world - Stories from other cultures. - The beach - Local environment - Talk about own environment and contrasting locality - Landscapes	Off on a Journey (7 1/2 weeks) - Space - Moving into Year 1 - Sports day - trip TBC
Science based discussions and activities	Autumn	- Winter - Hot and cold	- Bears - Cooking	- Spring - Growing plants - Healthy eating - Float and sink - Growing	The beach	- Summer - Space
Understanding of the world ELG	Early Learning Goal-By the end of Reception* Past and Present: 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: • 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					

Curriculum Overview

Writing/Maths

- Children will begin to write various pieces of fiction and non-fiction throughout the year. All writing will be inspired by a high-quality text, curriculum links and inspirational topics.
- Spellings - Children will learn to spell using their phonics and may start to learn to spell some common exception words.
- Grammar - This is taught within the literacy lesson and applied within writing tasks.
- Maths - is taught through White Rose and will begin by ensuring children are confident with the skills from the previous year. We use lots of resources to help with our learning.

Music



The children will enjoy a Music session each week with Mrs Goode, exploring different topics and having fun with the instruments. They will of course later this term learn the songs for their Nativity production. They will also learn songs to sing in our Church services.

Break Times and Lunch

Healthy Eating

In Ks1 and EYFS, free fruit is provided for children daily to have at break time. There is no need for families to provide the children with fruit from home.

In Ks2, children should bring in their own fruit snack for break time.

Milk

Children can have free milk up until just before their 5th birthday but then it will need to be paid for. Please speak to your child if they would like to have milk at snack time.

Water

Please ensure your child brings in a named water bottle for use in the classroom (this should be a flip top lid) . Please do not add any squash or juice.

There are water fountains in the playground for children to use.

Playground

The Reception children will use the school playground after they have finished their lunch each day.

Attendance

Regular attendance and punctuality are vital for good progress and we expect all children's attendance to be 96%.

Attendance is shown as a percentage figure and we have detailed research below that shows how attendance, even at this early stage of education, affects outcomes for children at GCSE. We hope the tables below illustrate for you the importance of good attendance; this includes avoiding taking holidays during term time.

If your child had less than 96% attendance, we would urge you to ensure their attendance improves this year. Did you know that your child is likely to achieve good grades at GCSE with good attendance. Chart not up to date but it gives you a good idea.

At High Wych, each class has an attendance mark and a cup is awarded for the class with the highest attendance.

The class that has won the cup the most at the end of term has an additional reward - such as extra playtime. The overall class for the Year will also choose a treat for the class.

How Attendance affects GCSE Achievement	
% attendance	Percentage achieving 5 A*-C GCSEs
100 – 93.5%	74.3%
93.4 – 92.5%	60.4%
92.4 – 91.5%	53.1%
91.4 – 90%	44.6%
89.9 – 88%	34.7%
Less than 88%	26.7%

How can you support your child?

Ensure your child has the best possible attendance at school and is at school on time.

Support your child with any homework tasks and hear your child read daily.

Ensure your child has the correct uniform and PE kit in school. School shoes should be all black and they should have a change of footwear for PE. You can purchase PE hoodies and track suit bottoms from Fosters otherwise just plain navy or black. Please label all clothing.

Encourage them to be as independent as possible, every little thing they can learn to do themselves really helps us.

Talk to your child about what they have learnt at school and what books they are reading.

Make sure your child has a good sleep each night and a healthy breakfast every morning.

Homework

Each half term we will set the children a task to complete at home. Please encourage the children to take an active part in the activity and produce some evidence of their participation. This maybe a photo, piece of artwork or something they can bring in to discuss. We place a record of these pieces in their learning journey.

There is also the list of '50 things to do before you are 5'. Some we will try and complete in school but others we will need to support us with.



Other questions answered

No earring/earrings are to be worn for PE. No other jewellery is to be worn. Children do not need to wear a watch until they can tell the time.

They have PE twice a week on Tuesdays and Fridays.

Your child should not bring any toys or cards into school.

School bags should be a book bag - no large rucks sacks (there is limited room). Limit bags to one keyring please. No pencil cases.

Please label everything!

What is Tapestry?



- ▶ Tapestry is an online learning journal system
- ▶ There is an app and browser version available
- ▶ We can use it to record children's learning and development.
- ▶ We can set you up as parents with your own secure logins so you can view, comment on and add your own observations to their child's journal
- ▶ When your child leaves, we can export a PDF copy of your child's journal and a ZIP file including photos and videos for you.
- ▶ If they move to another setting also using Tapestry, their journal can be transferred across as well as your account.

Why are we using Tapestry?



- We can upload media, meaning you can see pictures and videos of what your child is up to whilst they are with us.
- There are greater opportunities to extend your child's learning at home - you can add your own observations to share with us whenever you like.
- Unlike a physical, hard copy book, it's easy to share with groups of relatives, such as extended families, separated parents and relatives living overseas.

How is the data kept safe?

- ▶ A password is required to access Tapestry, remember the stronger the password you set, the more secure your account is
- ▶ You are linked manually to your child/children so you can only view observations for them

We don't need to store any of the data entered onto Tapestry, they store it for us on secure cloud servers within the EU

- ▶ Data is stored separately for each school
- ▶ Tapestry's developers and support personnel require our permission to access our Tapestry account
- ▶ For more information about Tapestry security, you can go on their website <https://tapestry.info/security.html>



Logging in

- To login to Tapestry we will need to have an email address for you
- Once you activate your account you can then login using your email and password.
- You can reset your password by email if you forget it.
- Passwords are case sensitive.
- Remember to set a strong password.
- You can read this article for some guidance on how to set a strong and memorable password:
<https://eyfs.info/forums/topic/47249-password-setting-advice/>

A screenshot of the Tapestry Online Learning Journal login page. It features the Tapestry logo at the top left, followed by the text "TAPESTRY ONLINE LEARNING JOURNAL". Below this are two input fields: "Email address" and "Password". A blue "Log in" button is positioned below the password field. At the bottom, there is a link that says "Having trouble logging in?".

TAPESTRY
ONLINE LEARNING JOURNAL

Email address

Password

Log in

[Having trouble logging in?](#)

Observations

- When you login to your account you will be able to see any observations for your child that have been added to their journal.
- You will be able to see any photos/videos/audio files/documents attached to the observation, though if it's a group one, this will depend on whether all of you giving your consent for other relatives to see photos/videos including your child.
- Underneath the media you will see notes about the observation.
- You will also be able to add comments and like the observation. You can also add your own observations.

Page number



Listening to a story

Authored by Emily Tapestry added 17 Apr 2017 11:47 AM

Like

Export



Tapestry Nursery has given you permission to download these photos and videos

Notes

This morning, after we had all tidied up, we sat on the number carpet where one of our teachers read a story about a little girl who is searching for a star. (Laura's Star). We all listened really well and discussed various aspects of the story. We each made our own predictions of what might happen next and how we think the story might end

Comments

Add a comment

Add Reply

Notifications



- If you would like to receive notifications it's possible to receive email notifications immediately, daily or weekly
- There are different notifications for things like new observations and observation comments
- On the app (only on the new version) you can also receive push notifications



Tapestry Notification

Hello Natalie Kelly, you have a new notification from Tapestry Nursery

Emily Tapestry added observation [Poppy's favourite book](#). 29 Oct 2019 04:49 PM

If you'd like to change how you receive your Tapestry notifications, please login to Tapestry using a web browser and change your notifications preferences.

Please do not reply to this email

If you are having any issues with your account you should contact **Tapestry Nursery**

Email: emily@tapestry.com

[Click here to unsubscribe](#)

 Tapestry • now ▾

Tapestry Nursery

Emily Boddington added observation Poppy and her favou..

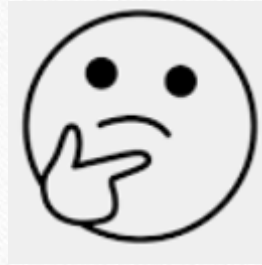
When will we get started?

- We will send an email with a link to the Tapestry account, we have created the accounts, you will receive a link to set a password for yourself, remember to check your spam/junk folders for this. Please note that it's not possible for parents to both be set up using the same email address.
- We will aim to produce at least one observation a week per child however there will probably be more especially with the whole class observations for special events.
- We will publish the observations once a week, on a Friday, rather than as they are completed, so keep a look out over the weekends.

Some points to remember!

- We are only human! Some mistakes will be made along the way! Please help us to make this a great resource.
- Please do not use it as a way of documenting your child's time away from us, just the WOW moments are good to keep a record of.
- Social Media: Please be aware of sharing images, please think of others
- Any further questions, please make an appointment via the office, or send in an email.

Any other questions?



Thank you for your support