

# Welcome to our Reception Information Evening!



# Agenda

- ▶ The Reception Team
- ▶ What do we need for school?
- ▶ Learning in the Early Years
- ▶ Phonics and Reading
- ▶ Writing
- ▶ Maths
- ▶ First Aid
- ▶ Behaviour Policy
- ▶ Tapestry
- ▶ People Who Help Us plea!!

# The Reception Teaching Team

**Mrs Watson**  
DD class Teacher  
EYFS leader



**Miss Todd**  
SS class Teacher



**Mrs Sutcliffe**  
HH class teachers



**Mrs Casson**



**Mrs Jordan**  
PPA Cover HH



**Miss Flint**  
PPA Teacher DD/SENCo



# Educational Teaching Assistants



**Mrs Marten**



**Mrs Bottom**



**Miss Grocott**



**Miss Ryan**



**Miss Watson**



**Mrs Ogden**



**Mrs Pearson**

These grown ups also assist in the hall at lunch time and outside, so the children always have a familiar face.

All ETAs are first aid trained.

# What do we need for school?



Please clearly **name** all items of clothing, shoes and water bottles.

*White top  
Black shorts  
PE pumps*

Please do not bring any toys or snack from home into school

# Uniform



White polo shirts  
White blouses or shirts  
Long or short sleeves



Red v-neck or round neck jumpers or cardigans.  
Knitted or jersey.  
With or without logo



Grey trousers, shorts, skirts or pinafores.  
Gingham dresses, skirts or shorts in summer term only.



Fleeces are for outside only.



Hoodies are not permitted unless for P.E.



Leggings may be worn under skirts or dresses only.

# Uniform



Acceptable shoes and boots. Patent or leather are both acceptable.



Plain grey, white or black ankle or knee socks are acceptable. Grey, black or red plain tights are acceptable.



Any patterned socks or tights are not acceptable.



Any shoes with sports logos are not permitted or any 'trainer' style/mesh style footwear.

Glitter, patterned or embellished boots are not acceptable.



Open-toed sandals are not allowed due to safety.



# Learning in Reception



## Areas of Learning and Development

### Prime Areas

Personal, Social and Emotional Development	Physical Development	Communication and Language
<ul style="list-style-type: none"><li>• Self- Regulation</li><li>• Managing Self</li><li>• Building Relationships</li></ul>	<ul style="list-style-type: none"><li>• Gross Motor Skills</li><li>• Fine Motor Skills</li></ul>	<ul style="list-style-type: none"><li>• Listening, Attention and Understanding</li><li>• Speaking</li></ul>

### Specific Areas

Literacy	Mathematics	Understanding the World	Expressive Arts and Design
<ul style="list-style-type: none"><li>• Comprehension</li><li>• Word Reading</li><li>• Writing</li></ul>	<ul style="list-style-type: none"><li>• Number</li><li>• Numerical Patterns</li></ul>	<ul style="list-style-type: none"><li>• Past and Present</li><li>• People, Culture and Communities</li><li>• The Natural World</li></ul>	<ul style="list-style-type: none"><li>• Creating with Materials</li><li>• Being Imaginative and Expressive</li></ul>

# Daily timetable

- ▶ 8.45am early bird and register
- ▶ 9am Phonics
- ▶ 10am Busy time (indoors and outdoors)
- ▶ 11am Maths
- ▶ 11.30am Wash hands
- ▶ 11.45am Lunch
  
- ▶ 12.45pm Literacy
- ▶ 1.30pm Busy time (indoors and outdoors)
- ▶ 2.30pm Topic
- ▶ 3pm Story
- ▶ 3.20pm Home time

# Phonics and Reading in Reception

- Phonics is taught daily for 20 minutes.
- As a school, we follow Floppy's Phonics
- Phonics sessions are taught in classes with differentiated activities according to each individual child's ability



Select the audio buttons to listen to the words. Select the letters to watch how they are formed. Select Chip, Floppy and the word list and complete the activities. Level 2: Book 7

**J j**  
jug  
jet  
jam  
jacket  
just

k -ck e u r h b f ff l -ll -le -ss j

# Phonemes

- ▶ Phonemes are individual letter sounds  
s a t p i n m d g o
- ▶ We teach the sound the letter makes in a word, not primarily the letter name as this can cause confusion if both are taught at the same time
- ▶ A song and action is taught for each letter sound



# Digraphs, Trigraphs and Split Digraphs



rain    boat    blue    moon    fork    farm

night    beard    hair    pure

make    time    Eve    home    tune

# The Alphabetic Code

Sound and key picture	Graphemes and key words	Sound and key picture	Graphemes and key words
/s/	s, ss, ce, ci, cj, -ce, -se, -sc, -st	/r/	r, rr, wr, rh
/a/	a	/h/	h
/t/	t, tt, -ed	/b/	b, bb
/p/	p, pp	/f/	f, ff, ph, gh
/i/	i, y	/l/	l, ll
/n/	n, nn, kn, gn	/u/	le, el, il, al
/m/	m, mm, mb, mn	/j/	j, -dge, -ge, ge, gi, gi
/d/	d, dd, -ed	/v/	v, -ve
/g/	g, gg, gu, gh, -gue	/w/	w, wh, -u
/o/	o, wa, qua, ait	/ks/	x, -cks, -ks
/k/	c, k, -ck, ch, qu, que	/gz/	-x
/e/	e, ea	/y/	y
/u/	u, -er, o, -our, -ou, ough, -re	/z/	z, -zz, -s, -se, -ze

There are so many ways we can write each letter sound!

A **phoneme** is the sound the letters make when we speak.

A **grapheme** is how it is written or spelt.

# Helpful Words

*“We cannot sound them out, we have to learn them off by heart.”*



# Early Reading Skills

- ▶ Children in Reception are taught to recognise individual letter sounds.
- ▶ They are also taught to identify the initial sounds in words.
- ▶ You can help at home by looking for letters in the environment.
- ▶ Please also encourage your children to identify the initial sounds in the objects you see around you.



# Blending for reading

- ▶ Once your child recognises many letter sounds and can identify the initial, middle and final sounds in words, they will begin learning to read.
- ▶ We teach children to use their finger to point to each sound and repeat this until they can hear and say the word. This is called blending.
- ▶ We refer to the dots and dashes as 'sound buttons'
- ▶ We begin teaching CVC words (consonant, vowel, consonant) e.g sit, pop, mat etc.

on  
· ·

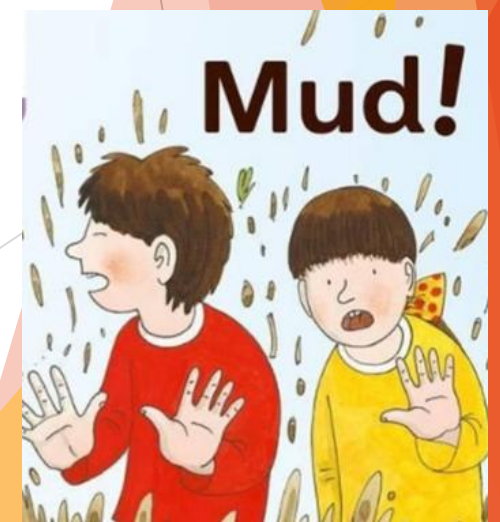
can  
· · ·

fish  
· · —

# Reading Homework



- ▶ Share stories daily
- ▶ Look at signs and letters around the environment
- ▶ Listening for initial sounds and sounding out games e.g. (“can you turn off the t-a-p?”)
- ▶ Reading challenges
- ▶ Reading book
- ▶ Children are read with once weekly in school and books will be changed once a week.
- ▶ Please write a comment in your child’s reading record when you have read with them at home.



# 50 recommended reads



# Writing in Reception

All About Me  
People Who Help Us



Light and Dark



Under the Sea



Traditional Tales



Bugs, beans and tall dreams



The World around Us



Lists  
Labels  
Captions  
Recount  
Description  
Letters  
Story telling



# Pre-Writing Skills

*Use core muscle strength to achieve good posture when sitting at a table.*

*Develop small motor skills so that they can use a range of tools competently, safely and confidently e.g. pencils, scissors, knives, forks and spoons.*



Use a comfortable grip with good control when holding pens and pencils

Form lower case and capital letters correctly.

Spell words by identifying and writing the sounds.

Write short sentences with known sound-letter correspondences using a capital letter and full stop.

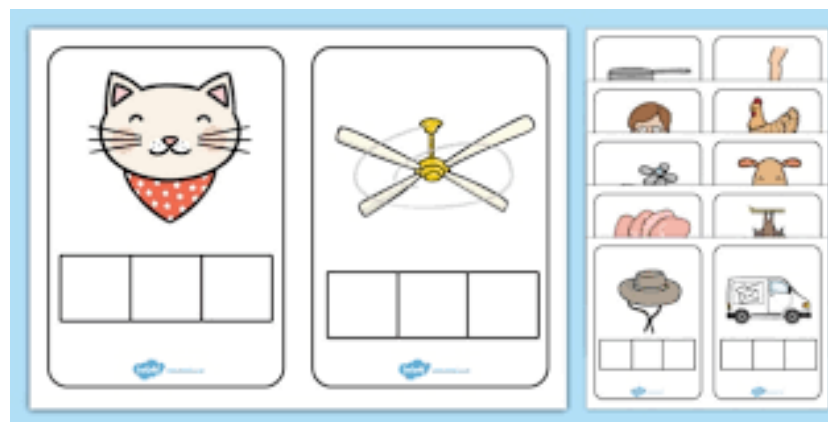
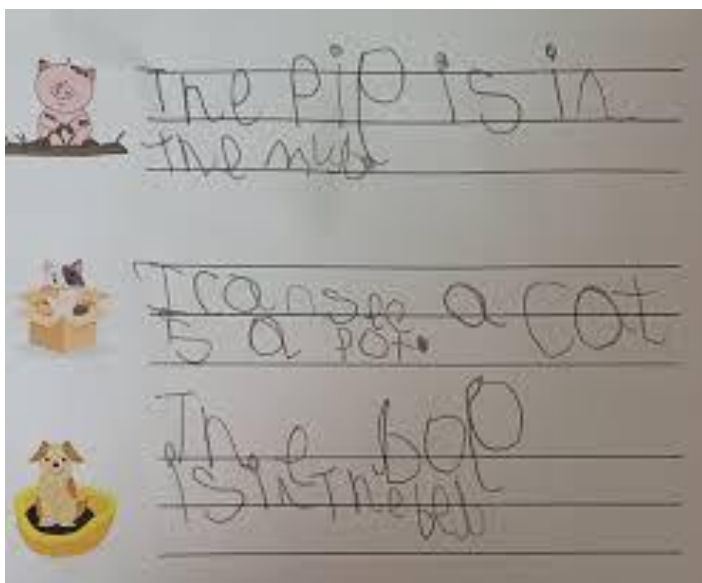


Aisha

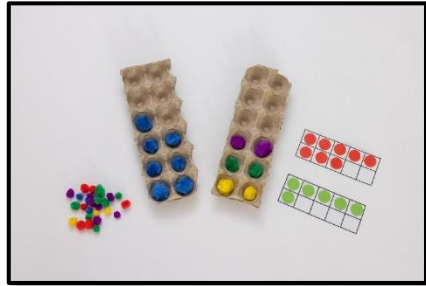
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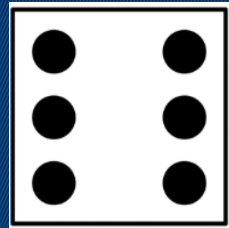
# Maths in Reception



# Subitising

Subitising is “instantly seeing how many”, taken from a Latin word meaning suddenly.

Clements (1999)



# Counting

“Counting is a precise, step-by-step procedure governed by rules...children have to coordinate all of these rules at the same time into one set of actions.”

Erikson  
(2024)

1.

One-to-one  
principle

2.

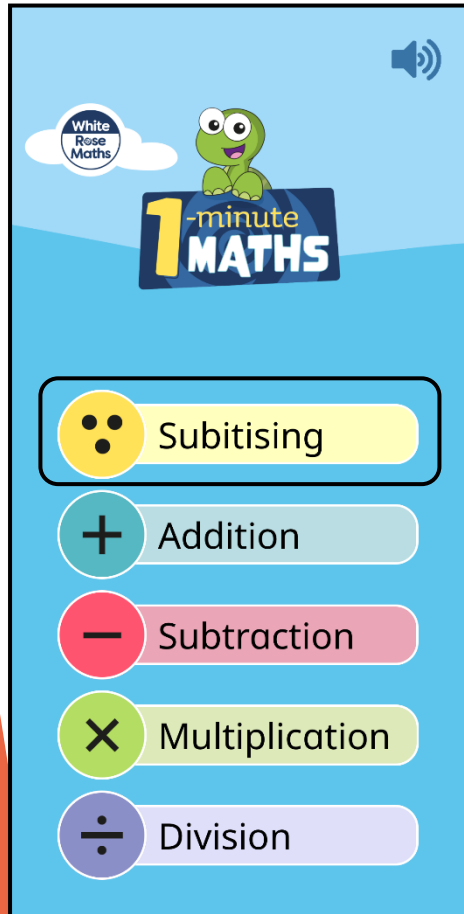
Stable  
order  
principle

3.

Cardinal  
principle

Gelman & Gallistel  
(1978)

# White Rose



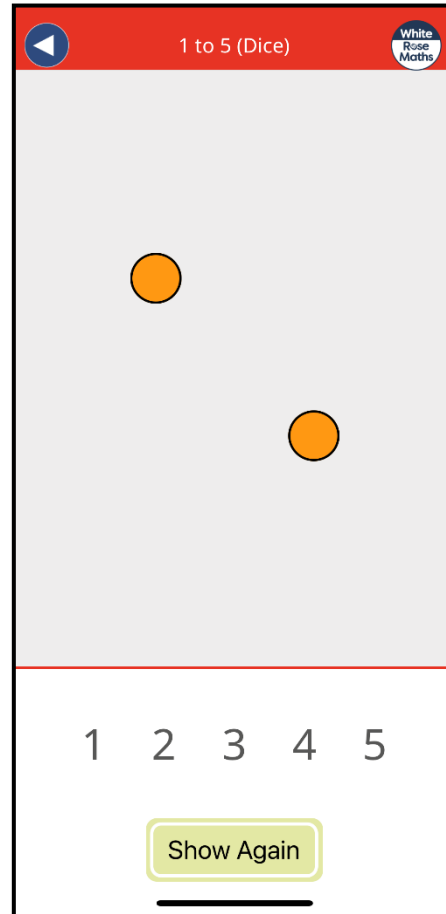
White Rose Maths logo and a green turtle character. The text "1-minute MATHS" is displayed. A speaker icon is in the top right. A menu of math topics is shown in rounded rectangular buttons:

- Subitising
- Addition
- Subtraction
- Multiplication
- Division

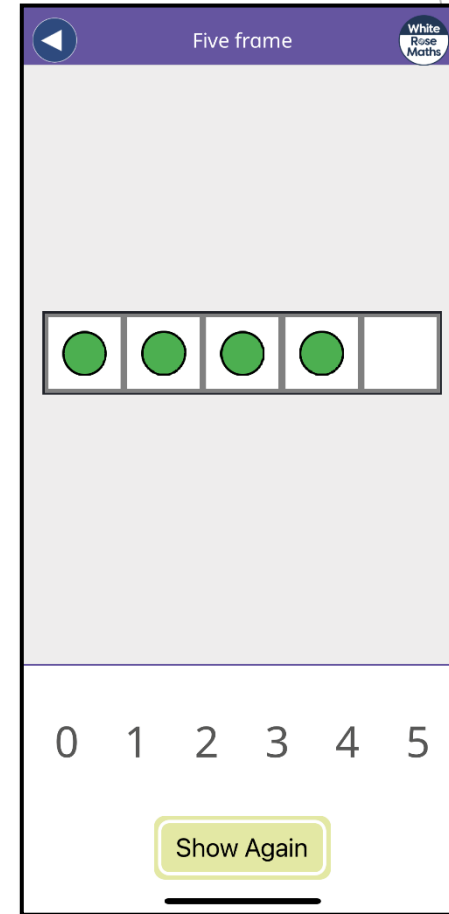


White Rose Maths logo and a green turtle character. The title "Subitising" is at the top. A list of 8 options is shown in rounded rectangular buttons:

- 1 to 5 (Dice)
- 1 to 5 (Common)
- 1 to 5 (Random)
- 1 to 5 (Two colours)
- Five frame
- 1 to 5 (Objects)
- Ten frame
- 5 to 9 (Common)



White Rose Maths logo. The title "1 to 5 (Dice)" is at the top. The screen shows two orange dots representing dice pips. At the bottom, there is a row of numbers 1 to 5 and a "Show Again" button.



White Rose Maths logo. The title "Five frame" is at the top. The screen shows a five frame with four green dots in the first four cells. At the bottom, there is a row of numbers 0 to 5 and a "Show Again" button.



# First Aid

<b>Bumped Head</b>	No mark or bump seen	Mark or Bump seen			
	Teacher advised and child returned to class	Indicate where on head injury was seen	Forehead		
			Top		
			Back		
			Side	L	R
			Other		
<b>Minor Accident</b>	<b>Details of Accident / Injury</b>		<b>Location of Accident</b>		
			Playground		
			Forest		
			Classroom / Shared Area		
			Dining Hall		
			Other (please state)		

I have bumped my head today

# Behaviour Policy



**Moorlands Primary School**  
High Expectations, High Achievements, Challenge and Enjoyment for All

## Golden Rules

### READY

We always follow instructions from a known adult in school.

### RESPECTFUL

We always speak kindly and respectfully to each other.

### SAFE

We always keep ourselves safe and we never hurt others.

 **Behaving the Moorlands Way**

Awarded to \_\_\_\_\_ for showing  
**'How we do it the Moorlands Way!'**

Please choose a day of the week for you and a friend to go to the front of the queue at lunchtime.  
You may come in non-uniform on Friday.

Signed: \_\_\_\_\_ Date: \_\_\_\_\_

 **Learner of the Week**

Awarded to \_\_\_\_\_ for  
**working hard, going above and beyond with your learning and making great progress!**

Please choose a day of the week for you and a friend to go to the front of the queue at lunchtime.  
You may come in non-uniform on Friday.

Signed: \_\_\_\_\_ Date: \_\_\_\_\_

 **Congratulations** \_\_\_\_\_

You are a **Moorlands Marvel**

Awarded for being **absolutely amazing!**

You are invited for a hot chocolate with Mrs Denney & Mrs Freeman.

Signed: \_\_\_\_\_ Date: \_\_\_\_\_



### Sanction steps



A **reminder** of the golden rules to be Ready, Respectful and Safe.

A **verbal warning**, making them aware of the inappropriate behaviour and reminding them of the sanctions.

A **verbal caution** reminding them of positive behaviour expectations and highlighting time out as a next step.

A 3 minute **time out** to reflect on behaviour, filling in a behaviour log with an adult. Parents will be informed.

# Tapestry

Please check your emails for a link to create your account.

Please note that while you may occasionally see group photos that include other children alongside your own, **Tapestry is a closed and secure system**. Only authorised users (parents and staff) with login credentials created by the school can access it. No content is publicly available, and all accounts are strictly controlled by our team.

If you have any concerns about your child appearing in group photos or being visible in another child's account, please don't hesitate to speak directly with your child's class teacher.

Observations will be uploaded throughout the half term. Please note that there may be fewer observation than you have received from nursery settings.

Please feel free to add your own observations from home, we would love to see them!



# People Who Help Us

## Monday 6<sup>th</sup> October 9.15am – 10.30am

Can you help us?

We are looking for...



# Thank you

- ▶ Thank you to everyone for taking the time to attend this afternoon.
- ▶ As always if there is anything we can do to help / support please get in touch.

Mrs Watson – [dd@moorlandsprimary.org.uk](mailto:dd@moorlandsprimary.org.uk)

Miss Todd – [ss@moorlandsprimary.org.uk](mailto:ss@moorlandsprimary.org.uk)

Mrs Casson and Mrs Sutcliffe – [hh@moorlandsprimary.org.uk](mailto:hh@moorlandsprimary.org.uk)