



# **Reception Curriculum Evening**

**Thursday 19th September 2024**

# Introduction to staff



Ladybirds: **Teacher** - Miss Lawford  
**Teaching Assistant** – Mrs Barr



Butterflies: **Teachers** - Mrs Inwood (Monday and Tuesday) Miss Rolfe (Wednesday - Friday)  
**Teaching Assistants** - Mrs Chilver and Mrs Cullen



Bumblebees: **Teachers** - Mrs Mansell (Monday and Tuesday) and Miss Saunders (Wednesday - Friday)  
**Teaching Assistants** - Mrs Coffey and Mrs Russell

# General Admin



## Morning routines

- Please send the children in with their bookbags and water bottles daily.
- They will need to come into school wearing their PE kits on Friday.
- Thursday is a yoga day.
- Ensure ALL belongings are named and show the children where the labels are.
- Class choosing books need to be returned everyday if they would like a new one.
- Please be patient with us at pick up whilst we learn new faces!
- Let us know if someone different will be collecting, you can pop this in the collection book or phone the office.



# Communication



- We are always here to work closely with you to support your child and we have several ways we do this.
- A quick message at the door
- Arranging a meeting via the office
- Half termly parent planners
- Parents evenings
- End of year report

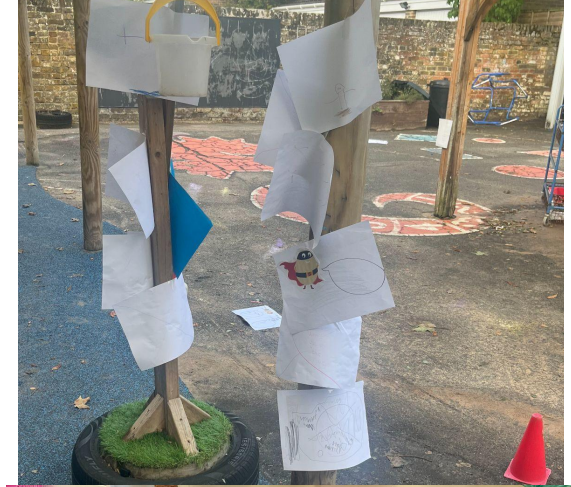


ClassDojo

# Early Years Foundation Stage Curriculum



- “Just playing!”
- The Early Years curriculum (also called ‘framework’) is made up of seven areas - three ‘prime areas’ and four ‘specific areas’
- Prime areas: Communication and language, physical development and personal, social and emotional development
- Specific areas: Literacy, maths, understanding the world and expressive arts and design
- These areas are then broken down into even more specific areas *e.g. gross motor skills, self-regulation, comprehension, building relationships*





# Development throughout Reception



Children develop quickly in the early years and a child's experiences between birth and age five have a major impact on their future life chances. A secure, safe and happy childhood is important in its own right.

The 17 'Early Learning Goals' (ELG) for each area is what a child needs to have achieved by the end of their reception year in order to be considered at the expected age-related level of development. However, all children develop at different rates.



# Oatlands Curriculum



The EYFS framework identifies the essential role of play in your child's development. It is through both child-led play and play guided by an adult that your child will develop confidence and relationships with others.



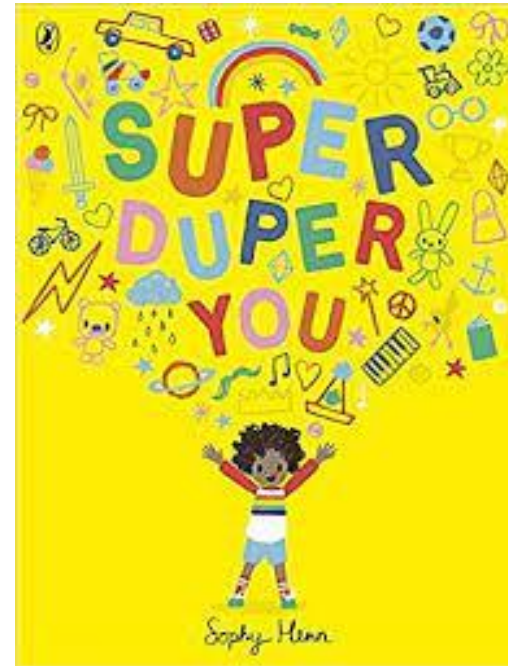
Through play, your child's teacher and teaching assistant will help your child to extend their vocabulary and develop their communication skills.



# Oatlands topics



- Autumn 1 - Marvellous Me
- Autumn 2 - Celebrations
- Spring 1 - Once upon a time
- Spring 2 - Out of this world
- Summer 1 - Growing and new life
- Summer 2 - Animals and their habitats





# Supporting your child at home – Self-Care



## Preparing your child for their time in Reception:

Key self-care skills:

- Independent toileting
- Dressing and undressing (particularly jumpers, shoes, socks and coats)
- Basic cutlery skills
- Name recognition



*Allow your child the time and space to have a go on their own. Try to avoid intervening whenever possible!*

Some ideas for making it fun...

- Fancy dress/dressing dolls and teddies/letting them do up your buttons and zips
- Shoe stickers
- Fine motor activities such as Lego and playdough will improve dexterity (playdough is also great for practising cutlery skills)
- Labelling everything/magnetic letters/name posters/place settings/spotting games



# Supporting your child at home – Social Skills



## Preparing your child for their time in Reception:

Important social skills:

- Speaking to new people
- Sharing and turn-taking
- Listening to others
- Asking for help



## How can you help at home?

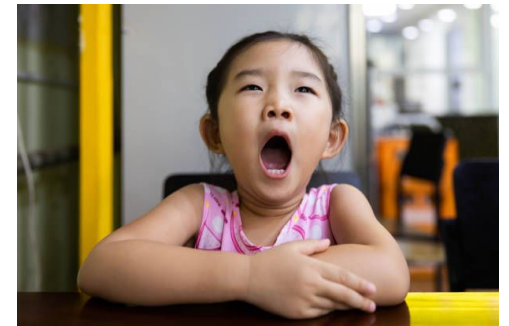
- Talk about your child's classmates and teachers at home. Give them ideas of things they could say to their new friends. They could practise these greetings with dolls or toys.
- Play games with your child that involve sharing and turn-taking – verbalise the process.
- Encourage listening and turn-taking when speaking at home e.g. during family meals.
- If your child gestures for help, encourage them to use their words. Model ways in which they can ask for help.
- Exposure and experience – playdates are a great way to develop the above skills and make new friends!

# Talking to your child about school



## What to expect:

- They will be very tired for the next few weeks!
- It is normal for your child to not want to talk much about their time at school.



## Top Tips:

- Wherever possible, allow for lots of downtime after school.
- Rather than asking lots of questions about their day, try telling your child about your day first.
- Make observations about things you have seen in the classroom/outdoor area.
- Demonstrate a positive attitude towards school, play and learning.
- Talk to us if you have any concerns. Our doors are always open!





# What is phonics?



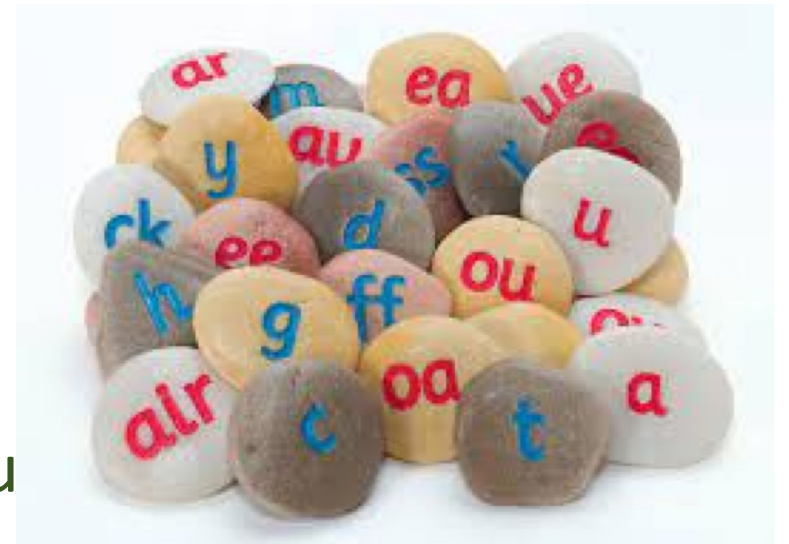
- Teaching children to decode what they read on a page.
- Learning the sounds (phonemes) that make up the English language.
- Learning to use these sounds to read and spell words.
- Understanding that there are different ways to represent these sounds using letters (graphemes).



# Why phonics?



- Research studies show it is the most effective way of teaching reading for the majority children.
- All children need an understanding of phonics to be able to read and spell effectively.
- However, understanding phonics doesn't make you a good reader, just a good decoder.



# How do we teach phonics?




























- Three years ago we introduced a new programme called Little Wandle Letters and Sounds.
- Focus on ensuring every child learns to read through early identification, intensive support, regular practice and consistent practice.
- Children introduced in Reception to 40 sounds over the year at a rate of 4 per week.
- Daily lessons of 10mins, increasing over the year.
- Children taught to blend and segment these sounds as well as being introduced to tricky words which do not follow all the rules.






















# What do we teach?



 s ss	 t tt	 p pp	 n nn	 m mm	 d dd	 g gg	 c k ck cc	 r rr
 h	 b bb	 f ff	 l ll	 j	 v vv	 w	 x	 y
 z zz s	 qu	 ch	 sh	 th	 ng	 nk		

 a	 e	 i	 o	 u
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 ai	 ee	 igh	 oa	 oo	 oo	 ar
 or	 ur	 er	 ow	 oi	 ear	 air

# How do we read with your child?



- We assess your child regularly as part of the programme to check their blending and recognition of sounds.
- Once your child can recognise enough sounds and blend them to read simple words we will start reading books with your child.
- Your child should be able to sound out every word in the book. We are aiming for them to be 90% fluent.
- In school your child will read 2 times per week, focusing on decoding the words, developing expression and understanding the text.
- Your child will bring home this reading book and another from the class library to share each week.

# What can parents do to help?



- Practice recognition of the graphemes as they are introduced using the Sound Books.
- Support your children in blending by playing games.
- Be here on the **14th November** for the Reception Literacy Evening.
- Read with your child as they start to bring books home.
- Visit <https://www.littlewandlelettersandsounds.org.uk/resources/for-parents/> to find out more about the phonics programme.