

RECEPTION CLASS

Parent Workshop

GENERAL CLASS INFORMATION

- EYFS Team

Quick reminders

- Please look at the lunch menu before children arrive at school
- Support your child in learning our school prayers, say at home
- Wellies & Waterpoofs for mud area and playground is really important
- Label all belongings and personalise as much possible, key chains on bookbags, stickers on water bottles, buttons or names written on plimsolls & shoes
- Children need a hooded coat in school each day – can leave a waterproof

ROUTINES

Basic class routine is the same each day, with the exception of PE and assemblies. The times of each activity/part of the day may vary and certainly will change as the year progresses.

ROUTINES

Self registration – lunch choice

Fiddly fingers – fine motor skills

Welcome to school – registration and counting how many children are here, how many boys/girls, calendar, morning prayer, go through visual timetable.

Adult led Activity – 10-20 minutes

Child Initiated learning – 1 hour minimum

Snack and break time

Phonics – 20 minutes

Adult led activity – 10-20 minutes

- Lunch at 12
- Adult led Activity – 10-20 minutes
- Child Initiated learning – 1 hour
- Show and tell & Story
- Hometime

TIMETABLE

- Assemblies on a Monday and Friday with whole school
- Thursday is a key stage assembly or hymn practice
- Thursday is PE Lesson
- Library on a Wednesday

INDEPENDENCE

Children to hang up coats and change shoes independently. This is what they do during the school day!

Allow children to put book bags (blue, yellow and red boxes) and water bottles away. Green tray for boys, orange for girls.

Encouraging children to dress and undress themselves on a school day.
Support with changing for PE – 30 children and 2 adults!

If your child is settled and happy to come into class please let them do so on their own. Parents or carers do not need to come into the classroom unless settling a child who is upset.

Children should be able to select their own lunch as you have already discussed it with them at home. Menus are available from the school office or herts catering website – we have the Pupil Choice Menu

LITERACY

- Songs, rhymes, stories
- Learning to retell stories with pattern language e.g Little Red Hen, Three little pigs, Gingerbread man, Chicken Licken
- Talk for Writing – Pie Corbett – actions & story maps
- Story sacks & tuff spots to retell story, include sensory experience
- Role play

LITERACY

Emergent writing

- first children need to prepare for writing with gross and fine motor skills – muscle strength
- Assign meaning to their mark making
- practicing letter formation in sand, shaving foam, chalk, large brushes & water, paint, ‘draw’ them in the air (fingers, scarves, wands), making playdough letters,
- Then tracing them, mini whiteboards with letter formation on to learn correct way to form each letter

PHONICS

- Phonics has a big impact in helping many children learn to read and spell. Phonics is recommended as the first strategy that children should be taught in helping them learn to read. It runs alongside other teaching methods such as Guided Reading and Shared Reading to help children develop all the other vital reading skills and hopefully give them a real love of reading.
- It is not the only way/method in which children learn to read, some learn by memory, by sight, looking at the way a word looks and using the context.
- Phonics only takes you so far as there are many words that are not decodable, that you cannot apply phonic knowledge to and 'sound it out'

PHONICS

- Phonics is all about teaching children the sounds in English words. When you can identify sounds in words and sentences, your child will have the confidence to identify the vowels, consonants and syllables and can at least attempt to read the word. Phonics basically teaches your child how to sound out words in the English language.
- **Phonics** is a method for teaching reading and writing by developing learners' phonemic awareness. Phonics is absolutely essential for helping children begin to read. Phonics has proven time and again to be the most effective way to get children reading early.
- Phonics helps your child learn to read and spell. Words are like codes and phonics teaches children how to crack the reading code. Phonics is therefore an important part of any reading program.

PHONICS

- **A phoneme is** the smallest unit of sound in speech. When we teach reading we teach children which letters represent those sounds. For example – the word ‘hat’ has 3 phonemes – ‘h’ ‘a’ and ‘t’.
- **A grapheme is** a letter or a number of letters that represent the sounds in our speech. So a grapheme will be the letter/ letters that represent a phoneme (see above). English has a complex written code and in our code a grapheme can be 1, 2,3 or 4 letters. For example:

1 letter grapheme – m a t (m)

2 letter grapheme – sh i p (sh)

3 letter grapheme – n igh t (igh)

4 letter grapheme – eigh t (eigh)

- Some phonemes can be made with more than one grapheme eg. ‘ai’ & ‘ae’

PHONICS

- What is 'blending'?

Blending is the process of pushing sounds together in a word. Children are taught to sound out words and then push the sounds together into a recognisable word.

- What is segmenting?

Segmenting is the process of separating sounds in words. Children are taught to listen and isolate sounds in words. Then they are taught to represent those sounds in letters. This is the process of spelling.

PHONICS

- **What are high-frequency words?**

High frequency words are common words the beginner reader will come across very early in his/her reading experience as they appear in even the simplest of texts. The list of the first 100 high-frequency words includes words which are decodable e.g. 'dad' and words which are not initially decodable such as 'the' and 'where'.

45 HFW Children are expected to recognise and read them by the end of the school year

PHONICS

In Reception we teach Phase 2 and phase 3 phonics

At the end of the we year revisit and go over both phases before children enter year 1

Also teach where and when appropriate some phase 4 e.g. split diagraphs (cake c-ae-k) come up in higher reading level books that some children will be on before end of year.

DAILY READING

- By the end of the week all children will have been assessed and a reading book coming home.
- To begin with reading books will be changed on a Monday, Wednesday and Friday – it's important for children to read the book more than once at this early stage to have the opportunity to rehearse the story, sounds and words.
- All children have a log in to an online reading programme – currently all children have been allocated Pink A books (24)

DAILY READING

- Little and often
- Pick a time that is best for you, your child and family. For some it will be after school, others bedtime and for some at breakfast each morning!
- We ask that you write each day in your child's reading record a comment about how they have found the book for example 'A recognised the initial sound s' 'A was able to sound out s-a-t' 'A could sound out words but struggled to blend them' 'We have practiced recognising the sounds s, a and t' 'A could *retell the story*' 'A was able to use the story map to *retell the story*'
- Let your child see you read – for pleasure, the newspaper, magazines. Cook books etc. Share where appropriate what you have read with them

ACTIVE LEARN

- <https://www.activelearnprimary.co.uk/login>
- **Bug Club** is the first whole-school reading programme that links books with
- an online reading world to teach today's children to read.
- **Pink level**
- There are two sub-levels of Pink book that are discriminated by:
 - a progression in the use of Phase 2 Letters and Sounds sets
 - a slightly increased number of words.
 - **Each child has their own log in – books can be accessed on laptops, computers and tablets.**

MATHS

- Counting songs, rhymes, chants
- Using concrete apparatus
- Physical – doing something, using objects from home/life
- At home introduce mathematical language – more/less when cooking , counting out number of plates when setting the table, door numbers when walking down the road, singing number songs, bringing maths and number into their games, making patterns with blocks, beads, colouring pens, looking for shapes in everyday life.

LEARNING JOURNALS

- Tapestry – have subscribed to and are waiting for our log ins. This is an online learning journal. Each child will have an online journal which can be accessed by the EYFS Team and any adults who are given permission by you the parents. You receive an email to tell you when your child's journal has been updated. It allows you to leave comments and also upload your own observations and photos of your child's progress and development
- We will be using Tapestry alongside the traditional paper Learning Journeys.
- Information in your packs about the Learning Journeys
- You can view your child's today and add any WOW moments from home (now or take home to complete)
- WOW e.g.s got dressed independently, rode their bike, counted 10 objects, sounded out words. Anything from any area of learning you would like us to know!

HOMEWORK

- Homework is set on a **Friday** and the Homework book is to be handed in the following **Wednesday**
- **Your Role** – support them but let them have input into how their homework should be presented and what the content should be. The homework needs to be your child's work not yours! To begin with you can scribe what they say and let them draw the pictures. Encourage them to write a few words. Do not give them the spellings to copy, support them to sound out the word. I don't not expect spellings to be correct we are looking for children to show they have used their phonic knowledge or for letter formation to be perfect Use the phonics phase 2 mat – adult can support in finding the letter/sound.
- **Child's role** – Discuss the task with a parent or carer – understanding of task, how they want to present their homework. For example drawing, writing, sticking in pictures or photographs.

HOMEWORK

- Homework should not take a long time, we understand children are not able to concentrate for a long period of time. It may be you discuss it and agree on how to start the task one evening and complete it a second evening.
- You may find it helpful to let children do their work on paper and you or the child cut it out and stick it into the book.

PARENTAL SUPPORT IN CLASS

- If you think you can offer a regular weekly commitment – please come and speak to me, we welcome your support
- DBS check
- Support will vary – doing a craft or creative task with children, supporting an activity, helping to prepare resources, reading with children etc

- If you have a particular skill, talent or interest you think the class could benefit from and want to share it with us on a one off basis please let us know – this would not require a DBS check

IMPORTANT DATES

- List included in pack
- Parents consultations – 18th and 19 th October after school/early evening
- Assembly – 17 th November at 9am (also one in spring term)
- Trips – Library on 3rd November and Pizza Express on 16th January.
- Nativity Play – 18th December, there will be 2 performances (no younger siblings)

RESOURCES AND WEBSITES FOR HOME

<https://www.smartkids.co.uk>

www.phonicsplay.co.uk

www.topmarks.co.uk