

Welcome to Reception
Infant 1 & Infant 2

'Together as a family
we love learn and
grow in the presence
of God'



Reception Staff

Mrs King – Infant 2 Class
Teacher and EYFS Lead

Miss Stanton – Infant 1 Class
Teacher

Mrs De' – Teaching Assistant

Mrs Fairclough – Teaching
Assistant

Mrs Tyson – Teaching Assistant



General Class Information

- Attendance – reception doors open at 08.55am
- PE – Every other Wednesday with sport coach. We access a lot of outdoor play and have additional slots throughout the year.
- Lunchtime -11:30 – 12.45
- Snack – fruit and milk every afternoon
- Water – Children must bring a water bottle to school every day
- Keeping you informed – check book bags and class dojo for latest information

School Uniform

- Please ensure all uniform is Labelled, lots of jumpers have already gone missing as they have no names in them
- Children must bring an Outdoor Coat everyday (waterproof)
- Wellies (To be left in school) as we go out in all weathers
- Please teach your child to dress, undress and fasten their own coat so that they can be independent.

Curriculum

- Topic Based – all subjects are based around one theme (topic) usually lasting around two- three weeks.
- Trips and visitors – when possible, we aim to bring the children's learning to life and make it as exciting and stimulating as possible
- Keeping you informed – class dojo and letters in book bags



Assessments

- We continually assess your child throughout the year.
- All children are different, have different strengths and weaknesses and will be assessed accordingly.
- If we have any concerns, we will let you know, likewise if you are worried about anything please do not hesitate to send us a message on class dojo or contact the school office.
- At the end of the year your child will be given a school report where we share their achievements throughout the year.
- Our first Parents evening is planned for October
- Review Day is planned for Friday 15th March -This is an INSET day for children, they can come with you for your appointment to celebrate their achievements.



Maths Mastery

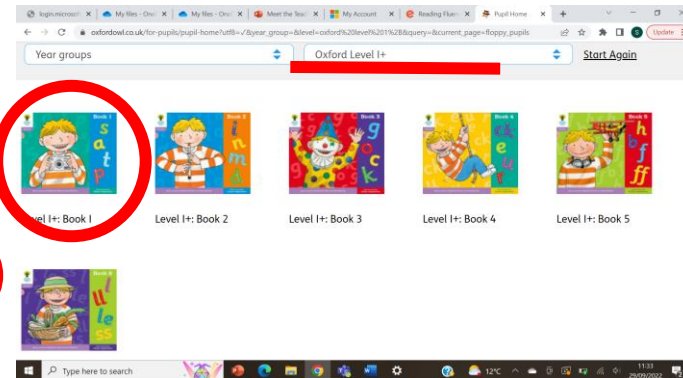
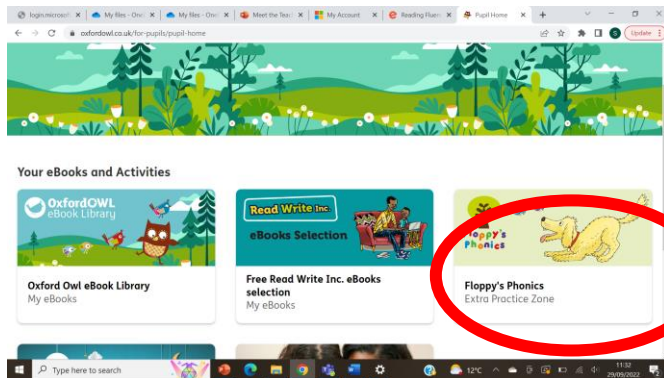
- ▶ We have very high expectations for maths throughout the school.
- ▶ We have a very practical approach, most of our work is through hands on concrete methods. Only when your child is ready will they move to a pictorial method of recording their work.
- ▶ Our targets for the end of reception is for your children to have a deep understanding of number to 10, including the composition of each number.
- ▶ Be able to 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.

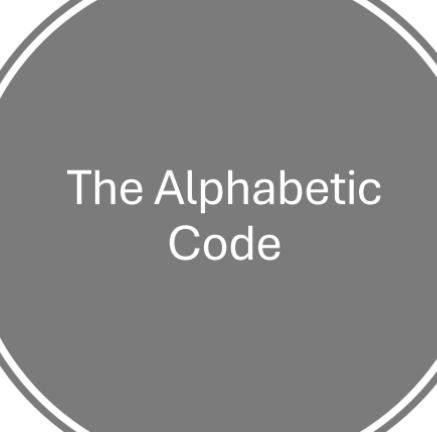


Reading and Phonics

- ▶ Phonic lessons take place every day.
- ▶ Each week will focus on a set of sounds and will look at how these can be blended to make words and segmented to spell words.
- ▶ There is a phonic book that links to each set of letter sounds, we will study each book in class and then your child can log on to oxford owl to access the e-book and revise what we have learnt in school.
- ▶ Your child should be able to read this book with very little support. The expectation is that they will begin to know the words by sight (memory). The more opportunities they get to read this book at home the easier they will find it! This may seem boring and repetitive, but it is the most beneficial way to support your child with their reading.
- ▶ Look at the inside and back cover for help and tips on how to use the books. We will also send home a 'How to use Floppy's Phonics Online' document for your information.

Oxford Owl at Home





The Alphabetic
Code



Mini Alphabet Code Chart



Level 1
Level 2
Level 3
Level 4
Level 5

Sounds and key pictures

Graphemes and key words

Sounds and key pictures

Graphemes and key words



/s/	s sun	ss dress	c cat	cl cloud	cy cycle
		ce dress	se sea	sc school	st stop



/a/	a apple
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/t/	t tadpole	tt tortoise	ed eddy
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/p/	p pig	pp pop
-----	----------	-----------



/i/	i ivy	y yellow
-----	----------	-------------



/n/	n nose	nn nose	kn knee	gn gnome
-----	-----------	------------	------------	-------------



/m/	m man	mm mammot	mb mammot	mn mammot
-----	----------	--------------	--------------	--------------



/d/	d dog	dd panda	ed eddy
-----	----------	-------------	------------



/g/	g gate	gg panda	gu guinea	gh ghost	gue ghost
-----	-----------	-------------	--------------	-------------	--------------



/o/	o octopus	wa watch	qua quack	ait ait
-----	--------------	-------------	--------------	------------



/k/	c cat	k key	ck cat	ch chicken	qu quack
					que quack



/e/	e egg	ea eat
-----	----------	-----------



/u/	u umbrella	er bird	o octopus	our panda
		ou ouch	ough ouch	re rain



/r/	r rabbit	rr rain	wr wheel	rh rhinoceros
-----	-------------	------------	-------------	------------------



/h/	h hat
-----	----------



/b/	b banana	bb butter
-----	-------------	--------------



/f/	f fish	ff off	ph phone	gh ghost
-----	-----------	-----------	-------------	-------------



/l/	l lion	ll lion
-----	-----------	------------



/u/	le lemon	et petal	il pencil	al butterfly
-----	-------------	-------------	--------------	-----------------



/j/	j jar	dge jelly	ge ghost
		g ghost	gy ghost



/v/	v van	ve van
-----	----------	-----------



/w/	w worm	wh wheel	u panda
-----	-----------	-------------	------------



/ks/	x fox	cks cat	ks kiss
------	----------	------------	------------



/gz/	x x-ray
------	------------



/y/	y yarn
-----	-----------



/z/	z zip	zz zoo	s panda	se chair	ze zebra
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OXFORD

Blending with Sound Cards

- You will receive a set of sound and picture cards and a yellow reading record.
- Step 1 – To learn the sound on each card.
- Step 2: Match each sound to the picture – can do this by playing pairs or snap.
- Step 3 – Begin to make words such as sat, pat, tap, for each word made point to each sound, say the sound then blend together.
- Step 4 – Muddle the sounds; eg have a, s, t, on the table ask can you make sat, say each sound as you move to position.
- Step 5 – Make the word, give the child the sound cards in the wrong order, can they make the word?
- Each step will take time to master, don't move onto the next step too quickly.
- Record in your child's yellow reading record each time you complete one of the blending activities.
- See Video for your reference



Reading at Home

- When your child is ready, they will receive **two books** per week.
- We ask that your child has the opportunity to read their books **at least 3x a week**. This may feel repetitive to begin with but once your child moves on to more challenging books re-reading many times is invaluable.
- When you practice reading their **book**, we ask that you date, comment and sign in their **Yellow Reading Record**. This will be used as communication about your child's reading.
- If there is no record of your child reading their book at home, then they may not be given a new set of books to read.

Series created by Andrew Hunt and Alex Archibald
Phonics Consultant: Debbie Hepplewhite

Once children have learnt all of the sounds in stage 1+ they can then go on to read the stage 1+ Floppy's Phonics Fiction and Non-Fiction.

USING THIS BOOK TOGETHER:

- 1 Say the letter sound together, e.g. say "g".
- 2 Ask your child to trace the letter shapes with their finger and say the sound as they trace.
- 3 Ask your child to point to the picture and say the word, e.g. "g. gate".
- 4 Ask your child to sound out and blend the list of words.
- 5 Find all the words that include the focus sound in the picture. Some are labelled, some are not.
- 6 Talk about what is happening in the picture, e.g. Who can you see? What are they doing? How do you think they might be feeling?
- 7 Ask your child to say the sounds at the bottom of the page as quickly as possible. Remember to do the fun activities at the end - letter tracing, matching and reading!


THIS BOOK INTRODUCES:

g as in gate. Say "g. gate".
o as in octopus. Say "o. octopus".
c as in cat. Say "c. cat".
k as in key. Say "k. key".

Find the sounds on our website www.oxfordowl.co.uk

LABELS IN THE ILLUSTRATIONS

The labels show the focus sound in black. Encourage your child to read the focus sound within the word. You will need to read the whole word to them.



What is blending?
For reading (decoding) say the sounds from left to right of the word and blend the sounds to hear the whole word.


How to blend:
Point under each letter as you say the sound, then run your finger under the whole word as you say the whole (or blended) word.

c-a-t cat

Tips for spelling (encoding)
Say the word slowly to identify each sound in the word.


Use your left hand to tally the individual sounds to your thumb and fingers.

Write down the letters which are code for each sound you have tallied.



TEACHERS:
For inspirational support plus free resources and eBooks visit www.oxfordowl.co.uk

PARENTS:
Help your child's reading with essential tips, free activities and fun stories visit www.oxfordowl.co.uk





Word Sparks

RIGBY
star

 **Floppy's Phonics**

 **Traditional Tales**



Reading Books

Homework

- ▶ Reading books – read at least three times a week
- ▶ Phonics interactive on Oxford Owl
- ▶ Maths activity – as and when appropriate
- ▶ Research for current topic – we try to make home school links where possible. Most of the time this will be put on Dojo, often its great if you can send a photograph and practice what your child has found out at home to make it easier in class.
- ▶ We love to see your child's own work so please resist the temptation to do it for them.



Help me at Home

- If we have been learning a particular skill or strategy that your child has found difficult, we may send home a 'help me at home' card. This will outline what we have been learning and how you could support your child at home.
- It is a great way for you to be involved in your child's learning and for us to work together.



Pencil Grip

- We have noticed that some children are not holding their pencil correctly. Please support them with this at home a great way to do this is by practicing to write their name.

Correct Pencil Grasp



Incorrect Pencil Grasp



Medical

Allergies: Please keep us up to date with any allergies

Inhalers and Medicine: Must come through the main office so you can complete a permission form

Sickness: If your child has vomiting and diarrhea, they must stay off school for 48 hours after their last episode

Class Dojo

- If you have still not signed up, please see your child's class teacher on how to do this.
- We will regularly post information about our learning and any upcoming events.
- Your child has their own portfolio, if they do any work at home, you are welcome to upload it here or send us photographs via dojo.
- We may also set activities to complete these will be found under your child's own profile.
- You are welcome to send us messages on here, but we may not respond straight away. They will be checked daily between the hours of 8:30 - 5:30.



Any Questions?

Please send us a message on
dojo to ask us any of your
questions, we are happy to
help.

