



Starting Reception



Welcome to Reception!

We warmly welcome you and your family to our Reception class. We aim to provide a happy, safe, nurturing and stimulating environment in which children can develop and grow. Reception is a crucial year in which children learn many basic concepts that will benefit them for the rest of their time at school and beyond. Your child enters Reception already a learner, bringing from home a great deal of knowledge about themselves and their world. We hope to be able to work together to build on and extend their developing interests, skills and experiences. We believe that through first-hand experiences children can meet challenges, make decisions and think creatively and critically. We are committed to working in partnership with parents: by working together, we can enhance learning and ensure children reach their full potential.



The Team



Miss G McPoland,
Reception Teacher



Mrs N Graham
Reception Teaching Assistant



Mrs G Howard
Headteacher



Mrs K Blades
SENDCo

The Curriculum

In Reception, we deliver a curriculum based on the Framework for the Early Years Foundation Stage and the 7 areas of learning and development. There are three prime areas: communication and language, physical development and personal, social and emotional development. These areas are particularly important for building a foundation for igniting children's curiosity and enthusiasm for learning, forming relationships and thriving. There are also four specific areas: literacy, mathematics, understanding the world and expressive arts and design.

Communication and Language

The development of children's spoken language underpins all seven areas of learning and development. Children's back-and-forth interactions from an early age form the foundations for language and cognitive development. The number and quality of the conversations they have with adults and peers throughout the day in a language-rich environment is crucial. By commenting on what children are interested in or doing, and echoing back what they say with new vocabulary added, adults will build children's language effectively. Reading frequently to children, and engaging them actively in stories, non-fiction, rhymes and poems, and then providing them with extensive opportunities to use and embed new words in a range of contexts, will give children the opportunity to thrive. Through conversation, story-telling and role play, where children share their ideas with support and modelling from a familiar adult, and sensitive questioning that invites them to elaborate, children become comfortable using a rich range of vocabulary and language structures.

Reading in Reception

It is crucial for children to develop a life-long love of reading. Reading consists of two elements: language comprehension and word reading. Language comprehension starts from birth when adults talk with children about the world around them, the books they read with them and enjoy rhymes, poems and songs together. In Reception, we will begin to teach the skills necessary for word reading through our Sounds~Write Phonics Scheme in the following order:

Unit 1: a, i, m, s, t

Unit 2: n, o, p

Unit 3: b, c, g, h

Unit 4: d, f, v, e

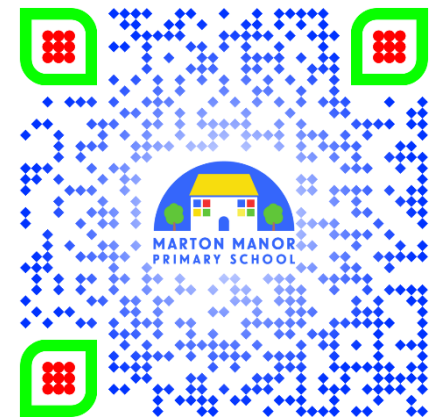
Unit 5: k, l, r, u

Unit 6: j, w, z

Unit 7: x, y, ff, ll, ss

Every week or so, we will begin a new unit and build the new sounds into what we have already introduced. You will be kept up to date with which sounds we are teaching and when so that you can reinforce and practise learning at home. We will always be talking about sounds **not letters** and you can help most effectively by not using letter names, only sounds. It is also essential that you use the correct pronunciation of sounds e.g. nnnnn and not 'nuh'. The following video can help with correct pronunciation:

<https://www.youtube.com/watch?v=IwJx1NSineE>



Reading at Home

Children will begin by taking wordless books home with accompanying question cards for you to discuss together. The aim of these books is for children to develop their vocabulary and communication skills by encouraging them to retell stories in their own words. Children will also take home weekly word cards to practise their segmenting and blending skills. Once children are able to blend independently, they will begin to take home simple books containing words. We also have Bedtime Story Packs for you to take home on a weekly basis. By reading the same story repeatedly to your child, it will improve their vocabulary and help them build up a bank of familiar stories. It is expected that children will practise their reading skills at home at least three times a week. Please make a note in children's reading record books when you have done any form of reading practise at home (this includes when you read to your child).

Writing in Reception

In Reception, talking is the basis for all writing, as children cannot write what they cannot say. Children will explore stories and learn to retell them using key story language. Adults will also scribe for children and model sentence structure. During Sounds~Write phonics sessions, children will be taught the skills of segmenting spoken words and writing the letters that represent the sounds they can hear. We will then encourage children to use and apply those skills during meaningful contexts in the classroom by writing for a purpose. Physical development is also crucial in helping children learn to write. Children need to engage repeated and varied gross and fine motor activities in order to develop the strength and coordination needed to hold a pencil effectively for fluent writing.

Mathematics in Reception

At Marton Manor, we follow a mastery approach to the teaching and learning of mathematics. Our maths curriculum aims to nurture a love for maths through mastering number fluency and providing children with skills to become confident at problem solving and reasoning mathematically while exploring links to the world around us. In EYFS, continuous provision is used to provide hands on, practical maths both indoors and outdoors. Play based activities allow children to enjoy, practise and talk confidently about maths.

By the end of Reception, children should have a deep understanding of number to 10 and be able to explore and represent patterns within those numbers, including evens and odds, double facts and how quantities can be distributed evenly. They should be able to subitise (recognise quantities without counting) and mentally recall number facts to 5. They should also be able to verbally count beyond 20 and recognise the pattern of the counting system.

Daily Routine

Reception children need to arrive at school at 8.40am prompt. Before coming into the classroom, children need to choose what they would like for lunch, find their name and put their star in the corresponding box on the table near the door. Children will then enter the classroom independently, find their peg and hang up their belongings.

The Reception school day finishes at 3.05pm. We ask that you wait on the playground and children will be sent out one at a time. This can often take quite a while, as staff need to ensure each child is sent out safely and may have messages for parents. For safeguarding reasons, we would appreciate if you stayed back from the classroom door and do attempt to enter the classroom. If you need to speak to the teacher, we ask that you wait until all children have been handed over to their adults.

Start of day			Home time	
Nursery	8.30 – 11.30	Front gate (EYFS door)	12.30 – 3.30	Front gate (EYFS door)
Reception	8.40	Front gate (EYFS playground)	3.05	Front gate (EYFS playground)
Y1	8.45	Front gate (Y1 door)	3.10	Front gate (Y1 door)
Y2	8.40	KS1 yard (KS1 door)	3.05	KS1 yard (KS1 door)
Y3	8.50	KS2 yard (KS2 door)	3.15	KS2 yard (KS2 door)
Y4	8.50	KS1 yard (Y4 door)	3.15	KS1 yard (Y4 door)
Y5	8.45	KS2 yard (Y5 door)	3.10	KS2 yard (Y5 door)
Y6	8.40	KS2 yard (KS2 door)	3.05	KS2 yard (KS2 door)
S.B.	8.50	Front gate (Front entrance)	3.15	Front gate (Front entrance)

Uniform

Details about the correct school uniform requirements are set out on the school website. Click

<http://www.martonmanorprimary.co.uk/school-uniform/>

Please remember to **label everything** including shoes, coats, hats and gloves. Shoulder length or longer hair should be tied up in hair accessories of the school colours only. Jewellery is not permitted.

In Reception, children will need to bring a book bag to school every day, no backpacks please. We also ask that they bring a spare set of clothes and a pair of wellies, which are to be kept at school.

PE Kit

Children will need the correct uniform for PE sessions. We ask that children bring their kit in bag clearly labelled with their name. PE kits will stay in school and be sent home every half term for cleaning. Details about the correct school uniform requirements are set out on the school website.

Communication

We use 4 platforms to communicate with our parent community:

School Website: Our school website contains information regarding important dates, events and special days relating to our school.



School Gateway: This online communication tool can be used to pay for KS2 school dinners or educational visits your child may take part in during their time at Marton Manor.



Social Media: At Marton Manor we use both Twitter and Facebook to regularly update our parents and wider community about special events, trips and experiences that our children receive during their time here.



Text Messages: We will send a text message to relay important information about cancellation of clubs, important events and reminders. Make sure the school office have your up to date contact details.

Parent Teacher Meetings

We have two formalised parent teacher meetings throughout the year, which provide an opportunity to discuss your child's progress. We will also send out a written report during the summer term. However, if you have any questions or concerns you would like to discuss with the class teacher, you can make an appointment at a convenient time. You can also contact the teacher via e-mail. The class e-mail address is mrreception@martonmanorprimary.co.uk