

Woodford Green Primary School



Reception
Information Handbook for Parents
2020-2021

Welcome to your information handbook.

We trust that you find this booklet helpful and informative as your child progresses through this academic year.

Woodford Green Primary school acknowledges its duties under the **Equality Act 2010**. We are committed to:

- Eliminating unlawful discrimination against pupils because of their sex, race, disability, religion or belief or sexual orientation.

Woodford Green Primary school welcomes respects and values a wealth of experience its diverse community brings to all staff, pupils, parents, governors and Trustees

Parent Council

The Parent Council is a group of parents consisting of 2 representative from each year group at Woodford Green who meet up twice a term to look at standards across the school. The findings are fed in to the local governing body. Each session the parent council triangulates standards by observing student workbooks, learning in the classroom and school data. Each year we look for new parents to join us from the reception classes. If you are interested in joining the parent council, please contact the school office. Please note that these meetings are likely to be virtual this academic year.

Attendance

At Woodford Green Primary School, we are committed to supporting our families to enable their children to attend school regularly. Attendance is statutory and poor attendance is closely tracked by the school. Failing to attend has a direct impact on your child's learning and outcomes.

Children are expected to attend school every day. If your child is unwell on any given day, please call the office to let the school know. If the school does not hear from you, we will call home following our safeguarding procedures. If you do not provide a reason for your child's absence, it will be marked as unauthorised.

Please be reminded that the school is unable to authorise holiday within the term time. If taken, this will be unauthorised and may result in a fine of £60 per parent per child.

Please see the procedure when children are absent from school:

- Notify the school office by calling 02085041629 to report your child's absence
- Provide a reason for your child's absence
- Continue to contact the school on each day of the absence

Autumn Term 2020 Diary Dates

Diary dates - Autumn Term			
<p><u>(1) 31/8/20</u> 2nd INSET day 3rd INSET day 4th Children Start (8.55am)</p>	<p><u>(2) 7/09/20</u> Election for New Parent Council members – letters sent out 11th Dahlicious Roald Dahl Day (children dress as a Roald Dahl book character or wear yellow, £1 donation for Roald Dahl’s Charity) 11th Coffee morning – online meeting with new parents</p>	<p><u>(3) 14/09/20</u> Election for Parent Council 18th Jeans for Genes (Children wear jeans with school jumpers and bring £1 to support charity)</p>	<p><u>(4) 21/09/20</u> 24th R, Y2, Y6 Parents meetings (6-7pm parents with children in these classes are expected to attend this online meeting. Details will be shared via email) 25th World’s Biggest Coffee morning – MacMillan Cancer Support (Bring donations of cakes– Book and collect a selection of selection of cakes)</p>
<p><u>(5) 28/09/20</u> Harvest Assembly (Classroom assemblies) – Soup kitchen donation 28th Sept – 22nd Oct – Caught Reading: Children are set a target to be caught reading as many books they can over October and send in pictures) 30th Questionnaires to Parents 1st Pupil Census 1st Y1, Y5 Parent’s meetings (6-7pm parents with children in these classes are expected to attend this online meeting. Details will be shared via email) 2nd Phonics Coffee morning –online meeting. Details to be shared via email (9am-10am) 3rd GB Training Day –Online meeting</p>	<p><u>(6) 05/10/20</u> Black History month begins Walk to school month begins Debating challenge – heats in classes 7th LGB meeting 8th Individual photographs 8th Y3, Y4 Parent’s meetings (6-7pm parents with children in these classes are expected to attend this online meeting. Details will be shared via email)</p>	<p><u>(7) 12/10/20</u> One page profile meetings with SEND parents (online meetings) 13th Debating semi-finals – inter-class 15th Parent Council (9:15 – 10:30) Terms of reference/ aim for the year (meeting access details to follow) 16th New reception parents open day (21/22 intake) – online presentation followed by small group visits</p>	<p><u>(8) 19/10/20</u> One page Profile meetings with SEND parents (online meeting) 20th KS2 interschool champions league debate (online) 22nd Parents Evening (3.30pm-7:30pm) – online meeting with parents 22nd Reading Challenge hand in 22nd Wear it Pink – fundraising for breast cancer awareness. Bring in £1 donation for this worthy cause. 23rd INSET day 26/10/20 Half term</p>

Reception

Ways to help your child settle in:

- Put names on everything!
- Helping independence (dressing themselves, carrying own bags, lunch boxes, hanging up own coats etc)
- Listening to others talking without interrupting
- Being aware of the environment – talk about changes in the environment (the park, nature, weather, shopping etc)
- Talk to your child about their day and their experiences. Do they need to bring anything in to school the following day?
- Playing in the garden or park
- Encourage sharing/taking turns
- Looking after the environment
- Looking at print all around them

How will my child learn?

Children are given opportunities to develop their skills and understanding with adult support. Initially, reception children learn actively through play. They will gradually be introduced to a more structured way of working.

Your child's progress will be assessed continually through written observations, photographs and staff discussion. They will record numeracy and writing skills in their books and keep a 'special book' showing their achievements through the year.

Parental Involvement

We value the support of our parents and encourage you to take an active role in your child's learning. Termly parent's evenings will provide opportunity for you to meet with your child's teacher to discuss progress. If you have any queries, please do arrange to meet the class teacher.

Reception Curriculum is based around the 7 areas of learning **Personal, Social and Emotional Development**

Children build relationships with adults and other children and develop their confidence in new situations. They learn to respond to instructions and develop interest in all aspects of learning within their setting. They develop their ability to concentrate and work independently and extend their self-help skills. They further their understanding of right and wrong while learning to behave and care for others. Through a variety of experiences children are able to learn about their own emotional responses in a safe and secure environment.

Physical Development

Children develop their physical independence skills. They develop confidence and control in their hand/eye co-ordination and large movements such as using a paintbrush to 'wash' large areas like walls or playing on large equipment. Fine motor skills will be developed across all activities in order to form the basis for early recording skills. They develop their awareness of space and safety. They are encouraged to develop an understanding of the importance of keeping healthy. Outdoor play is essential for good development.

Communication and Language

Children develop their speaking and listening skills. They take part in role play situations and develop imaginative play. They develop early literacy skills such as re-telling events or stories and handling and talking about books. Children increase their attention span through structured play activities.

Mathematics

Children undertake activities that will develop their mathematical understanding and enable them to solve practical problems involving shape, space and measurement. They begin to use and understand mathematical language e.g. size and position. They are encouraged to take part in counting experiences often through rhyme and number songs. They develop their understanding of pattern through observation and meaningful activities.

Literacy

Children listen to stories and learn phonics to support early reading. They are encouraged to make marks which convey meaning to themselves and sometimes to others and develop their independence in doing this. Children will begin to form lists, captions and sentences throughout the year.

Understanding the World

Children are encouraged to take an interest in different places around them and events in their lives to help them learn about the sequence of time and the past. They learn appropriate use of tools and techniques and develop understanding of different materials and through exploring living and non-living things talk about what they see, hear, smell, touch and taste. They experience Computing through equipment such as walkie talkies, telephones, cameras and computers.

Expressive Arts and Design

Children are encouraged to show an interest in their environment through the arts. They work with a range of materials to develop expression and detail using all their senses. They listen and respond to music and use musical instruments. They take part in dance, role-play and imaginative play.

Communication, Language and Literacy

Ideas to Support your children

Taken from Letters and Sounds: Phonics information for parents and carers with children in reception classes, The National Strategies (2009)

Speaking and Listening

Make time to listen to your child talking – as you meet them from school, as you go home, in the supermarket as you shop, at meal times, bath times, bedtimes – any time!

Switch off the TV, radio and mobile phones – and really listen!

Show that you are interested in what they are talking about – look at your child, smile, nod your head, ask a question or make a response to show that you really have been listening.

Make a collection of different toy creatures – for example, a duck, a snake, an alien, say the sound it might make as you play together.

Listen at home – Listen to the sounds around the home. Can your child tell you what sounds they heard, in the order in which they heard them?

Play-a-tune – and follow me! Make or buy some simple shakers, drums and beaters, then play a simple tune and ask your child to copy. Have fun!

Use puppets and toys to make up stories or retell known ones. Record your child telling the story and play it back to them.

Writing

Magnetic letters -Buy magnetic letters for your fridge, or for use with a tin tray. Find out which letters have been taught – have fun finding these with your child and place them on the magnetic surface.

Making little words together -Make little words together, for example, *it, up, am, and, top, dig, run, met, pick*. As you select the letters, say them aloud: ‘*a-m – am*’, ‘*m-e-t – met*’.

Breaking words up -Now do it the other way around: read the word, break the word up and move the letters away, saying: ‘*met – m-e-t*’.

Don’t forget the writing box!

Spelling is harder than reading words – praise, don’t criticise. Little whiteboards and pens, and magic boards, are a good way for children to try out spellings and practise their handwriting.

Reading

Read in short friendly sessions (10-15 min a day) – full of praise and encouragement.

Make it a relaxed and enjoyable time.

Handle books in a caring way.

Practice reading using picture clues.

Ask questions about the cover, the book and the pictures. What might happen next?

After the children have heard the story several times, they will retell it from memory.

Teach lots of nursery rhymes – each one tells a different story.

Enjoy and share books together – make sure your child can read the print and see the pictures. Buy or borrow books that will fire their imagination and interest. Read and reread those they love best.

Make time to read with your child throughout their time in school – **PLEASE** continue reading to your child, even when they are reading independently. This is very important – your child needs to practise their reading skills every day, and needs the support of an interested adult. Grandparents, older brothers or sisters can help, too.

Let them see you reading – grown-ups can share their magazines about their favourite sport or hobby.

Read with your child – ask your child to attempt unknown words, using their phonic skills and knowledge. Make sure they **blend** all through the word.

Talk about the meaning of the book, too – take time to talk about what is happening in the book, or things that they found really interesting in an information book. Discuss the cover, characters and important events. Ask them their views.

Explain the meaning of words (*vocabulary*) that your child can read but may not understand, for example, *flapped, roared*.

Teach your child some action rhymes – 'Heads, shoulders, knees and toes', 'Here we go round the mulberry bush', 'We all clap hands together'. Use CDs of nursery rhymes to sing along to.

Read simple rhyming books together – leave out a rhyming word now and then, and see if your child can work out the missing word. If not, you say it.

Borrow or buy the best books you can to share with your child. Libraries and bookshops can advise you of the most popular books.

Add sound effects when reading a story and encourage your child to join in.

Mathematical Development

Ideas to Support your children

This area covers number work, problem solving, reasoning, measure and shape. It is approached through practical activities that use and develop the language needed for mathematical understanding. This progresses to the numeracy strategy in year 1.

Number

Can you find me 3 big potatoes?
How many more plates do I need?
Is there a bigger tray?

Rhymes and Games

See the rhymes attached to support counting. Sing them together.

Count up to 20

Count 10 objects

Recognise the written numbers 1-9

Use words to compare things - heavies, lighter. Bigger, smaller etc

Find one more than, one less than

Name the shapes

How many shapes can you see when out?

Use words to describe where things are - under, below, over etc







One Hundred High Frequency Words

1. the
 2. and
 3. a
 4. to
 5. said
 6. in
 7. he
 8. I
 9. of
 10. it
 11. was
 12. you
 13. they
 14. on
 15. she
 16. is
 17. for
 18. at
 19. his
 20. but
 21. that
 22. with
 23. all
 24. we
 25. can
 26. are
 27. up
 28. had
 29. my
 30. her
 31. what
 32. there
 33. out
 34. this
 35. have
 36. went
 37. be
 38. like
 39. some
 40. so
 41. not
 42. then
 43. were
 44. go
 45. little
 46. as
 47. no
 48. mum
 49. one
 50. them
 51. do
 52. me
-

53. down
54. dad
55. big
56. when
57. it's
58. see
59. looked
60. very
61. look
62. don't
63. come
64. will
65. into
66. back
67. from
68. children
69. him
70. Mr
71. get
72. just
73. now
74. came
75. oh
76. about
77. got
78. their
79. people
80. your
81. put
82. could
83. house
84. old
85. too
86. by
87. day
88. made
89. time
90. I'm
91. if
92. help
93. Mrs
94. called
95. here
96. off
97. asked
98. saw
99. make
100. an

Our School e-Safety Rules: Key Stage 1

All pupils use computer facilities including Internet access as an essential part of learning, as required by the National Curriculum. Both pupils and their parents/carers are asked to sign to show that the e-Safety Rules have been understood and agreed.

Think then Click These rules help us to stay safe on the Internet		
  	<p>We only use the internet when an adult is with us</p> <p>We can click on the buttons or links when we know what they do.</p> <p>We can search the Internet with an adult.</p> <p>We always ask if we get lost on the Internet.</p> <p>We can send and open emails together.</p> <p>We can write polite and friendly emails to people that we know.</p>	  
<i>Pupil:</i>	<i>Class:</i>	
Pupil's Agreement <ul style="list-style-type: none"> ● I have read and I understand the school e-Safety Rules. ● I will use the computer, network, mobile phones, Internet access and other new technologies in a responsible way at all times. ● I know that network and Internet access may be monitored. 		
<i>Signed:</i>	<i>Date:</i>	
Parent's Consent for Web Publication of Work and Photographs I agree that my son/daughter's work may be electronically published. I also agree that appropriate images and video that include my son/daughter may be published subject to the school rule that photographs will not be accompanied by pupil names.		
Parent's Consent for Internet Access I have read and understood the school e-safety rules and give permission for my son / daughter to access the Internet. I understand that the school will take all reasonable precautions to ensure that pupils cannot access inappropriate materials but I appreciate that this is a difficult task. I understand that the school cannot be held responsible for the content of materials accessed through the Internet. I agree that the school is not liable for any damages arising from use of the Internet facilities.		
<i>Signed:</i>	<i>Date:</i>	
<i>Please print name:</i>		