

St Cuthbert's Catholic Primary School



Parents' Guide to the Reception Year

2021-2022

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Welcome to the 'Foundation Stage' at St Cuthbert's Catholic Primary School.

Welcome to **Reception!** The purpose of this booklet is to introduce you and your child to our school and the routines that are in place.

We believe that the foundation years are the most important years in a child's life. They help prepare children for the next steps in their school life. At St Cuthbert's, we foster the children's interests and offer activities that extend, interest and develop potential (but most importantly are fun!). Young children learn best through play and exploration of the world around them.

Relationships with parents and carers are **very important and are highly valued** at St Cuthbert's. These are fostered by communication between parents, carers and educators. We believe that the **involvement of parents** is the key to helping children progress. In the Foundation Stage we have an 'open door' policy, if you have any concerns or queries, please do not hesitate to let us know and we will be happy to help.

When your child starts school they will have an account on Tapestry, an online learning journal. The online learning journal records activities that

your child does at home as well as in school. Parents are actively encouraged to upload to Tapestry.

We hope that both you and your child will be very happy at our school. If you have any questions please don't hesitate to contact us.



Foundation Stage Structure

At St Cuthbert's Primary School we have 7 classes. The Reception Class is taught by Miss Patterson and Miss Ellis who work alongside a teaching assistant.

Reception Times

Morning Session	Afternoon Session
8.55 am – 11.45 a.m.	1.10pm-3.10pm

- The school doors open from 8.40am. Usually, from 8.40- 9.20, parents are more than welcome to join us in our classroom as we prepare for the day ahead in the first half of the Autumn Term.

- In the morning we have milk and a fruit snack. Milk is free for those under 5 but once your child turns five, and you wish them to still have milk, you will need to register at www.coolmilk.co.uk and pay them directly.
- During the day we have open access to the outdoors. We go outside in all weather, so please ensure that your child has suitable footwear and a coat every day. We ask that all children have a pair of wellingtons in school. In the summer we cannot apply sun cream so we suggest that it is applied at home. Children can bring sun cream to school that they can apply themselves.
- Children must be brought to school and collected by an adult who is listed. If for any reason you are unable to collect your child, and have made other arrangements, we ask that you inform the School Office so that their name can be added to the collection list.

School Lunch

Every pupil from Reception to Year 2 receives a Universal Free School Meal. School menus are based around a 3 week cycle and menus are sent home so that you can choose your child's meal.

Absences

If your child is going to be absent from school, we ask that you contact the School Office before 9.30am on each day of absence.

The school's telephone number is [0191 2675956](tel:01912675956)

First Aid

Our school has qualified first aiders. All staff who work in the Foundation Stage have received Paediatric First Aid Training. Minor injuries will be treated at school. Children will receive an accident form, informing you of their accident. In the case of a head injury you will be contacted. In the case of a more serious injury you will be contacted immediately. It is important that we have the contact number of at least two people who can pick your child up in the event of an emergency.

Medicine in School

Children who suffer from asthma or diabetes should bring their medication to school. However, a form must be filled in to ensure that the correct procedures are followed. If a child needs long-term medication parents should contact the Headteacher and Class Teacher to discuss their child's needs. It is **not** our policy to administer medicine, unless there are exceptional circumstances.

School Uniform and Jewellery.



School Uniform and book bags are available to be purchased **from** Elite Embroidery Ltd, Elite House, Front Street, Bells Close, Newcastle, NE15 6YF on telephone number 0191 2290848.

School Uniform List

Boys

Navy Sweatshirt
White Polo Shirt
Dark Grey Trousers or Shorts in
the Summer
Black Shoes

PE Kit

Coloured T-Shirt, Shorts or
Jogging Bottoms, Plimsolls in a
labelled PE Bag

School Book Bag
Wellington Boots

- We have also found that it is useful to have a spare bag of clothes in school to help deal with accidents.
- Your child will be assigned a house- this then correlates to a coloured T-shirt for PE. The colours are as follows:
St Hild- Blue
St Aidan- Green
St Ninian- Purple
- Jewellery is not permitted in school at any time.

Girls

Navy Sweatshirt or Cardigan
White Polo Shirt
Grey Skirt /Pinafore
Navy or Black Tights
Dress in the Summer
Black Shoes

PE Kit

Coloured T-Shirt, Shorts or
Jogging Bottoms, Plimsolls in a
labelled PE Bag

School Book Bag
Wellington Boots

**Please ensure that all uniform is clearly labelled with your child's
name**

Our Curriculum

The Early Years Foundation Stage has been updated and this will be in place when your child starts school in September. We will hold a Curriculum Meeting in October to give you lots more information about the new Early Years Curriculum as well as any information about how you can help at home.

The EYFS curriculum is split into 'Prime Areas' which cover the knowledge and skills which are the foundations of school readiness. These are particularly crucial for igniting children's curiosity and enthusiasm for learning and building their capacity to learn, form and thrive. These three areas are:

Communication and Language
Physical Development
Personal, Social and Emotional Development.

There are also four 'Specific Areas' through which the three Prime Areas are strengthened and applied. The Specific Areas are:

Literacy
Mathematics
Understanding the World
Expressive Arts and Design

Throughout the year the Foundation Stage curriculum is delivered through a topic, steered by the children's interests. Some of the topics that we have looked at have included Pirates, Superheroes, Chinese New Year and Minibeasts. We aim to expose children to as many different learning opportunities that we can.



Communication and Language

The development of a child's spoken language underpins all areas of the curriculum. This involves giving children opportunities to

experience a rich language environment, to develop their confidence and skills in expressing themselves, and to speak and listen in a range of situations. We will have a role play corner, both indoors and outdoors, hoping to encourage children to be the best talkers they can be. We aim to ensure that all children become comfortable using a rich range of vocabulary.

Physical Development.

Physical activity is vital in a child's all-round development, ensuring that they live happy and healthy lives. Children will be provided with opportunities to be active and interactive; and to develop co-ordination, control and movement. Children will have opportunities to develop their gross and fine motor skills. In Foundation Stage we will have one session of PE each week where we will be learning to control our bodies in different ways. We will also use the Timber Trail outside and will experiment with large and small equipment in our indoor and outdoor equipment. We will also use the parachute to play games. Physical Development also includes developing our Fine Motor Skills, using scissors of different sizes, bikes and throwing and catching balls. Our outdoor classroom is an extension of our classroom; it is a fully enclosed space where we can run, jump, climb and play in a safe environment. Physical development also takes into account the child's ability to look after themselves including dressing and undressing themselves for PE.



Personal, Social and Emotional Development

Personal, Social and Emotional Development involves children developing a positive sense of themselves and to develop positive relationships with others. It encourages children to develop social skills and the ability to make sensible choices. Children are encouraged to look after their own belongings and to work and play together co-operatively. Through adult modelling and guidance

children will learn how to look after themselves, including healthy eating. Children are also encouraged to be independent in our classroom environment and it is set up in such a way that children can choose and replace equipment independently.



Understanding the World

Understanding the World involves guiding children to make sense of the physical world and their community through opportunities to explore, observe and find out about people, places, technology and the environment. Children will be encouraged to use some simple computer programmes using the school laptops and iPads. Children are encouraged to explore with different textures, for example, with sand and water. Children will have lots of opportunities to investigate their world by looking at different cultures. Children will have opportunities to investigate the world that surrounds them.

Expressive Arts and Design



Expressive Arts and Design enables children to explore and play with a wide range of media and materials, as well as encouraging children to express their thoughts, ideas and feelings, through a variety of activities in art, movement, dance, role play, music and design and technology. Children will enjoy experimenting with different materials, for example, paint, pastel and crayon. They will also experiment with gluing, drawing, junk modelling and role play. In our classroom we will have a role play area that will change according to our topic and the children's interests.



Literacy

It is crucial for children to develop a lifelong love of reading. Reading can be broken down into two dimensions: language comprehension and word reading. Language comprehension develops through talking about stories and enjoying rhymes, poems and sounds. Word reading involves decoding and making sense of words. Writing also contains transcription and composition where we articulate ideas before writing them down. This involves encouraging children to link sounds and letters to help them learn to read and write. Children are encouraged to experiment with mark making in all areas of the classroom. In this subject children will begin to develop their reading skills by using the phonics system. This is then linked to the children's first reading books.

Phonics

We currently follow the Letters and Sounds programme. Letters and Sounds is a government programme for teaching phonics and high frequency words. It is split into 6 phases.

Phase 1: Children learn rhymes, keep rhythms and start to relate letter sounds to words, for example, b for bag.

Phase 2: Children learn initial letters sounds and build 3 letter words (CVC words).

Phase 3: Children learn all 44 phonemes and blend sounds to read and write words.

Phase 4: Children blend consonants together to read difficult words eg blue, grab.

Phase 5: Children learn how to spell letter sounds in more than one way for eg ai/ay.

Phase 6: Children learn how to spell word specific spellings eg turned, beautiful.

Our phonic programme works really well and children gain great confidence in reading.

The reading teacher is guided from the very beginning to help the children become confident and fluent readers (the first time they learn).



How and what children learn

Reading

The children:

- learn 44 sounds and the corresponding letters/letter groups using simple picture prompts and phrases
- learn to read words using sound blending (where you put all the sounds together)

Writing

The children:

- learn to write the letters/letter groups which represent the 44 sounds
- learn to write words by saying the sounds and graphemes
- write simple sentences
- compose stories based on picture strips

As we introduce a new letter sound, your child will learn the sound with an action and practice writing it at school. Children will also bring these home to practice.

It is important that they learn to say the sound correctly as well as to write it.

The letter formation we use at school is:

a b c d e f g h i j k l m
n o p q r s t u v w x y z

Helping your child to read at home.



Always remember that reading should be **enjoyable**. Rather than 'hear' reading, we 'share' reading with children. We will try lots of different initiatives to encourage a love of reading, for example, story sacks. Reading aloud to your child is always a good idea, even after they have started to read themselves. Talk about the books and texts you have enjoyed together- remember, some children prefer to read information but will also love having stories read to them.

Getting Started

Talk about the book before you begin to read e.g. 'this book looks interesting', look at the front cover, the blurb on the back of the book etc.

Focus on Meaning

If your child comes across unfamiliar words, try to help them to understand the meaning of the word e.g. 'what would make sense there?'

- **Praise** your child when they work out a word correctly. If they can't attempt a word after prompting, read it yourself.
- Give **positive** feedback on other aspects of reading as often as possible, but without interfering with the flow of reading.
- **Respond** to context- if it is funny, then laugh!
- End the session on a positive note that acknowledges the effort your child has made.
- Don't let them feel that they have disappointed or worried you in any way.

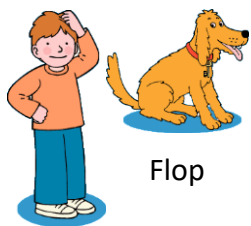
- Above all **enjoy** the time you spend sharing reading with your child!

Home Reading Book

The reading books that are sent home are carefully matched to our school phonics scheme. Initially your child will be given a book without words to introduce them to the characters and to introduce the concept of a home reading book. Encourage your child to find sounds they recognise in the title, talk about the pictures and predict the story. Picture books build a child's confidence by allowing them to talk about a story, using the pictures as aids. They can make up their own stories to match the pictures; it may be different each time. There are parent's notes at the front and back of most of the books



The characters in the stories are:



Biff

Flop



Chip



Kipper



Mum



Dad

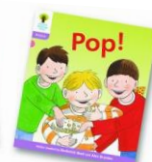
Wilma



Gran

Wilf

When your child has learned a number of sounds and they are confidently blending they will be sent home a book with words. These books will be carefully matched to our school phonics scheme and your child will not be sent home a reading book containing sounds they have not covered. Again, we use the Oxford Reading Tree scheme. We use the Floppy Phonics and the Decode and Develop books initially. The Decode and Develop books provide a little more challenge.



Tricky Words

Over the course of Reception your child will learn tricky words. These are words that children learn to read from sight. There are some great songs that we use on You Tube that makes those sounds fun.

When practising words, you could make it fun by:

- Playing find the word games
- Writing the words on paper and playing snap
- Making silly sentences
- Bingo
- Simple hangman
- Using magnetic letters

Home Learning- Using Tapestry

At the beginning of the year your child will be signed up to the app Tapestry. We will be using this for any homework, for example, mathematics or weekly challenges that we would like you to complete. We will upload the letter sounds we have been learning throughout the week so you can see what we have been learning.

Please feel free to contribute to Tapestry whenever you wish, or if you cannot then please contact school via the school office as communication between home and school is **very important** and can often be very helpful to us.

Mathematics

We provide children with opportunities to develop and improve their skills in counting, understanding and using numbers, calculating simple addition and subtraction problems; and to describe shapes, space and

measures. Children are encouraged to use numbers in play and to ask how many, how much etc. Number recognition, counting and calculation skills are taught through practical activities, games and rhymes. Your child will learn through planned play based, child initiated and focused teacher led activities.

We aim for children to have a deep understanding of the numbers 0 – 10. Children will be learning and practising the skill of counting and will be encouraged to count each object once by touching or moving the object as they count. We also ensure that the children have an understanding of number and its value i.e. knowing that 2 will always be two of something.

You can help your child at home with ‘everyday maths’ by:

- asking them to count how many plates they need to lay the table so that everyone has one
- counting the pegs used to hang clothes on the line
- looking at shapes around the house
- finding numbers e.g. on the remote control
- Looking at the size and shape of items around the house e.g. who has the biggest shoes or socks?
- Numberblocks are a great programme and we use them lots in our Mathematics lessons.



We may also send home a maths challenge for children to complete on Tapestry.

Assessment

Assessment is an important part in helping parents, carers and teachers recognise a child's progress, understand their needs and to plan activities to help them to make progress. Assessment in the Foundation Stage is formative, which means that it is ongoing and is an integral part of the learning and development process. The assessment in Foundation Stage involves staff observing children in their play to understand their interests and learning styles. This then

shapes the learning process of the child. All of these observations are stored in a child's learning journal, something which is available at any time to be added to and viewed by parents, staff and carers. We use the Tapestry programme as our learning journal and parents are invited to contribute to this. Parents are actively encouraged to be involved in a child's development and are informed of their child's progress at regular intervals during the school year. At the beginning of your child's time in Reception, we will carry out lots of other activities to assess your child's starting point. We will also be carrying out the Statutory Baseline Assessment in the first 6 weeks of your child being in school.

Home Visits

Normally, we offer a home visit which allows staff to visit you and your child in your own home setting. This enables your child to meet their new teacher in a setting where they feel more secure and relaxed. Don't worry about these meetings – it is just a chance for staff to begin to get to know your child, collect any important information about your child and pass on any information about the school. It is also an opportunity for you to ask any questions you may have and pass on any information about your child. You might find it helpful to prepare some questions in advance. As we are unsure of the Government Guidelines for September, we will be carrying these out via Zoom. A link will be sent to you in the first week of school.

Transition

Usually, we would carry out Nursery visits in the Summer Term and where possible we have tried to carry these out. We have communicated with your child's nursery to find out what activities they like and what they don't like. We will also be looking closely at our transition arrangements to ensure that your child feels comfortable and confident when starting school. This may mean

that your child does not attend school on a full time basis for the first few weeks of Reception. We look forward to welcoming small groups to our teddy bears picnics and also to the small visit that the children will make during the first week of term in September.

We hope this booklet has answered some of your questions. If you have any further questions, please do not hesitate to contact us.

See you in September!

The school number is 0191 2675956 or email at admin@stcuthbertsw.newcastle.sch.uk Check out the school website at www.stcuthbertsw.newcastle.sch.uk

