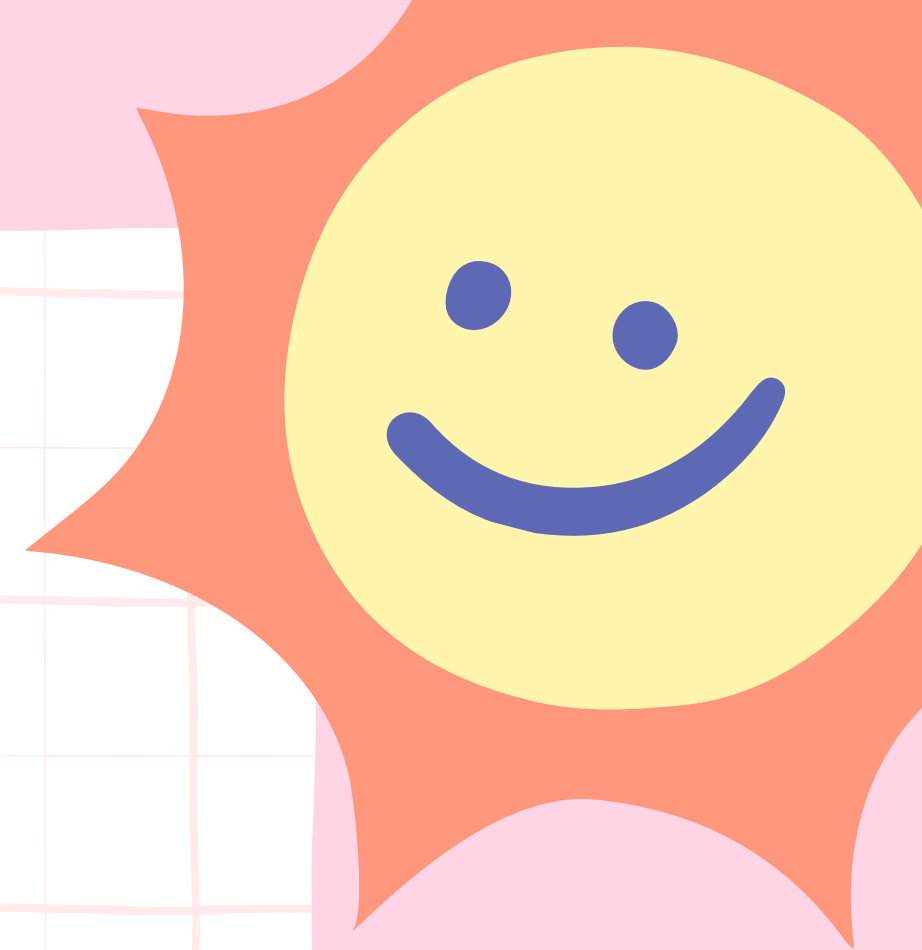
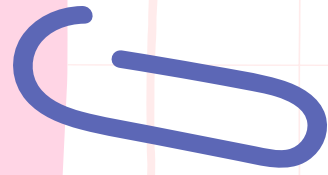


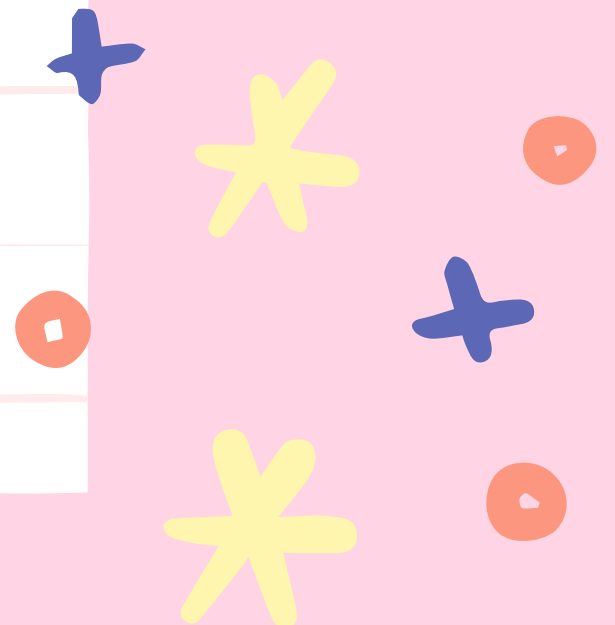


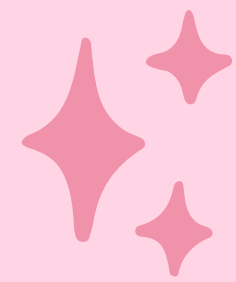
Welcome to



Reception Parent Workshop!

02.10.26

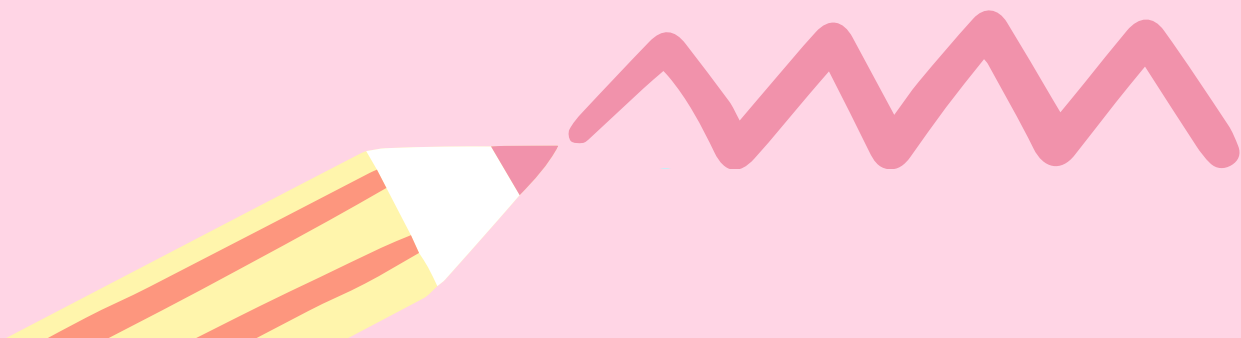




**We are delighted to
welcome you and
your child to our
Reception community.
We look forward to
working in
partnership with you
throughout the year.**



'Every child  deserves the best possible start in life and the support that enables them to fulfil their potential.' - Early Years Framework, 2021



RECEPTION AT ARAGON PRIMARY SCHOOL!

Our children will be young explorers. They will be interested and motivated to investigate, question and experiment in their enriched environment, which will nurture every child's curiosity and enthusiasm. They will be confident to take steps outside their comfort zone which will spark new learning, develop independence, and foster a love for lifelong learning. Leading their own learning, our children will become innovative and confident; exploring new ideas, solving problems, taking risks, making links, and seeking challenge. They will become highly adept at managing their own behaviour in the classroom and in social situations.



Nursery and Reception: Building Strong Foundations



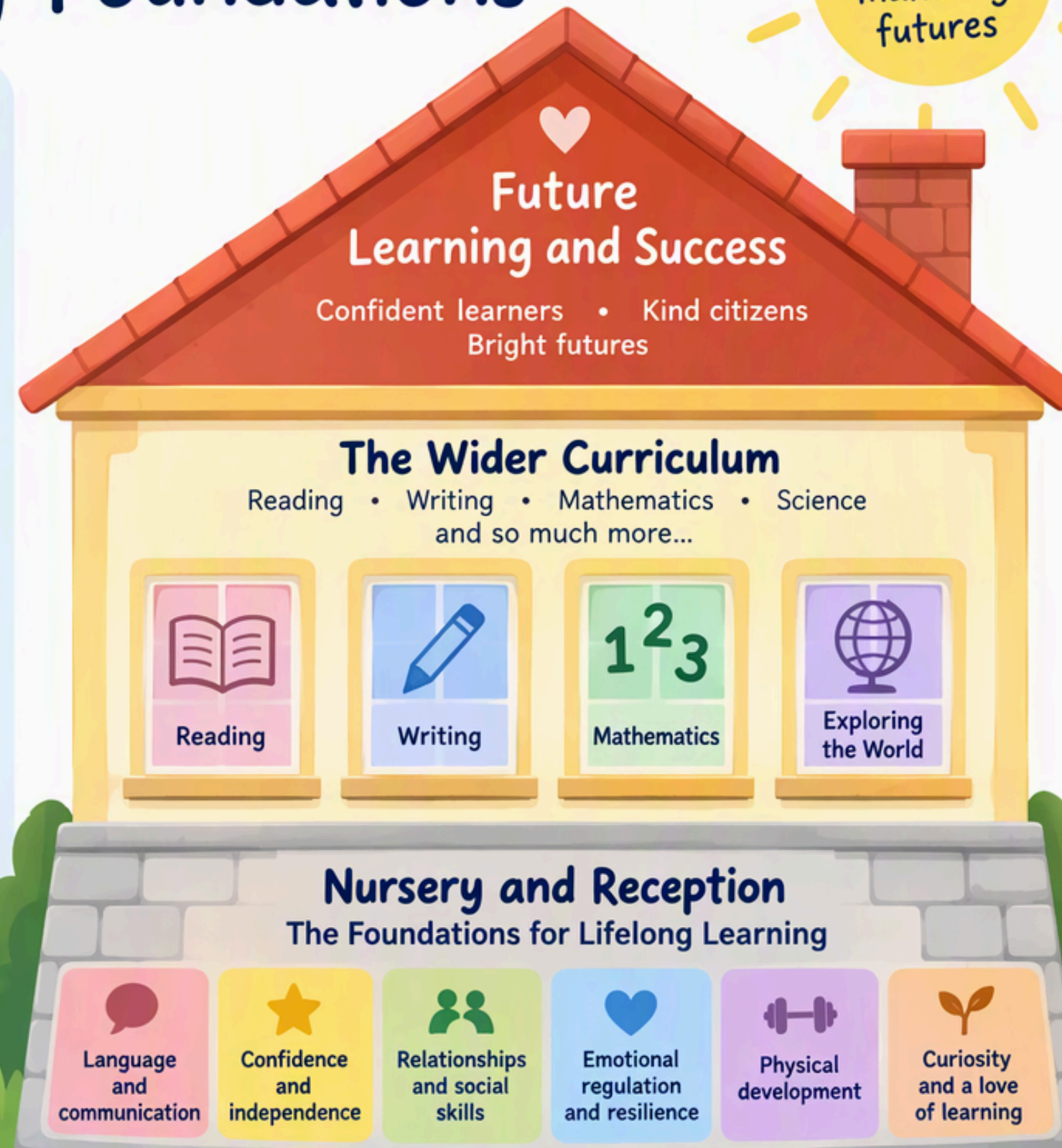
Just like a house, children's learning needs strong foundations.

When a house is built, the builders don't start with the roof. They begin by carefully laying strong foundations that will support everything built on top.

Nursery and Reception are the foundations of your child's education.

By building strong foundations now, we give children the very best chance to succeed throughout their time at school and beyond.

♥ A strong start
for a bright future



During these crucial early years, children are developing:

- Language and communication
- Confidence and independence
- Relationships and social skills
- Emotional regulation and resilience
- Physical development
- Curiosity and a love of learning

These foundations support all future learning, including reading, writing and mathematics.



"We are not preparing children just for Year 1; we are preparing them for a lifetime of learning."

HOW CHILDREN LEARN IN RECEPTION!

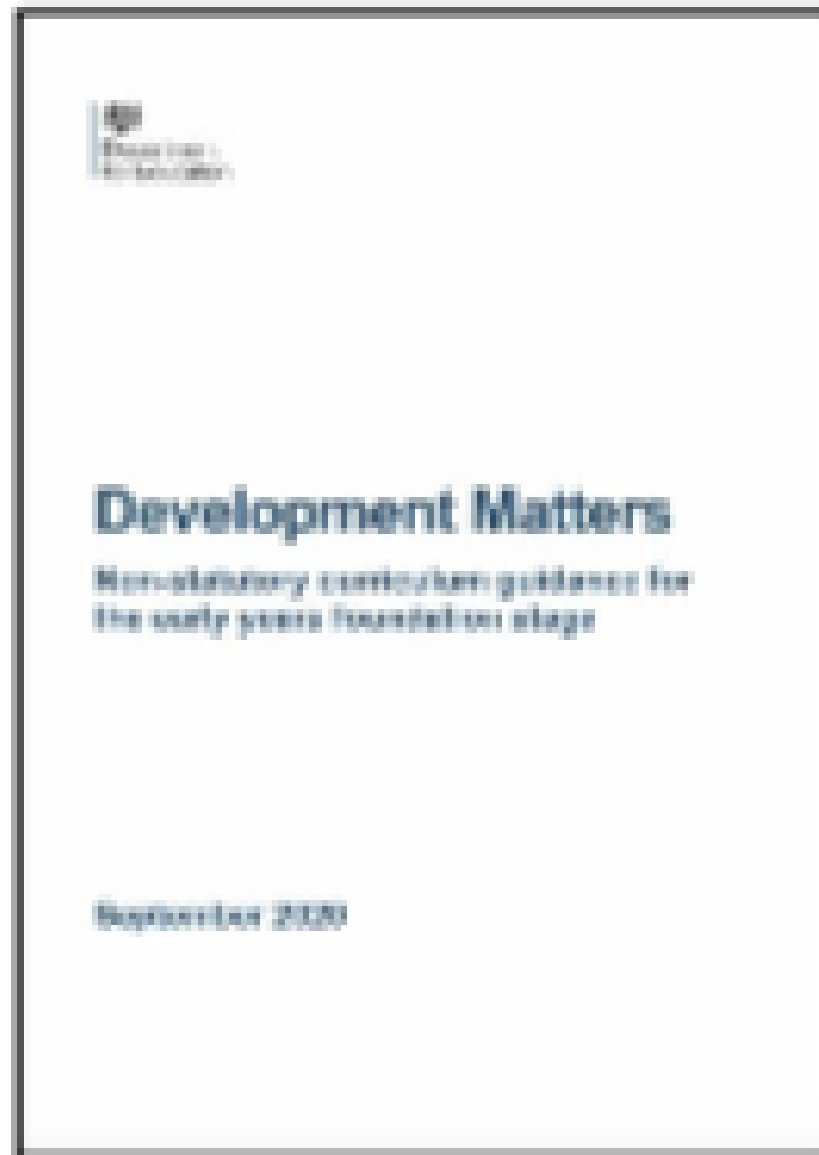
Our curriculum is play-based and centred around high-quality continuous provision. Children learn through exploration, talk, investigation, stories, problem-solving and carefully planned adult-led teaching.



Play builds independence, language, confidence and resilience.

DEVELOPMENT MATTERS

We follow the Early Years Foundation Stage (EYFS) framework and use Development Matters to support our planning and assessment.



OUR CURRICULUM



Prime Areas	Communication and Language	• Speaking • Listening, Attention and Understanding
	Personal, Social and Emotional Development	• Self Regulation • Managing Self • Building Relationships
	Physical Development	• Gross Motor Skills • Fine Motor Skills
Specific Areas	Literacy	• Comprehension • Word Reading • Writing
	Mathematics	• Number • Numerical Patterns
	Understanding the World	• Past and Present • People, Culture and Communities • The Natural World
	Expressive Arts and Design	• Creating with Materials • Being imaginative and Expressive

EARLY LEARNING GOALS

Throughout Reception, children work towards the Early Learning Goals (ELGs). At the end of the year each child is assessed against these goals and receives an EYFS Profile outcome.

Communication and Language		Personal, Social and Emotional Development		Physical Development
Listening, Attention and Understanding		Self-Regulation		Gross Motor Skills
- Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions. - Make comments about what they have heard and ask questions to clarify their understanding. - Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.		- Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly. - Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate. - Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.		- Negotiate space and obstacles safely, with consideration for themselves and others. - Demonstrate strength, balance and coordination when playing. - Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.
Speaking		Managing Self		Fine Motor Skills
- Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary. - Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate. - Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.		- Be confident to try new activities and show independence, resilience and perseverance in the face of challenge. - Explain the reasons for rules, know right from wrong and try to behave accordingly. - Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.		- Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases. - Use a range of small tools, including scissors, paintbrushes and cutlery. - Begin to show accuracy and care when drawing.
Understanding the World		Building Relationships		Literacy
Past and Present		- Work and play cooperatively and take turns with others. - Form positive attachments to adults and friendships with peers. - Show sensitivity to their own and to others' needs.		Comprehension
- Talk about the lives of the people around them and their roles in society. - Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. - Understand the past through settings, characters and events encountered in books read in class and storytelling.		Expressive Arts and Design		- Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. - Anticipate (where appropriate) key events in stories. - Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.
People, Culture and Communities		Creating with Materials		Word Reading
- Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. - Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class. - Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and (when appropriate) maps.		- Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. - Share their creations, explaining the process they have used. - Make use of props and materials when role playing characters in narratives and stories.		- Say a sound for each letter in the alphabet and at least 10 digraphs. - Read words consistent with their phonic knowledge by sound-blending. - Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.
The Natural World		Being Imaginative and Expressive		Numerical Patterns
- Explore the natural world around them, making observations and drawing pictures of animals and plants. - Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class. - Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.		- Invent, adapt and recount narratives and stories with peers and their teacher. - Sing a range of well-known nursery rhymes and songs. - Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music.		- Verbally count beyond 20, recognising the pattern of the counting system. - Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity. - Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.
		Mathematics		Writing
		Number		- Write recognisable letters, most of which are correctly formed. - Spell words by identifying sounds in them and representing the sounds with a letter or letters. - Write simple phrases and sentences that can be read by others.

OUR AIM IS FOR EVERY CHILD TO MAKE EXCELLENT PROGRESS FROM THEIR STARTING POINTS.

A TYPICAL DAY IN RECEPTION

8.45am - 9am: Welcome Time (self registration & a morning job)

9am - 9.20am: Phonics Carpet Session

9.20 - 10.20am: Busy Time

10.20 - 10.30am: Snack Time Carpet Session

10.30 - 11.15am: Busy Time

11.15 - 11.35am: English/Maths Carpet Session

11.35 - 1.10pm: Lunch Time & Play Time

1.10 - 1.30pm: Registration & English/Maths Carpet Session

1.30 - 2.45pm: Busy Time

2.45 - 2.55pm: Tidy Up Time

Story Time & Home Time

PHONICS

Little Wandle Letters and Sounds Revised



Our school has chosen *Little Wandle Letters and Sounds Revised* as our Systematic Synthetic Phonics (SSP) programme to teach early reading and spelling.





Phonics is:

**making connections between the sounds
of our spoken words and the letters that
are used to write them down.**



This term we are teaching Phase 2

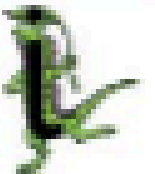
- These are the first group of letters and sounds your child will learn.
- We start teaching from week 2 of Reception.
- The lessons are fun, interactive, engaging and have been designed to gradually build over time.



We teach Phase 2 in this order

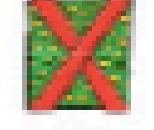
Phase 2 grapheme information sheet

Autumn 1

Grapheme and mnemonic	Picture card	Pronunciation phoneme	Formation phoneme
 s		Shew your teeth and wad for the s his cat makes snake	Under the snake's chin, slide down and round its tail
 a		Open your mouth wide and make the 'a' sound at the back of your mouth a-a-a	Round the ant's snout, follow, and down into space
 t		Open your lips, push back of your tongue forward, your teeth and press t-t-t	From the tiger's nose to its tail, then follow the stripe across the lip
 p		Bring your lips together and push them open and say p-p-p	Draw the penguin's back, up and round its head
 i		Put your lips back and make the 'i' sound at the back of your mouth i-i-i	Draw the iguana's body, then draw a line for the tail (or the leg) at the top
 n		Open your lips a bit but your tongue forward, your teeth and make the snore sound snore	Draw the snail, up and over the eye

Phase 2 grapheme information sheet

Autumn 2

Grapheme and mnemonic	Picture card	Pronunciation phoneme	Formation phoneme
 j		Push your lips and close your teeth and your tongue at the top j-j-j	At the top, down the jellyfish. Cut on its head
 v		Put your teeth against your bottom lip and make a buzzing v-v-v-v-v	Down to the bottom of the volcano, and back up to the top
 w		Push your lips and keep them closed, as you say w-w-w	From the top of the wave to the bottom, up the wave, down the wave, then up again
 x		Place your tongue at the side closed through as you blow your mouth out as an 'x' sound	Draw an 'x' on top, then across to the bottom of the box. Start with the top, then across to the bottom of the box
 z		Smile (tongue in the top of your mouth), close your bottom lip	Draw and round the zebra, draw the tail and make a z-z-z sound

We teach blending so your child learns to read



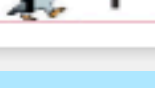
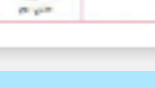
- Teacher-led blending is taught throughout Phase 2.
- Our aim to is to teach every child to blend by Christmas.



Spelling



- Your child will be taught how to spell simple words, using the graphemes they have been taught.
- They will practise the correct formation of letters. They will also have handwriting lessons.

Phase 2 grapheme information sheet		Autumn 1	
 s		 s	
 a		 a	
 t		 t	
p		p	



How do we practise reading in books?

Reading practice sessions are:

- timetabled three times a week
- taught by a trained teacher/teaching assistant
- taught in small groups



Listening to your child read their phonics book



We will be
starting our
reading groups
very soon!

- Your child should be able to read their book without your help.
- They might sound out words and blend them before they read them fluently.
- If they can't read a word, read it to them.
- Talk about the book and celebrate their success.



Read to your child



The shared book is for YOU to read:

- Make the story sound as exciting as you can by changing your voice.
- Talk with your child as much as you can:
 - Introduce new and exciting language.
 - Encourage your child to use new vocabulary.
 - Make up sentences together.
 - Find different words to use.
 - Describe things you see.



The most important thing you can do is read with your child



Reading a book and chatting had a positive impact a year later on children's ability to...

- understand words and sentences
- use a wide range of vocabulary
- develop listening comprehension skills.

The amount of books children were exposed to by age 6 was a positive predictor of their reading ability two years later.



At Aragon Primary School, we follow the Maths No Problem programme, which develops children's understanding through practical experiences, exploration and mathematical discussion.

What does maths look like in Reception?

- Learning through play and investigation
- using practical resources such as counters, cubes and ten frames
- talking about mathematical thinking and reasoning
- solving problems and making connections
- developing confidence and enjoyment in mathematics



OUR AIM IS TO DEVELOP CHILDREN
WHO ARE:

- ★ CONFIDENT MATHEMATICIANS
- ★ CURIOUS PROBLEM-SOLVERS
- ★ WILLING TO EXPLAIN THEIR
THINKING
- ★ SECURE IN THEIR
UNDERSTANDING OF NUMBER



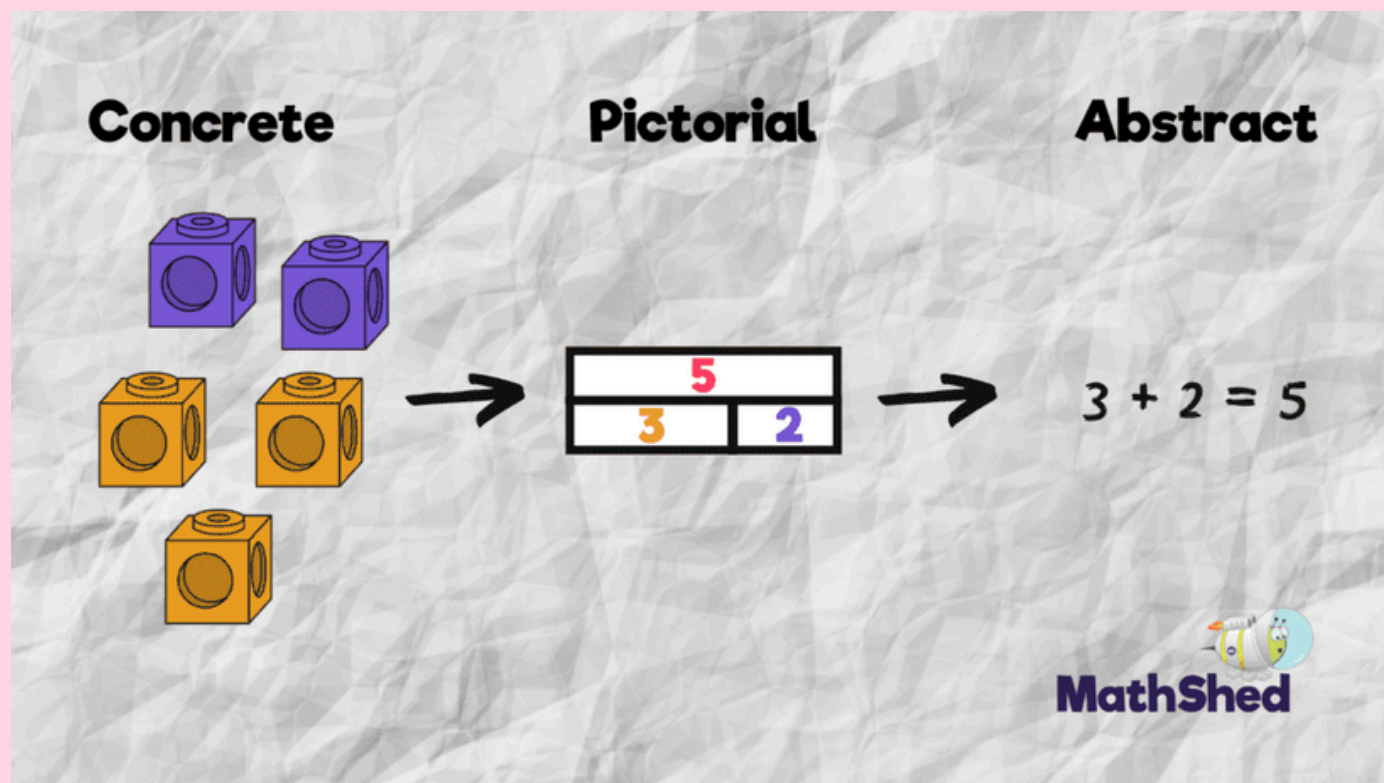
How children learn maths:

concrete - pictorial - abstract

concrete: using real objects and practical resources

pictorial: drawing and using pictures to represent mathematical ideas

abstract: using numbers, symbols and calculations





READING, COMMUNICATION AND ORACY

Stories are at the heart of our curriculum. We read every day at story time, develop vocabulary, encourage discussion and build confident communicators.





WORKING TOGETHER

You can support your child by ...

- reading daily
- encouraging independence
- talking about learning and experiences
- ensuring good attendance
- sharing achievements and concerns with us



QUESTIONS

Please use this QR code to complete a reflection on this workshop.

I will endeavour to answer all questions via email.

Please also let us know what you would like to cover next in a Parent Workshop.

We plan to hold a Parent Workshop each half term with a different theme.

Thank you for joining us today!

