



Helping your child with their time in Reception



A warm welcome to our school!

Dear Parents and Carers,

We are delighted to welcome you and your children to The Elms Primary School. I hope this prospectus will give you some key information about our School as well as highlighting some of its special features.

The Elms Primary School welcomes children between the ages of 3 and 11. Situated in the heart of Faringdon, a small historic market town. We have 12 classes, a purpose-built nursery class and a well-resourced library as well as 2 large halls.

Throughout the time your children are with us, we offer a safe and nurturing environment where respect independence, resilience, initiative and individuality are encouraged. We work in close partnership with you and are committed to being part of our local community.

We have high expectations and seek to develop in all our children a strong sense of responsibility for their own behaviour and a respect for the rights of others.

We have created a caring and supportive culture in our school, where children can develop confidence, self-esteem and a love of learning that we hope will last them a lifetime.

We want every child's experience of The Elms to be happy and successful.

Yours sincerely,

Shelley Howell

EYFS Lead and Reception Class Teacher

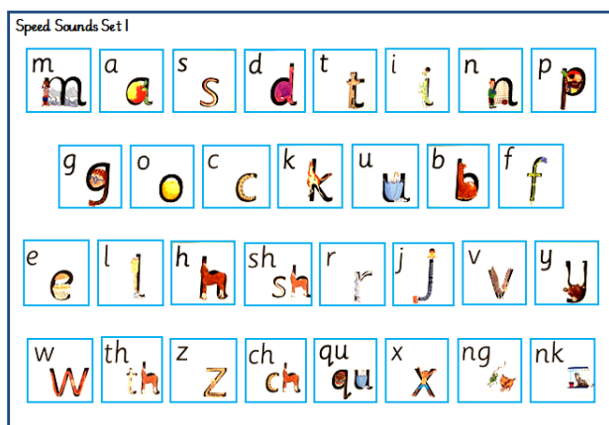
Phonics



One of the most important skills that a child can learn both in and out of school is to read and write. We use the accredited Read, Write, Inc. (RWI) phonics scheme to give children the tools to blend, segment and decode words. These skills are embedded within daily RWI lessons. Each session last for 50 minutes. Reception children will build up to this duration.

All children are given a RWI pack when they arrive at school which contains information about our phonics scheme, a set 1 sound book and letter formation sheets. All letters, ditties, reading records and reading books are kept in this pack so that parents and carers know if there has been new correspondence. Parents are informed by letter when their child moves RWI groups which contains information about what their child will be learning at school and ways to support their child's reading at home whilst in that particular group. When children can blend independently, RWI ditties or Storybooks that are matched to the child's phonics ability, will be sent home so that children can read these books to their parents/carers. The book that the child has been reading in school all week, will also be sent home to be shared with adults at home. This is because each read through of the book focusses on specific skills; decoding, reading with expression, accuracy and fluency as well as reading for comprehension. As well as all the above, each child will take home a book from the library to share for pleasure with the people at home to instil a love of reading.

Set 1 sounds:



By the end of set one sounds, the children will be able to blend these sounds together to read words. We teach this process as 'Fred talk, read the word'. This is Fred and he only speaks in sounds...

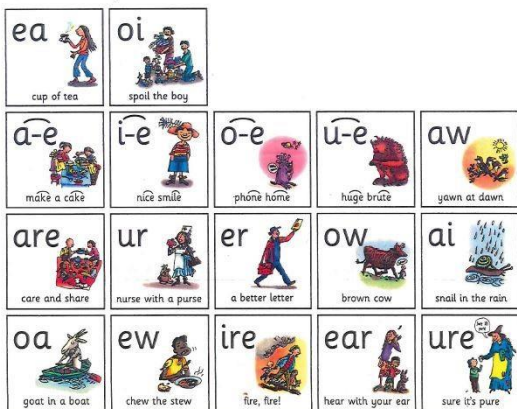


1.2
pan

Set 2 sounds:



Set 3 sounds:



Children are assessed every half term to make sure they are in the correct group.

Handwriting

In order that children acquire a legible, fluent and fast style they need to develop a number of skills first.

These include:

Gross and fine motor control.

A recognition of pattern.

A language to talk about shapes and movements.

The main writing movements involved in the three basic letter shapes.



Developing Gross Motor Skills

Ways to develop gross motor skills include:

Talk about the movements children make such as jumping, springing, long slow movements and quick jumpy movements.

Encourage large movements and movements that use both sides of the body.

Take part in squiggle while you wiggle.

Developing letter shapes using gross motor movements

Encourage sky writing.

Make patterns in the air.

Use the sand tray to make the letter shapes.

Talk about the movements as you make them.

Get the children to write the letters with their eyes closed.

Use paint brushes and water on the ground.

Make letters out of playdough.

Developing Fine Motor Control

To help children to strengthen their hands and fingers for writing:

Sewing and weaving activities.

Involve children in chopping and peeling activities.

Use finger rhymes and counting fingers.

Use construction tools like Lego.

Use tweezers to pick things up.

Encourage scissor skills.












Encourage the children to use a variety of pens and pencils to draw patterns and pictures.

Dough Disco - playdough



We use the follow rhymes to help teach the children how to form their letters correctly. **Please ensure you use this formation at home.**

My Sound Mat

								
Maisey mountain mountain	Around the apple, down the leaf	Slither down the snake	Round his bottom, up his tall neck and down to his feet	Down the tower, across the tower	Down the body, dot for the head	Down Nobby and over his net	Down the plait and over the pirate's face	Round her face, down her hair an give her a curl
								
All around the orange	Curly around the caterpillar	Down the kangaroos body, tail and leg	Down and under, up to the top and draw a puddle	Down the laces, to heel, round the toe	Down the stem and draw the leaves	Lift off the top and scoop out the egg	Down the long leg	Down the head, to the hooves and over his back
								
Down his back, then curl over his arm	Down the body, curl and dot	Down a wing, up a wing	Down a horn , up a horn and under his head	Down up, down up	Zig-zag-zig	Round her head, up past her earrings and down her hair	Down the arm and leg, repeat the other side	

Reading

Young children enjoy being read to, sharing books with your child in this way gives them the message that reading is an enjoyable activity. They also become familiar with the language that books use and begin to understand how books work.



Early Reading

You will notice that your child will begin to do the following as they become interested in books:

Listens to the story and watches the pictures.

Listens to the story and observes the text whilst adults point to words.

Offers to read pieces of text or words.

Makes up the story while turning the pages.

Tells the story accurately but does not read the text.

Tells the story and runs a finger along the text.

Tells the story with word/sound match and can recognise familiar words.

Reads most of the words, predicting unknown words by what has been said in the story and through phonics and picture clues.

Matches the word on a card to the word in the book.



Making the most of Reading Time

It is important that reading should be a pleasurable activity, so choose a time when you both want to read.

Only continue for as long as your child wants to — short but regular sessions are most valuable.

Reading should not become an onerous task.

Sit somewhere quiet and comfortable where you will not be disturbed.

Talk about the book, the title and the cover before you start.

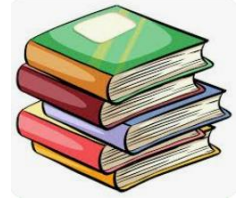


Give your child an idea what the book is about — this is not cheating; reading is not a test.

Allow your child to look at and discuss the illustrations.

The first books your child will bring home may have only pictures or minimal words.

From time to time ask your child about what they have read so far. You could also ask them to predict what is going to happen next. This checks that they have understood what they have read and motivates the child to read on.



Ask your child to change the ending of the story.

What to do if your child doesn't know a word:

If your child comes to an unfamiliar word wait a few seconds to allow them time to work it out.

If they are unable to work it out, either give them the word or allow them to carry on or help them to guess from the story/picture or the sound of the first letter.

Ask your child if they recognise the first letter in the word. If so, ask them what it could be, referring to the pictures and storyline.

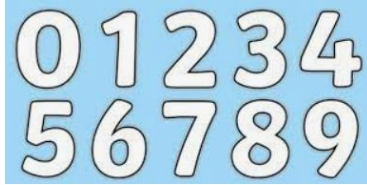
As they recognise more sounds, ask them to sound out the word before trying to blend the sounds together to make a word.

As your child becomes a more fluent reader suggest that they read on to the end of the sentence and then come back to the word.

Reading Record Book

The reading record book is a record of when your child has read with an adult/older sibling. You may want to comment about something your child has done particularly well, if they have persevered, if they have tried to sound out words, if they have enjoyed the story etc. If you have concerns about your child's reading it is better to come and discuss these with us. If your child is too tired to read or is not well, record this in the reading record too. It is an expectation that children should spend some time every day sharing/reading a book with an adult/older sibling. Reading books, record books and book bags need to be in school every day please.

Maths



We follow the White Rose mathematics programme at school. You could help your child with their mathematical journey by:

Counting the sheep in the field.

Counting their snack. How many now because you have eaten some?

Using language like less/more.

Recognising numerals in the environment e.g., on doors.

Do some baking and ask your child to help with the weighing and measuring.

Noticing patterns on clothes and in the environment.

Parents/Carers School Partnership

Children do best when parents/carers and professionals work together. When they are with you, learning can happen at any time and anywhere, for example through being generous with praise and cuddles; reading things together; playing games; singing nursery rhymes; talking about what you can see in the park or on the street; counting stairs as you go up and down etc.

As part of your child's ongoing education, we are asking you to support your child. We would like to use the Wow cards to record any WOW moments which will form part of your child's learning journey. If you need more Wow cards, they are hung up in our outside area or please just ask. We value any information you have about your child to support their learning journey.

Over the year, we will also arrange stay and play visits for you to come in and spend the morning or afternoon with your child. You will see how we teach phonics and maths and be able to understand more about your child's day.

We will also encourage you to sign up to our mystery reader sessions. The children will be unaware of who will be coming into school to read them a story at the end of the day, and the smile on your child's face when they realise it is you, will be priceless!

A newsletter will be sent home every week detailing what your child has been learning about and the activities in which they have participated. Also keep an eye out for pictures on the school website under class pages.

There will be two parent's evenings during the year as well as an end of year report.

When your child starts with us, you will be given a user name/login for ParentPay (www.parentpay.com). This is a tool for us to be able to send home communications such as letters, newsletters, menus as well as using for payments of items such as school trips/clubs.



School Essentials

Things to bring to school every day:

Book bag - phonics pack, reading book and reading record to be kept in here.

Named Water bottle - with only water in please.

Named PE kit - this can be left at school for the whole term.

Things to consider when sending your child to school:

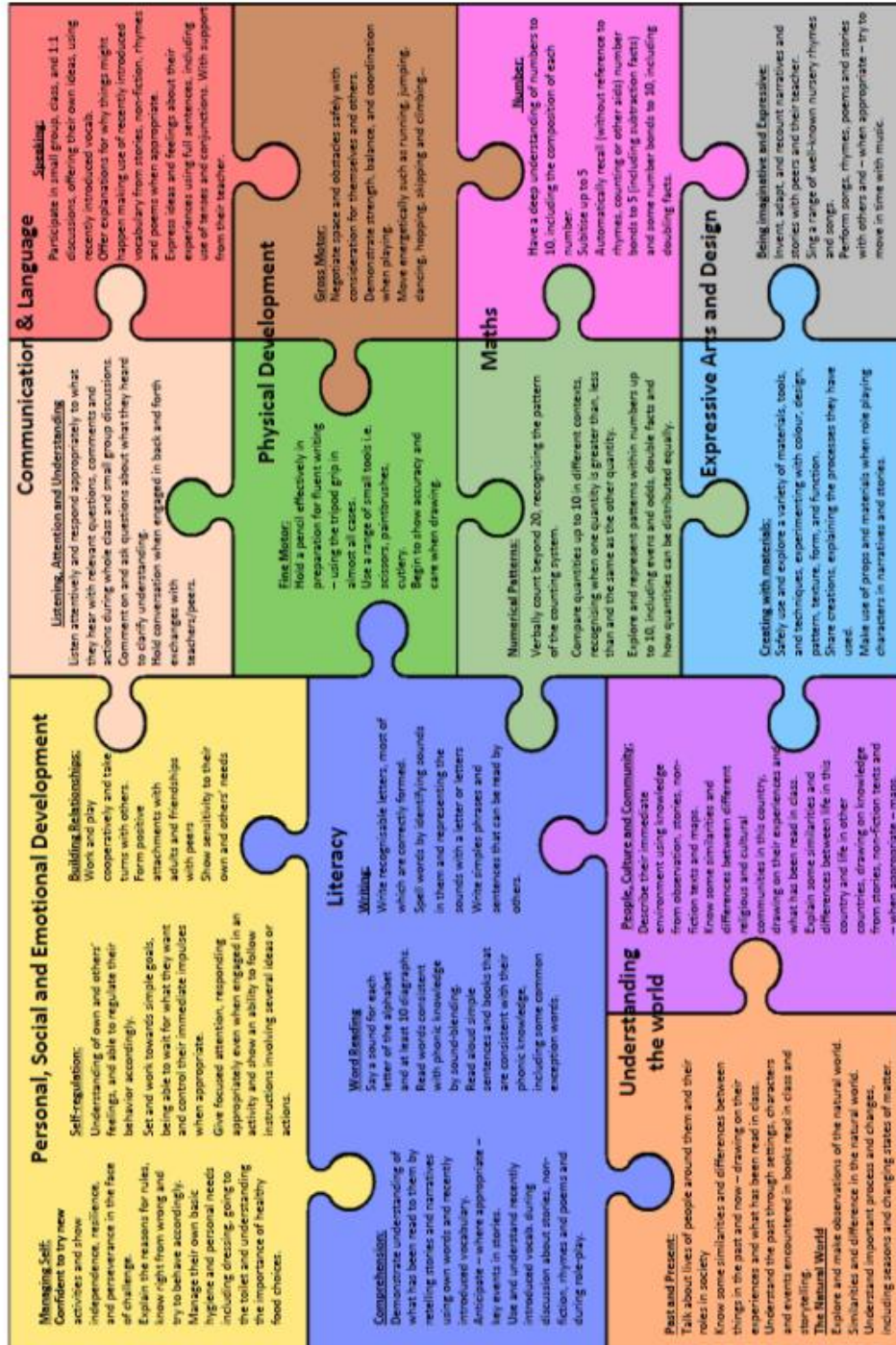
Are their clothes labelled? If not, we cannot guarantee that they will be returned to you.

Coat — we go out in all weathers, a warm, waterproof coat is a must.

Sun — we do not let children go outside without a sunhat in hot weather.

Suntan Lotion — must be applied before school.

The Early Learning Goals:



The Reception Day

The start of the day: Children and parents/carers can arrive at the classroom at 8.45am. The iPad will be on the table for you to choose your child's lunch for that day.

A typical day changes through the year and will be very different in Term 1 to Term 6.

8.45	The doors to the classroom will be opened and you will be welcomed into class with your child by the staff. During this time staff are available for a quick morning catch up of any information you feel is important to settle your child. Coats and bags are hung on named pegs in the cloakroom. Lunch boxes and water bottles are placed in the appropriate storage. Your child will then complete group activities.
9.05	Phonics
9.50	Child initiated play - inside and outside.
10.25	Toilet, wash hands, and snack time. Fruit and milk are provided.
10.40	Playtime on big playground with KS1.
11.00	Maths input then child-initiated learning.
11.45	Lunchtime.
12.30	Squiggle whilst you Wiggle on playground.
1.00	Toilet, wash hands, drink and onto carpet for register and input session.
1.30	Child-initiated activities. Adult-led activities around the topic.
2.30	Class and outside area tidy or school assembly.
2.50	Story Toilet, wash hands, coats on and lining up ready to meet parents.
3.15	Children will sit on the carpet until they are called to meet their parents/carers outside the classroom.

What else will my child need?

School uniform with The Elms Primary School Logo is available from PMG School wear in Regal Way in Faringdon. You can visit the shop itself or orders can be made online.

Here is the link to the school website which gives all the details you will need about school uniform at The Elms:

<https://primarysite-prod-sorted.s3.amazonaws.com/the-elms-primary-school/UploadedDocument/10ee2629-5d03-430b-8ea5-400ec531c14b/the-elms-school-uniform.pdf>

Navy sweatshirt or cardigan

White or blue polo shirt

Grey skirt, dress, trousers or tailored shorts

Navy/white gingham checked summer dress

Black shoes

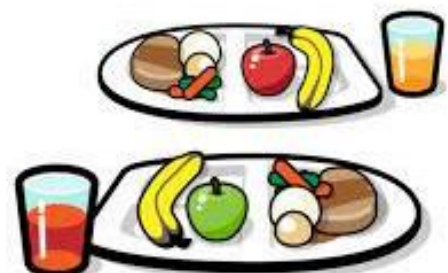
Grey skirts, trousers, summer dresses and non-logo items are also readily available from High Street shops and supermarkets. We ask that you send your child in practical clothing as many of our activities can be messy!

It is important that all school uniform, coats, as well as bags and shoes are **named**.

School Lunches

EVERY child in Reception, Year 1 and Year 2 is entitled to receive a free school dinner every day, regardless of whether you are in receipt of means-tested benefits. This is brilliant news for families!

The menu will be emailed to you each term. If you or your child prefers, you may send in a packed lunch.



Pupil Premium Funding

Even though every child is currently entitled to a free school meal until the end of Year Two, if you receive a means-tested benefit, you can still register for additional funding called the Pupil Premium. This will mean that your child continues to receive free school meals even after year two and will continue to receive free meals even if the Government scheme for all other children should change. It also means that our school receives some additional funding to support them during their time in school. If you think that you may be eligible for this funding, then please do register as soon as possible so that you don't miss out on accessing additional funds. The list below should help you to work out whether you might need to do this. If you are unsure, please contact the school office for support.

Your child is eligible for free school meals if you are in receipt of one of the following benefits:

- Universal Credit with an annual net earned income of no more than £7,400.
- Income Support
- Income-based Jobseeker's Allowance
- Income-related Employment and Support Allowance
- Support under Part 6 of the Immigration and Asylum Act 1999
- The guarantee element of Pension Credit
- Working Tax Credit run-on (paid for the four weeks after you stop qualifying for Working Tax Credit)
- Child Tax Credit (with no Working Tax Credit) with an annual income of no more than £16,190

We hope you find this information useful but if you have any questions, please contact the school office.

Tel: 01367 240232

Email: office@tep.faringdonlearningtrust.org