

Welcome to Sacred Heart School Reception

Mrs Harvey – Class Teacher

Classroom Assistant/s - Ms Camporese & Ms Perrott

Mrs Dell'Anno – PPA Cover Teacher



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Start of the Day

- Children are expected to be in school between 8:45am and 8:55am promptly.
- Children come into the school via the Early Years gate, which will be open from 8.45am and will close at 9.00am. Pupils are greeted by the class teacher in the EYFS playground.
- Late – Please take your child to the main entrance where they will be signed in and brought round to the classroom. Please give the reason for lateness to Ms Flowers.
- If your child is absent, please contact the school and inform us of the reason. Research shows that children with high attendance perform better academically but we find they are also more settled and happy.



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End of the Day

- Children should be collected at 3:15pm from the Early Years door.
- Please arrive and exit the playground promptly through the Early years gate.
- If for any reason you are going to be late, please notify the Main Office by telephone and as soon as possible.
- Please inform us if your child is being collected by someone else by phoning the school office or via email. We will not release children to some-one without prior notice.



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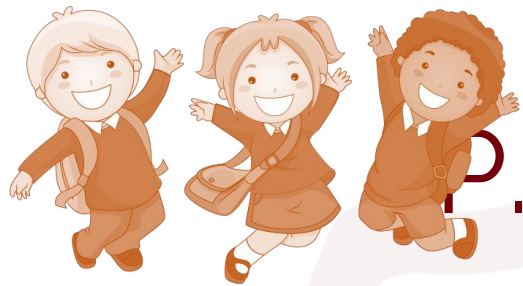
School uniform

Winter	Summer
Grey skirt, skort, pinafore dress	Pink and white summer dress (stripe or check)
Long grey trousers (not leggings or jersey material)	Grey shorts, skort, skirt
White long sleeved shirt	White short sleeved shirt/school polo shirt
Maroon jumper/cardigan	Maroon jumper/cardigan
Maroon tie Long white socks, grey socks, grey tights	Short white socks, grey socks
Maroon fleece (optional) Maroon water-proof, fleece lined coat (optional)	School summer cap (optional) – own hat acceptable
Black Velcro/buckle school shoes	Black Velcro/buckle school shoes/sandals

School book bag available from the school office.



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P.E Uniform – should last through KS1

Sacred Heart maroon t-shirt, navy blue shorts or skort

Sacred Heart maroon sweatshirt, maroon jogging bottoms

White socks, trainers with Velcro fastening

All uniform and P.E kit should be clearly marked with your child's name.

Children should wear their P.E. kit to school on their P.E. day(s).

Jewellery, including watches, should not be worn and small stud ear-rings, which may be worn, should be removed on P.E. days.

Hair should always be tied back.



Equipment

- Children should bring their book bag to school every day with their Reading Record and reading books.
- Every child should have a named water bottle (and a packed lunch if they have one).
- Your child will need to bring in a coat as the weather becomes cooler.
- Fruit and milk are provided as a healthy snack at break time.



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Behaviour

Rewards

- ✓ **Stickers** – instant reward when small
- ✓ **Marbles**
- ✓ **Star of the Week**
- ✓ **Writer of the Month**
- ✓ **Headteacher Award**
- ✓ **Bedtime Story bag**

Consequences

- ✓ **Calming area – Zones of Regulation**
- ✓ **Relational Approach**

An important area of development for children in the Early Years is learning how to interact socially to understand and manage their emotions during interactions with other children.

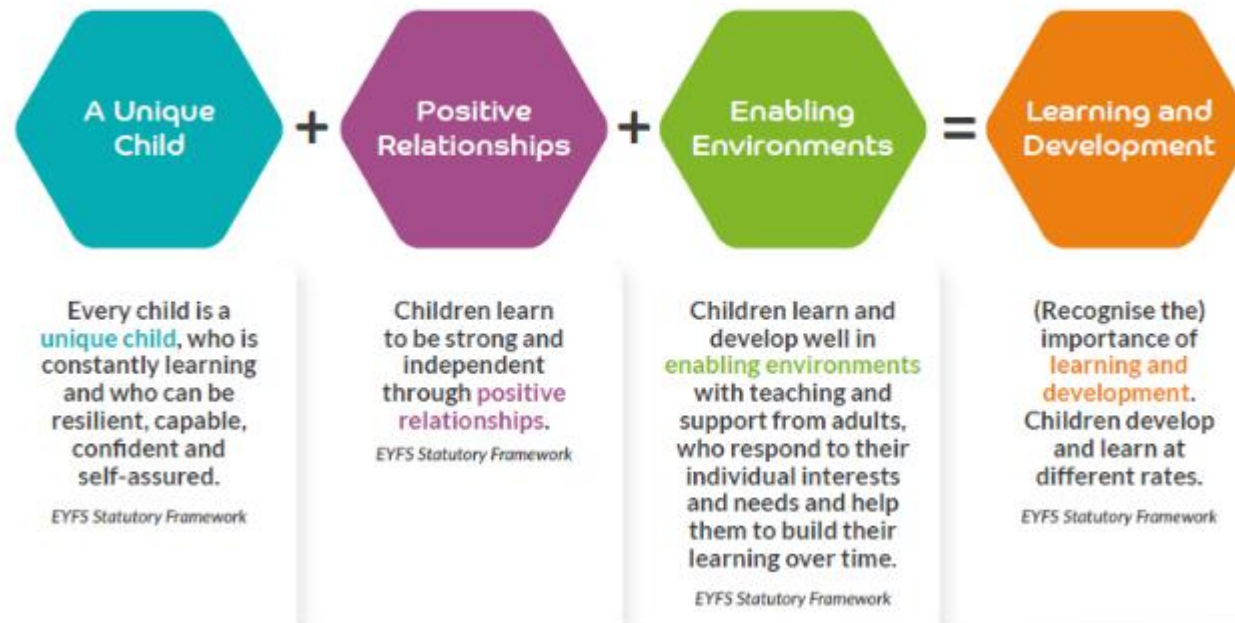


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What is the EYFS?

The Early Years Framework sets out standards for children from birth to five. It ensures children develop across all areas of learning which include the social and emotional aspects as well as all the more academic areas.

The EYFS is based on 4 guiding principles.



The Seven Areas of Learning

Prime	Specific
Communication and Language (Listening, Attention and Understanding, Speaking)	Literacy (Comprehension, Writing, Word Reading)
Personal, Social and Emotional (Self-Regulation, Managing Self, Building Relationships)	Mathematics (Number, Shape, Space, Numerical Patterns)
Physical (Gross Motor Skills, Fine Motor Skills)	Understanding the world (Past & Present, People, Culture and Communities, The Natural World)
	Expressive art and design (Creating with Materials, Being Imaginative and Expressive)



Prime
Areas of
Learning



Specific
Areas of
Learning



The Importance of play

- Play underpins learning and all aspects of children's development in the Early Years Foundation stage.
- Through play, children develop their communication and language skills; they learn to manage their emotions and interact socially. They develop their creativity, problem solving, thinking and intellectual skills.

Characteristics of Effective Learning

- Playing and exploring
- Active Learning
- Creating and thinking critically



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Curriculum Information

- A Curriculum overview is provided every term.
- A weekly class email will be sent out every Friday.
- Any changes to school routines and events will be communicated via email.
- A fortnightly School Newsletter and a weekly Sacred Heart Parish Newsletter are emailed on a Friday.



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Phonics in Reception

Little Wandle Letter and Sounds

We use Little Wandle phonics scheme which is a DfE commissioned phonics scheme that puts an emphasis on ensuring every child can read by the time they leave Year 1.

- Resources include wordless, decodable reading books, letter formation phrases and mnemonics.
- Children are regularly assessed and built in 'Keep Up' sessions are provided to ensure all children are supported.



Early Reading

- Children will bring home a reading book every Monday. Please keep the book in your child's book bag so a member of the team can hear your child read at school.

Wordless Book

At the start of Reception we will be sending home wordless books. These books are told entirely through the illustrations and there is no right or wrong way to read them.

Why do the children bring home wordless books?

Reading is more than being able to read words. Wordless books reinforce that the story and pictures are connected. Teaching children to talk about the story, rather than just reading the words, will help them to develop their comprehension skills. Sharing a wordless book will develop communication skills and the skills needed for writing their own stories later on.

Phonics and Early Reading

In class, as they progress, children will read 3 times per week on the same book focusing on different skills:

- Decoding
- Prosody (expression)
- Comprehension

The children will then take home a decodable book that contains words with the same focus sounds as the book they have been reading in school. They will keep this book for a week. Parents can use the prompts inside the front and back cover to support their child as they read. **We ask that the book comes to school every day.**

This book is matched to the child's phonic ability and should be fluent and automatic. The aim is that the children read at a 90% fluency. This means that the children should need little to no support reading the words. We assess them every 6 weeks to match their reading ability to the right book.

On a Friday the children will also choose a book from our previous reading scheme that they can take home and share.

Home Learning

- Weekly home learning tasks will focus on consolidation.
- Reading – 10 minutes **every** day. Please sign your child's reading record when you hear your child read.
- Key words – Sight words that support the children's reading development will be sent home regularly.
- Parental support is vital in helping children become confident learners. It cannot be stressed how important this is.
- If you need support understanding the home learning please ask us.

Preparing for Reception

- **Developing Independence** - Encourage your child to do things for themselves – set expectations of what you would like them to do, help and encourage your child to do as you have asked e.g. tidy up your toys, put your shoes in the right place.
- **Self-Care** - Show and help your child how to dress and undress themselves e.g. you could put the clothes out in the order they should put them on. Teach them to take off and put on their own shoes – we advise **Velcro fasteners** - **NO laces** as children are active.
- **Personal Hygiene** - Teach your child how to use the toilet and wipe their bottom. Show them how to wash and dry their hands. Teach them to use a tissue to blow their nose, to keep a tissue in their pocket or sleeve and wash their hands afterwards.
- **Eating routines** - Encourage good manners when eating/drinking e.g. children should sit at a table when they are eating and finish the food in their mouth before they leave the table. They should also be encouraged to use a knife and fork at home. Encourage children to handle a cup without spilling. Teach your child good manners e.g. saying please and thank you.
- When you are talking to your child over the holiday, always **talk about school in a positive way**.
- **When you say goodbye, say it with a smile** - do not show any personal anxiety. Give your child to their teacher and leave quickly. This will help your child.

Talk to Us!

- It is our aim is to work in partnership with you to provide your child/ren with the best possible start to life in school. We want them to love learning and be confident in themselves and their environment and we look forward to working with you to achieve this.
- If you are worried about any aspect of your child's learning or their experience at school, or if you need clarification of school routines or home learning details, please ask.
- The start of the day is busy settling children and suitable for quick updates/questions while longer conversations will be arranged at a more convenient time after school, except Wednesdays.
- If you cannot speak to us at the time please contact the school office and leave a message.



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