



Welcome to Reception

The Reception classes cater for children from the age of 4 years until they go into Year one. There are two classes in our Reception year each staffed by a class teacher. There are also two Learning Support assistants working with the children and we have several students throughout the year. The two classes are based in the same space with learning bays for each class during carpet time. Children are admitted into the Reception classes through the Local Authority. Our admission number is sixty. Please check online for our admission criteria.

Useful information about Reception

- ✓ We ask for your patience at home-time, especially during the first few weeks, as dismissing children can take a while as they get used to the routines and staff become more familiar with who is collecting each child.
- ✓ Please let a member of staff know if somebody different is collecting your child at home-time. We will not dismiss a child to an unknown adult without your consent.
- ✓ We encourage families to come into school and speak to staff if you have any concerns or wish to ask any questions. Usually the best time to do this is after school when the other children have been dismissed. Alternatively, you can send a note into school or write in your child's reading record.
- ✓ We ask families to make a contribution of 50p per week for snacks/baking/making play dough etc. This can be paid each week or several weeks in advance.



Times of the School Day

Mornings

8.55 am until 11.55 am- Reception doors will open from 8.45 to offer a staggered start. Registration will begin at 8.55am and close at 9.05am. Once the classroom doors are closed you must send your child through the main entrance and they will be marked as late please do not knock on the classroom doors when they are closed.

Afternoons

1 pm until 3.25 pm- For safety reasons, the children must be collected from their classrooms at 3.25 pm. If you are unavoidably delayed, please try to get a message to school to that effect. Children who are more than ten minutes late will be in the office and will be added to the late book.

Uniform

The Northcote School uniform is simple, inexpensive yet very smart. We believe that our uniform supports the development of each child's pride in the school along with a sense of belonging to the Northcote family.

Grey trousers/skirts/shorts

Black school shoes

White shirt/polo shirt

School tie (optional)

Blue sweatshirt

Summer dresses can be worn in the summer term.

PE Kit

It is important, for good health and hygiene that children have a PE kit to wear during PE lessons. This kit should be completely separate from their school uniform.

Navy blue shorts

White T-shirt with school logo

Gym shoes (plain black pumps)

School PE bag to keep them in.

School Lunches

All children in Reception and Key Stage 1 (Year 1 and Year 2) are universally entitled to free school meals (Subject to government policy). This entitlement for all stops after Year 2. All meals are cooked on the premises.

As most children in Reception choose to have a school dinner, we will assume your child will have a school dinner unless you inform us otherwise. If you would prefer your child to bring a packed lunch they should be in a secure lunchbox, clearly labelled with your child's name, and should not include any sweets, chocolate bars, or fizzy drinks. All reception children are offered fruit and milk within the morning session. Water is also freely available.

A typical day in Reception (all times are approximate and change as the year progresses and also in response to the needs of the children in the class.)

8.55-9.30am	Children enter the classroom and find their name card (Self-registration.) They can choose activities inside the classroom.
9.30-10am	Carpet session usually focusing on the current topic with a literacy focus.
10-11.20am	Snack- fruit and milk. Some children will be working with an adult. Other children can choose to work inside or outside.
11.20-11.45am	Phonics sessions- practising our sounds/writing. We work in four ability groups each led by an adult. Adults rotate every few weeks and children are moved throughout the groups as appropriate.
11.45-1pm	Wash hands and then lunch time in the school hall. Children then playout supervised by lunchtime staff.
1-1.30pm	Carpet session usually focusing on mathematics.
1.30-3pm	Some children will be working with an adult. Other children can choose to work inside or outside.
3-3.25pm	Gather belongings for home-time. Star of the day, home time story, songs and rhymes.

Once per week we have a PE session in the hall/outside. We also visit the school library and make regular trips to the local area, such as visiting Sainsburys to buy snack and trips to the park.

Reading

There will be a meeting at the beginning of the year to share how we teach reading and sounds (phonics) in Reception. Children are expected to read regularly at home and to return the books to school with the parent booklet signed. Whilst we encourage you to read our decodable books with your child please continue to share a wide range of stories at home. Being read to at home is a great way to encourage a child's love of reading.

We aim to read with your child 1:1 at least once each week either individually or in a group. We also teach phonics (the sounds which we need to know to read) five times per week giving lots of opportunities for reading and writing.

Children will also take part in groups such as Read Write A2Z in order to further develop their skills in reading and writing. These groups take part throughout the Reception year.

We also send home sheets of words for your children to practice at home. They are made up of decodable (words that can be sounded out) and tricky words which your child will have to recognise by sight.

Writing

In order to write, children need to build up the muscles in their wrists and arms so that they can move from making large movements into the smaller movements required for writing. We have lots of fun activities and resources to support children in these areas and help them to move from the mark making stage into writing letters and words.

Once children have the fine motor control, and the pencil grip necessary to write, staff then ensure that children have the sounds/letter knowledge in order to write words, and then ultimately sentences. We provide a range of exciting activities to encourage children to be writers. You can help at home by offering lots of encouragement, modelling writing using capital letters and lower case and by helping your child to practice writing their name. Lists, writing on cards and making mini books are also fun ways to encourage writing.

Mathematics

The Reception staff ensure that children are provided with an environment that promotes the use of number, shape and problem solving. By the end of Reception children are expected to use numbers from 0-20 confidently, ordering them, sorting them, identifying one more/less than a given number and adding sets of numbers/objects together. We build these skills with lots of fun activities.

As part of the Early Years curriculum we also have a strong focus on shape, space and measure. Children are also able to talk about which objects are the longest, shortest, heaviest, lightest and make comparisons.

You can support these skills in a variety of ways including searching for numbers and shapes in the environment, completing puzzles, playing board games and counting regularly with your child at home.

Outdoor learning

At Northcote Primary School we believe that learning outdoors is vital for children and have completely redeveloped our outdoor area. It is a wonderful, exciting and stimulating place for children to play and learn. The children are given opportunities throughout the whole day to choose to spend time outside in all weathers. The changing nature of the outdoors makes it an incredibly stimulating and multi-sensory place to play, and obviously also great fun!

Please make sure your child is appropriately dressed for the weather. For example, bring in wellies/raincoat in the rain and sun hats/wear sun cream in the summer.

Getting Messy

As a normal part of their day in the Foundation Stage, all children have access to paint, glue, felt pens, scissors, sand, water, dough and many more messy resources. Please be prepared for your child to come home with their clothes messy. This is a sign that they have been very busy having fun! This is one of the main reasons why we wear a uniform and whilst we do have aprons freely available young children still get messy.

Parental Involvement

At Northcote Primary School parental/carers/family involvement is very important to us. We aim to keep in touch with you in a number of ways.

Come and play sessions

Once per half term family members are encouraged to come and spend some time in the Reception classes to play with their child and to take part in all of our Foundation stage activities. This is held between **8.55-9.25am** it would be lovely if you could join us.

School Newsletter/Website

A newsletter is issued regularly to parents. The newsletter contains important information regarding forthcoming events during each term and items of news regarding the life of the school. We also have a very informative website and our own class pages which are updated regularly.

www.northcoteschool.com (Class 1 and class 2)

Sharing, and contributing to, your child's learning journey

Every child who attends Northcote Early Years Foundation Stage has a Learning Journey which is completed throughout the Early Years Foundation Stage. This is to celebrate your child's experiences and their unique skills. As your child progresses through the Early Years Foundation Stage staff will make notes and take photographs and add these to the book. At the end of the year you will be welcome to take it home to keep as a memory of your child's year in Reception at Northcote Primary School.

Attendance matters

Improving attendance is a huge priority at Northcote Primary School. We believe that every child should aim to attend school **EVERY DAY**. The National Target of 97% is a guide that we use as the minimum benchmark for attendance.

96% = 8 days off in a school year

90% = 17 days off in a school year

85% = 29 days off in a school year

Half a day per week is equal to 4 weeks off in a school year

1 day per week equals 8 weeks off in a school year.

Whilst we will be offering lots of incentives and support in school for attendance to improve (such as raffles, reward trips, extra-curricular clubs and the walking bus) we need your help!

- Please make sure that if your child has a medical appointment, they attend school for their mark (where possible).
- Only keep your child at home if they are very sick. If they come to school and are sick, they will be sent home during the day, but will have received their mark so will not be penalised.
- Make sure you inform the office by phoning 0151 284 1919 if your child is going to be absent.
- If you need support with getting your child into school, let us know! We work closely with education welfare, have a breakfast club on offer and can work with individual children to improve attitudes to attendance.
- Children who are absent more than 10% of the time (their attendance is below 90%) are classed as persistently absent. This is a safeguarding issue, if children are regularly absent from school we cannot confirm that they are safe. This year we will be making more referrals to social services regarding poor attendance where there is no genuine reason.

SEN information for Parents

1. How does the school know if children need extra help?

All pupils have their progress tracked throughout the school. If there are concerns about progress then this is identified early. This may mean small group support or individual intervention. Teachers monitor the effectiveness of these interventions and judge effectiveness. If your child is new to school then progress will be discussed with their previous school.

2. What should I do if I think my child may have special educational needs?

Please make an appointment to discuss this with the class teacher. If after this discussion the class teacher and yourself feel outside agency involvement is needed for your child (not just within class differentiation) the class teacher will discuss concerns with SENCo (Miss Gore).

3. I have noticed acronyms that describe why my child is on the SEN register, what do these mean?

SEMH-Social, Emotional and Mental Health

MLD-Moderate Learning Difficulty

SpLD-Specific Learning Disorder

ASD-Autistic Spectrum Disorder

SLCN-Speech, Language and Communication Need

ADHD-Attention Deficient Hyperactivity Disorder

4. Which outside agencies does the school work with to support my child?

We work with several agencies to support those children who have been identified as in need. Here are some of the agencies, but this is not an exhaustive list;

- SENISS
- LACES
- Educational Psychology

5. How are parents informed of their child's progress?

We have 3 parents evenings a year. During these evenings, if your child is on the SEN register you will be shown an OPP (One Page Profile) for your child and will discuss current targets and look at the reviews from the previous targets. You may also be asked to come in to school to discuss referrals or reviews during other times of the year.

6. Where can I find the schools SEN policy?

The policy has recently been reviewed, and can be found on the school webpage, in the parents section.

If you require any further information, please speak to your child's class teacher or make an appointment with me.

Many thanks

Miss Gore (Deputy Head Teacher and SENCo)

Please help your child to write using the correct formation.

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

1. Spend about ten minutes with your child, early each evening; if possible on at least four occasions in the week.
2. Give your child plenty of praise for success in reading, at least every couple of minutes.
3. Allow the child to attempt to read the word, if he/she first makes a mistake; point to the problem word with your finger.
4. If he/she still has difficulty with the word, tell him/her the letter sound that seems to be causing the problem.
5. If he/she is still not able to read the word correctly, tell him/her the whole word and then simply let them continue reading.
6. At the end of the page ask a few simple questions about what has been read.

In Reception we will send reading books home that your child should be able to read themselves. **You must sign your child's reading diary to show us that your child has finished the book otherwise the book will not be changed.** Please feel free to comment in the reading diary about your child's progress or any problems they may have. When staff read 1:1 with your child they will also write in the diary, sometimes making suggestions of things to practice at home. We will also make a note when your child has moved onto the next book band.

The end of year Reception target is yellow band, the Early Learning goal for Reception is- 'children read and understand simple sentences'. They use phonic knowledge to decode regular words and read them aloud accurately. They also read some common irregular words. They demonstrate understanding when talking with others about what they have read.