



Meet the Teacher

Teacher- Mrs Newton-Hewlett
Teaching Assistants- Mrs Bointon &
Mrs Robinson



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Who is who in school...



<https://www.st-patricksrc.notts.sch.uk/>



Communication

Reception (F2) communication will be via the following:

- Arbour
- Classdojo
- Class email address-
- F2@st-patricksrc.notts.sch.uk
- School Website-
- <https://www.st-patricksrc.notts.sch.uk> /



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Key policies



Behaviour policy

Child protection policy

Attendance policy



Attendance and Punctuality

Our school day timings are 8.30am - 3.20pm

The gates to school will be open until 8.45am, after this you need to report to the main office via the Ling Forest Road entrance, after 8.45am your child will be registered as late.

[Attendance information for parents and carers](#)



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Class Timetable

Reception Timetable					
	Monday	Tuesday	Wednesday	Thursday	Friday
8.30-8.50	Fine motor and self-register	Fine motor and self-register	Fine motor and self-register	Fine motor and self-register	Fine motor and self-register
8.50-8.55	Collective	Prayers	Prayers	Prayers	Prayers
8.55-9.15	Worship	PE	English	English	RE
9.15-10.00	Continuous provision Reading groups	Continuous provision Reading groups	Continuous provision Reading groups	Continuous provision Reading groups	Continuous provision Reading groups
10.00-10.20	Phonics	Phonics	Phonics	Phonics	Phonics
10.20 – 10.35	Break outside	Break outside	Break outside	Break outside	Break outside
10.35 - 11.15	Continuous provision Reading groups	Continuous provision Reading groups	Continuous provision Reading groups	Continuous provision Reading groups	Continuous provision Reading groups
11.15 – 11.25	English	Singing and Nursery rhymes	Singing and Nursery rhymes	Singing and Nursery rhymes	Singing and Nursery rhymes
11.25 – 11.30	Tidy up for lunch	Tidy up for lunch	Tidy up for lunch	Tidy up for lunch	Tidy up for lunch
11.30-12.30	Lunch time	Lunch time	Lunch time	Lunch time	Lunch time
12.30-12.45	Maths	Maths	Maths	Maths	Music 12.30-1.00
12.45- 1.45	Continuous Provision (Keep up phonics and reading groups)	Continuous Provision (Keep up phonics and reading groups)	Continuous Provision (Keep up phonics and reading groups)	Continuous Provision (Keep up phonics and reading groups)	Continuous Provision (Keep up phonics and reading groups)
1.45-2.00	Understanding the world	English	RSHE	PSHE	Maths
2.00-2.15	Break	Break	Break	Break	Break
2.15-3.00	Continuous Provision (Keep up phonics and reading groups)	Continuous Provision (Keep up phonics and reading groups)	Continuous Provision (Keep up phonics and reading groups)	Continuous provision (Keep up phonics and reading groups)	Continuous Provision Class based worship
3.00-3.05	Tidy and bags	Tidy and bags	Tidy and bags	Tidy and bags	Tidy and bags
3.05-3.15	Story Time	Story Time	Story Time	Story Time	Story Time



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Behaviour expectations and rewards

Our principles are based upon the School's Mission Statement:
'Belonging, caring and sharing, safe in the arms of God's love.'

Rules: In our school we ...

- Are gentle
- Are kind and helpful
- Listen
- Are honest
- Work hard
- Look after property

Our behaviour priorities are:

- First attention for best conduct (using STAR, S- sit up, T- track the speaker, A- ask and answer questions, R- remember what has been said, method)
- Scripted interventions
- Restorative follow-up
- Praise in public, reflect in private
- Clear routines



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Assessment

In accordance with Government Guidelines all children in FS2 will be completing a Baseline Assessment. This forms the entry levels for assessment purposes. The children are then reassessed at the end of KS2.

Throughout the first half term children will be observed playing and learning together. The Baseline Assessment is a formalised programme and your child will sit with an adult to complete their tasks in the first six weeks of FS2.



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Your child will be assessed against the 17 Early Learning Goals throughout the year, and this will contribute to their end of Foundation assessments.

The three areas that run throughout the curriculum are:

Playing and Exploring - how they engage in activities, bringing their own experiences into their learning - e.g. the role play area.

Active Learning - how motivated and involved they are in their play and focused work.

Creating and Thinking Critically - thought processes behind their decision making, problem solving, finding new ways to approach activities



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In the Early learning goals document on our website all the areas of learning are shared. These are the literacy goals of the statutory framework from the Department of Education. We assess using this framework at the end of May.

Literacy

ELG: Comprehension

Children at the expected level of development will:

- 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.

ELG: Word Reading

Children at the expected level of development will:

- 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.

ELG: Writing

Children at the expected level of development will:

- 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.



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Development Matters



Children in reception will be learning to:

Read individual letters by saying the sounds for them.

Blend sounds into words, so that they can read short words made up of known letter-sound correspondences.

Read some letter groups that each represent one sound and say sounds for them.

Examples of how to support this:

Help children to read the sounds speedily. This will make sound-blending easier.

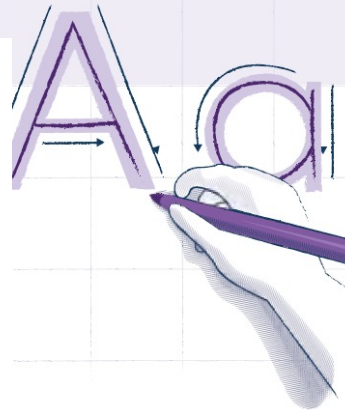
Ask children to work out the word you say in sounds: for example, h-a-t > hat; sh-o-p > shop.

Show how to say sounds for the letters from left to right and blend them, for example, big, stamp.

Help children to become familiar with letter groups, such as 'th', 'sh', 'ch', 'ee' or 'igh'.

Provide opportunities for children to read words containing familiar letter groups: 'that', 'shop', 'chin', 'feet', 'storm', 'night'.

Listen to children read some longer words made up of letter-sound correspondences they know: 'rabbit', 'himself', 'jumping'.



Children in reception will be learning to:

Read a few common exception words matched to the school's phonic programme.

Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words.

Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment.

Form lower-case and capital letters correctly.

Spell words by identifying the sounds and then writing the sound with letter/s.

Examples of how to support this:

Note correspondences between letters and sounds that are unusual or that they have not yet been taught, such as 'do', 'said', 'were'.

Listen to children read aloud, ensuring books are consistent with their developing phonic knowledge.

Do not include words that include letter-sound correspondences that children cannot yet read, or exception words that have not been taught.

Children should not be required to use other strategies to work out words.

Make the books available for children to share at school and at home.

Avoid asking children to read books at home they cannot yet read.

Teach formation as they learn the sounds for each letter using a memorable phrase, encouraging an effective pen grip. When forming letters, the starting point and direction are more important at this stage than the size or position of the letter on a line.

Show children how to touch each finger as they say each sound.

For exception words such as 'the' and 'said', help children identify the sound that is tricky to spell.

Children in reception will be learning to:

Write short sentences with words with known sound-letter correspondences using a capital letter and full stop.

Re-read what they have written to check that it makes sense.

Examples of how to support this:

Support children to form the complete sentence orally before writing.

Help children memorise the sentence before writing by repeatedly saying it aloud.

Only ask children to write sentences when they have sufficient knowledge of letter-sound correspondences. Dictate sentences to ensure they contain only the taught sound-letter correspondences.

Model how you read and re-read your own writing to check it makes sense.

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Reading and Phonics

We have daily whole class phonics sessions following based on the Little Wandle scheme which is validated by the Department for Education. Below is an example of a weeks planning. We learn 4 sounds a week.

Weekly grid Reception phase 3 Spring 1 week 1

Lesson focus	Revisit and review			Teach and practise			Practise and apply		LE	
	GPCs	Words	Tricky words	New GPC and catchphrase	Oral blending	New words	Example definitions and sentences	Read the sentence		Spelling
ai tail	qu ch sh th ng nk	bang fish quick chat	is as the I	 ai tail in the rain	r-ai-n f-ai-l t-ai-l	rain wait tail sail fall main	tail Some animals – like horses, dogs and cats – have tails. sail To travel on water in a boat. Also, the piece of cloth on a boat which catches the wind. main The most important or biggest — I like to have my main meal at lunchtime.	His fish has a quick tail.	rain wait + the	Reading practice sessions with decodable reading books three times a week
ee sheep	ai qu ch sh th ng nk w	with pink wait rain	is as the I put*	 ee sheep in a jeep	s-ee f-ee-t sh-ee-p	see feet meet sheep deep feel	sheep An animal that eats grass and has a white, fluffy coat. Sheep give us wool to make scarves and gloves. deep Going a long way down — The water in the ocean is very, very deep! feel I feel very happy today as you're all doing such a great job.	A pink sheep with feet.	see feet + put	
igh light	ai ee qu ch sh th ng nk	that web see feel	is as the I put* pull*	 igh a light in the night	l-igh-t h-igh t-igh-t	high light night right tight fight	right I like to get the answer right. Also, to move in a way that's the opposite of left. ttight My trousers always feel tight after a big Sunday lunch! fight You must not fight over who uses the new bike first.	I can see the web is up high.	night right + pull	
oa goat	ai ee igh th ff ll ng ch sh	this sail tight night	is as the I put* pull* full*	 oa soap that goat	c-oa-t t-oa-d r-oa-d	coat soap goat toad road boat	toad A type of frog with dry, lumpy skin. goat An animal with horns and a beard. boat Something which travels across water – He loved playing with his toy boat in the bath.	Get into the boat and sail off.	coat boat + full	
Review	ai ee igh oa ng sh ch th	Play Change It: light fight feet feel fail sail sigh sight light (use cards, not words)	is as the I put* pull* full*			Match the words to the pictures: boat sheep feet rain light toad	Quick review: bang fish wait web pink tight feel deep right this that	This pink coat is tight.	sheep road	

Notes for these lessons

- Practise reading new words with the word cards showing the sound button side.
- There are no new tricky words this week.
- *The tricky words 'put', 'pull' and 'full' may not be tricky in some regional pronunciations and in which case should not be treated as such. Instead, add these words to **Revisit and review:** words.



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Reading and Phonics

The Little Wandle website has lots of useful information for you to support your child's learning.

Click on the 'For Parents' tab.

The screenshot shows the Little Wandle website interface. At the top left is the 'Little Wandle LETTERS AND SOUNDS REVISED' logo. To the right are navigation buttons for 'Join', 'View basket', and 'Log in'. Below these are links for 'About us', 'For parents', 'Why join?', 'FAQs', 'Shop', and 'Contact us'. The main banner features the text 'Teach reading: change lives!' over a blue background with faint letters 'ai' and a line-art illustration of a man and a woman reading. Below the banner is a video player showing a woman speaking, with a play button and the text 'being boing'. To the right of the video is a validation badge from the Department for Education, featuring the Little Wandle logo and the text 'Delighted to be validated by the Department for Education'.



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Reading and Phonics

There are three tabs then for you to use.

Support for phonics with videos demonstrating how to say the sounds as well as a guide for each term.



Support for phonics

How we teach

Support for reading

These three videos show you how to pronounce the sounds. Notice how the children don't add an 'uh' sound at the end, so they say: 't' not 'tuh'. Use the downloadable information to help your child remember how to write their letters and say their sounds.

Videos



Phase 2 sounds taught in Reception Autumn 1



Phase 2 sounds taught in Reception Autumn 2



Phase 3 sounds taught in Reception Spring 1



Autumn 1 sounds

Download a guide to how children are taught to say their sounds in Reception Autumn 1

[Download](#)

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Reading and Phonics

The 'How we teach' tab has videos demonstrating how the lessons we have at school.

Support for phonics

How we teach

Support for reading

The videos on this page show parents how we teach your child specific aspects of phonics in class.

Useful videos



A quick guide to alien words



How we teach tricky words



How we teach blending



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Reading and Phonics

Finally, the 'Support for reading' tab has information about supporting your child in their reading journey.

[Support for phonics](#)

[How we teach](#)

[Support for reading](#)

Supporting your child with reading

Although your child will be taught to read at school, you can have a huge impact on their reading journey by continuing their practice at home.

There are two types of reading book that your child may bring home:

A reading practice book. This will be at the correct phonic stage for your child. They should be able to read this fluently and independently.

A sharing book. Your child will not be able to read this on their own. This book is for you both to read and enjoy together.

Reading practice book

This book has been carefully matched to your child's current reading level. If your child is reading it with little help, please don't worry that it's too easy – your child needs to develop fluency and confidence in reading.

Listen to them read the book. Remember to give them lots of praise – celebrate their success! If they can't read a word, read it to them. After they have finished, talk about the book together.

Sharing book

In order to encourage your child to become a lifelong reader, it is important that they learn to read for pleasure. The sharing book is a book they have chosen for you to enjoy together.

Please remember that you shouldn't expect your child to read this alone. Read it to or with them. Discuss the pictures, enjoy the story, predict what might happen next, use different voices for the characters, explore the facts in a non-fiction book. The main thing is that you have fun!



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Reading and Phonics

During the first term we start our reading sessions and allocate reading books. We read three times a week with the children in class. The book allocated is linked to the phonics sounds the children know. We send home the reading book from the reading sessions on Monday and collect in on Friday. Please ensure that this is returned to school every day for the reading we do in class as we do not have any additional copies.

The sessions are as follows

- De - coding
- Prosody
- Comprehension

These sessions are explained in the cover of each book.

Each day the children have the opportunity to bring home a library book for you to read together.

Please update your child's reading diary every time you read the phonics book and the library book.



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How you can support at home

Phonics - practice recognising and forming the sounds we learn each week

Reading - read everyday and sign the reading diary

Other areas to support are

- Going to the toilet independently
- Getting dressed and putting on their coat, shoes etc.
- Fastening buttons and zips
- Using a knife and fork

Finally, please remember to label everything and order your child's meal on Parentmail.



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