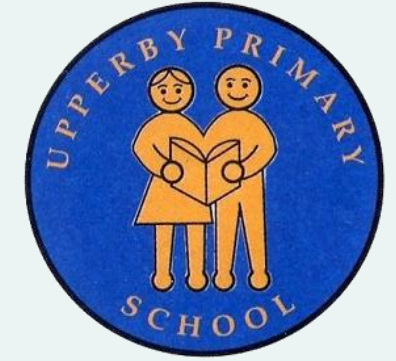




Welcome to Reception

Parents' Information Meeting

Upperby Primary School • Reception

Aspire • Attend • Achieve



Welcome to our EYFS team

Working together to give every child the best possible start.

Our team

- Reception teachers - Mrs Weir, Ms Campbell and Mr Stokes
- Teaching assistants – Mrs Sutherland, Mrs Baldwin, Mrs Reid, Mrs Christie, Miss Scott and Ms Sada
- Wider EYFS team
- Everyone works together to know and support your child

Our promise

We want children to feel:

- ♥ Safe and secure
- ♥ Happy and valued
- ♥ Confident to have a go
- ♥ Proud of what they can do

Our partnership

You know your child best.

Please share information that helps us understand your child, celebrate successes and support any worries.

A typical Reception day

Our routine provides security, but it can flex around children's needs and learning.

8:35–8:45

Arrival &
Registration

Morning

Phonics • Story •
Snack time • Child
Initiated Learning
Time • Song and
Rhyme Time

Midday

Lunch • Play •
Outdoor learning

Afternoon

Wellbeing Activity
• Literacy Time •
Child Initiated
Learning Time •
Maths Activity

3:15

Home time

Remember

Children may not always be able to tell you everything they have done — learning happens throughout the day, often through play.

The Early Years Foundation Stage

Seven interconnected areas of learning.

Communication & Language

Listening, attention, understanding, speaking

Personal, Social & Emotional

Relationships, self-regulation, independence

Physical Development

Movement, coordination, health and fine motor skills

Literacy

Phonics, reading, writing, stories

Mathematics

Number, numerical patterns, shape, space and measure

Understanding the World

People, places, nature, past and present

Expressive Arts & Design

Creating, singing, music, imagination and role play

How children learn in Reception

A balance of teaching, exploration and purposeful play.

Adult-led learning

Short, focused teaching

- Phonics
- Maths
- Stories & vocabulary
- Modelling new skills

Small groups

Targeted opportunities to:

- Practise skills
- Talk with adults
- Revisit learning
- Build confidence

Continuous provision

Children apply learning through:

- Choosing
- Exploring
- Creating
- Problem-solving

Outdoor learning

Opportunities to develop:

- Physical skills
- Cooperation
- Investigation
- Independence

Phonics: the start of the reading journey

We use Read Write Inc. to build secure foundations for reading and writing.

In school

- Learn and revisit sounds
- Say sounds clearly
- Blend sounds to read words
- Develop handwriting and letter formation
- Build confidence through repetition

At home

- Practise the sound we have sent
- Watch the class video
- Encourage your child to say the sound
- Blend orally when appropriate
- Keep practice short and positive

Please remember

Children learn at different rates.

Frequent little bursts of practice are more helpful than long sessions.

Praise effort and confidence as well as accuracy.

Reading at home

The most important thing is to build a love of books and confidence as a reader.

Our reading journey

Picture / wordless books → books with words as phonics skills develop.

Books are changed when they have been looked at at least three times, as recorded in reading records.

Read together

- Let your child talk about the pictures
- Ask “What do you think will happen?”
- Talk about new words
- Re-read favourite stories
- Enjoy stories beyond the reading scheme

A great habit

Aim for a little reading every day.

And remember:

- ★ Reading to your child counts!
- ★ Talking about books counts!
- ★ Enjoying books together matters!

Mathematics in Reception

Building strong number sense through talk, play and everyday experiences.

Number

Counting, recognising quantities, subitising, comparing and understanding numbers

Numerical patterns

Patterns, doubles, odd/even ideas and relationships between numbers

Shape & space

2-D and 3-D shapes, position, direction and spatial language

Measure

Length, height, weight, capacity, time and money through meaningful experiences

Try it at home

“How many do we need?” • “Who has more?” • “Can you find a triangle?” • “How many ways can we make 5?”

Independence: skills for life

Please encourage your child to have a go before an adult steps in.

✓ Put on and take off their coat

✓ Manage their own toilet needs and wash hands

✓ Look after their own belongings

✓ Tidy resources after use

✓ Have a go at fastening zips/buttons

✓ Open lunch boxes, bottles and food packaging

✓ Change shoes when needed

✓ Ask an adult for help when they genuinely need it

Small steps build confidence

Praise the attempt: "You had a go!" rather than doing everything for them.

How we assess progress

Assessment happens naturally as children learn — not through constant testing.

We observe

What children choose, say, do and understand during everyday learning.

We notice

Strengths, interests, emerging skills and areas where a child needs more support or challenge.

We respond

Adults adapt teaching, provision and interactions so children can build on what they already know.

Early Learning Goals

At the end of Reception, we assess each child's development against the Early Learning Goals (ELGs). This is not a formal test. Teachers use their knowledge of each child, built through observations, conversations and everyday learning, to make a judgement about whether they have reached the expected level of development. The ELGs provide a picture of what children typically need to know, understand and be able to do by the end of Reception.

Communication between home and school

Good communication helps us work as one team around your child.

ClassDojo

Use for:

- General messages
- Learning updates
- Photos and activities
- Non-urgent questions

We may not see messages immediately during teaching time.

School office

Please contact the office for urgent or time-sensitive information, such as:

- Changes to collection arrangements
- Someone else collecting
- Running late
- Absence or attendance

Talking to us

Please speak to a member of staff if you have a concern.

We value your knowledge of your child and want to address worries early.

How you can help at home

You do not need lots of worksheets — everyday life provides wonderful learning opportunities.

Talk

Chat about your day. Introduce and explain new words.

Read

Share stories, non-fiction, rhymes and favourite books.

Count

Count steps, toys, plates, socks, stairs — anything!

Notice print

Spot letters, sounds, names and numbers in the environment.

Play

Build, draw, pretend, make patterns and solve problems together.

Independence

Let your child dress, tidy, open, carry and try things for themselves.

Questions?

Thank you for coming!

We are looking forward to a wonderful year!

Please come and speak to us if you have any questions or anything you would like to discuss.