

Meet the teacher – Khalsa Primary School Reception



Welcome to Khalsa Reception team

- Mrs Clarke - RC
- Miss Wiacek – RW
- Mrs Sehra (Tuesdays & Wednesdays)



Early Learning Goals

Early Learning Goal Making Relationships

- Children play co-operatively, taking turns with others. They take account of one another's ideas about how to organise their activity. They show sensitivity to others' needs and feelings, and form positive relationships with adults.

Self -confidence and self -awareness

- Children are confident to try new activities, and say what they like some activities more than others. They are confident to speak in a familiar group, will talk about their ideas, and will choose the resources they need for their chosen activities. They say when they do or don't need help. Its and other children.

Managing feelings and behaviour

- Children talk about how they and others show feelings, talk about their own and others' behaviour, and its consequences, and know that some behaviour is unacceptable. They work as part of a group or class, and understand and follow the rules. They adjust their behaviour to different situations, and take changes of routine in their stride.



- **Listening and attention**

Children listen attentively in a range of situations. They listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions. They give their attention to what others say and respond appropriately, while engaged in another activity.

- **Understanding**

Children follow instructions involving several ideas or actions. They answer 'how' and 'why' questions about their experiences and in response to stories or events.

- **Speaking**

Children express themselves effectively, showing awareness of listeners' needs. They use past, present and future forms accurately when talking about events that have happened or are to happen in the future. They develop their own narratives and explanations by connecting ideas or events.

- **Moving and Handling**

Children show good control and co-ordination in large and small movements. They move confidently in a range of ways, safely negotiating space. They handle equipment and tools effectively, including pencils for writing.

- **Health and self-care**

Children know the importance for good health of physical exercise, and a healthy diet, and talk about ways to keep healthy and safe. They manage their own basic hygiene and personal needs successfully, including dressing and going to the toilet independently.



- **Reading**

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.

- **Spelling**

Children use their phonic knowledge to write words in ways which match their spoken sounds. They also write some irregular common words. They write simple sentences which can be read by themselves and others. Some words are spelt correctly and others are phonetically plausible.

- **Numbers**

Children count reliably with numbers from one to 20, place them in order and say which number is one more or one less than a given number. Using quantities and objects, they add and subtract two single-digit numbers and count on or back to find the answer. They solve problems, including doubling, halving and sharing.

- **Shape, space and measure**

Children use everyday language to talk about size, weight, capacity, position, distance, time and money to compare quantities and objects and to solve problems. They recognise, create and describe patterns. They explore characteristics of everyday objects and shapes and use mathematical language to describe them.

People and communities

Children talk about past and present events in their own lives and in the lives of family members. They know that other children don't always enjoy the same things, and are sensitive to this. They know about similarities and differences between themselves and others, and among families, communities and traditions.



The world

Children know about similarities and differences in relation to places, objects, materials and living things. They talk about the features of their own immediate environment and how environments might vary from one another. They make observations of animals and plants and explain why some things occur, and talk about changes.

Technology

Children recognise that a range of technology is used in places such as homes and schools. They select and use technology for particular purposes.

Exploring and using media and materials

Children sing songs, make music and dance, and experiment with ways of changing them. They safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.

Being imaginative

Children use what they have learnt about media and materials in original ways, thinking about uses and purposes. They represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories.

How can you help?

1) Parent – school 50 % - 50%

Read to your child every day and talk about the books

2) Phonics – practise each sound daily including the writing practice

3) Talk to your teacher about any concerns

4) Respond to requests e.g.: to bring something in



Learning Journals

- In Reception, we keep track of your child's progress within these goals by making a Learning Journal with them.
- We keep annotated photographs, formal observations and pieces of work that they produce in here.
- By the end of the year, you will be able to track back and see where they started, their journey and finally how much they have progressed. They are a lovely keepsake of their time in Reception.



Useful websites in Reception

- **E-safety** – different sections for all ages

<https://www.thinkuknow.co.uk/>

- **Phonics:**

<http://www.nessy.com/uk/>

<http://www.phonicsplay.co.uk/Phase2Menu.htm>

Art: Drawing tools

- <http://artpad.art.com/artpad/painter/>

- <http://muro.deviantart.com/#r=>



Reading

- Make sure you read with your child every day to stimulate high progress
- Mark the number of pages read per day in the reading record
- Mark the time you spent with your child reading
- <http://www.lovereadings4kids.co.uk/>
- Age 3+ <http://www.lovereadings4kids.co.uk/genre/0/3-plus-readers.html>
- Learn to read: <http://www.starfall.com/n/level-a/learn-to-read/play.htm?f>





General Response Questions

-What did you like? What surprised you? What intrigued you?

-Is there anything you didn't like about the book/poem/text?

-Does the book remind you of anything that has happened to you in your life? A memory? An experience?

-Does it remind you of another story/film...?

-Is there anything you are wondering about? Anything that doesn't seem to make sense?

-What questions might you like to ask the author/illustrator?

-In your opinion, what makes this a good story/text/poem?

-Could the book be better? How?

-Is the book as good as...? Why do you think that?

-How is the book different to...? Which is better do you think? Why do you think that?

-Would you recommend it to one of your friends? What would you say to them to encourage them to read it?



Reading Strategies



Sound out and blend the phonemes to read the word. E.g. b-ear

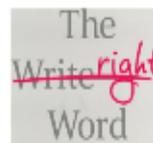


Look for smaller words hiding in big words.



skip

Skip the tricky word and read on to the end of the sentence. Then go back and try again



If a word doesn't sound right go back and use phonics to try and correct it. X → ✓



Imagine what is happening and make a picture in your head so you have a better understanding.



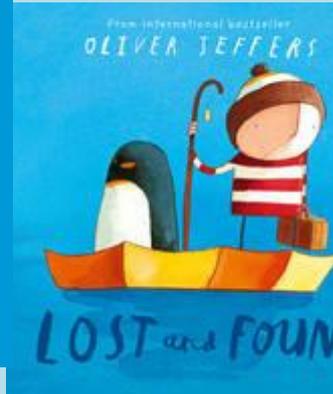
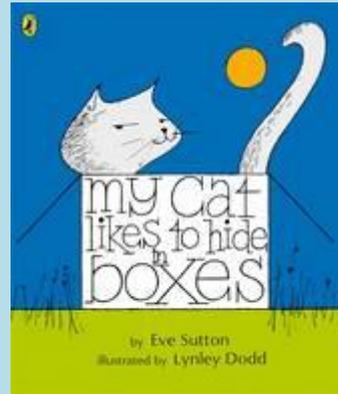
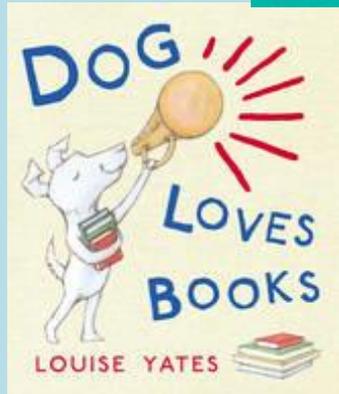
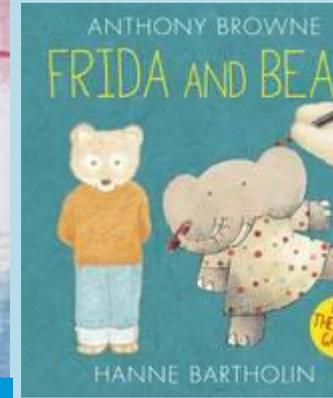
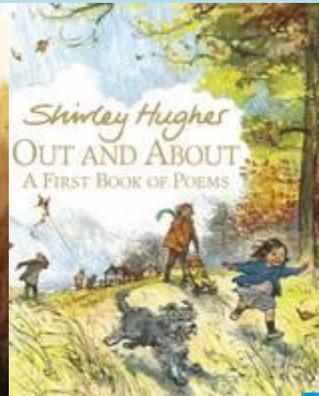
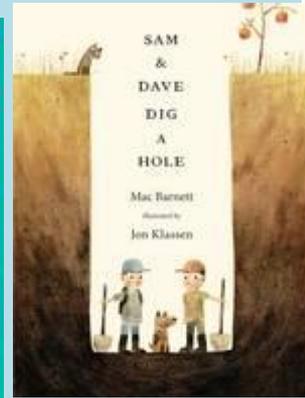
Use the punctuation to help you read with expression. E.g. Yes!



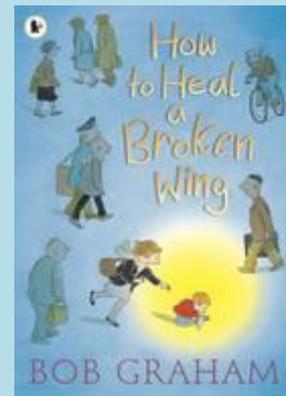
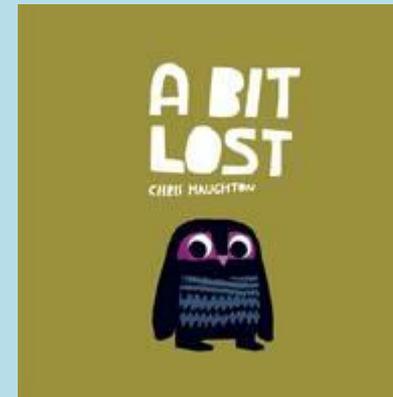
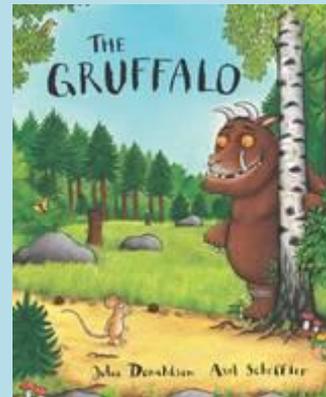
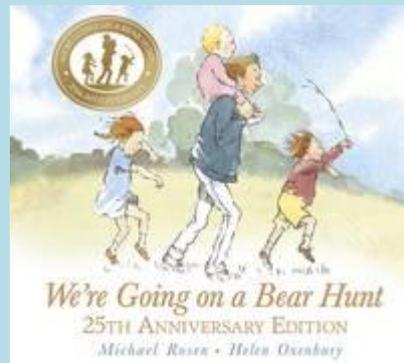
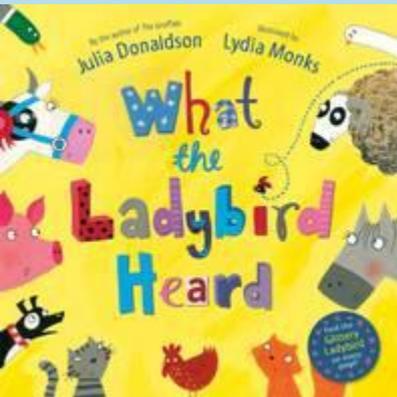
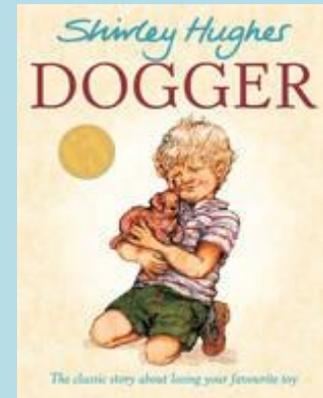
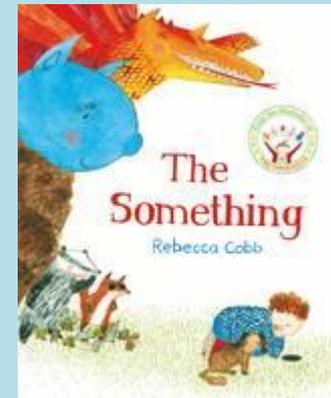
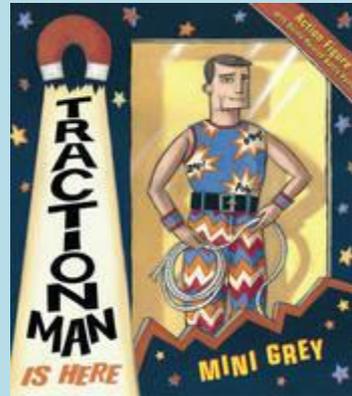
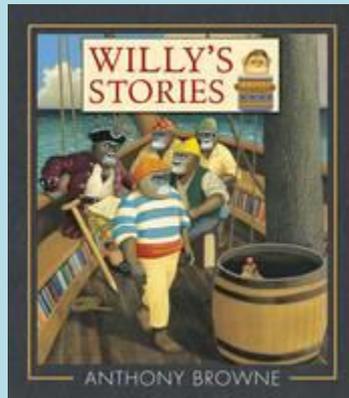
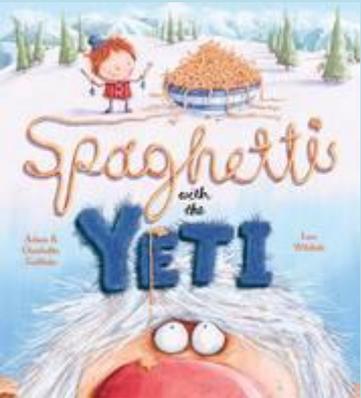
If you have tried all the other strategies and you are still unsure ask for help.



Recommended books for Reception



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Medical

- If your child has an allergy, make sure you inform the office and your teacher.
- If your child suffers from asthma, provide two inhalators: one in the front office and one in class.

