



# Reception Welcome Meeting

***Growing together to build our future.***



# We want the best for every child

High quality care

An engaging curriculum: what we want children to learn

Pedagogy: helping children to learn

Assessment: checking what children have learnt

Encourage and develop self esteem,  
self- regulation and executive function

Partnership with parents



# Starting Points

Every child has a different starting point.

Different family circumstances

Different nursery / pre school / child minder experiences

Different life experiences

Some children need more support academically, some need more support with their social and emotional development.

It's important we all understand that not all children are at the same stage of development.

# Early Years Foundation Stage Curriculum

There are 7 areas of learning in the EYFS curriculum.

3 Prime areas (Communication and Language, Personal, Social and Emotional Development, Physical Development)

4 Specific areas (Literacy, Maths, Understanding of the World, Expressive Arts and Design)

**Regular attendance is crucial** in order to help and support your child in making good progress in all these areas.



# Characteristics of Effective Learning

The ways in which the child engages with other people and their environment:

Playing and exploring

Active learning

Creating and thinking critically

These underpin learning and development across all areas and support the child to remain an effective and motivated learner.

# Encouraging Independence

Right from the first day we encourage independence:

Hang coats on pegs  
Put away book bags in the trays  
Put water bottles in the tray  
Self registering



An independent child is a happy child

# What we're learning in Reception

- \*Rules and routines of the classroom
- \*How to be a good learner
- \* How to be a good listener
- \*How to be a good friend
- \*Snack time/playtime
- \* Circle time
- \*Dough disco and arm gym!
- \*PE      \*Music
- \*Lunchtime routines & behaviour

# School Values

Respectful

Engaged

Ready

# Short teaching inputs

Phonics	Writing	Handwriting	Number
 The logo for 'Unlocking Letters & Sounds' features a red square frame with rounded corners. Inside the frame, the word 'Unlocking' is written in a bold, black, sans-serif font, with a red keyhole icon replacing the letter 'i'. Below 'Unlocking', the words 'Letters & Sounds' are written in a smaller, black, sans-serif font.	 The logo for 'DRAWING CLUB' consists of a white circle on a black background. The words 'DRAWING' and 'CLUB' are written in a black, hand-drawn, sans-serif font. Below the text are three small circles in grey, yellow, and black.	 The logo for 'Kinetic Letters' features the text 'Kinetic Letters' in a black, sans-serif font, with a registered trademark symbol. Below it, the tagline 'making hand-writing easy for everyone' is written in a smaller font. The logo also includes a stylized drawing of a plant with two leaves and a flower, drawn with simple black lines.	 The logo for 'White Rose MATHS' is set against a dark blue background. The words 'White Rose' are written in a white, sans-serif font. Below them, the word 'MATHS' is written in a larger, white, sans-serif font, with a teal triangle replacing the letter 'A'.

# Discovery Time

This takes place throughout the day inside and outside the classroom.

The children take ownership of their learning and independently access opportunities provided, which are mostly initiated by them.

There are adult led activities that each child would have to complete during this time too.



# Baseline

Completing the reception baseline assessment (RBA)

Statutory Assessment

Teacher observations and Pre School / Nursery handover

Provides us with a starting point....so we know next steps and allow us to measure their progress throughout their school journey.

[https://assets.publishing.service.gov.uk/media/682e31e3e9440506ee953953/2025\\_Information\\_for\\_parents\\_reception\\_baseline\\_assessment.pdf](https://assets.publishing.service.gov.uk/media/682e31e3e9440506ee953953/2025_Information_for_parents_reception_baseline_assessment.pdf)

# End of Year Expectations

Children will be assessed at the end of the reception year through teacher assessment.

There are two bands  
**expected** and **emerging**  
for each area of the early years curriculum.

Parents will be informed at the end of the year which bands their children are working within.



# Phonics

Unlocking Letters and Sounds scheme

Progressive programme from R - Yr 2

Daily whole class phonic lessons

4 sounds taught per week plus revision session

Each sound has an action

Interventions (daily and additional to plug gaps)

# Pronunciation and Terminology

important to say the pure sound.  
\*Top Tip - check if your jaw drops!

**Phoneme** - A single spoken sound, e.g. /c/

**Grapheme** - A grapheme is a letter or a sequence of letters that represent a phoneme/sound.

**Phoneme/Grapheme Correspondence** - match a phoneme (sound) to a grapheme (written representation)

**Segment** - Segmenting a word is to break the word down into its component phonemes, e.g.  
hat = h-a-t.

**Blend** - Blending letter sounds (phonemes) together enables children to decode and read words. For example, h-a-t = hat.

# Segmenting and Blending

- \* Blending and segmenting are arguably the most important part of early phonic learning.
- \* oral blending is the ability to hear separated sounds and put them together (blend them) back into one single word. For example, a child that hears the separated sounds 'd-o-g', should be able to 'blend' them back into the single word 'dog'.
- \* This is the key skill for reading. Blending is the skill of hearing that what you have just sounded out becomes a word.
- \* Segmenting is the opposite skill. To segment, you separate a word into its component sounds. For example, 'cat' would become 'c-a-t'. This skill is crucial for writing, as to write a word, a child must hear its component sounds.
- \* If you can blend and segment, then you will quickly be reading and beginning to write words with just a few sounds under your belt.
- \* It is important that the children have plenty of experience of listening to adults modelling oral blending.

# Learning to Read at Merley

\*Children will be taught to read in their daily phonic lessons.

\*In addition they will be heard read once a week on a 1-1 basis initially until they are ready to read in a small group.

\*We will start to send home reading books with sounds in, when we have assessed your child and they are confident and secure in the phonic knowledge (they have been taught) so they will feel successful.

While we complete our assessments we will be sending picture books home (starting on Thursday 18th).

\*Please take time to look at the front cover, title, discuss what you think the book is about? Title? Author? Make predictions?

\*Look at the pictures making up your own story using story language eg: once upon a time.

\*Adult should model telling their story.

\*Encourage your child to talk in full sentences.



# Reading arrangements and expectations

\*Reading books will be changed every Monday and Thursday.  
(Please make sure the children have their reading book and diary with them  
on  
these days so we can change their books).

\*Children will receive one book on each of these days.

\*The book needs to be read 3 times, once each day - for the children  
to practise their decoding and improve their fluency.

\*



# Love to Read



Reading is at the heart of our curriculum.

We want to ensure that reading is for pleasure and enjoyment too.

In class we promote this by allowing children to access books independently throughout the day and daily storytimes.

Your child will also bring home a  
'Love to Read' book

which will be chosen each week by them from our school library.  
This book is for **you to read to your child** and for you and your child to enjoy together.

By sharing this book together, you can further support your child by talking about the story, characters, exploring vocabulary and asking questions you will be **supporting their understanding, developing their comprehension skills and widening their vocabulary.**

# Every Day Counts - Every Book Counts

At Merley we are placing huge significance on the value and benefits of reading and vocabulary.

This will be our sole focus for homework.

Just 5 mins reading a day is 900 mins reading per school year  
**you can really make a difference.**

## Reception Homework

Daily reading - your child reading to you

No more than 10 mins a day.

Remember to record in their reading diary  
(Date, title of book and signature. Short comment if you wish).

Share a story book together.

# Outdoor Adventurers

- Alternate Monday afternoons and Wednesday mornings.
- Monday afternoons - Sessions lead by class teacher and TA.
- Wednesday mornings - Sessions lead by Helen and Anita. Class teacher and TA, will support and observe children.
- Outdoor Adventurers is a time for the children to learn and develop social and physical skills in a different environment.
- Children will learn to do whittling, fire lighting, den building, cutting and drilling wood.
- Outdoor Adventurers supports the children with developing resilience by doing these activities.
- It helps the children in become risk aware not risk averse.

# Other Adults

Mrs Stevens



Mrs Johnson



Mrs Scotney



# Lunchtimes

Children have about 25 mins for lunch.

Packed lunch - less is more!

Please label lunchboxes on the outside.

# Tapestry

## Online learning journey

- What we have been learning each week
- Whole class observations each week for OA
  - WoW moments

Parents may also post WoW moments about your child's achievements at home. add your own pictures/videos/observations of any achievements/activities out of school.

We also use it to remind parents of

- upcoming events
- timetable changes

Information regarding pick-ups / notes about children feeling unwell etc. should be communicated through the office email or through a brief update on the gate in the morning.

Longer more detailed conversations can be arranged with the class teacher at a mutually convenient time.

# Communication

	Parents and carers can:	School staff will:
<b>Morning drop off</b>	Pass quick messages to school staff.	
<b>End of day pick -up</b> , once all pupils have been safely dismissed	Arrange meetings. Ask questions. Pass on more detailed information.	Pass on medical, behavioural and well-being updates as necessary as well as academic news.
<b>Arbor</b>	Communicate pupil absence.	Send out whole school and specific year group information.
<b>E-mail to the school office</b>  office@merleyfirstschool.org	Inform teachers and staff of non-urgent matters. Ask questions. Schedule meetings with staff. Advise staff of regular or one-off pupil collection arrangements.	

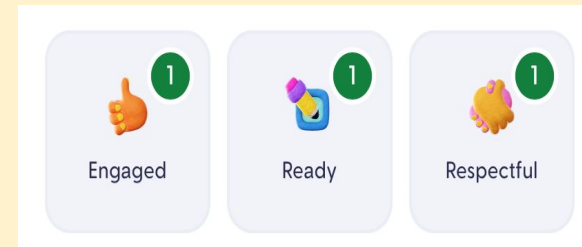
# Communication

<b>Telephone</b> 01202 888455	Communicate urgent information. Request for a member of staff to contact you.	Have a more detailed conversation regarding pupils.
<b>Website</b>		Share half - termly learning overviews and year group events.
<b>Newsletter</b>		Share celebrations, key dates, attendance and safeguarding information as well as, responses to whole school parental feedback and questions.

# Dojo Rewards in Class

We use class dojo to reward children for their work, effort and behaviour.

These rewards reflect our Merley school values.



Respectful

Engaged

Ready





# Other Rewards



Celebration assembly - at the end of the week.

Oak leaves - 3 are awarded every week to children who have wowed us with their learning/attitude.

Star Learner - 1 award a week to someone who has wowed us in any lesson.

Headteacher Award - 1 award a week to someone who has demonstrated the termly focus value eg: Ready, Engaged or Respectful.

Special person - one child is chosen at random each week (You will be notified a few days in advance of your child's week) to be our special person and share things about themselves to the class.



Overall attendance level	Number of days lost each year	Impact on child's education
97%+	5 days or less	These children have every chance to make really strong progress at school.
95%	10 days	These children benefit from strong overall attendance and are well placed to make good progress at school. We aim for every child to have at 96% attendance overall.
90%	19 days	Children in this group are missing a month of school per year; it will be difficult for them to achieve their best
85%	29 days	Children in this group are missing six weeks of school per year; there is a real risk that this lower attendance will hinder children's progress. Absence below 90% is considered to be persistent absenteeism.
80%	38 days	Children in this group are missing a year of school over five years of education. They are not benefitting from their right to be educated. Parents / carers of young people in this group could be issued with a penalty notice.

# Uniform

	Acceptable
Trousers or shorts	Grey tailored school trousers School conventional material Trousers full length
Jumper or school sweatshirt or school cardigan	Royal blue with school logo
Polo shirt	Plain white
Skirts	Grey knee length skirts
Pinafore	Grey knee length dress
Summer dress	Blue and white striped or checked dress – knee length
Socks and tights	Plain grey, black or white socks  Plain grey, black or white opaque or knitted tights
Shoes	Traditional black and low heeled <u>school</u> shoes  Velcro, laces, buckle or slip on only

	Acceptable	Not Acceptable
PE T-shirt	Blue with school logo	No brand names or logos
PE Jumper	Same as school jumper or Navy or black – for use in cold weather	No brand names or logos Fleece
Shorts	Navy or black or white	No brand names or logos Fashion sports wear
Trainers	Non-marking Supportive footwear Lace or Velcro fastening	Plimsolls
Tracksuit trousers	Navy or black – for use in cold weather	No brand names or logos



# Pupil Premium Funding

Improving Educational Outcomes  
for all.



Are you in receipt of one of the following  
benefits?

Income Support

Income Based Job Seekers Allowance.

Income related Employment and Support  
Allowance

Universal Credit



If you are, you can apply for Pupil Premium funding for  
the school.



We can then help you by providing:

\*50% off the cost of school trips

\* reduced fee for Early Bird Club

\*free attendance at one other extra-curricular activity  
(eg after school clubs)

\*one free school sweatshirt or cardigan per year

\*free milk

\*50% off music tuition

# Merley PTA

We are very excited to have a PTA who are passionate about finding ways to celebrate our amazing school and community and provide those special extras for our children.

ALL parents/carers are welcome to attend meetings and all support is welcomed.



[merleypta@gmail.com](mailto:merleypta@gmail.com)

# Behaviour

Code 1 - Un-Social Behaviour Low level disruption in class or on the playground	Code 2 - Un-Social Behaviour Disruption of lesson / playtime activities	Code 3 - Anti-Social Behaviour Prevention of other children learning / playing in peace
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## Reminder

Not following instructions  
A lack of work in lessons  
Not listening to others  
Unacceptable standard of work

Moved to a separate space for 5 minutes

Persistent disruption of learning  
Absconding from the classroom  
Not respecting the classroom environment and resources  
Physically hurting another child

Moved to another classroom for 5 minutes  
Time with SLT to reflect on behaviour at playtime/ lunchtime.

Respectful

Engaged

Ready

# Attendance

Attendance is monitored by the school and BCP (data shared daily)

The national expectation is that children's attendance will be 95% or above (in Initio we are ambitious for all and the expectation is 96%)

The threshold at which penalties must be considered is any 10 sessions of unauthorised absence in a rolling period of 10 school weeks (2 sessions = 1 day)

8:45-8:55 register open and children expected to arrive

8:55-9:15 late

After 9:15 unauthorised absence recorded (this counts towards the 10 sessions)

# Please keep practicing

Try to make your child as independent as possible by encouraging them to:

- \*to be independent in their personal hygiene eg: wiping themselves and blowing and wiping their nose.
- \*Reinforce hand washing at home (not just putting soap on and washing it straight off!)
- \*Taking off their school jumpers and turning them back the right way.
- \*Do up their zip/buttons on their coat





And last but not least...

We are here and happy to help so please ask !

Many thanks for your time.

**Questions?**