

Meet and Greet



St Martins School

Selfless ♦ Self-assured ♦ Successful

Welcome to Reception

Attendance



Our expectations

Children are expected to attend school regularly and punctually.

Missing out on lessons leaves children vulnerable to falling behind. Children with poor attendance achieve less in both primary and secondary school.'

Our aim at St Martins School is for our whole school attendance to be in line with or above local and national figures.

An attendance of 97% or higher is a realistic target which would allow our pupils to flourish in all aspects of their growth.

Schools that improve attendance, maintain high levels of attendance and minimise persistent absence all have a number of features in common. They **'Listen, understand, empathise and support – but do not tolerate'**.

Absence procedures

- Parents must contact the school as early as possible on the first day of their child's absence and every subsequent day of absence – updating the school on their child's condition and expected day of return.
- You are kindly asked to contact school on 01691 776500, ideally by 8:30am if your child is not attending school.
- School will send out an absence email should contact not have been made.
- For pupils who are absent from school, in line with Shropshire policy, work will NOT be set for pupils to complete.

Lateness

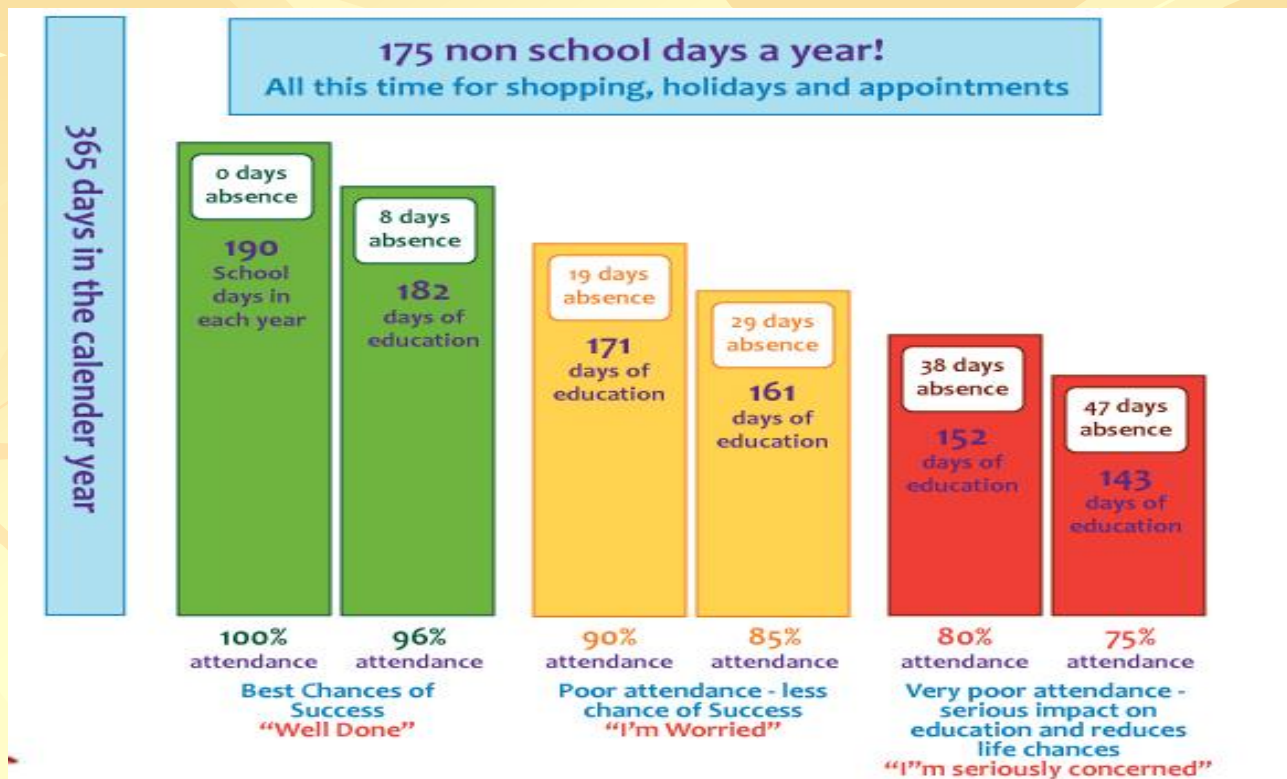
- Punctuality is very important and lateness will not be tolerated.
- The gate to Primary is opened for pupils to enter school and be ready for learning at 8.45am and is then locked at 9.00am.
- Pupils reaching school outside of this time will need to enter and sign in at the main reception.
- Unauthorised lateness after schools registration has closed will receive a code 'U' to indicate that the pupil is in school after arriving late, this will count as an absent mark.

Appointments

- As far as possible, we ask that you should attempt to book medical and dental appointments outside of school hours.
- Where this is not possible, appointments cards or letters should be brought to school to enable authorisation of absence.
- If the appointment requires the pupil to leave during the school day, they must be signed out by a parent/carers and signed back in on their return.
- Pupils must attend school before and after the appointment where possible.

Good attendance means...

BEING IN SCHOOL AT LEAST 96% OF THE TIME;
NO MORE THAN 8 DAYS OFF.



Regular absence

- Our target attendance within school is 96%.
- Should an individual child's attendance fall below this level staff will invite parents/carers into school to discuss how we can support you/your child in improving levels of attendance.
- The Educational Welfare Officer will also be monitoring attendance and will offer additional support in this area.

Regular absence

In the case of regular absence or continued absence or attendance which falls below expectations, medical evidence for proof of absence may be requested. This evidence may include:

- GP appointment card (name/date/time clearly stated)
- Prescription
- Medical packaging with name of child on.
- Medication.
- Hospital letter/appointment letter.

Arrangements will be made for parents/carers to meet with their class teacher or a member of the Student Support Services team to support pupils in improving their attendance.

Settling into Reception

We are so pleased at how well the children have settled into the class.

Our role in Reception is to help continue your child's learning journey through the Early Years Foundation Stage (EYFS) and ultimately guide them towards the Early Learning Goals (ELG's) in the Summer Term.

The Early Learning Goals are a series of statements which your child will be assessed against in the Summer Term and they are assessed either as having met the ELG's or are working towards them.

Early Learning Goals

Communication and Language

Listening, Attention and Understanding

- Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions.
- Make comments about what they have heard and ask questions to clarify their understanding.
- Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.

Speaking

- Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.
- Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.
- Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.

Understanding the World

Past and Present

- Talk about the lives of the people around them and their roles in society.
- Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.
- Understand the past through settings, characters and events encountered in books read in class and storytelling.

People, Culture and Communities

- Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.
- Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class.
- Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and (when appropriate) maps.

The Natural World

- Explore the natural world around them, making observations and drawing pictures of animals and plants.
- Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class.
- Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.

Personal, Social and Emotional Development

Self-Regulation

- Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly.
- Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate.
- Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.

Managing Self

- Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.
- Explain the reasons for rules, know right from wrong and try to behave accordingly.
- Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.

Building Relationships

- Work and play cooperatively and take turns with others.
- Form positive attachments to adults and friendships with peers.
- Show sensitivity to their own and to others' needs.

Expressive Arts and Design

Creating with Materials

- Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.
- Share their creations, explaining the process they have used.
- Make use of props and materials when role playing characters in narratives and stories.

Being Imaginative and Expressive

- Invent, adapt and recount narratives and stories with peers and their teacher.
- Sing a range of well-known nursery rhymes and songs.
- Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music.

Mathematics

Number

- Have a deep understanding of number to 10, including the composition of each number.
- Subitise (recognise quantities without counting) up to 5.
- Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts.

Numerical Patterns

- Verbally count beyond 20, recognising the pattern of the counting system.
- Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity.
- Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.

Physical Development

Gross Motor Skills

- Negotiate space and obstacles safely, with consideration for themselves and others.
- Demonstrate strength, balance and coordination when playing.
- Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.

Fine Motor Skills

- Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases.
- Use a range of small tools, including scissors, paintbrushes and cutlery.
- Begin to show accuracy and care when drawing.

Literacy

Comprehension

- 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.

Word Reading

- 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.

Writing

- 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.

Managing Self

- Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.
- Explain the reasons for rules, know right from wrong and try to behave accordingly.
- Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.

Examples
of some
of the
ELG's

Number

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P.E

- Our P.E day will be on a Monday and will start next week.
- We ask that children come to school dressed in their P.E kit
- Please can you make sure that your child has a white t-shirt, black shorts and black pumps/trainers.
- As the weather gets colder children can wear black jogging bottoms/leggings
- These sessions link to the Physical Development section of our EYFS framework.

Outdoor Discovery

- Our Reception class will have an Outdoor Discovery session weekly on a Tuesday afternoon.
- In this area the children are encouraged to explore their environment and undertake activities related to being out in nature such as making mud pies, making forest school crowns, bug hunting and experiencing the different seasons first-hand.
- Children comes dressed for Forest School (apart from wearing wellies and waterproofs which should be in a separate bag along with a set of spare clothes)
- We do go out in all weathers so it is important that they have appropriate clothing to suit the weather.

Reading in Reception

- Being able to read is the most important skill children will learn during their early schooling
- The ability to read has far reaching implications for life-long confidence and well-being.
- We teach our children to read through using a Systematic Synthetic Phonics Programme. Our programme is called **SUPERSONIC PHONIC FRIENDS**



Reading in Reception











The children will have a daily phonics session where they are introduced to a letter shape and the sound it makes.

Children can begin to read simple words after having only learnt 6 letter sounds.

We spend a lot of time in the first couple of week ensuring that children can hear and say individual sounds in words. We call this oral blending and segmenting. It is a vital skill for early reading and without it children will struggle to read independently.

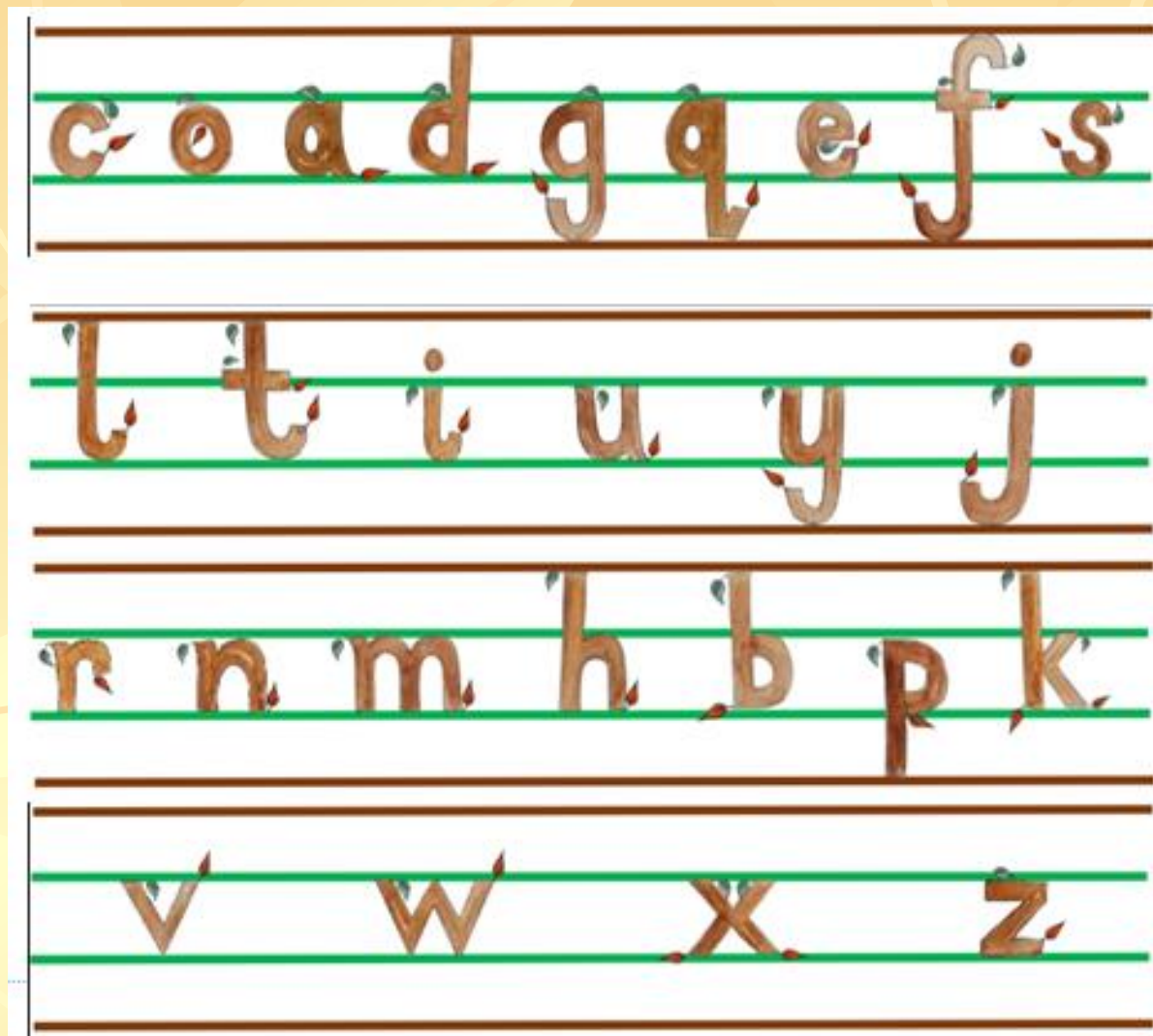
We also show the children how to form the letters and encourage them to have a go themselves.

Each letter has a rhyme to go with it to help children remember which way the letter is formed.

Curly Cal's Letters				
				
"Curl around the cat."	"Swim all the way around with the otter."	"Curl around the ant's head, down his body."	"Curl around the dragonfly's wings, up to her head and down to her tail."	"Curl around the gorilla's body, down and round his arm."
				
"Curl around the quail's body, down and flick at the tail."	"Curl around his big ear and down his trunk."	"Curl down the flamingo's nose to his toes and cross over his wings."	"Squiggle down the squirrel's tail."	

Letter formation sheet

Your child will be encouraged to start at the green leaf and end at the red leaf



Links to reading and writing

- The ability to blend and segment is essential to being a successful reader and writer.
- We put a high priority on these early skills and only move a child onto the reading scheme when we feel they are ready.
- Children will choose a book to share with you at home – this is book for you to read to them.
- They will then start to bring home books or simple sentences linked to the sounds they have learnt. This will be something they will have a go at reading independently.

PHONICS WORKSHOP

Monday 29th September

at 9.15

in the Primary Studio

Please come along to find out
about how we teach phonics
and how to help your child at
home!!

Maths Mastery

In this school we use a mastery approach to the teaching of Maths.

This method of teaching aims to ensure all children have a secure and deep understanding of number and mathematical concepts, by building up knowledge in small and logical steps.

This makes maths accessible to the majority of children.

Concepts are built in small, logical steps and are explored through clear mathematical models and images.

The focus is on depth – not acceleration – so that all children have a chance to embed learning.

We will be helping children to develop a deeper understanding of numbers to 10.

For example when looking at the number 5 children will develop understanding of what 5 looks like – how it can be made up and represented in different ways.

Reception Baseline Assessment

- Children participate in the baseline within the first 6 weeks of starting reception.
- The purpose of the assessment is to provide the starting point for a progress measure that will help parents understand how well schools support their pupils to progress between Reception and Year 6.
- It is a short, interactive and practical assessment of your child's early literacy, communication, language and mathematical skills when they begin school.



Standards
& Testing
Agency



Reception Baseline Assessment

- The RBA is not about judging or labelling your child or putting them under any pressure.
- There is nothing you need to do to prepare them for it.
- They cannot pass or fail the assessment. It just provides us with a starting point.





Thanks for
listening!!

Questions?