



THE  
*Raleigh*  
SCHOOL



RECEPTION MEET THE TEACHER

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# MEET THE TEAM

Teaching Team

**Ms Goldthorp**

**Ms Smart**

Teaching Assistants

**Mr Griffiths**

**Miss Chubb**

**Mrs Lowe** (mornings)

# STATUTORY FRAMEWORK FOR EYFS

Prime Areas			
<b>Personal, Social and Emotional development</b>	<b>Communication and Language</b>	<b>Physical development</b>	
<ul style="list-style-type: none"> <li>• Self-Regulation</li> <li>• Managing Self</li> <li>• Building Relationships</li> </ul>	<ul style="list-style-type: none"> <li>• Listening, Attention and Understanding</li> <li>• Speaking</li> </ul>	<ul style="list-style-type: none"> <li>• Gross Motor Skills</li> <li>• Fine Motor Skills</li> </ul>	
Specific Areas			
<b>Literacy</b>	<b>Mathematics</b>	<b>Understanding the World</b>	<b>Expressive Arts and Design</b>
<ul style="list-style-type: none"> <li>• Comprehension</li> <li>• Word Reading</li> <li>• Writing</li> </ul>	<ul style="list-style-type: none"> <li>• Number</li> <li>• Numerical Patterns</li> </ul>	<ul style="list-style-type: none"> <li>• Past and Present</li> <li>• People, Culture and Communities</li> <li>• The Natural World</li> </ul>	<ul style="list-style-type: none"> <li>• Creating with Materials</li> <li>• Being Imaginative and Expressive</li> </ul>
<p>It is important to remember that the Prime and Specific Areas of learning and development are all interconnected and must be driven by effective learning behaviours. These behaviours are known as the Characteristics of Effective learning</p>			
Characteristics of Effective learning			
<b>Playing and Exploring</b> <ul style="list-style-type: none"> <li>• Finding out and exploring</li> <li>• Playing with what they know</li> <li>• Being willing to 'have a go'</li> </ul>	<b>Motivation</b> <ul style="list-style-type: none"> <li>• Being involved and concentrating</li> <li>• Keep trying</li> <li>• Enjoying achieving what they set out to do</li> </ul>	<b>Thinking</b> <ul style="list-style-type: none"> <li>• Having their own ideas</li> <li>• Making links</li> <li>• Working with ideas</li> </ul>	

# DAILY ROUTINE

- When children arrive in school they put water bottles, coats, book bags away & start their morning jobs.
- **Register 8.50**
- Start **whole class teaching** sessions.
- Mixture of **group work** with adult support and **independent learning**.
- **Indoor and outside learning** every day!
- Please bring in a **coat** every day as we will be outside!
- If your child is being picked up by someone else, please make sure your have let the office know.

# A TYPICAL SCHOOL DAY



- 8.40: Gate / door open
- 8: 50 Register
- 9.00 Phonics
- 9:20 CLL / Maths
- 10:40 Breaktime
- 10:55 CLL / Maths
- 11:50 Lunch
- 1.10: Afternoon lessons
- 2.20: Storytime
- 2.30: Milk time
- 3:15 Home time



# MORNING SNACK

All children receive a free fruit snack in the morning. We encourage the children to try new fruits and vegetables.

# PHONICS

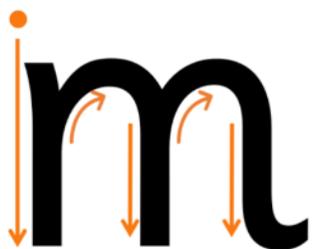
- As a Trust we have devised our own DfE Validated Phonics scheme.
- It is a **kinaesthetic, pacey and fun** way to learn phonics sounds (phonemes) as well as how to push them together when they read (blending)
- Phonics lessons happen **daily for 20 minutes**. (Includes reading & writing)
- Children are **assessed** when they complete a Phonics Phase.



# PHONICS

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## Handwriting Mnemonics Linked to Flashcards



Handwriting mnemonic to help remember:

Down and over, down and over.



Handwriting mnemonic to help remember:

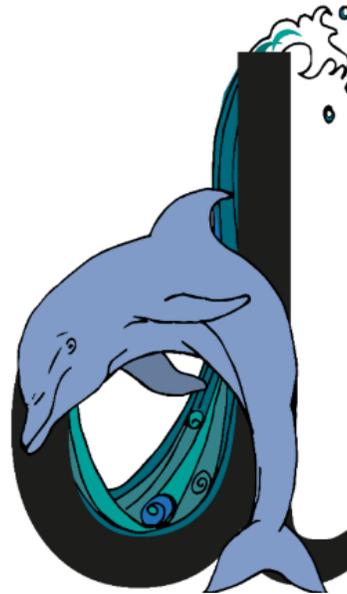
Down, up, loop and kick.

# PHONICS

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## Remembering the Phonemes & Graphemes

Each phoneme is linked to an easily recognisable illustration which helps children to learn and recall the sound.



# READING

- Every Friday children will bring home a **decodable Reading book** (a book which is matched to the sounds they have learnt.)
- They will also bring home a **library book** to share and read with them at home for pleasure.
- We will be assigning them an online reading book weekly that can be accessed via **Oxford Owl**.
- Please **read with your child every day** practising the ‘sounds’ they have learnt.
- Please **sign and comment** in the Reading Diary every day.



# PE KIT + UNIFORM

Must be  
named!

## **Elm Class:**

Monday & Wednesday

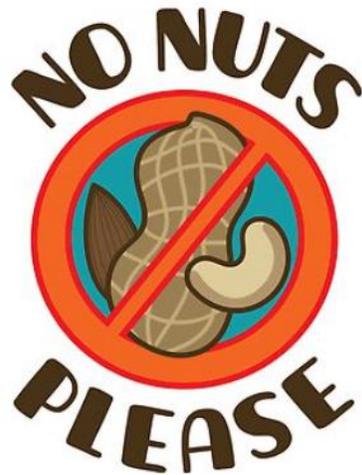
## **PE lessons**

- PE bags are kept in school & sent home for washing at the end of each half term / term.
- Earrings must be taken out.
- Long hair must be tied up.
- Girls – try to wear socks on PE days rather than tights!
- All PE kit **MUST** be named!
- Children have two PE lessons per week (one PE and one Games)

## **Oak Class:**

Monday & Tuesday

# MEDICAL



If your child uses an inhaler, please make sure we have an in-date inhaler to keep in the classroom.

If any other medical issues arise, please ensure that you let the office know who will pass on any information to us.

A reminder that we are a nut free school and that we must have no nuts or packaging containing nuts in school.

# ATTENDANCE

- It is important that your child is at school **every day**.
- Holidays must not be taken during the term time.
- If your child is ill make sure you inform the office by 9.00
- Ensure that your child arrives at school on time.
- Gates shut at 8.50

Attendance Matters



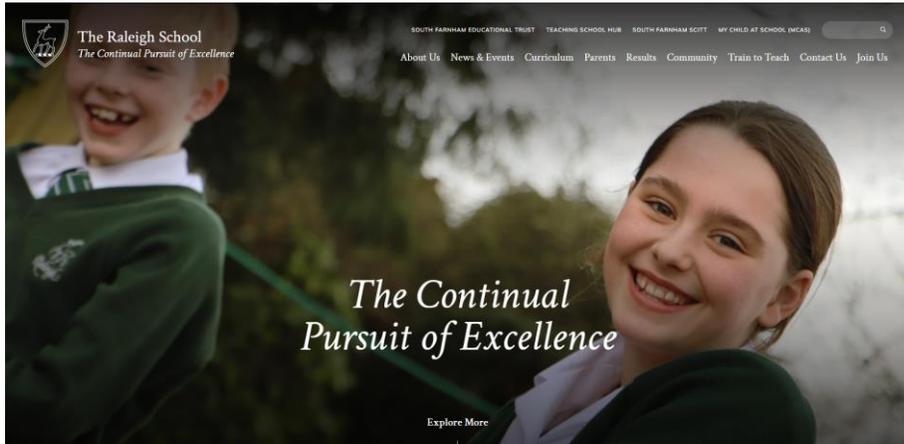
Every Day Counts....

# PARENT MEETINGS

- If you need to talk to your class teacher contact the school office.
- Urgent queries should be taken to the office.
- Parent Consultation evenings held Autumn & Spring terms. A report will be given in the Summer term.

# COMMUNICATION

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**admin.raleigh@sfet.org.uk**



**01483 282988**

# SUPPORTING YOUR CHILD AT HOME

- Encourage your child to be increasingly **independent** & responsible for their things.
- Listen to your child **read EVERY DAY.**
- **Share a story for pleasure** with your child at bedtime.
- Support your child in **independently dressing and undressing.**
- Practise **name writing** (capital only at the beginning).
- Practise **number formation.**
- Ensure your child gets enough sleep.

*Thank you  
for Listening!*



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**QUESTIONS**