

Woodside Primary School

**Welcome to
Reception**



MEET OUR HEADTEACHER



CLAIRE DONALDSON

I started my journey into education as a class teacher in Reception 25 years ago. Since then, I have loved teaching children of all ages, from Early Years to Year 6.

Alongside my passion for teaching, I have always been dedicated to learning more about how to run a great school. I've completed advanced training, including the National Professional Headteacher Qualification and National Professional Executive Leader Qualification. Before becoming Headteacher at Woodside, I successfully guided schools in various leadership roles including Assistant Head and Deputy Head.

I passionately believe children must be happy and feel safe at school to do their best learning. My goal is to ensure every child has a wonderful, memorable experience during their primary school years. This caring approach is at the very heart of everything we do here at Woodside.

MEET OUR RECEPTION TEAM LEADER



SARAH DARLINGTON



Starting school is a big step, and my goal is to make this transition a happy, safe, and exciting journey for both you and your child.

I specialise in Early Years Foundation Stage and have taught across KS1, Nursery, and Reception, giving me a strong understanding of children's learning and development during these important early years. I am truly passionate about EYFS, the curriculum, the teaching approaches, and the balance between adult-led and child-led learning. I particularly love teaching phonics and seeing children's confidence and reading skills grow throughout the year.

As Reception Lead, I place great importance on a successful transition into Reception and then onward into Year 1. I strongly believe in working closely with families to support children as they settle into school, build independence, form friendships, and make progress in their learning.

I want to reassure you that learning in Reception is fun, hands-on, and engaging. My aim is for all children to enjoy their school day, feel confident and secure, and develop a love of learning.

CLASSROOMS

Reception is where the excitement and exploration begins! We pride ourselves on being an exciting and engaging place to be, encouraging our children to be independent learners through a range of practical activities.



Indoor Areas



Outside Space

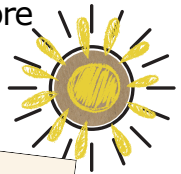
WHAT IS THE MORNING ARRIVAL PROCEDURE?

Please bring your child to the relevant door for your child's classroom for 8.30am.

A member of the team will greet your child at the door and support them to their classroom.

If you have children in our older year groups, their gates open at 8.25am - drop them off first and then come over to us.

Please feel free to pass messages on to your child's class teacher. If you need to speak to your child's class teacher in more detail we can arrange a more suitable time before or after school at the earliest opportunity.



Entrance 1

Entrance 2

“ Your entrance will depend on which class your child is in. We'll be in touch before the summer to let you know your child's class teacher. ”



WHAT IS THE HOME TIME PROCEDURE?



Please come to collect your child at 3.10pm from the same door that you dropped your child off at in the morning. A member of staff will release each child one at a time. If you have children in our older year groups, to make collection easier, we have a 'Sibling Club' - let us know if you need to make use of this service.

Your child's safety is always our prime concern so please make sure your child is collected by a known and expected carer. It is vital that you inform us if someone different is collecting your child. You can contact us on **01691 652446** or via email **admin@woodside.shropshire.sch.uk**. If we are unsure, your child will remain at school until we can contact you.



“If your child would like to ride or scoot to school, bike and scooter racks are readily available.”



WHAT DOES A DAY LOOK LIKE IN RECEPTION?

- ★ Whole class teaching following the Early Years Foundation Stage (EYFS) framework
- ★ Small group teaching to support and enhance the EYFS framework
- ★ Independent learning time
- ★ Child led learning
- ★ Adult led learning



TERMLY OR WEEKLY ACTIVITIES

- ★ Forest school sessions
- ★ PE lessons
- ★ Library sessions



“ We will let you know
in September when
Forest school, PE
and library
sessions will begin
and what day. ”



THE CURRICULUM



This framework provides the basis of how we structure the setting, the activities and opportunities we provide; as well as how we assess your child's development. For each of these areas your child will have Early Learning Goals to work towards.

PRIME	SPECIFIC
<p>COMMUNICATION AND LANGUAGE:</p> <ul style="list-style-type: none"> • LISTENING, ATTENTION AND UNDERSTANDING • SPEAKING <p>PHYSICAL DEVELOPMENT:</p> <ul style="list-style-type: none"> • GROSS MOTOR SKILLS • FINE MOTOR SKILLS <p>PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT:</p> <ul style="list-style-type: none"> • SELF-REGULATION • MANAGING SELF • BUILDING RELATIONSHIPS 	<p>LITERACY:</p> <ul style="list-style-type: none"> • COMPREHENSION • WORD READING • WRITING <p>MATHEMATICS:</p> <ul style="list-style-type: none"> • NUMBER • NUMERICAL PATTERNS <p>UNDERSTANDING THE WORLD:</p> <ul style="list-style-type: none"> • PAST AND PRESENT • PEOPLE, CULTURE AND COMMUNITIES • THE NATURAL WORLD <p>EXPRESSIVE ARTS AND DESIGN:</p> <ul style="list-style-type: none"> • CREATING WITH MATERIALS • BEING IMAGINATIVE AND EXPRESSIVE



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.

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.

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.

EARLY LEARNING GOALS

MATHEMATICS

NUMBER

- Have a deep understanding of numbers 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.

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.

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.

EARLY LEARNING GOALS

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.



WHAT WILL YOUR CHILD BE LEARNING IN THE FIRST HALF TERM?

ME AND MY COMMUNITY

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

- To recognise different emotions.
- To understand how people show emotions.
- To focus during short whole class activities.
- To follow one-step instructions.
- To explore different areas within the Reception environment.
- To understand the role of the dentist, what happens when you go to the dentist and why it is important to have your teeth checked. Why oral health is important.
- To seek support of adults when needed.
- To gain confidence to speak to peers and adults.
- To play with children who are playing with the same activity.

MATHS

- To begin to subitise to 3.
- To find one more of numbers to 3.
- To find one less of numbers to 3.
- To explore the composition of 2 and 3.
- To say which group has more.
- To say which group has less.
- To compare quantities to 3.



FINE MOTOR SKILLS

- To use a dominant hand.
- To begin to use a tripod grip when using mark making tools.
- To use tweezers to transfer objects.
- To begin to copy letters.
- To hold scissors correctly and create snips in paper.

COMMUNICATION AND LANGUAGE

- To understand how to listen carefully.
- To understand why listening is important.
- To be able to follow instructions.
- To talk in front of a small group.
- To talk to class adults.
- To learn new vocabulary.
- To join in with repeated refrains and key phrases.



UNDERSTANDING THE WORLD

- To talk about the people around us.
- To know about family structures.
- To identify similarities and differences between themselves and peers.
- To know about people who help us within the local community.
- To name parts of our body.
- To ask questions about the natural environment.
- To show an interest in technological toys such as iPads, toys with knobs, pulleys and buttons.

GROSS MOTOR SKILLS

- To move safely into a space.
- To roll a ball towards a target.
- To move forwards, backwards and sideways.
- Show a preference for a dominant hand, leg or foot.

EXPRESSIVE ARTS AND DESIGN

- To name colours.
- To experiment with mixing colours.
- To create simple representations of people and objects.
- To draw and colour with pencils and crayons.
- To use costumes and resources to act out narratives.

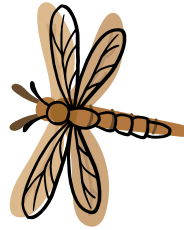
LITERACY

- To use pictures to tell stories.
- To sequence familiar stories.
- To act out stories.
- To start to learn Phase 2 Letters and sounds.
- To begin to blend sounds together to read words using the taught sounds.
- To copy taught letters.
- To write their name.
- To write initial sounds.
- To begin to write CVC words using taught sounds.
- To orally retell a story.
- To draw images and write labels to represent the story.



PHONICS – PHASE 1

- ★ Environmental sounds
- ★ Instrumental sounds
- ★ Body percussion (e.g. clapping and stamping)
- ★ Rhythm and rhyme
- ★ Alliteration
- ★ Voice sounds
- ★ Oral blending and segmenting
(e.g. hearing that c-a-t makes 'cat')



BLENDING



c-a-t

cat

SEGMENTING

cat



c-a-t

PHONICS – PHASE 2

In Phase 2 phonics, children begin to learn how to read and write simple words by matching sounds to letters. This is an exciting stage where children start to realise that letters represent sounds and that these sounds can be blended together to read words.



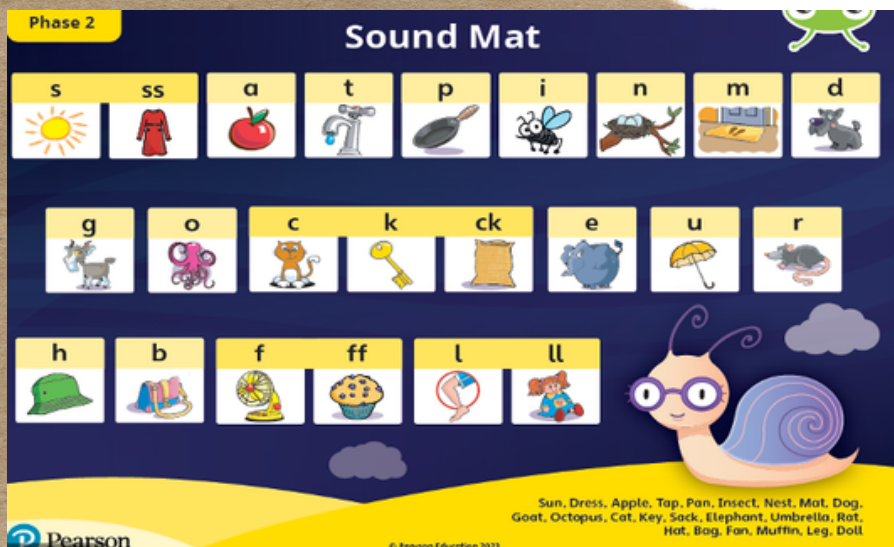
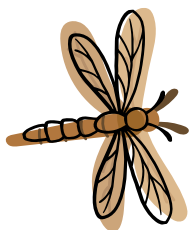
During Phase 2, children will:

- ★ Learn a set of new letter sounds (such as s, a, t, p, i, n)
- ★ Begin to blend sounds together to read simple words like sat and pin
- ★ Start to segment words into sounds to support early writing
- ★ Learn to read a small number of tricky words (words that cannot be sounded out easily), such as the, to, no, go

Bug Club phonics books and activities are carefully matched to the sounds they are learning. **These books include:**

- ★ Simple words and captions that children can practise sounding out
- ★ Repetition to build confidence and fluency
- ★ Online Bug Club books, which include helpful questions and rewards to keep children motivated

PHONICS – PHASE 2



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READING IN SCHOOL AND AT HOME

- ★ The children will take part in a group reading session three times a week. In the 1st session the adult will read the book, asking questions about the story and discussing vocabulary. In the 2nd session the children and adult will read together, scaffolding sounding out and blending together. In the 3rd session the children will read independently.
- ★ We encourage you to try this at home with your child.
- ★ Your child will have a reading diary. If you could date and record when your child reads at home, we will check and change books regularly.
- ★ In our classrooms we have our 'reading rockets challenge' where your child's rocket will move up a star every time they read at home. Once they have moved up five stars they reach the moon receiving a certificate and a reading sticker!



HOW TO SUPPORT YOUR CHILD WITH **EARLY READING?**

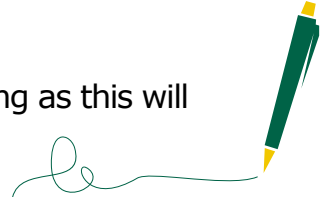


- ★ Try to share a book with your child each day.
- ★ Encourage your child to choose a book of their choice and don't worry if they often make the same choice, it is important that they stay interested!
- ★ Take time to talk about the pictures, asking questions.
- ★ Help your child know how books work – they start at the front, they are read page to page to the back, words are read from left to right, it's easier to follow the words with your finger as you read out loud.



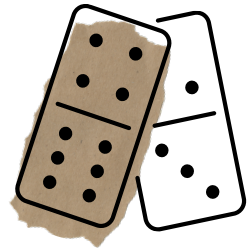
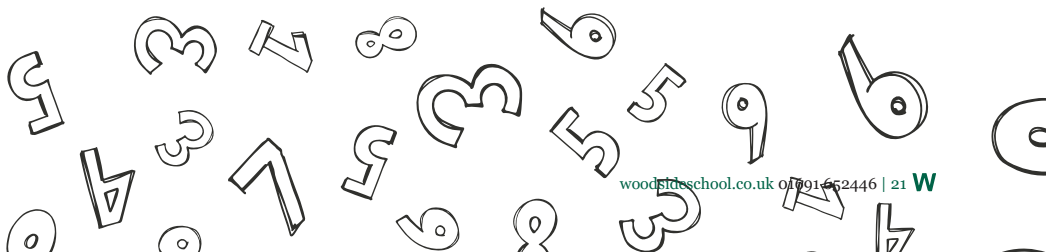
HOW YOU CAN SUPPORT YOUR CHILD WITH EARLY WRITING

- ★ Encourage and praise any mark making as this will boost children's love for writing.
- ★ Make marks in many different ways, pencils and pens on paper, sticks in sand or soil, paint brush and water on the patio etc.
- ★ Have different materials available for example, pencils, pens, chalks, crayons and brushes.
- ★ Write many different things together; birthday cards, shopping lists, signs...
- ★ Build muscles in shoulders, arms and hands using big and small movements.
- ★ Model writing letters.



HOW YOU CAN SUPPORT MATHS IN YOUR DAILY ROUTINES AND ENVIRONMENT

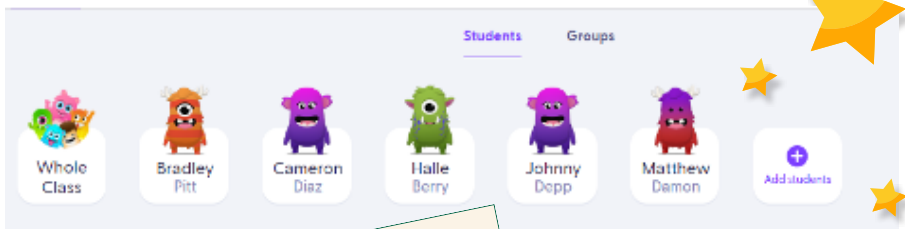
- ★ Read number books together.
- ★ Use mathematical language – more, less, short, long, heavy, light.
- ★ Read numbers on houses and cars.
- ★ Point out colours and talk about them.
- ★ Sing and say number rhymes.
- ★ Play dominoes/snap/board games.
- ★ Measure ingredients when cooking.
- ★ Predict – do you think it will rain today? Will all of those toys fit in the box?
- ★ Make patterns – threading beads, alternate coloured bricks.



POSITIVE PRAISE

We have clear rules which we will share and model with the children when they join their class in September.

We use class dojos, stickers and house points to celebrate good choices and positive behaviour. At the end of each day we will award a star of the day and at the end of the week a star of the week. Each half term every class teacher can nominate a child to receive a celebratory Gold Award.



PARENT AND SCHOOL PARTNERSHIP

We recognise the importance of parents and carers in a child's development. You are your child's first educators and we greatly value any input, opinions and information you can share with us about your child's learning and progress.

We provide many opportunities for parents and carers to take an active part in your child's education. These include:

- ★ Open events where parents are welcomed to join in with our sessions—e.g. phonics, Reading cafe.
- ★ Parents consultation.
- ★ Sport days.
- ★ Whole school events.
- ★ Christmas play.
- ★ Reading diaries.
- ★ Sharing wow moments together.



TRANSITION MORNINGS

Monday 6 July 10.00-11.15am

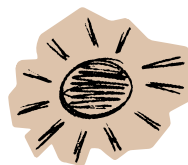
Tuesday 7 July 10.00-11.15am

If your child attends Woodside Nursery (in the morning or for a full day) our staff will collect and return them back to Nursery.

Your child does not need to wear school uniform for these sessions. Could you please ensure your child is wearing sun cream, if necessary.

Your child will need:

- ★ labelled coat
- ★ sun hat
- ★ labelled water bottle
- ★ spare change of clothes in a labelled bag
- ★ any medicines or inhalers.



HOW CAN YOU PREPARE YOUR CHILD FOR STARTING SCHOOL?

As your child will now be part of a class, they will need to become more independent. It will make starting school much easier and happier if they are able to do as many things as possible for themselves.

What will help your child settle into school well?

- ★ Dress and undress themselves.
- ★ Put on and fasten their own coat.
- ★ Use the toilet independently and ask to go there.
- ★ Tidy up after himself/herself.
- ★ Recognise their own name.
- ★ Feed himself/herself using a knife and fork.
- ★ Wipe their nose.
- ★ Wash their hands.
- ★ Share toys and equipment.
- ★ Listen well and follow simple instructions.
- ★ Carry their school bag!



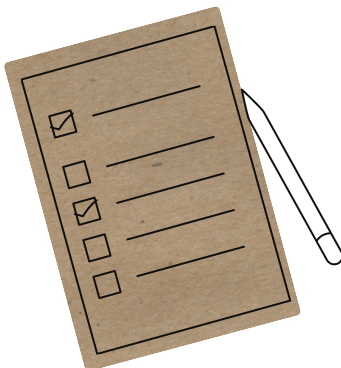
WEBSITES TO SUPPORT STARTING SCHOOL

- ★ <https://home.oxfordowl.co.uk/at-school/reception-at-primary-school/getting-ready-to-start-school/>
- ★ <https://www.parentkind.org.uk/for-parents/be-school-ready>
- ★ <https://www.bbc.co.uk/teach/school-radio/articles/zhwdgwx>
- ★ <https://www.phonicsbloom.com/uk/game/list/phonics-games-phase-1>
- ★ <https://www.bbc.co.uk/bitesize/groups/cx1lpm3ve37t>



WHAT DOES YOUR CHILD NEED TO **BRING TO** **SCHOOL?**

- ★ Named uniform* and warm and waterproof coat
- ★ Named PE kit*
- ★ Named book bag or school bag
- ★ Reading diary and book (once provided by school)
- ★ Named water bottle
- ★ Named lunch box - Only if having packed lunch
- ★ Sunhat
- ★ Sun cream, if necessary. Please try to use the 8hr+ or all day cover.
- ★ Library book on library session day
- ★ Labelled Forest School kit on forest school session day



“
*Full details of our school uniform
and PE kit can be found on the school
website and in our Life at Woodside
booklet.
”

KEEP IN TOUCH



- ★ Please ensure we have multiple and up-to-date emergency contact numbers.
- ★ If there is a change to the usual pick-up arrangements and someone different is picking up your child, please let our office know or a member of the Reception team.
- ★ Please notify us of any changes to health conditions- asthma, allergies, etc
- ★ If your child is unwell or unable to attend school (unplanned absence), you must notify the school of the reason for the absence on the first day of an unplanned absence by 8.30am or as soon as practically possible by contacting the school office.

Call **01691 652446**, select option 1 for the Attendance Manager. Parents can leave a message if the phone is unmanned or engaged.



Email: admin@woodside.shropshire.sch.uk



Text: 07786 201172.



Both services are checked regularly throughout the day and are an opportunity to communicate with school.



**WE LOOK FORWARD
TO YOUR CHILD
JOINING WOODSIDE
PRIMARY SCHOOL!**