

Welcome to Reception!

Miss Miles

Miss Dudley-Smith

Respect

Equality

Courage

Kindness

What we have learnt so far

- The Chilton Way (Good looking, good listening, good sitting)
- Values: Respect, Equality, Courage and Kindness
- School rules: Be ready; Be Respectful; Be safe

What our day looks like

- 8.40-9.00 - Settling in activities
- 9.00-9.30 – Phonics input
- 9.30-10.45 – Child initiated play
- 10.45-11.00 – Snack time
- 11.00-11.15 – Fizzy
- 11.15-11.45 – Maths
- 12.00-1.00 Lunch time
- 1.00-1.15 – Mindfulness/peer massage/yoga
- 1.15-1.45 – Topic
- 1.45 - 2.45 – Child initiated play
- 2.45-.3.00 – Story and singing

Learning Through Play

The statutory framework for the EYFS:

“Play is essential for children’s development, building their confidence as they learn to explore, to think about problems and relate to others. Each area of learning must be implemented through planned, purposeful play and through a mix of adult led and child-initiated activities”

At Chilton we teach children through a careful balance of play and adult led activities.

Play at Chilton

- Each day the teachers will plan for the areas of learning we are covering e.g. Counting or recognising numbers.

- Each busy time we will then put out games and activities that we feel will help the children progress in that area.

- For example: if learning to order numbers to 20 we might put numbers on ping pong balls in water tray; set up a washing line across the climbing frame with number cards and pegs; have number puzzles on carpet; write numbers on building blocks to build a number.

<https://www.youtube.com/watch?v=yt6gatPdgg3I>

Early Learning Goals

-In Reception there are 7 areas of learning: PSED, CL, PD, L, M, UW, EAD.

<http://www.lancsngfl.ac.uk/curriculum/assessment/download/file/Early%20Learning%20%20Goals.pdf>

-For each area of learning there are a set of statements that we are working towards throughout the year.

-As we work towards these throughout the year we compile the children's 'Learning Journey'.

-Parents will get the opportunity to view these throughout the year.

Speech and Language

'Speech and Language' involves a variety of skills:

Speech – the ability to say a particular sound in isolation and also within words

Speech and Language – the understanding and language needed to follow instructions, understand key vocabulary, sentence structure and so on

Listening and attention - skills are also needed for successful communication

Social communication skills – eye contact, using appropriate volume, being able to continue a conversation and so on

Speech and Language at Chilton

- We want to ensure that any areas of difficulty are picked up as early as possible so that we can put support in place.
- We screen all pupils for their language skills and use a programme called 'language link' if needed.
- We also check their ability to produce speech sounds and use a programme called 'speech link' if needed.

Language Link

- Children will be assessed through a series of multiple choice questions.
- This information is then analysed, with all aspects of the child taken into consideration e.g. Their age and whether or not English is their first language.
- If no areas to work on are identified, no additional support is put in place.
- If it is shown that a child does require additional support they are categorised into 'red font', 'blue font' or 'black font'.

Black font – children with very small areas of need

Blue font – children with moderate to mild need

Red font – children with the most need

Language Link

- These children are put into a small group (or 1 – 1 if needed) and Mrs Downs works on their targets with them.
- Information is given to parents and the class teachers regarding the child's need/s so that they can be supported appropriately at home and in class. We want the children to be able to apply what they have learned with Mrs Downs to the classroom and home settings.
- Mrs Downs assesses the children and gives feedback to the class teacher who will inform parents at parents' evenings about their child's progress.
- Children are continued to be monitored in class and if we feel they need some more support at a later date they can have this.

Speech Link

- The ability to form speech sounds is developmental so there may be some sounds your child finds difficult at the moment but they will be able to make them as they get older.
- Not all children are screened as it is normally easy to hear a speech difficulty. Assessment takes about 10 minutes.
- Children with an identified need are given an individual programme and are supported by Mrs Downs 1 – 1.

Communication and helping at home

- School Newsletter – every other week e-mailed and available on school website

- Blogs – available on school website under supporting learning tab....

<https://www.chiltonprimary.co.uk/blog/?pid=80&nid=5>

- Extra reminders put on door

- Medium term plans also on school website

Helping at home

Read the blog each week

Read with your children regularly

Sound books – Helping children to learn their sounds

Love to learn challenges - From October half term

Little stars sheets – From October half term.

Keep in touch – any questions or concerns please do get in touch.