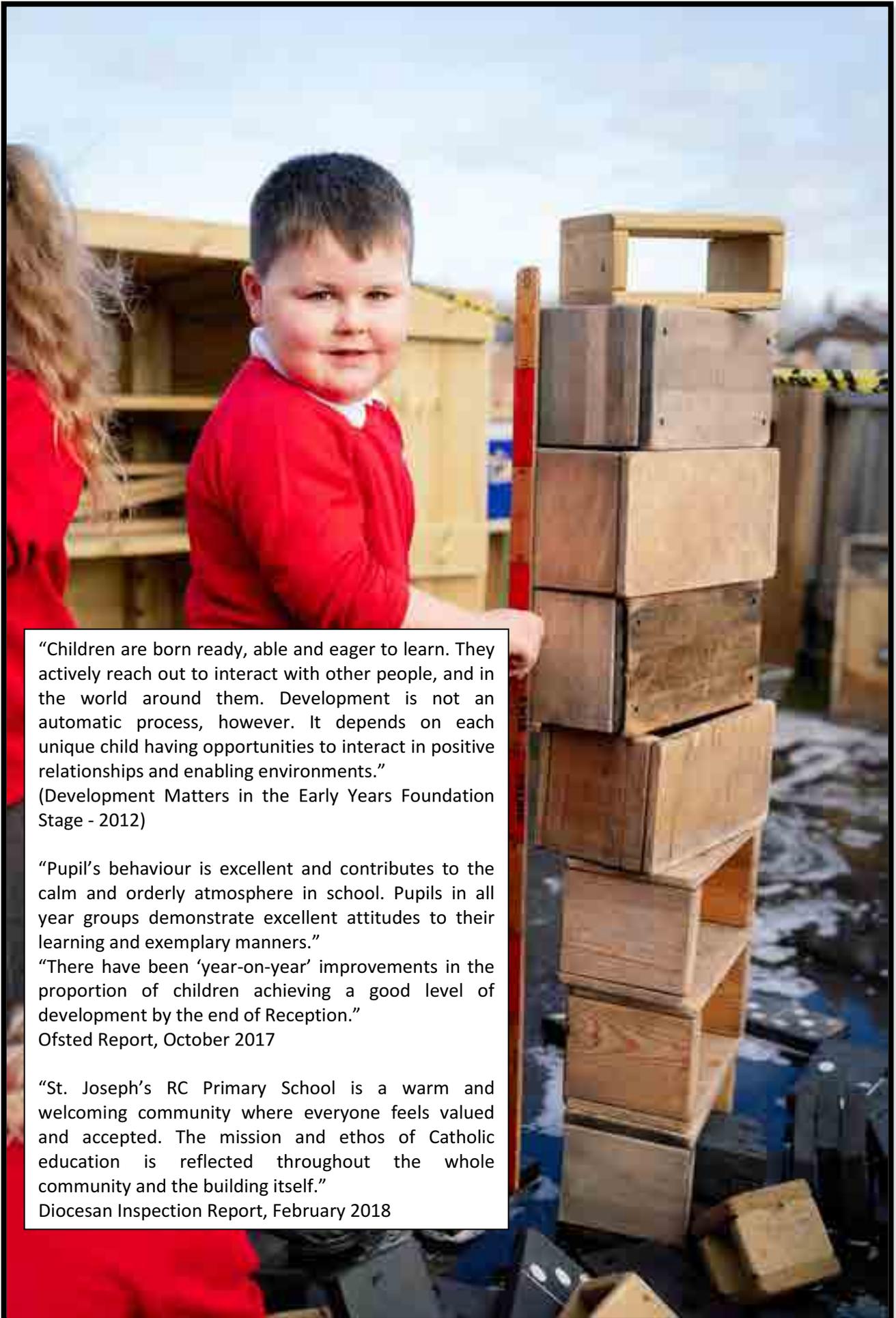




Starting in Reception at St. Joseph's Catholic Primary School



**An information pack
for parents and
carers**



“Children are born ready, able and eager to learn. They actively reach out to interact with other people, and in the world around them. Development is not an automatic process, however. It depends on each unique child having opportunities to interact in positive relationships and enabling environments.”

(Development Matters in the Early Years Foundation Stage - 2012)

“Pupil’s behaviour is excellent and contributes to the calm and orderly atmosphere in school. Pupils in all year groups demonstrate excellent attitudes to their learning and exemplary manners.”

“There have been ‘year-on-year’ improvements in the proportion of children achieving a good level of development by the end of Reception.”

Ofsted Report, October 2017

“St. Joseph’s RC Primary School is a warm and welcoming community where everyone feels valued and accepted. The mission and ethos of Catholic education is reflected throughout the whole community and the building itself.”

Diocesan Inspection Report, February 2018

GENERAL INFORMATION ABOUT STARTING SCHOOL

Children start school in the academic year in which they turn five and are placed into a Reception class. Each Reception class has a teacher and a teaching assistant. During the day the children are involved in a wide range of activities either chosen by themselves or led by staff. Each day is very different but there is a general structure which is roughly as follows:

- Registration followed by activities to help the children settle. As the children become more settled into school they then start to attend liturgies and assemblies (worship, celebration, singing, infant and whole school)
- Activities inside and outside
- A daily structured phonics lesson
- Milk and fruit time
- Activities inside and outside
- A daily maths lesson
- Lunchtime – children have school dinner and then play outside in the infants yard
- Registration
- Activities inside and outside
- Story time, music or use of the ICT suite
- Twice a week the children participate in a dance, PE or games lesson.



WHAT YOUR CHILD NEEDS TO BRING TO SCHOOL

Listed below are the items children need to bring to school with them:

- Suitable coat with a hood as the children will be working outside as well as inside
- Bottle of PLAIN water to keep in the classroom to drink throughout the day
- Wellington boots which are named
- PE bag with black plimsolls, school PE t-shirt and navy shorts
- Book bag which is available from the office
- Reading folder (which will be given out during the year)

Please ensure that all belongings are clearly marked with your child's name – it makes our lives a lot easier!

Children are able to have milk (at a cost) or can have water. The school also participates in the free fruit for school scheme and a selection of fruit is offered each day. You do not need to provide your child with a snack.





ILLNESSES

It is important to note that children get very tired when they start school and will need plenty of sleep and rest. They may also pick up bugs and illnesses as they come into contact with lots of other children!

If your child is absent please contact the school as soon as possible.

If your child has had sickness or diarrhoea please keep them at home for 48 hours after their last period of sickness.

Please inform us of any change of address or contact numbers so that we can get in touch with you if your child becomes unwell. Also please inform us if your child is going on holiday during term time through the Holiday Request form which is available from the School Office.



PREPARING YOUR CHILD FOR STARTING SCHOOL

There are a number of ways in which you can help your child prepare for school so that they can begin school with confidence and as independent people.

PERSONAL AND SOCIAL SKILLS

- Try to provide opportunities for your child to mix with other children at home, in pre-school settings, at the pool, at the park etc.
- Encourage sharing and taking turns
- Teach the difference between right and wrong
- Ensure your child can use the toilet correctly (including flushing the toilet and washing their hands afterwards) and independently. Ensure boys know how to use a urinal.
- Teach your child to dress and undress themselves in readiness for PE, putting shoes on the correct feet and putting on and fastening up a coat.
- Ensure that their name is written in all items of clothing so that they can find their own belongings such as jumpers, bottles etc.
- Encourage your child to ask for help when they need it
- Teach your child to open food packaging and drink cartons
- Teach your child how to use a knife and fork when eating.

MOTOR SKILLS AND VISUAL DISCRIMINATION

- Provide opportunities for drawing, colouring, painting, modelling with play dough etc., cutting out and sticking
- Encourage your child to mark make on a small and large scale e.g. fine and chunky crayons, chalks on the tarmac, paintbrushes and water on the floor to make patterns, lines, attempts at their name, writing numbers etc.
- Play aiming games e.g. skittles, hoops etc.
- Play games such as Snap, Happy Families, matching games
- Threading beads, buttons onto string
- Encourage children to complete jigsaw puzzles

LEARNING TO READ IN SCHOOL

Children read regularly in school in different ways. Each week children read individually with an adult and share books as a class. Daily structured phonics lessons take place to help children learn skills in order for them to become fluent readers. Children also visit our well stocked library on a weekly basis to spend quality time reading, as well as being given an opportunity to take a new book home. You can greatly support your child with learning to read by regularly hearing them read at home.

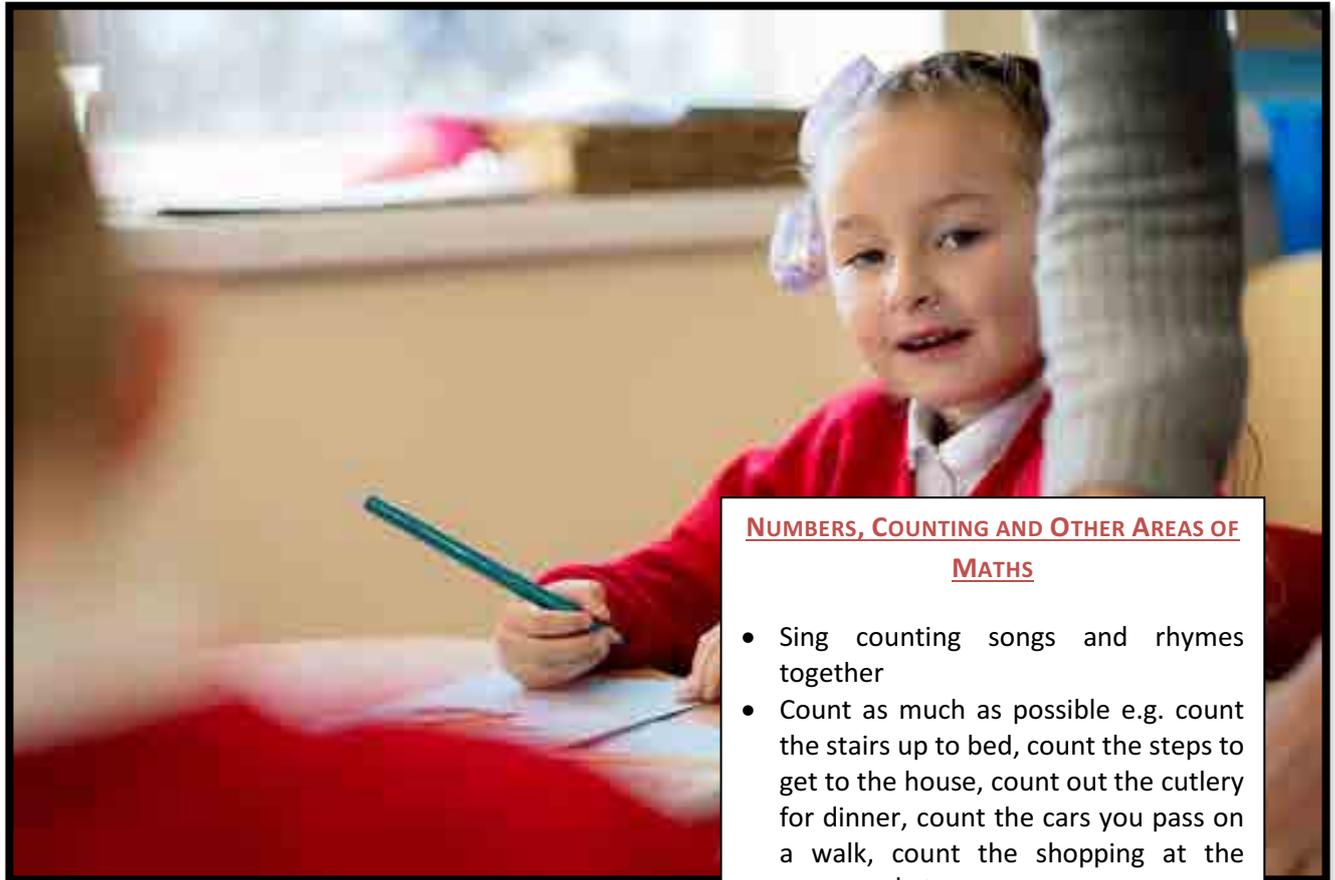
FORMAL WRITING AND LETTER FORMATION

Children will learn how to form and write letters and numbers correctly once they start school. If your child is keen and interested to learn, then please teach your child to write in lower case letters (d not D), and not capitals unless it is the correct use of the capital letter. Encourage them to start at the top of letters and numbers and to write letters in one movement. A sheet showing the school's preferred letter formation is included in your 'Welcome Pack'.



PREPARING FOR READING AND WRITING

- Take time to talk and listen to your child.
- Encourage turn taking in conversations, play listening games, tell stories such as fairy tales, sing nursery rhymes and songs.
- Make puppets and use them to make up imaginary stories. Encourage your child to role-play and engage in imaginative play.
- Make dens using household items such as sheets, chairs, clothes lines etc. and use the den to be part of your child's play
- Share books together. Look at pictures, ask what might happen next and retell familiar stories
- Sometimes point to the words as you read
- Establish a special time every day for quietly sharing a book – perhaps at bedtime
- Point out and read print in the environment e.g. on signs, in shops, notices, on packaging
- Put magnetic letters and words on the fridge and talk about the letters and words. Focus on the sound the letter makes as well as the name of it e.g. 's' the sound it makes is 'ssss', the name of it is 'es'
- Encourage your child to attempt to mark make and do their own writing which may be squiggles and marks. Engage them in what their writing 'says'



**NUMBERS, COUNTING AND OTHER AREAS OF
MATHS**

- Sing counting songs and rhymes together
- Count as much as possible e.g. count the stairs up to bed, count the steps to get to the house, count out the cutlery for dinner, count the cars you pass on a walk, count the shopping at the supermarket.
- Count out items e.g. apples in a bowl, take one away and talk about how many are left. Count items, add one more, talk about how many there are now
- Play simple counting games with dice and counters, and then progress to games with numbers on
- Point out, read and look out for numbers in the environment e.g. house numbers, car number plates, on buses etc.
- Encourage your child to mark make, draw sets of objects and attempt to write numbers.
- Look at and talk about the shapes of different objects around them
- Encourage your child to help with activities such as cooking, helping you weigh out the items and talk about how heavy or light they are



THE EARLY YEARS FOUNDATION STAGE CURRICULUM

INFORMATION ABOUT CURRICULUM AND ASSESSMENT

Whilst in Reception, the children are working within the Foundation Stage and follow the Early Years Foundation Stage Curriculum. This curriculum has four key themes and principles.

These are:

A Unique Child – every child is a unique child who is constantly learning and can be resilient, capable, confident and self-assured.

Positive Relationships – children learn to be strong and independent through positive relationships.

Enabling Environments – children learn and develop well in enabling environments, in which their experiences respond to their individual needs and there is a strong partnership between practitioners and parents and carers.

Learning and Development – children learn and develop in different ways. The framework covers the education and care of all children in early year's provision, including children with special educational needs and disabilities.

Within the Foundation Stage curriculum there are **seven areas of learning** and **three key characteristics of effective learning**.

THE SEVEN AREAS OF LEARNING ARE:

Prime Areas

Personal, Social and Emotional Development – Making Relationships, Self Confidence and Self Awareness, Managing Feelings and Behaviour.

Physical Development – Moving and Handling, Health and Self Care.

Communication and Language – Listening and Attention, Understanding, Speaking

Specific Areas

Literacy – Reading, Writing

Mathematics – Numbers, Shape, Space and Measure

Understanding the World – People and Communities, The World, Technology

Expressive Arts and Design – Exploring and Using Media and Materials, Being Imaginative

THE THREE CHARACTERISTICS OF EFFECTIVE LEARNING ARE:

Playing and Exploring – engagement

Active Learning – motivation

Creating and Thinking Critically – thinking

The curriculum is planned in a very practical way and is based around the topics that are of interest and are relevant and meaningful to the children. Adult and child directed activities take place both in the classroom and outside in the secure outdoor learning environment. The Reception children have direct access to the outdoor area which they use throughout the year and are encouraged to decide where they work and learn.

Assessment in the Foundation Stage

Assessment plays an important part in helping parents, carers and practitioners (teachers and teaching assistants) recognise children's progress, understand their needs and to plan activities and support.

Assessment begins on entry to the Foundation Stage and involves practitioners observing children whilst they are playing and working. At the end of the Foundation Stage, the Foundation Stage Profile is completed for each child and outcomes are reported to parents and carers. This profile provides a picture of a child's knowledge, understanding and abilities and their progress against expected levels.





St Joseph's Catholic Primary School,
St Joseph's Way,
Fellgate, Jarrow,
NE36 4PJ

0191 5364311

enquiries@stjosephsjarrow.co.uk

www.stjosephsjarrow.co.uk



@recstjosephs1



@stjosephsjarrow