

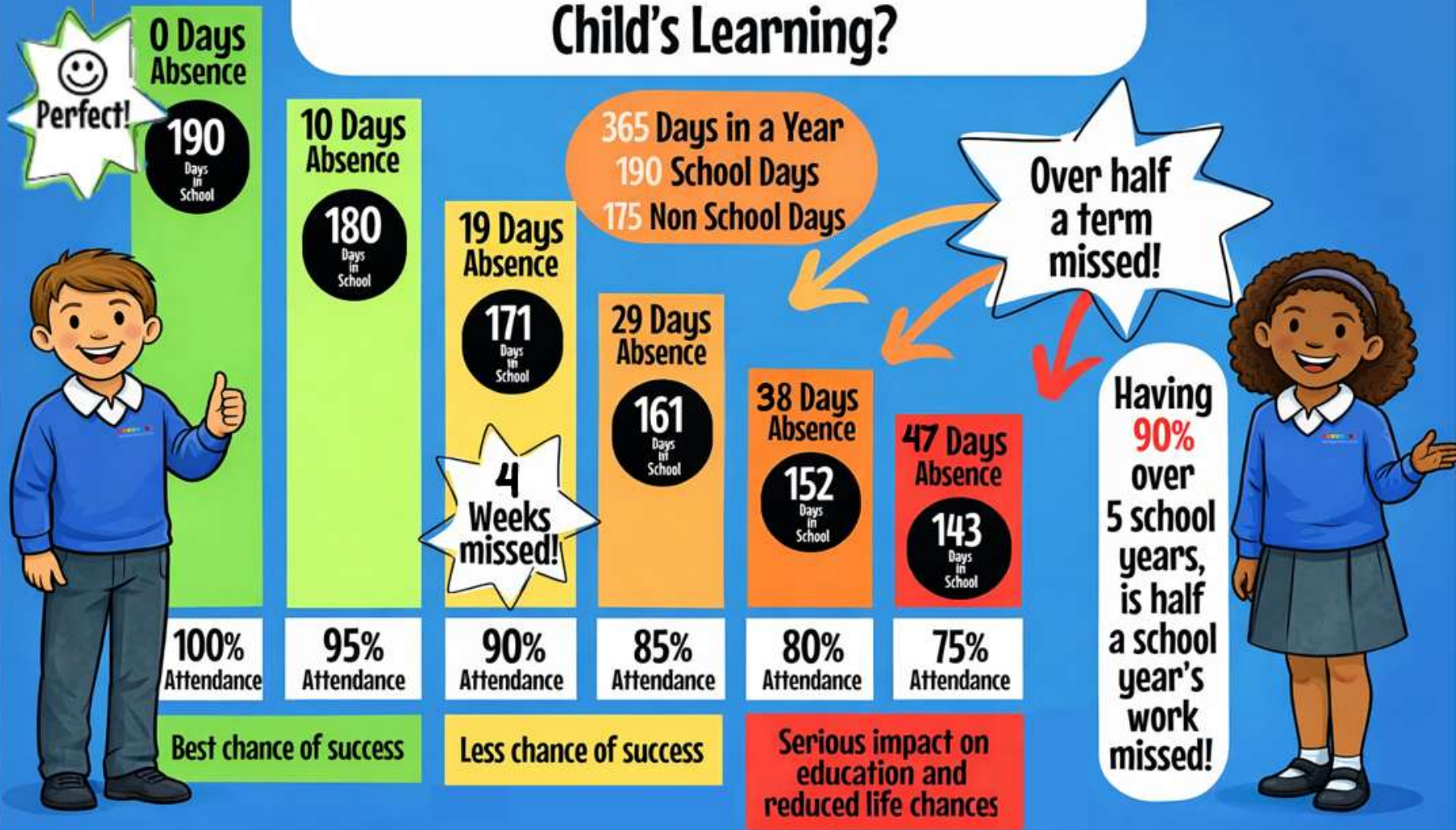


Reception Induction Meeting 2026

Proud to be part of The White Horse Federation Multi-Academy



How Does School Attendance Affect a Child's Learning?





READING MATTERS!

HERE'S THE IMPACT OF READING 20 MINUTES PER DAY!

A STUDENT WHO READS



WILL BE EXPOSED TO

1,800,000
WORDS PER YEAR

282,000
WORDS PER YEAR

8,000
WORDS PER YEAR

AND IS MORE LIKELY TO SCORE IN THE

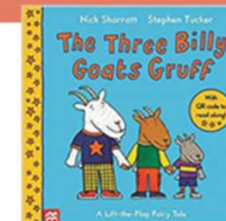
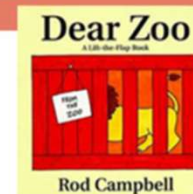


ON STANDARDIZED TESTS!

Source: Nagy, Anderson, and Herman, 1987



Dialogic Book Talk



Use language
to think out
loud

Make
connections
and give
reasons

Explore books
at different
levels

Create a relaxed and
comfortable space to share a book
Allow thinking time and don't rush

- Be careful with too many questions. Wondering prompts often work better to encourage talk eg. "I wonder why...."
- Sensitively move the talk on if it becomes repetitive
- Recast what children have said to encourage all children to be involved and keep the conversation going
- Listen carefully to everything that children are saying and notice all children's attempts to join in
- Be responsive and allow the conversation to go in unexpected directions
- Allow children to revisit the book and pictures and re-read parts that they are interested in
- Stop when children are beginning to show that they have had enough

Ask questions

Enjoy talking
and
communicating
about new
things



Cracking Communication

Listening to children and having conversations with them



Sh
Share attention
Be at the child's level. Pay attention to what they are focused on.

R
Respond
Follow the child's lead. Respond to their non-verbal and verbal communications. You could make a brief comment on what they can see, hear or feel.

E
Expand
Repeat what the child says and build on it by adding more words to turn it into a sentence.

C
Conversation
Have extended back and forth interactions. Give children time to listen, process and reply.

Comment more, question less
Oh! I can see Spot hiding in the basket.
Encourage conversations.

10 second rule
Give children time to listen, process and reply.

Interactive book reading
Lion!
It's a fierce, scary lion!

Supporting inclusive practice: every child, every day...

The benefits to your child of learning more than one language are huge.

Talk and play with your child in the language you feel most confident and comfortable using.

You can use the ShREC approach with any language including British Sign Language.

The ShREC approach supports all forms of communication children use, including signs and symbols.

Sheringham Nursery School & Children's Centre
The East London Trust for Learning
UCL Institute of Education



Key Adults

Mr Light - Headteacher

Mrs Amor - Deputy Headteacher

Ms Millard - SENCo

Mrs Stephens - Family Support

Mrs Dodd - Reception teacher Sycamore class and EYFS lead

Mr Davies - Reception teacher Beech class

Mrs Perrott – TA Beech class

Sycamore TA – to be confirmed

What to expect

- Children follow the EYFS curriculum which follows on from pre-school
- Children learn through play (LTP)
- Children will have focused Maths, Phonics and English sessions
- Strong relationships between parents and staff
- Children will get mucky as they play and explore
- Lots of fun will be had!

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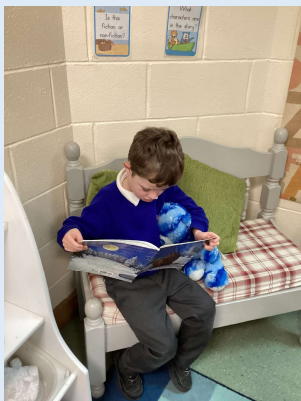
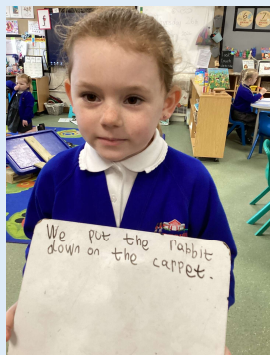


Foundation Stage

The seven areas of learning and development are broken down into three prime areas and four specific areas

Prime Areas		
Communication and Language	Personal, Social and Emotional Development	Physical Development
Listening, Attention and Understanding Speaking	Self-Regulation Managing Self Building Relationships	Gross Motor Skills Fine Motor Skills





Specific Areas

Literacy

Comprehension
Word Reading
Writing

Mathematics

Number
Numerical Patterns

Understanding the World

Past and Present
People culture and Communities
The Natural World

Expressive art and Design

Creating with materials
Being Imaginative and Expressive

Learning Through Play (LTP)

- We use daily Learning Through Play sessions to develop each child's learning
- Children choose the area that they wish to learn in, either inside or out
- Stimuli are planned for in the areas



The adult's role in Learning Through Play (LTP) is to:

- be a supportive facilitator
- observe and assess
- sensitively scaffold learning
- extend children's thinking and vocabulary



Our focus across the year

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Driver	Communication 		Conflict 	Culture 	Conservation 	
Thematic Unit	Happy to be me	Over the Rainbow & The Spirit of Christmas	Help is at Hand	Food, Glorious Food	No Place like Home	Jurassic Park & Under the Sea





Little Wandle Letters and Sounds Revised Phonics programme

- Decode words fluently for reading
- Segmenting words for spelling
- Pure Sounds
- Three reads minimum
- Fully Decodable Books

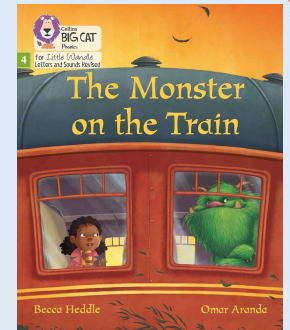
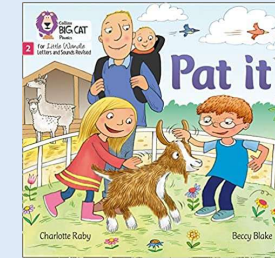
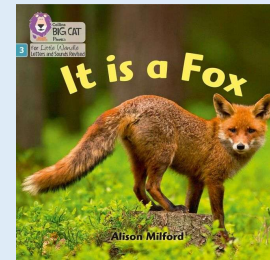
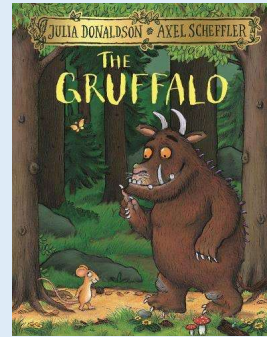
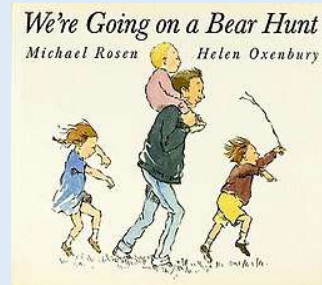
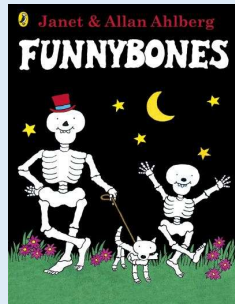
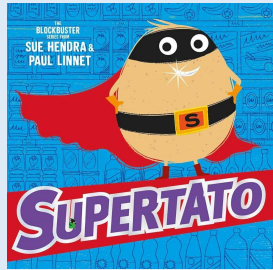


Children learn the letter sound (phoneme) alongside a memorable picture card (mnemonic) helping them link the letter shape (grapheme), with its sound.

Children are ready to read fully decodable worded books as soon as they know their initial sounds and can confidently blend them together to decode simple words.

We will be running a **phonics workshop** for new Parents in **September**.

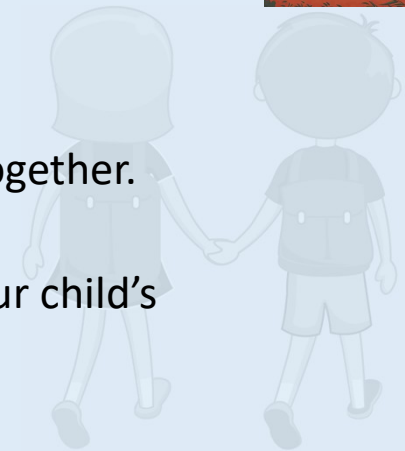




Daily Reading

Supporting your child at home

- A sharing book. This book is for you to read to your child and enjoy together.
- Collins Big Cat Phonics reading practise book perfectly matched to your child's phonic phase.

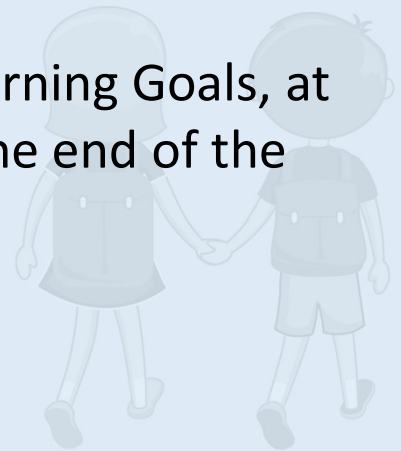


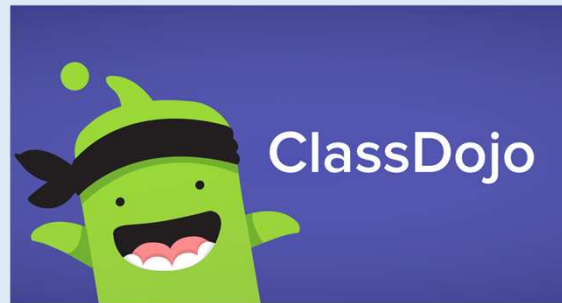
Assessment

Half-termly phonics assessments.

Termly assessments towards the Early Learning Goals.

You will be informed of your child's progress, towards the Early Learning Goals, at the parent consultation meetings and through a formal report at the end of the school year.

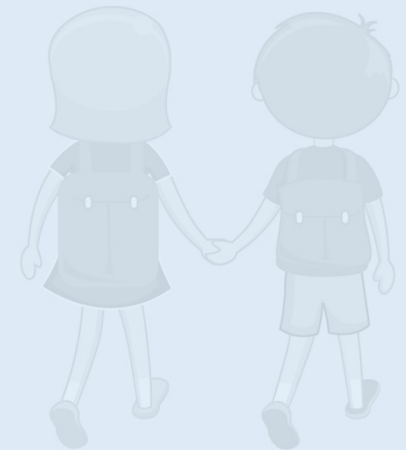




ClassDojo allows us to build a very special record of a child's experiences, development and learning journey through their early years and primary education. Using photos, videos and diary entries, teachers, along with the parents, 'weave' the story of the child and how they are growing and developing. Parents can view their child's progress online and see how much fun they're having, whilst also uploading their own comments and media.

The ClassDojo platform allows us to:

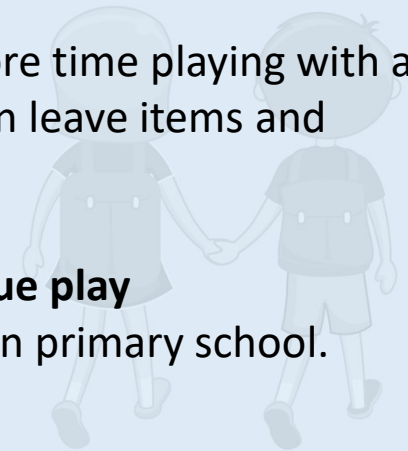
- **Share the story of the classroom with families**
- **Instantly share photos, videos, and announcements on class story**
- **Privately message with any parent**
- **Document the children's Learning Journey**



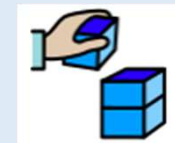


Playing with your child at home

- Give your child **time** to play every day.
- Provide **things** for your child to play with. Recycled materials like boxes, household items and old clothes are often more fun than bought toys and equipment, and they cost less.
- **Join in** the play. Take on a role, make jokes and be **playful**.
- Make **space** for play. As your child gets older he/she will probably spend more time playing with a particular thing or in a particular role, so having a place where your child can leave items and continue playing with them the next day is important.
- When chatting, **ask** what your child was playing that day. Show that you **value play** **whether** it's at home, with the childminder, in pre-school, in playgroup or in primary school.



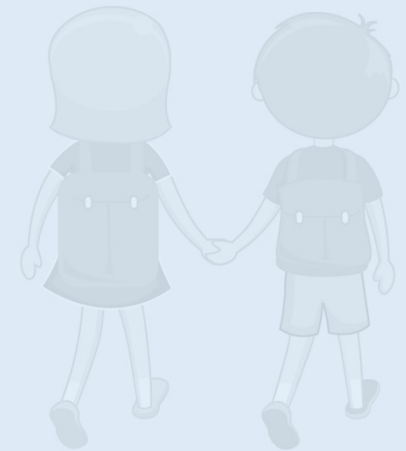
Skills to practise before starting Reception



Your role as parents



- Listen to your child
- Support your child with daily phonics practise, reading or homework
- Be a positive role model – don't let them see if you are anxious about them starting school
- Don't be afraid to leave your child even if they appear upset – they will quickly settle when you have gone
- Help your child be independent by labelling their belongings, teach them how to get dressed and use the toilet, flush the toilet and wash their hands.
- Have fun and enjoy your child's first year at school
- Communicate with your child's teacher – let them see us talking to each other!
- Expect your child to come home messy – they play outside in all weathers and will get dirty and messy during the school day!



What does my child need to bring to school?

- Named water bottle with fresh water
- Named book bag
- Correct school uniform
- Named PE kit to stay in school this will be kept in school until the end of every half term
- Named spare clothes incase of any accidents
- Appropriate clothing to suit the weather e.g a warm, waterproof coat for winter and a sun hat for summer



The Induction Process

July 2026

In July we will be inviting your child to a stay and play session at school where they can come and meet their teachers, teaching assistant, new classmates and see their new classroom. These will take place on **Thursday 9th July and Friday 10th July from 1.30-2.30 pm.** We will let you know which session your child needs to attend at the conclusion of the parent induction meeting.

Autumn Term 2026

Week Beginning 31st August 2026

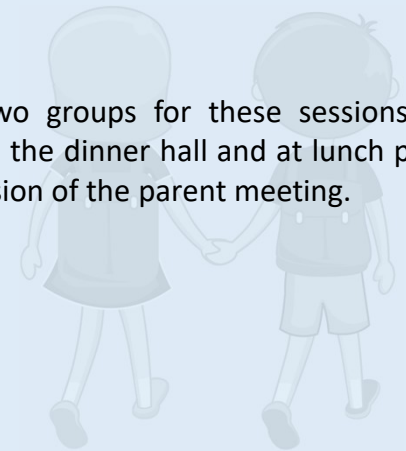
We will invite you and your child into school for a personal appointment with your child's class teacher and teaching assistant. These appointments will last around 15 minutes. At the meeting your child will meet their Year 5 buddy, who help guide and support them in their first year at school. We will give you the letter with your time slot on at the parent induction meeting.

Week Beginning 7th September 2026

The children will have two full days in school to learn routines and settle. The class will be split into two groups for these sessions (half Tuesday/Wednesday and half Thursday/Friday). On these days the Year 5 buddies will accompany the children into the dinner hall and at lunch play to support them and show them routines. We will let you know which session your child needs to attend at the conclusion of the parent meeting.

Week Beginning 14th September 2026

On Monday 14th September 2026 all children will be in school full time unless otherwise agreed.





Thank You

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