



Reception Induction Meeting 2024

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

[thwf.org.uk](http://www.thwf.org.uk)



How Does School Attendance Affect a Child's Learning?

365 Days in a Year
190 School Days
175 Non School Days

0 Days
Absence

190
Days
in
School



100%
Attendance

Best chance of success

10 Days
Absence

180
Days
in
School

95%
Attendance

19 Days
Absence

171
Days
in
School



90%
Attendance

Less chance of success

29 Days
Absence

161
Days
in
School

85%
Attendance

38 Days
Absence

152
Days
in
School

80%
Attendance

Serious impact on
education and
reduced life chances

47 Days
Absence

143
Days
in
School

75%
Attendance

Over half
a term
missed!

Having 90% Over 5 school
years, is half a school
year's work missed.

A 2 week holiday in term
time, means that the
highest attendance a child
can achieve is 94.7%



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

A student who reads

20:00

minutes per day

will be exposed to
1.8 MILLION
words per year
and scores in
90th PERCENTILE
on standardized tests

A student who reads

5:00

minutes per day

will be exposed to
282,000
words per year
and scores in
50th PERCENTILE
on standardized tests

A student who reads

1:00

minute per day

will be exposed to
8,000
words per year
and scores in
10th PERCENTILE
on standardized tests

Source: Krupar, Anderson and Henman, 1987

Key Adults

Mr Light- Headteacher

Mrs Amor- Deputy Headteacher

Ms Millard- SENCo

Mrs Brailey- Family Support

Mrs Dodd- Reception teacher and EYFS lead

Mr Davies- Reception teacher

Mrs Perrott- TA

Mrs Hobday- TA

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!

Foundation Stage

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

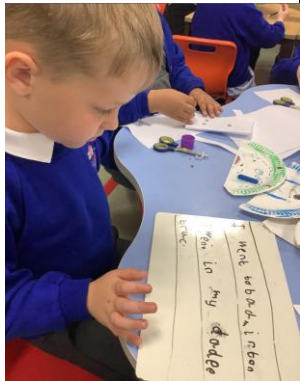
Prime Areas		
Communication and Language	Personal, Social and Emotional Development	Physical Development
Listening, Attention and Understanding Speaking	Self-Regulation Managing Self Building Relationships	Gross Motor Skills Fine Motor Skills



Foundation Stage

Specific Areas

Literacy	Mathematics	Understanding the World	Expressive art and Design
Comprehension Word Reading Writing	Number Numerical Patterns	Past and Present People culture and Communities The Natural World	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 work in, either inside or out
- Stimuli are planned for in the areas

The Adults role during Learning Through Play (LTP)

- To act as a role model
- To scaffold the child
- To make planned & careful observations crucial to future learning



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 & If you go down to the woods

“Phonics” -Learning letters

At Bowerhill Primary School we teach Phonics using the scheme ‘Little Wandle Letters and Sounds Revised’

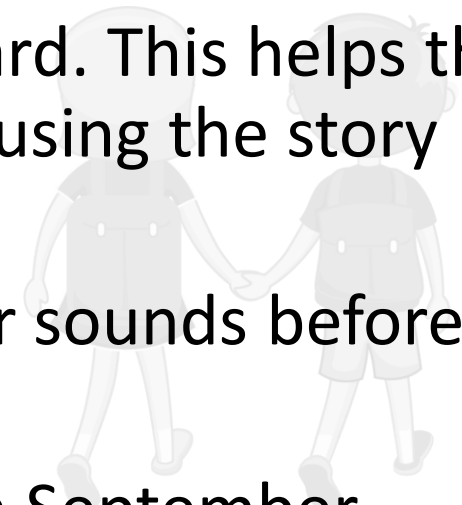
- Blending to read words
- Segmenting to spell words



The children learn the letter sounds alongside a picture card. This helps the children to remember the sound for example ‘s’ is taught using the story and picture of a snake.

The children will need to be confident with all of the letter sounds before they move onto reading.

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

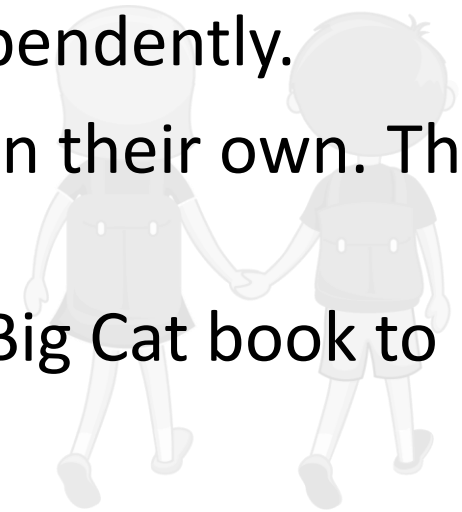
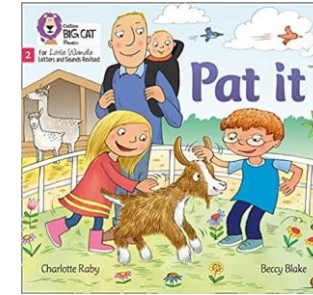
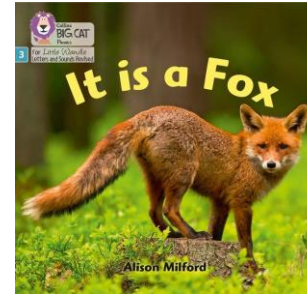


Reading

- **Supporting your child with reading**

- Although your child will be taught to read at school, you can have a huge impact on their reading journey by continuing their practice at home.
- There are two types of reading book that your child may bring home:
- A reading practice book. This will be at the correct phonic stage for your child. They should be able to read this fluently and independently.
- A sharing book. Your child will not be able to read this on their own. This book is for you both to read and enjoy together.

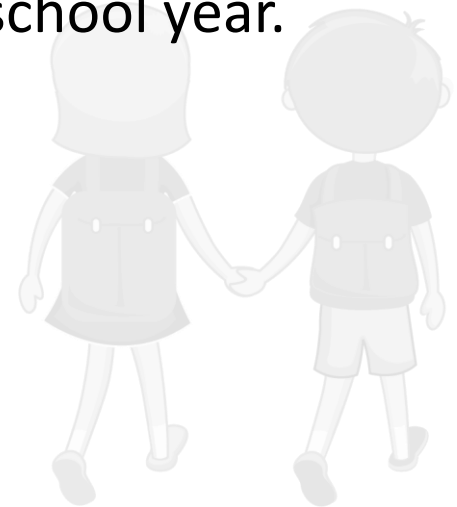
When your child is ready to read the children are given a Big Cat book to read at school and home.

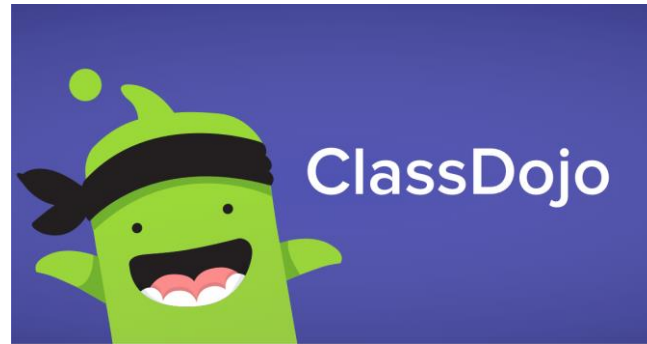


Assessment

Throughout the school year the children in reception will be assessed through teacher assessment with the aim of your child reaching their Early Learning Goals.

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

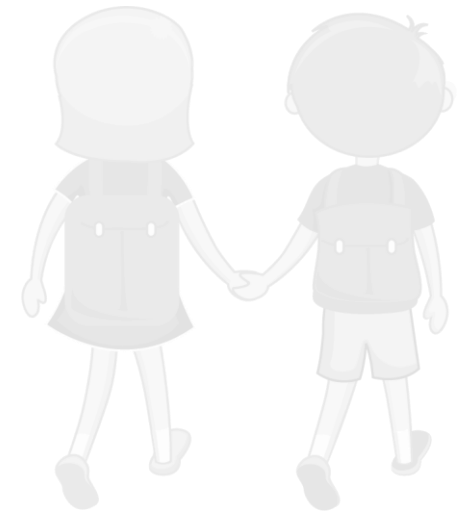




ClassDojo allows us to build a very special record of a child's experiences, development and learning journey through their early years and primary education. Using photos, videos and diary entries, teachers , along with the parents, 'weave' the story of the child and how they are growing and developing.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

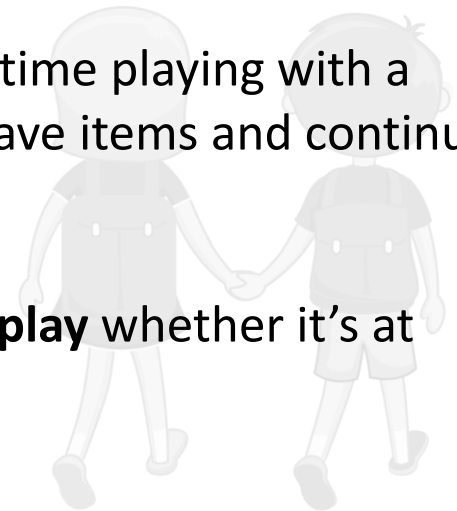
The ClassDojo platform allows us to:

- **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**

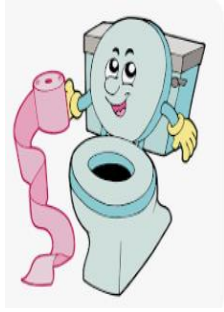


Playing with your child at home

- 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.



Getting Ready for School



Toileting independently



Environmental awareness shops, local area



Getting dressed independently



Arts and crafts, junk modelling.



Outdoor play



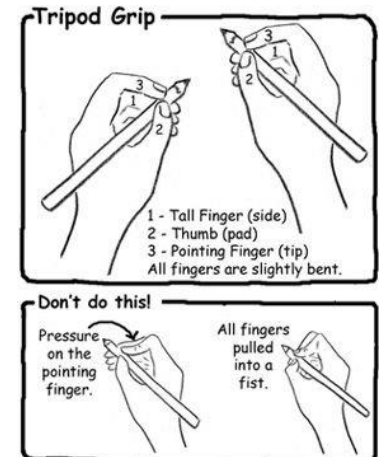
Bedtime stories



Cooking



Scissor Skills



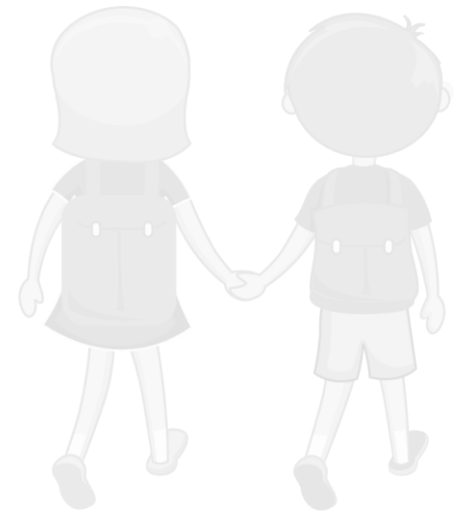
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Play Board Games

Your role as parents

- Listen to your child
- Support your child with any reading or work sent home
- 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 stop when you have gone
- Help your child be independent by teaching them how to get dressed, use the toilet and label **all** their belongings
- 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 waterproof coat for winter and a sun hat for summer.



The Induction Process

June 2024

- A Parents Induction meeting will be held on **Wednesday 26th June 2024 at 2pm** in the school hall. At this meeting you will be given information about starting school and the year ahead. You will have the opportunity to meet the reception teachers, teaching assistants, headteacher and SENCo. At the meeting you will find out which class your child is in. This meeting is for adults only, if you do have to bring a child with you then there will be a creche available during this time.

July 2024

- In July we will be inviting your child to a stay and play session at school where your child can come and meet their teachers, teaching assistant, new class mates and see their new classroom. These will take place **on Thursday 18th July 2024 and Friday 19th July 2024 from 1.30-2.30.** We will let you know which session your child needs to attend at a later date.

Autumn Term 2024

Week Beginning 2nd September 2024

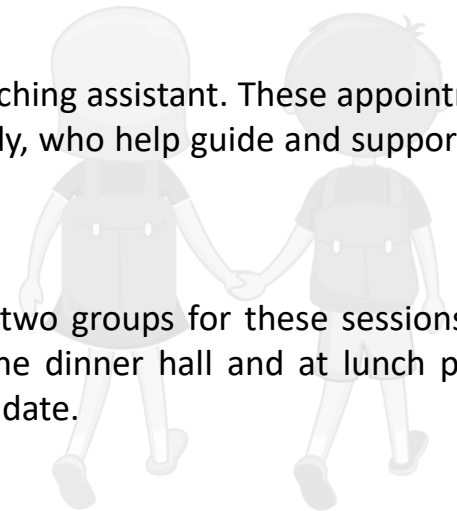
- We will invite you and your child into school for a personal appointment with your child's class teacher and teaching assistant. These appointments will last around 15 minutes. At this meeting your child will also have the opportunity to meet their Year 5 buddy, who help guide and support your child in their first year at school. We will send a letter out with your time slot on at the end of June.

Week Beginning 9th September 2024

- The children will then have two full days in school to learn routines and settle. The class will be split into two groups for these sessions (half Monday/Tuesday and half Thursday/Friday). On these days the Year 5 buddies will accompany them 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 a later date.

Week Beginning 16th September 2024

- On Monday 16th September 2024 all children will be in school full time unless otherwise agreed.





Thank You

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