



# Welcome



# Chair of Governors

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# Helping to Enrich Learning

In Partnership with Parents & Staff



WARDEN HILL PRIMARY SCHOOL



# Why are PTAs Important, Who are we & What do we do?

- Government funding is tight
- **Enhance & enrich** our children's environment & experiences while at school
- Registered Charity run by volunteer Parents/Carers/Teaching Staff and **You!**
- Raise funds through **fun & exciting events**, long-term initiatives & securing grants
- **Over £24,000** raised last year & **£24,500** spent





# Back to the You, Why Volunteer?

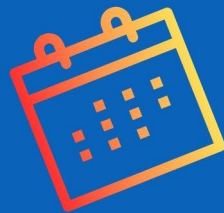
- Help to enhance your child's learning environment & experiences
- Have a voice
- Learn New Skills
- Be better connected & make lasting friendships
- It's not just for Mums
- It's totally flexible
- Many hands make light work
- **Because it's fun!**
- Many ways to get involved, it's not just meetings

# How can you find out what we're doing & Contact Us?

- Weekly Bulletin
- Eduspot – event reminders & initiatives
- WhatsApp year group messaging
- PTA Lite WhatsApp
- Annual Newsletter
- PTA page
- Facebook & email
- Monthly Meetings – **Tonight or AGM Wed 8<sup>th</sup> Oct**

Come say Hi!





# DATES FOR YOUR DIARY!

**SEPT  
26**

**COLOUR RUN**



**NOV  
06**

**FIREWORKS**



**NOV  
28**

**WREATH MAKING**



**DEC  
12**

**CHRISTMAS FAYRE**



Details of all these events will be shared nearer the time and can also be found on the Warden Hill Primary School PTA facebook page

# RECEPTION CURRICULUM EVENING



# Reception Team

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Class  
RL



**Mrs Lewis**  
Teacher, EYFS Lead



**Mrs Edwards**  
Teaching Assistant

Class  
RB



**Miss Barrett**  
Teacher



**Miss Sutton**  
Teaching Assistant

# PPA Staff

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Class  
RL



**Mrs Fletcher**  
Teacher  
*Every other Wednesday*

Class  
RB



**Mrs Wilson**  
Teacher  
*Every other Wednesday*

## UNLOCKING THE POTENTIAL IN EVERY CHILD



Our vision is to prepare our children not only for the next steps in their learning each year or for the next step to secondary, but to educate them and equip them for the world they are growing into.

By prioritising the skills of evaluation, perseverance and critical thinking and the characteristics of humility, empathy and relational connections, we will ensure that this journey is firmly established by the time they leave us.

# Our Intent

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At Warden Hill we aim for all pupils in Reception to:

- become caring, confident, and curious learners.
- to be independent, enthusiastic learners who thrive and reach their full potential
- In close partnership with parents, we will continue to create the foundations for each child's personal, social and emotional development, as well as their academic skills, knowledge and understanding
- Develop a passion for reading and furnish each child with a rich and wide vocabulary, in order for them to express themselves confidently
- It is our intent that children who enter our EYFS begin their lifelong journey of physical, verbal, cognitive and emotional development.

Our ultimate goal is to prepare our children with the knowledge and skills needed for the next stage of their learning journey into KS1 and embed creative, geographical, historical, computing and scientific building blocks, through our 'Explorer' subjects.

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	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
I Wonder...	I wonder what makes me unique?	I wonder how people celebrate in different countries?	I wonder who would have lived in buildings like these?	I wonder how living things grow?	I wonder what is beneath the ocean?	I wonder what our super powers are?
End Outcome	To create a page for the class 'Marvellous Me' Book.	To have experienced some of the traditions of specific celebrations and talk about what they have learnt.	To plan for an end of term Royal Ball.	To present as an explorer what the children have learnt about a specific lifecycle.	To design a poster illustrating some of the ways that we can help to look after our ocean and send to David Attenborough.	To design, create and evaluate a Superhero cape.

# What makes up the curriculum?

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Prime Areas	Specific Areas
Personal, Social and Emotional Development	Literacy
Communication and Language	Mathematics
Physical Development	Understanding the World
	Expressive Arts and Design

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# Three Prime Areas

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## Communication and Language

- ▶ Listening, Attention and Understanding
- ▶ Speaking

## Personal, Social Emotional Development

- ▶ Managing Self
- ▶ Self Regulation
- ▶ Building Relationships

## Physical Development

- ▶ Gross Motor Skills
- ▶ Fine Motor Skills

# Four Specific Areas

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## Literacy

- ▶ Comprehension
- ▶ Word Reading
- ▶ Writing

## Mathematics

- ▶ Number
- ▶ Numerical Patterns

## Understanding of the World

- ▶ Past and Present
- ▶ People, Culture and the Communities
- ▶ The Natural World

## Expressive Art and Design

- ▶ Creating with Materials
- ▶ Being Imaginative and expressive

# Assessments: EYFS

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## Baseline – Government Baseline

- ▶ Statutory September 2021
- ▶ Focusing on communication, language, Literacy and Mathematics
- ▶ We also conduct our own ‘Warden Hill Baseline’ to gain a better understanding of your child’s development and any areas of need.

## Early Learning Goals – End of the Reception Year





# Phonics and Early Reading

# We Love Reading

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- ▶ Reading for pleasure
- ▶ Finding out information
- ▶ Reading the world around them
- ▶ Understanding forms and official documents
- ▶ Accessing learning



# Phonics and Early Reading

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# What is Phonics?

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- ▶ Link between the words we say and the letters that represent each sound
- ▶ Grapheme – the written letter or groups of letters
- ▶ Phoneme – the sounds that the grapheme makes



# Common Exception Words

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the

to

into

no

I

go



# Reading Routines

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book talk reads/sound cards/key word books



picture match activity



scheme worded books



# 1. Book Talk Reads – 15<sup>th</sup> September

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- ▶ Book talk reads get sent home on Monday, every week
- ▶ We collect them back in the following Monday
- ▶ We usually stop sending home a story pack once your child can read and has a book

# What does book talk look like?

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- ▶ Continue to read to your child
- ▶ Model how to read a book – left to right, turning pages
- ▶ Ask questions about what has happened and characters' feelings
- ▶ Support vocabulary
- ▶ Predict what will happen next
- ▶ Make connections
- ▶ Model your love of reading!

## 2. Picture match activity

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- ▶ Picture/word match activity - contains words which can be blended to make a simple regular word.

pin



pan



nap



sit



### 3. Reading Scheme

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- ▶ When we feel your child is ready we will send home a reading book from our wonderful scheme of books (Collins Big Cat)
  - ▶ These books link to the sounds the children have been learning
  - ▶ Two books will be put in on Monday. They will be changed the following Monday if they have each been read and recorded three times each. They should read the same book three times, before moving onto the next one
- 



# Three Reads

- ▶ Refer to the front of your child's pink reading journal for the reading focus for each day

## Reading With Your Child

Choose the time carefully and sit together comfortably

**Before you read** Talk about the book before you start. Look at the front and back cover. Ask your child to make predictions as to what the book could be about using the illustrations. Are there any clues from the title?

**During the story** Encourage your child to talk about the pictures and what is happening in the story. Encourage them to turn the pages, join in with repeated words and phrases and listen to/identify any words that rhyme.

**When your child starts to bring home reading books from our scheme** Use the 'practising phonics' section in the front of the reading book to practise reading each of the sounds and words that are listed and check your child's understanding of the words suggested.

**First Read Focus Day 1**  
Practise decoding skills (sounding out), reading phonically regular words and recognising common exception words.  
Encourage your child to 'sound out' words that are unfamiliar. If word building, please remember that in English, not all words are able to be 'sounded out' and some words are to be learnt by sight e.g. the, she, some.  
Tell your child the words that they hesitate on to keep some fluency. At the end of the page go back and try to work out the difficult words again.

**Second Read Focus Day 2**  
Build on developing your child's understanding of what the text is about.  
Ask your child questions linked to the 'Reading VIPERS' (please turn over to see examples of Reading VIPERS questions).  
When your child is reading a fiction book ask them to retell the story, picking out the key events in the correct order.

**Third Read Focus Day 3**  
Develop reading fluency and explore using expression.  
To help encourage expression when reading you could model reading a few sentences/paragraph expressively for your child to then repeat in the same way.  
Encourage your child to read their book to a different family member or friend so that they can feel proud of their reading.

Please return the book every day, even if you have not read with your child.

# The First Read

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## Before Reading

- ▶ This will help the children identify the phonemes that they will come across in the book, as well as practising blending of three letter words and checking the understanding of certain words that appear in the book.
- ▶ The first read focuses on getting to grips with blending the words

**Before reading**

**Practising phonics: Phase 2**

- Point and say each phoneme (letter sound) together.
- Remember to say 't' as in 'tin' not 'T' as in 'teapot'. Use pure sounds. Try not to say the 'uh' sound at the end.

s a t p i n

- Blend to read each word together.

it pat sit tip nip nap

**Check understanding**

- Ask your child what these words mean.

pat nip nap

**Talk about it**

- Ask your child:
  - Have you ever been to a farm to see animals? What animals did you see?
  - What do you think it would feel like to pet an animal?
  - Now read the book. Enjoy looking at the pictures and talking about them.
  - How many animals can you see?

# The Second Read

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- ▶ The second read focuses on their understanding of what the text is about
- ▶ Either during the read, or at the end ask them some questions

## Reading With Your Child

### Questions to ask your child when sharing and reading stories

#### Before reading

- Can you point to the title? or What is this? (point to sounds/words or pictures on the front cover)
- What do you think this story will be about?
- What might happen in the story?

#### During the reading

- What is happening here?
- What is ..... doing?
- What might happen next?
- How do you think the story might end?
- What does ..... mean? (to check the understanding of a word)

#### At the end

- Did you like this book? Why?
- What was your favourite part? Why?
- Which character did you like the best? Why?
- Why did that character do ...? (give a situation/event from the story)
- Can you retell the story?

# The Third Read

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- ▶ By the third read the child will feel like an expert and enjoy sharing the story with fluency and explore using expression.
- ▶ This is often a nice time to read to somebody different. They can show off how superbly they can read this story. We want them to feel really proud of themselves and confident readers.
- ▶ The third read focuses on their fluency of reading

# Reading Journal

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- ▶ Pink Reading Journal sent home on Monday 15<sup>th</sup> September
- ▶ This should contain a record of anything the children have read that is sent home from school e.g. book talk reads and school scheme reading books

Questions to ask your child when sharing and reading stories

**Before reading:**

- Can you point to the title? or What is this? (point to sounds/words or pictures on the front cover)
- What do you think this story will be about?
- What might happen in the story?

**During the reading:**

- What is happening here?
- What is ..... doing?
- What might happen next?
- How do you think the story might end?
- What does ..... mean? (to check the understanding of a word)

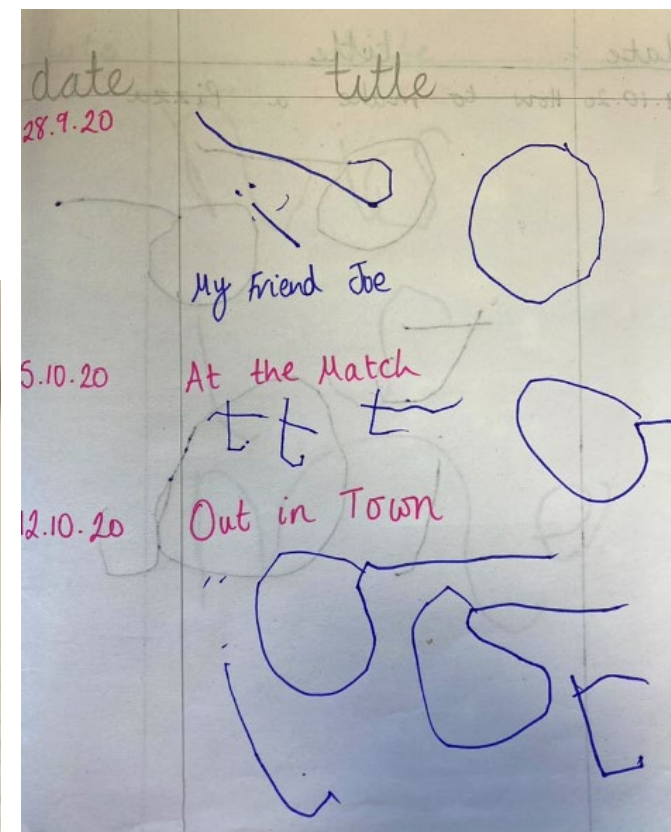
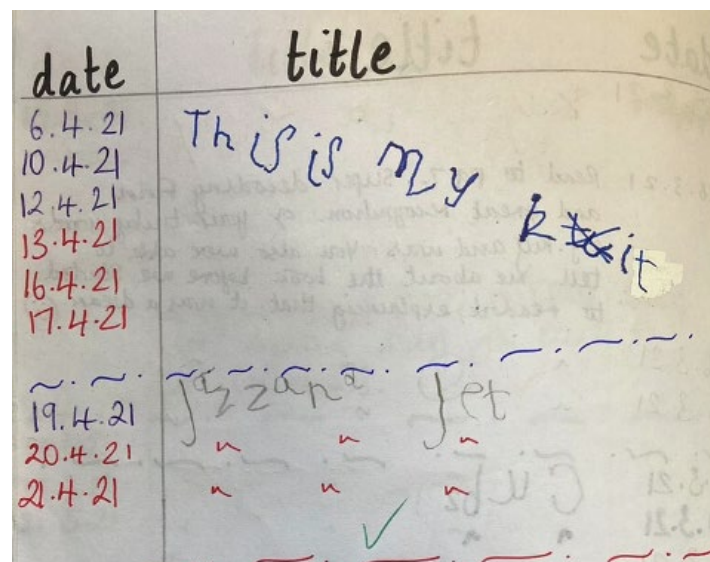
**At the end:**

- Did you like this book? Why?
- What was your favourite part? Why?
- Which character did you like the best? Why?
- Why did that character do ...? (give a situation/event from the story)
- Can you retell the story?

date title

# Recording their reading

- ▶ Please encourage your child to record their own reading in their reading journal. This is to give them ownership
- ▶ Please write the title for the first read but then just provide the date for the following reads
- ▶ Writing 1<sup>st</sup>, 2<sup>nd</sup> and 3<sup>rd</sup> read can support book changes



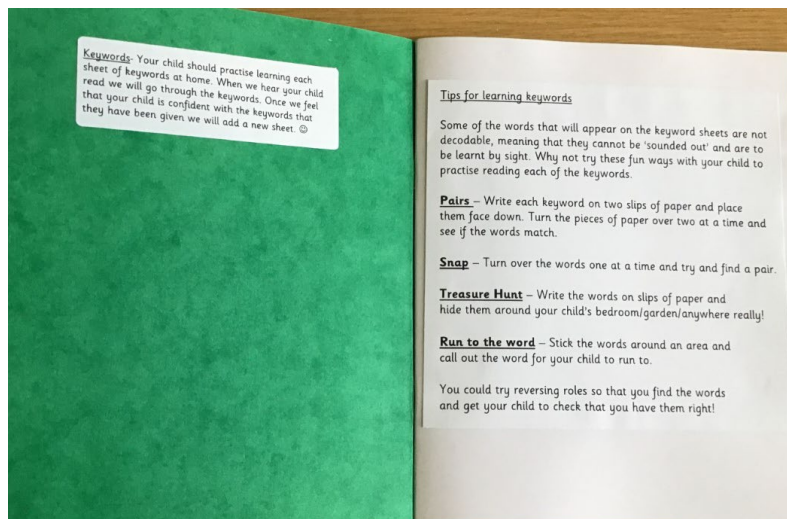
# Reading at Home

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- ▶ 5 – 10 minutes
- ▶ Choose a time that works for you
- ▶ Be positive and celebrate successes
- ▶ Encourage them to point to the graphemes
- ▶ Encourage them to say the sounds and blend them together
- ▶ Be patient and let them try and work it out
- ▶ Read common exception words by sight.

# Common Exception Words and High Frequency Words

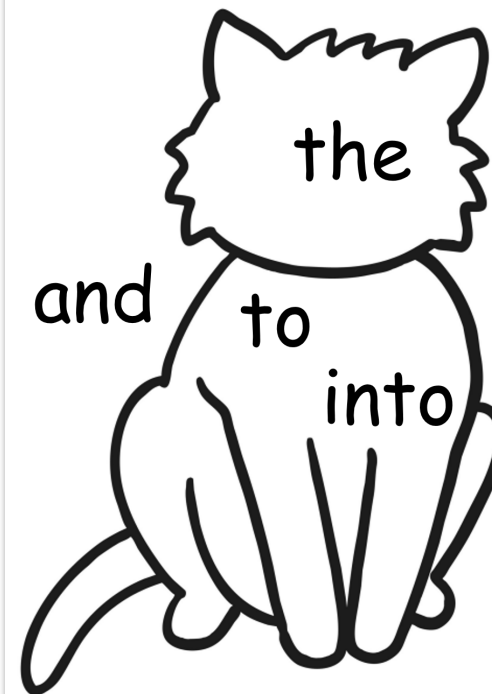
On Monday 15<sup>th</sup> September, your child will receive a 'Key Word' book. This is to help them learn words by sight and help with their fluency in reading.



Examples of common exception words that cannot be sounded out:

the, I, no, go, to, into  
me, she, he, be, my,  
you, are, all

By sight I can read...



# Sound Cards

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# Writing in Reception

# Mark making into early writing

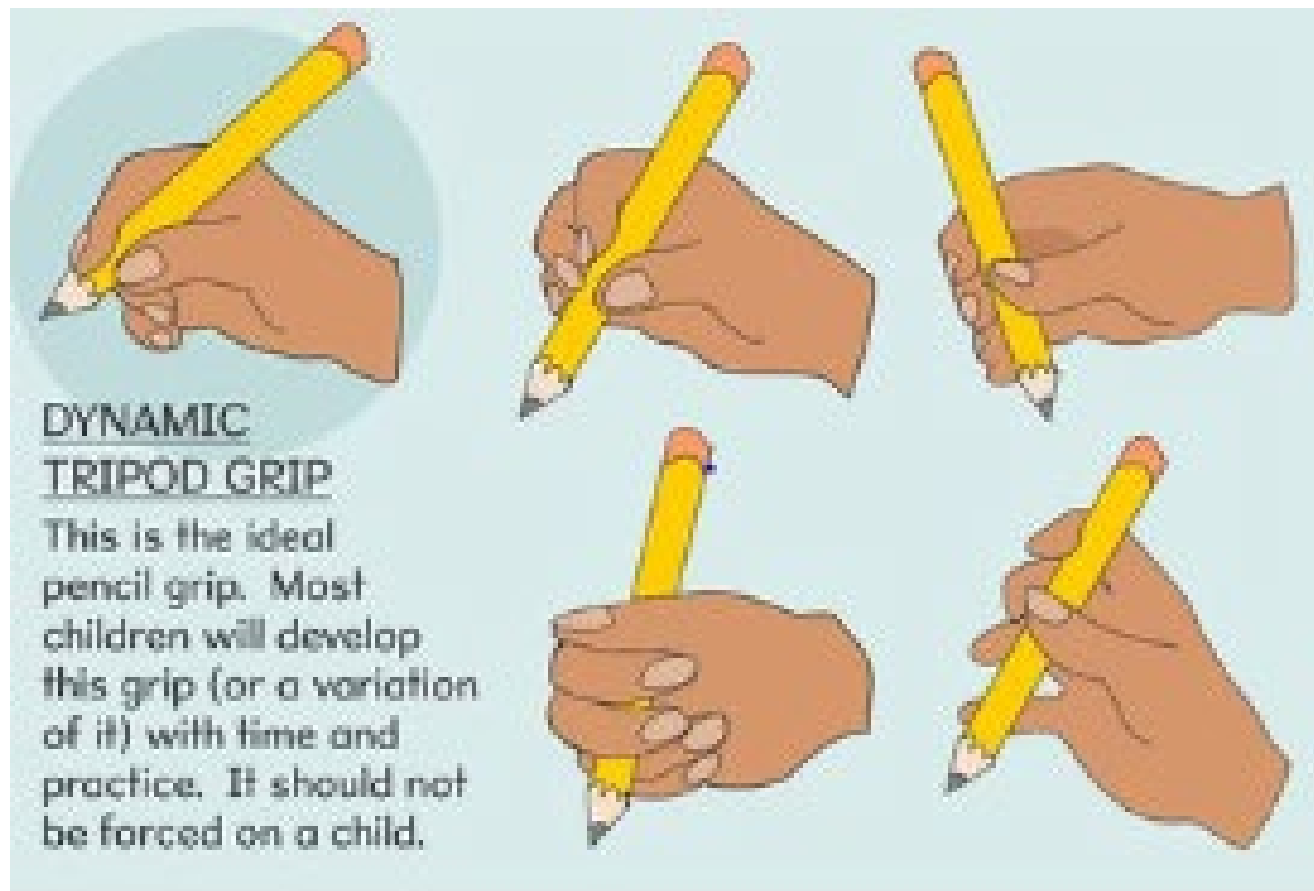


- ▶ Children begin mark making before they can write letters and words.
- ▶ Encourage your child to use a range of different tools such as paintbrushes, chalks etc. to build up the different arm movements that are needed for writing.
- ▶ We also do something called 'Squiggle whilst you wiggle' which helps to build up the muscles in the children's arms and the movements they can make. This then gets transferred onto paper.
- ▶ Children need to be working on their gross and fine motor abilities to be able to write.

# Pencil Grip

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- ▶ We encourage children to use a 'tripod' grip when writing. Our fine motor 'Funky Finger' sessions help the children to develop this.








# Rainbow Letters

- ▶ 'Rainbow Letters' will be sent home Monday as a booklet. So, you will receive the four letters of the week in one go.
- ▶ Please do adhere to the dates at the top of each page and not rush ahead, as we only teach one sound a day.
- ▶ We will check these at the end of each week to see if children need any support with their letters. They are then yours to keep at home!

**Rainbow Letters**  
**15th– 18th Sep 2025**


Please see the date at the top of each Rainbow Letter page.  
Ideally, these will be completed after school on the date given.


Mon 15.9.25

Create a rainbow letter by following the arrow with different colours.

Draw or stick pictures of words that use the sound around the rainbow



Up and over, around the other way



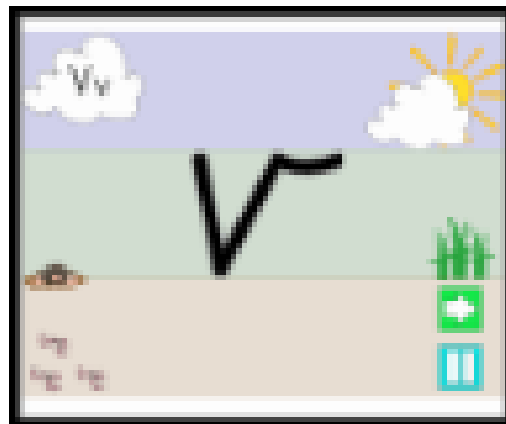
Make more of the letters below.

S S S

Name \_\_\_\_\_

# Encourage 'feeders' on the letters...

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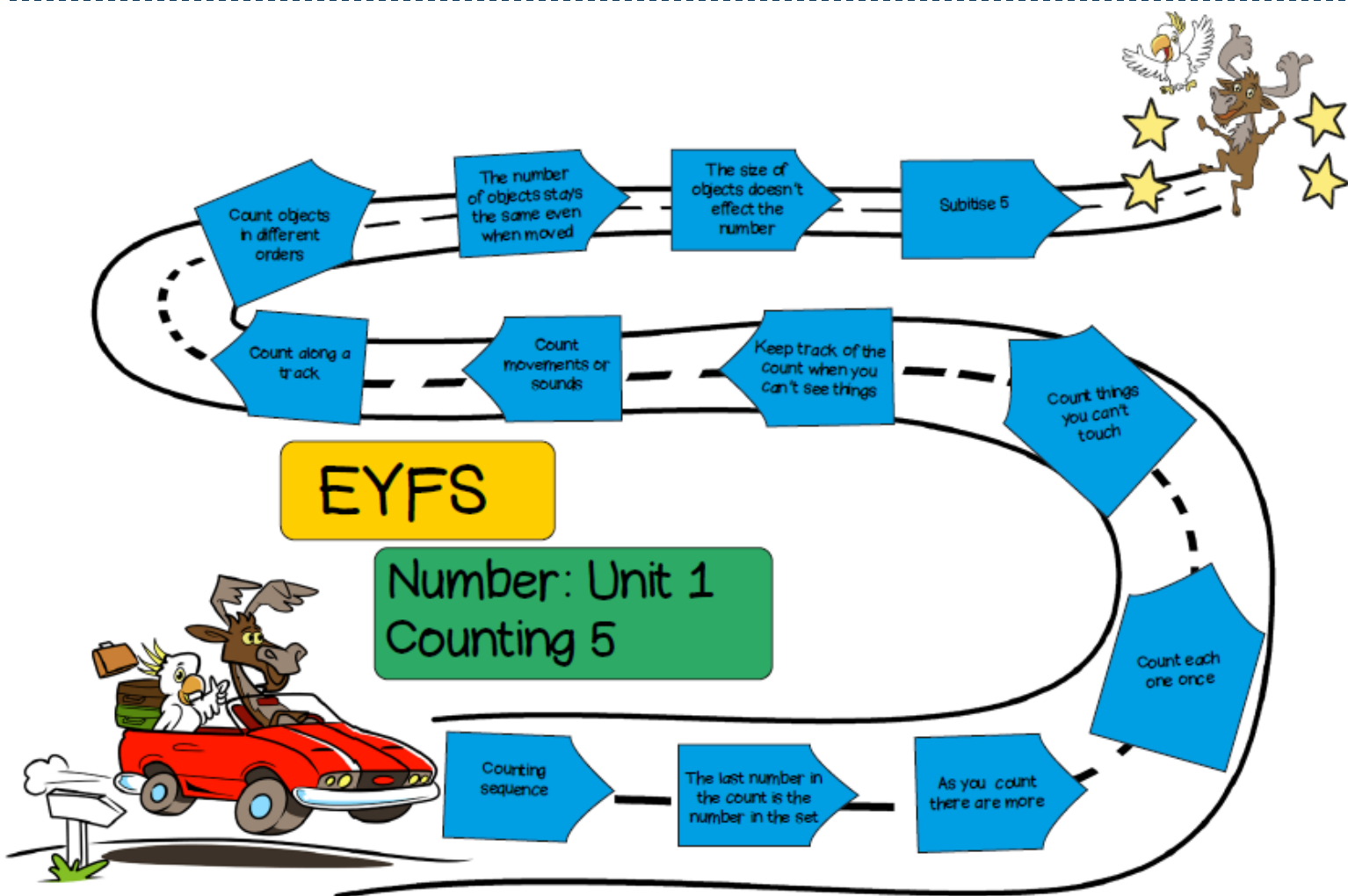
# Drawing Club





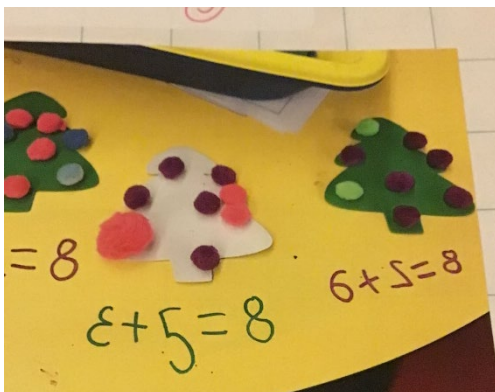
# Maths in Reception

# Mastery Maths



# Maths

- ▶ Mathematical development, as with the other areas of the foundation stage, is covered through practical experiences
- ▶ Play is planned, structured and supervised with lots of adult intervention and questioning when appropriate. Sometimes it will be child initiated



# Ideas to help your child with mathematical concepts at home

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Encourage lots of counting/number recognition in and around the home, including number songs and rhymes.

## In the street

- ▶ Recognising bus numbers
- ▶ Number plate hunt. Who can find a 7?  
Add the numbers up.
- ▶ Comparing door numbers
- ▶ Counting – How many lampposts on the way to school?

## Doing the washing

- ▶ Counting in 2s – matching shoes
- ▶ Sorting by colour and size
- ▶ Matching/pairing up socks

## In the kitchen

- ▶ Can you cut your toast into 4 pieces?  
Can you cut it into triangles?
- ▶ Setting the table. Counting the right number of plates etc. How many more do we need?
- ▶ Helping with the cooking by measuring and counting ingredients.
- ▶ Positional language at dinner time: what is on the rice, where are the carrots/what are they next to? Etc.

# Tapestry

 **TAPESTRY**  
ONLINE LEARNING JOURNAL

Email address

Password

Log in


Having trouble logging in?

Need help?  
Tapestry Tutorials

New to Tapestry?  
What is Tapestry?


✓ Tapestry is GDPR ready [More info](#)

Observations Assessments



[+ Add Observation](#)




Select Items **None** ▼





### At the farm

02 Mar 2018 07:55 AM by [Charlotte Rand](#) **Relative**

In half term we went to the farm and saw lots of adult animals and their offspring. Charlotte knew the names of each of the baby animals.


 [Charlotte Rand](#)  1  1



 Edit  ☐



### Snow!

02 Mar 2018 07:36 AM by [Charlotte Rand](#) **Relative**

 [Charlotte Rand](#)

 Edit  ☐

# Summary of activities sent home

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Rainbow letters booklet	Sent home Monday	Return to book bag by Friday so we can check, then keep at home
Book talk reads	Sent home Monday	Keep until following Monday
Sound flashcards	Added to your child's 'sound wallet' at the end of each week	Please could you try to make sure the sound wallet is in your child's book bag on a Friday
Reading books/picture match	Two books given on a Monday, changed the following Monday if both have been read three times	Please could you keep these in book bags at all times

## A few extras...

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- ▶ Wellies and coats
- ▶ PE kits
- ▶ School book bags
- ▶ Assemblies
- ▶ Xpressions

# And finally

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## School streets

School Streets has been in place along Durham Close and surrounding roads since November 2020.

Durham Close has been made a pedestrian and cycle-friendly environment, **prohibiting motor vehicles during morning drop off and afternoon collection times: 8:15am – 9:00am and 2:45pm – 3:30pm Monday to Friday.**

We ask parents to park on nearby roads but be considerate to our neighbours, not to park on driveways or block access.

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Warden Hill  
PRIMARY SCHOOL

# Thank You!

## See you at the Coffee Morning Friday, 9am

