



Reception Parental Workshop

Tuesday 17th September 2024

Purpose

- › Meet the Reception teachers.
- › Uniform expectations
- › Independence
- › School Lunch Menu
- › Kinetic Letters – Handwriting
- › Phonics
- › Positive Behaviour for Learning (Threads).
- › Comms (Payments).

Our core value is **pride** and we expect everyone to wear correct school uniform at all times

Royal blue sweatshirt / cardigan

White polo t-shirt

Grey school skirt / grey or black school trousers

Grey, white or black socks

BLACK PLAIN SCHOOL SHOES

(no logo or name)

Please remember to label your child's school uniform



PE uniform

Your child will come to school in their PE kit on their PE day.

White plain t-shirt

Black plain sports shorts

Black plain jogging bottoms

Black school pumps








NO EARRINGS OR JEWELLERY














Independence

- ▶ Toileting - wiping
- ▶ Handwashing
- ▶ Jumpers/cardigans/coats
- ▶ Trouser buttons
- ▶ Dining Hall











MENU WEEK 1

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
<p>JACKET POTATO WITH TUNA</p>  <p>WITH BEANS (V)</p>  <p>WITH CHEESE (V)</p> 	<p>ROAST DINNER</p>  <p>VEGGIE ROAST DINNER (V)</p> 	<p>CHICKEN & RICE</p>  <p>QUORN MEATBALL SUB (V)</p> 	<p>BURGERS</p>  <p>QUORN CHICKEN BURGER (V)</p> 	<p>FISH AND CHIPS</p>  <p>QUORN SAUSAGES AND BEAN MELT (V)</p> 

MENU WEEK 2

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
<p>CHICKEN CURRY</p>  <p>MASALA PUFFS (V)</p> 	<p>ALL DAY BREAKFAST (V)</p>  	<p>JACKET POTATO WITH TUNA</p>  <p>WITH BEANS (V)</p>  <p>WITH CHEESE (V)</p> 	<p>ROAST DINNER</p>  <p>VEGGIE ROAST DINNER (V)</p> 	<p>FISH FINGERS & CHIPS</p>  <p>FISHLESS FISH & CHIPS (V)</p> 

MENU WEEK 3

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
<p>PIZZA (V)</p> 	<p>JACKET POTATO WITH TUNA</p>  <p>WITH BEANS (V)</p>  <p>WITH CHEESE (V)</p> 	<p>ROAST DINNER</p>  <p>VEGGIE ROAST DINNER (V)</p> 	<p>TOMATO PASTA (V)</p>  <p>MAC & CHEESE (V)</p> 	<p>FISH FINGERS AND CHIPS</p>  <p>QUORN NUGGETS & CHIPS (V)</p> 

GRAB BAG MENU-AVAILABLE EVERY DAY

CHEESE GRAB BAG (V)



TURKEY GRAB BAG



TUNA GRAB BAG



Kinetic Letters - Handwriting

- ▶ Gorilla Sitting
- ▶ Penguin





























Phonics

- ☐ Children are taught to read by breaking down words into separate **sounds** or 'phonemes'. They are then taught how to **blend** these sounds together to read the whole word.



Rocket Phonics
Sounds Mat
1

s sun 	a apple 	t tap 	i insect 	p pan 
n net 	m mouse 	d dog 	g goat 	o octopus 
k kite 	ck duck 	e elephant 	u umbrella 	r rabbit 
b bat 	f frog 	ff cliff 	l ladder 	ll shell 
j jug 	v van 	w web 	x fox 	y yellow 
			z zebra 	

Rocket Phonics
Sounds Mat
2

zz fizzy 	qu queen 	ch chick 	sh sheep 	th thumb feather 
ng ring 	ai train 	ee bee 	igh light 	oa boat 
oo book moon 	ar car 	or fork 	ur purse 	ow owl 
oi coin 	ear ear 	air chair 	ure manure 	er hammer 
wh wheel 	ph dolphin 	ay crayon 	a-e cake 	a acorn 
e-e scene 	ie shield 	ea peach 		

Common Exception Words

I
the
to
no
go
into

he her
she my
we are
me all
be
was
you
they

said what
have one
like out
so when
do little
some
come
were
there

oh
their
people
Mr
Mrs
looked
called
asked
could

Common exception words are words that contain one or more irregular or unusual letter sequences. Common exception words may also contain sounds that are made up of letter combinations that haven't been taught yet.

EASTFIELD'S BEHAVIOUR BLUEPRINT



GOLDEN RULES

1. Be *ready* to learn and show *pride* and *perseverance* in your work.
2. Be *respectful* to yourselves, others and the school.
3. Be *safe* and make the right choices, both in and out of school.

CORE VALUES

Diversity and Opportunity underpin our curriculum and our core values of *Care, Pride, Resilience and Respect.*

RECOGNITION, RECOGNITION, RECOGNITION

Routinely notice positive behaviour at every opportunity through praise to nurture a positive relationship.

CONSEQUENCE & SUPPORT PLAN



- **Redirection & Reminders:** Recognise showing positive behaviour, use of the recognition board. Adult uses positive mantras to 'nudge' the child to correct their behaviour. **Give a minute!**
- **Warning and a Minute:** Ensure all the learning needs are met by giving a minute of your attention supporting self-regulation. **Give a minute!**
- **Last Chance & 2 minutes after (Record on Class Charts):** a clear script, delivered privately where possible and in a calm, emotionless and neutral tone, reminder of the expected behaviour, anchored with previous positive conduct. **Give a minute!** Follow with noticing of improvement using 1st attention to best conduct.
- **Staff Follow up – 'Two Minutes After'** will always be carried out to hold the child accountable, reset expectations and restore relationships using positive mantras.
- **Triage:** a Silent, non-shaming support system for the child where a conversation around learning will be held by a member of Inclusion or Safeguarding team.
- **Staff Follow Up – :** Reflection between staff and child on the choices made, impact on others and imposition of missed work. Repair the relationship.

ADULT CONSISTENCIES

- Thread 1 – 3 Step Routine
- Thread 2 – Positive Relational Teaching
- Thread 3 – Positive Mantras
- Thread 4 – Scripts
- Thread 5 – A Plan For Everyday
- Thread 6 – Restorative Conversations

30 SECOND SCRIPT

- I've noticed...
 - I need you to...
 - You will need to speak to me for 2 minutes ...
(playtime, lunchtime, end of day)
 - Do you remember when...
(anchor with positive behaviour).
 - Thank you for listening.
- Give a minute!**

RESTORATIVE QUESTIONS

1. What happened?
2. What were you thinking about at the time?
3. Who has been affected by the actions?
4. How have they been affected?
5. What needs to be done now to make things right?
6. How can we do things differently in the future?

Behaviour Blueprint



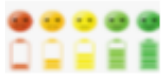
Everyone pause, listen to your body signals, how does it feel? What is it telling you?



1. Put your hands on your **heart**, how fast or slow is it beating?



2. Put your hands on your tummy, how you **breathing**, is it quick, short breaths or slow deep ones?



3. What is your **energy** level, is it slow and tired or high and energetic?



4. Is your **movement** still, fidgety or comfortable?



5. Is your **mind** racing, foggy, or focused?

Our body signals tell us how we are feeling.

What did your body tell you ?

My heart is beating quickly, my breathing is getting faster and I am quite fidgety.

I feel anxious



We connect situation, body signals and emotions to our Zones for regulation:

My heart is beating quickly, my breathing is getting faster and I am quite fidgety, I feel anxious.

I'm in the Yellow Zone





THREAD 1

3 STEP ROUTINE



Meet and Greet



Zones of Regulation
Check in



Straight into
tasks

WHEN
THE ADULTS
CHANGE

Positive Behaviour for Learning

As part of our Positive Behaviour for Learning Policy we use 3 step relentless routines across the school day.

For instance, when children enter the classroom each morning, they will follow this 3-step relentless routine.

.Place their coats and belongings in their locker.

.Go into the classroom, greet their teacher and check in with their zone.

.Check their learning wallet and get straight into their Early Morning Work.



THREAD 1

3 STEP ROUTINE



Meet and Greet



Zones of Regulation
Check in



Straight into tasks

WHEN
THE ADULTS
CHANGE



Meet and Greet

Children greeted with their name so that they are made to feel welcome, that they have a sense of belonging to the class and form a connection with adults in their classroom.





THREAD 1

3 STEP ROUTINE



Meet and Greet



Zones of Regulation Check in



Straight into tasks

WHEN THE ADULTS CHANGE

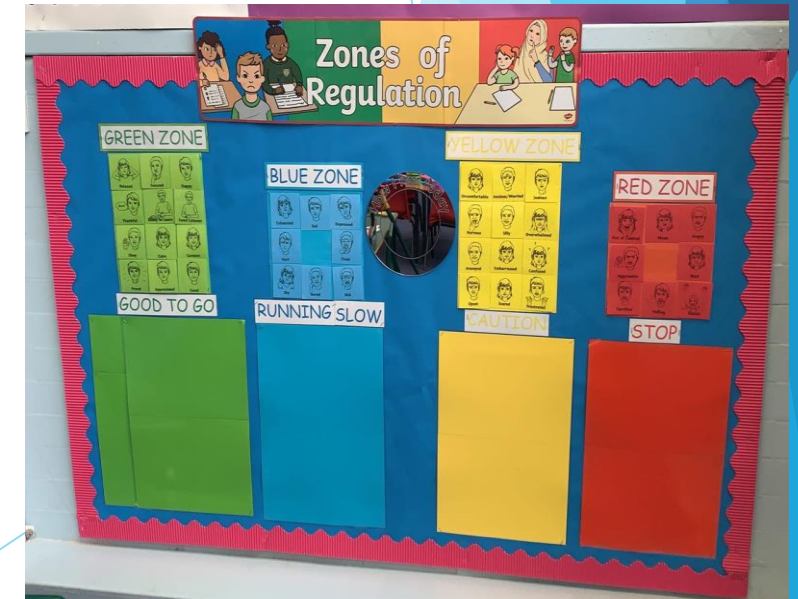


Zones of Regulation Check in

On entering school each morning children add their photograph (name card for older classes) to express and communicate how they are feeling.

The principles behind Zones of Regulation aims to teach children strategies to help them cope with these feelings so they can get back to feeling calm and ready to learn.

BLUE ZONE	GREEN ZONE	YELLOW ZONE	RED ZONE
<p>Sad Sick Tired Bored Moving Slowly</p>	<p>Happy Calm Feeling Okay Focused Ready to Learn</p>	<p>Frustrated Worried Silly/Wiggly Excited Loss of Some Control</p>	<p>Mad/Angry Terrified Yelling/Hitting Elated Out of Control</p>





THREAD 1

3 STEP ROUTINE



Meet and Greet



Zones of Regulation
Check in



Straight into tasks

WHEN
THE ADULTS
CHANGE



Straight into
tasks





THREAD 1

3 STEP ROUTINE



Meet and Greet



Zones of Regulation
Check in



Straight into tasks

WHEN
THE ADULTS
CHANGE

What relentless routines do you have at home?

Do you have a routine for bedtime?

Do you have a morning routine?

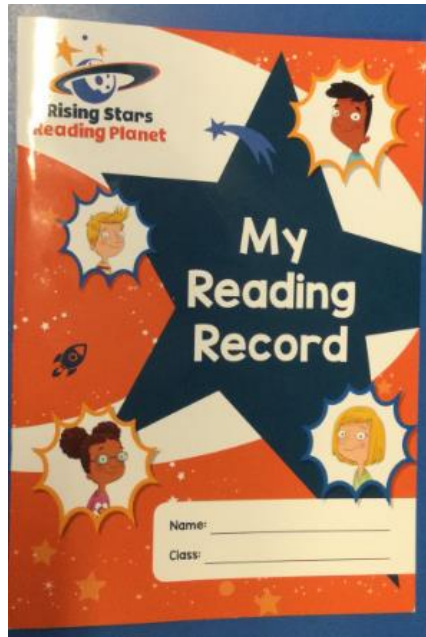
Think about having your own 3 step routines at home.




How can you help?

At home you can support your child by:

- Reading a little bit every night and signing their reading record – reading books will be changed once a week on a **Friday**.
- Play games with letter sounds e.g. robot talk, I spy
- Looking for and talking about numbers in the environment e.g. house numbers, bus numbers
- Making learning as practical as possible e.g. counting steps while going upstairs forwards and downstairs backwards.
- Termly Homework – school website

Home Reading



Date	Book title and page number	Parent/Teacher/Pupil Comments
18/10/22	"Pip and the Map" Pg-2-11 (Book)	He reading by himself! → And he answer all questions (pg 12) New Magda!
19/10/2021		Words PINK A ready 1 2, 3 blends!
20/10/22		Thank you so much for all your support at home. Nikodem always tries hard with his learning and you should be very proud! Mrs Evans.
		  
20/10/22		Please get Nikodem to segment and blend the words on the sheet and then tick them off e.g s a t Thank you.
Date	Book title and page number	Parent/Teacher/Pupil Comments
20/10/22 24/10/22		Blend all words on the sheet! Magda
25/10/22	"Pip and the Map" Finish!	Reading book! and practice words!... Magda
01/11/22	Pip and the Map	lovely reading!
	④ Sit and Sep ④	
Words to learn _____		
Progress _____		
Date: _____		

Please remember to sign your child's reading record – reading books will not be changed if reading records are not signed.

SIMS Parent APP

- ▶ Sending letters and messages from teachers.
- ▶ Sharing resources and websites.
- ▶ Informing you of achievements – house points, Star of the Week, Merit Assembly.
- ▶ Informing you of behaviour points.
- ▶ APP can be downloaded from APP providers.
- ▶ If you need help or assistance, speak with staff in the office.

School Comms

- ▶ We do not receive cash or card payments in school.
- ▶ All payments to school – trips, school dinner, uniform etc – are paid via School Comms.
- ▶ If you need help or assistance, speak with staff in the office.

Any questions?

