



BISHOP ROAD
PRIMARY SCHOOL

RECEPTION





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Every child deserves the best possible start in life and we aim to help children fulfil their potential. Children develop quickly in the early years and we strive to ensure the curriculum gives children the broad range of knowledge and skills to set them up for future learning at school and in later life. We aim to provide high quality, hands on learning experiences to ensure children learn knowledge and skills through purposeful activity.”



OUR MAIN PRINCIPLES

In Reception, we follow the EYFS (Early Years Foundation Stage curriculum), where children will be working towards achieving the ELG's (Early Learning Goals).



1. Phonics and literacy play a vital role in Reception, where children are immersed in print on a daily basis. We often use stories to enrich and contextualise.
2. We approach learning in a **thematic way**. Where possible, we group learning experiences into themes to immerse children in and give a context to learning.
3. Learning in Literacy stems from a high quality picture book each week, which is language rich and offers stimulus for discussion.
4. We provide a language rich environment, teaching children a wealth of new vocabulary and modelling and encouraging it's use in everyday contexts.
5. We believe children learn best through a variety of approaches and styles; through narrative, songs and hands on activities to name a few. Over the course of the day there is a balance between...

Direct teaching and adult led activity - to teach specific skills and knowledge.

Practical, carefully planned tasks - to enable children to practise skills and embed/extend learning.

Child-led learning - to enable children to develop independence, rehearse and explore learnt skills in their own way and follow their own interests.

Over learning – Previous learning is repeatedly referred to and built upon to embed and develop lasting schemas.

6. We strive to ensure children develop into reflective and responsible citizens and so our curriculum is rich in embedded opportunities which foster themes of personal, social, emotional and spiritual development, as well as promote fundamental British values.
7. **Learning to contribute** - Children develop an awareness and appreciation of how they can use their knowledge, skills and understanding to help others and contribute to the world.

A DAY IN RECEPTION

Phonics

We begin each day with a phonics session. At Bishop Road, we follow the Read Write inc phonic scheme. Children are taught the letter sound rather than the letter name as this helps with reading and spelling.

Literacy Group Time

Our Literacy stems from a high quality text each week to give the children a context to their learning. Each week there are five different, hands on, literacy based activities which they will complete with the Class Teacher, the LSA (Learning support assistant) or independently throughout the week.

Break Time

All Reception children have break time in the 'Boat Playground' together. They can use the equipment such as the pirate ship and the climbing wall.

Big Book

This is a lovely time of the day where we use a Big Book to model and teach reading strategies as a whole class.

Maths Discovery Time

We begin a maths session with a whole class input together on the carpet. We like to use maths songs and rhymes to embed counting skills. Each day one group will complete a focussed task with the class teacher, whilst the other groups will be able to select from one of the carefully planned, practical activities designed to develop core mathematical skills.

Lunch Time

All Reception children have their lunch in the Edgar Hall. Once the children have finished, they have another break in the 'Boat Playground'.

Register and Phonics Recap

After the afternoon register, we recap our learning in phonics with some fun games.

Topic Time

Each term we have a different theme for our topic time. We begin with some whole class learning together on the carpet. This is followed by one group completing a focussed task with the Class Teacher, whilst the other groups explore from a variety of high quality, practical activities linked to the topic.

Snack Time

This is a wonderful opportunity for sharing and reinforcing good manners. Children help to give out milk, water and fruit for their friends to enjoy.

Outdoor Learning

Over the course of an afternoon, each Reception class spends time in the outdoor area. There are a wide variety of activities set up during this time, designed to support children's development across the curriculum.

Plan-Do-Review

Children are encouraged to plan their activities during this time by selecting from resources available in the different areas of the room. A few children each day will share their learning with the class.

Story Time

We end the day with a story as a class., or spend time enjoying the Infant Library.

STORY-CENTRED AND CONTEXTUALISED LEARNING

- Literacy planning stems from a high quality picture book, which encompasses the literacy group time activities and provides a contextualised theme for the week.
- Stories are often used as a stimulus for topical learning across the curriculum to add excitement and context.
- The Reception curriculum is based around termly topics and themes, which encourages links across different areas, providing a context for learning and enabling experiences to be built upon.
- Children enjoy a daily big book session where they explore narrative, character, plot and venture on a joint journey of learning to read.
- Story telling is a prominent part of the day. Children retell stories as a class, group and individually both orally and within their writing and drawings.
- Children enjoy exploring a wealth of picture books in the class book corners, as well as school environments such as the infant library and story garden.
- Role play areas, both within the classroom and in the outside area, reflect learning across the curriculum and provide children with the stimulus and resources to retell and act out stories and narratives in their play.



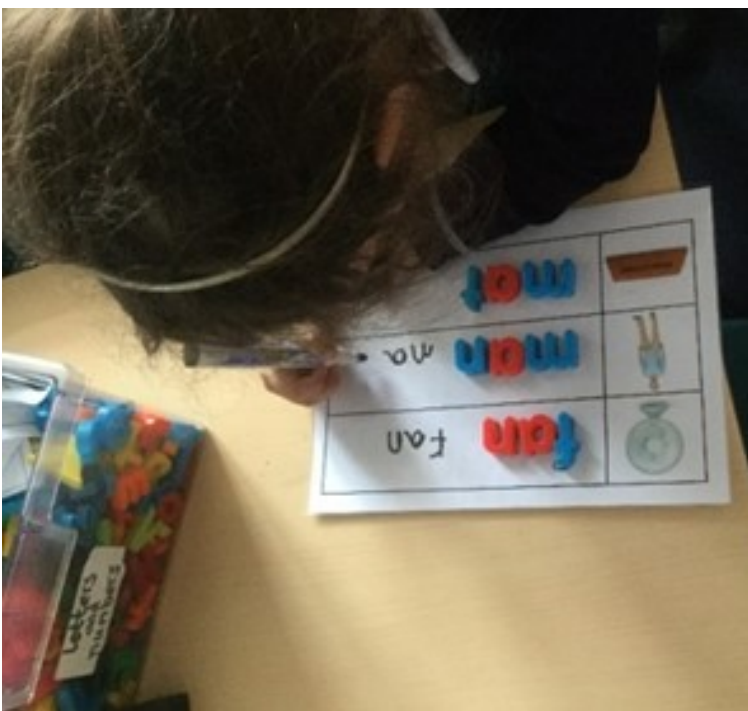
LEARNING, GROWING AND EXPLORING

- Our planning follows the EYFS. The **specific areas** of learning (Literacy, Mathematics, Understanding the World and Expressive Arts and Design) are taught explicitly, through hands on learning experiences and embedded and built upon through child initiated time. Whilst some aspects of the **prime areas** of learning (personal, social and emotional development, physical development, communication and language) are taught in this manner, much of it is intertwined through the daily work and play that takes place.
- The **Characteristics of Effective Learning** describe factors which play a central role in a child's learning and in becoming an effective learner. We endeavour to ensure they run through the whole curriculum, leading to successful and active learners. The key characteristics of effective learning:
 - playing and exploring
 - active learning
 - creating and thinking critically
- Children are taught phonics in a structured way, giving them the skills and knowledge to write for a variety of purposes, as well as read for meaning and enjoy books.
- Group time offers a clear teacher led focus for writing and mathematics where children are taught specific skills and knowledge. Independent tasks during these times enable the children to embed this learning in a range of practical ways.
- Termly topics cover a breadth of curriculum areas. New ideas and concepts are introduced to the children that are then built upon and explored during hands on learning experiences.



LANGUAGE RICH AND VOCABULARY FOCUSED LEARNING

- Extended writing and picture books form a bridge to orally rehearsing and then writing sentences.
- Extended writing offers a platform for acquiring new vocabulary. Children are then encouraged to use this in their own writing.
- During child initiated and outdoor learning, adults will use new vocabulary in context and support children's further use of this.
- Children are immersed in new vocabulary on a daily basis. New words from books and topics are picked out and explored.
- Classroom displays highlight subject specific vocabulary and this is referred to and used in daily learning.
- Children are encouraged to ask questions and make comments in class, with appropriate language being modelled by adults.
- Children work in partners and small groups to develop and practise use of language. Show and tell enables children to speak to an audience with clarity and develop the awareness of adding detail for the listener.



HOW CAN I PREPARE MY CHILD FOR SCHOOL?

We do not expect children to begin Reception being able to read and write, but there are some ways in which you can help them be ready for this new chapter.

BEING CURIOUS AND READY TO LEARN

- Following instructions.
- Sitting and listening to a story.
- Confident/willing to try new things.
- Asking questions.



INDEPENDENCE

- Making choices about what they would like to play with.
- Tidying up after they have finished with something.
- Looking after my belongings e.g. hanging up their coat and putting their shoes away.
- Asking for help if needed.
- Using a knife and fork.
- Opening packets/containers (in their packed lunch)

GETTING DRESSED

- Putting on their coat.
- Undoing and fastening buttons.
- Attempting to do up a zip.
- Changing in and out of their PE kits.
- Doing up their own school shoes.
- Going to the toilet unaided.
- Washing their own hands.

SELF HYGIENE

RELATIONSHIPS

- Interested in interacting with others.
- Sharing and taking turns.
- Listening to what others say.



HOW CAN I SUPPORT MY CHILD'S LEARNING?



We believe the role of Parents/Carers is vital for a child's well-rounded education.

We encourage active participation through...

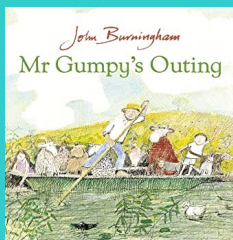
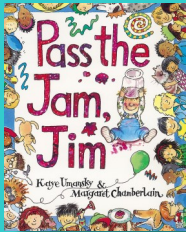
- Reading – Your child will come home with a reading book and keywords in the first few weeks. Reading with your child on a regular basis is highly beneficial. We believe little and often is the best way. We will hear each child read at least once a week at school and record a comment in their reading record. Please use this to comment on reading at home as well. This helps with a two way communication to support their reading development.
 - Sharing stories and other texts with your child as much as possible helps develop their narrative sense and vocabulary as well as being a lovely bonding experience for all.
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- Bring maths into everyday activities such as counting out the correct number of forks for dinner, or recognising door numbers.
 - Talk to your child about their day and what they have learnt or enjoyed.
 - Inform us of your child's achievements and interests out of school through completing 'Wow moments' and bi-termly 'All about me' booklets.
 - Use the Reception section of the school website to find out about what we are learning each term and suggestions to help at home.



TEXT SELECTION

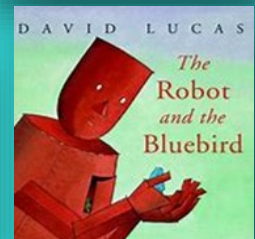
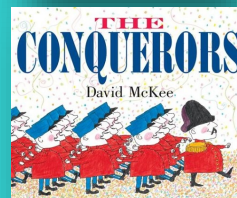
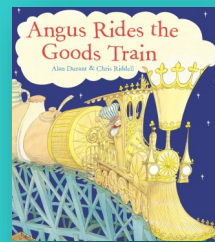
Below is a small selection of the many high-quality children's books and resources that we use in Reception at Bishop Road. Each one is carefully chosen to support our children with their reading and writing. Our school has an impressive collection of picture books, and non-fiction available to Reception either in their class book corners or our wonderful Infant Library.

BIG BOOKS



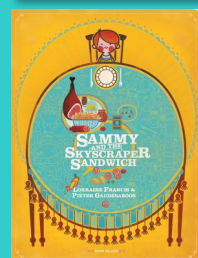
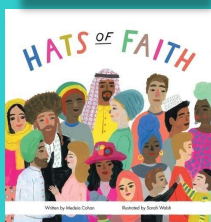
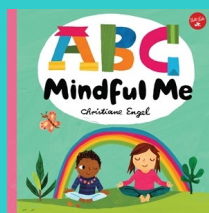
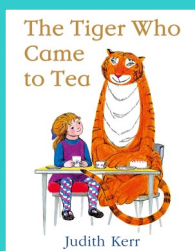
Children enjoy a daily big book session where they explore narrative, character, plot and venture on a joint journey of learning to read.

PICTURE BOOKS



Picture books are used in class help our children explore complex and thought-provoking themes from Reception all the way up to Year 6. Through class discussion teachers are able to model and support exploring a text.

CLASS BOOK CORNERS AND THE INFANT LIBRARY



Our class book corners and the infant library are filled with an eclectic mix of books from fiction and non-fiction, classics and newer titles and plenty of pop-up and lift-the-flap books too. There's something for every type of reader!

OTHER RESOURCES



We use carefully chosen resources, such as Nessy, to help children of all abilities read, write and spell. We use a programme called 'Read Write Inc' to introduce synthetic phonics systematically. This begins in Reception and carries through into Year One to help children decode words so that they can sound them out.

ENRICHMENT OPPORTUNITIES

Over the course of the year, there will be opportunities for children to attend school trips, enjoy visitors to the school and take part in a range of cookery activities. There will also be some fabulous class performances which are a highlight of the year, as well as Sports Day.



ASSESSMENT AND MONITORING



Teachers monitor children's progress and adjust their teaching accordingly. During group time activities, teachers give immediate feedback to children, which involves 'green and pink' marking of their work with a skill to practise. Teachers collect evidence of learning through observation stickers, which form a journey of learning in individual learning diaries. Phonic, writing and maths assessments are carried out termly and progress of individuals, groups, classes and the year group as a whole is analysed. Next steps can then be planned accordingly.

WHAT TOPICS WILL BE COVERED?

Year R	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Topic	All about me Harvest	Celebrations Guy Fawkes Divali Christmas	Whole School Project Chinese New Year Shrove Tuesday	The big, the small and the mighty Easter	Journeys	Growing up and moving on

CORE SKILLS CHILDREN WILL DEVELOP IN RECEPTION

- To read and write set 1 and 2 grapheme/phoneme correspondences in words
- To read and write sentences.
- To form letters correctly.
- To read keywords to set 6
- To recognise, write and order numerals to 20.
- To know number bonds to 10.
- To add and subtract small numbers.
- To double and halve units.
- To name and describe basic 2d and 3d shapes.

