Felbridge Primary School

Finding the best in everyone.

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All about Reception

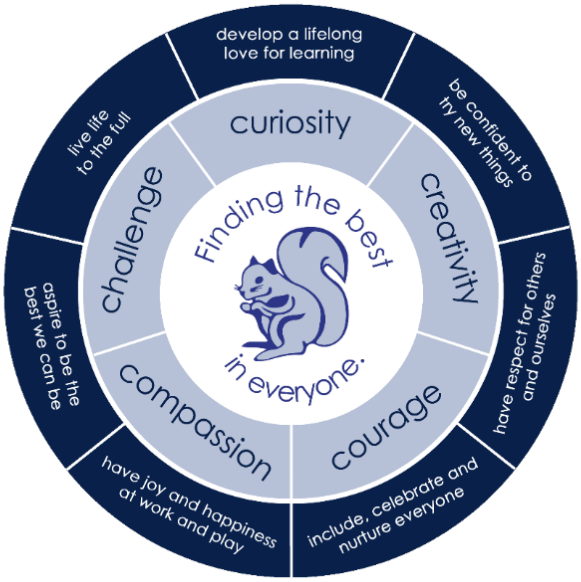
Welcome to Reception at Felbridge Primary School!

We are really looking forward to your child beginning his/her learning journey with us. Here is some information to support you, ahead of the autumn term and beyond!

Our School Vision and Values

Our school vision statement is 'Finding the best in everyone'. We believe that every child is special and unique, with his/her own strengths and talents.

Our school values are: Compassion, Curiosity, Creativity, Challenge and Courage.



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The Early Years Curriculum

The curriculum is based on an ethos of learning through play. The children will have opportunities for exploring, active learning, creating and thinking critically. The teaching of early reading, phonics, writing and maths will thread through all of the learning opportunities. There are seven areas of learning covered within the Reception year:

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

The Early Learning Goals

Within each area of learning, there are various *Early Learning Goal* (ELG) statements which are illustrated on the next page. Your child's pre-school will transfer Early Years Foundation Stage records to us, related to the ELGs and when your child starts Reception, we will complete a 'baseline' assessment to assess his/her basic skills and understanding. We do this in a way that is fun and engaging; it is also a nice way for us to spend 1:1 time with each child. At the end of the year, we will make a holistic, best-fit judgement about your child's development and their readiness for Year 1 - the year in which children start to cover the National Curriculum.

Communication and Language

Listening, Attention and Understanding

- Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions.
- Make comments about what they have heard and ask questions to clarify their understanding.
- Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.

Speaking

- Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.
- Offer explanations for why things might happen, making use of recently introduced
- vocabulary from stories, non-fiction, rhymes and poems when appropriate.
- Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.

Physical Development

Gross Motor Skills

- Negotiate space and obstacles safely, with consideration for themselves and others.
- Demonstrate strength, balance and coordination when playing.
- Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.

Fine Motor Skills

- Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases.
- Use a range of small tools, including scissors, paintbrushes and cutlery.
- Begin to show accuracy and care when drawing.

Personal, Social and Emotional Development

Self-Regulation

- Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly.
- Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate.
- Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.

Managing Self

- Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.
- Explain the reasons for rules, know right from wrong and try to behave accordingly.
- Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.

Building Relationships

- Work and play cooperatively and take turns with others.
- Form positive attachments to adults and friendships with peers.
- Show sensitivity to their own and to others' needs.

Expressive Arts and Design

Creating with Materials

- Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.
- Share their creations, explaining the process they have used.
- Make use of props and materials when role playing characters in narratives and stories.

Being Imaginative and Expressive

- Invent, adapt and recount narratives and stories with peers and their teacher.
- Sing a range of well-known nursery rhymes and songs.
- Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music.

Understanding the World

Past and Present

- Talk about the lives of the people around them and their roles in society.
- Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.
- Understand the past through settings, characters and events encountered in books read in class and storytelling.

People, Culture and Communities

- Describe their immediate environment using knowledge from observation,
- discussion, stories, non-fiction texts and maps.
- Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class.
- Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and (when appropriate) maps.

The Natural World

- Explore the natural world around them, making observations and drawing pictures of animals and plants.
- Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class.
- Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.

Mathematics

Number

- Have a deep understanding of number to 10, including the composition of each number.
- Subitise (recognise quantities without counting) up to 5.
- Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts.

Numerical Patterns

- Verbally count beyond 20, recognising the pattern of the counting system.
- Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity.
- Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.

Literacy

Comprehension

- Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.
- Anticipate (where appropriate) key events in stories.
- Use and understand recently introduced vocabulary during discussions about stories, non- fiction, rhymes and poems and during role play.

Word Reading

- Say a sound for each letter in the alphabet and at least 10 digraphs.
- Read words consistent with their phonic knowledge by sound-blending.
- Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.

Writing

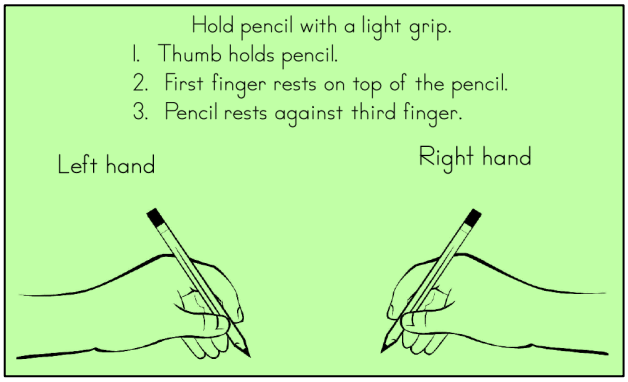
- Write recognisable letters, most of which are correctly formed.
- Spell words by identifying sounds in them and representing the sounds with a letter or letters.
- Write simple phrases and sentences that can be read by others.

Ideas to help develop Fine Motor Skills

Fine motor skills are often associated with drawing and writing, and developing a secure pencil grip, as shown in the example, will be vital to help children when learning to write letters and numbers.

Other examples of fine motor skills include:

- Using pencils and crayons to draw, scribble and colour.
- Scissor skills – cutting around shapes or through materials.
- Construction- Lego, Duplo, building a tower.
- Self-care- doing up shoe straps, opening a yoghurt, doing up buttons.



Activities to help develop fine motor skills

There are endless ideas on the internet for fun, creative and cheap activities to develop fine motor skills, but a few are included below to start you off.

Threading straws – cut some straws into pieces and thread them onto string or a shoelace. You could also use this activity to talk about colour patterns e.g. blue, red, blue, red.

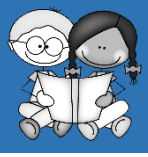
- Using tweezers to pick up small objects, such as pasta or dried peas. Try putting a mixture of objects on a tray and using the tweezers to sort them.
- Playdough – one of the best materials for developing skills! There are lots of recipes on the internet to make Playdough at home. Try making imaginary food, animals or vehicles.
- Any 'patience' game such as Buck-a-Roo or Pop-Up Pirate.
- Drawing around a stencil or a natural object.
- Scooping and moving – using a spoon or scoop to move small objects such as rice from one container to another without spilling any.
- Pegs – challenge children to place pegs onto a box or piece of string in a minute. How many can they do?
- Pipette Potions – fill some cups with water and food colouring. Use a pipette (this takes more practice than you would think!) to draw up the liquid and mix together in bowls to create new colours.
- Dressing up – dressing teddy, themselves, or a willing grown-up. Anything with buttons or zips will all help aid development.
- Chalk drawing- patios are a great re-usable canvas!





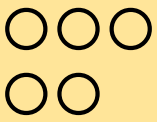

Being ready for school!

It would be helpful if you could encourage and support your child to practise these skills, ahead of starting school, to develop their confidence and independence.

Put my own coat on. 	Zip my coat up or do up the buttons. 	Dress myself – especially putting on (and taking off) jumpers, socks and tights.	Use scissors safely. (only small safety scissors to start with) 	Tell an adult when I need something or if I don't feel well.	Sit and listen for increasing lengths of time. 
Ask questions to find out new things. 	Understand rules and try to stick to them.	Play outside safely- be able to climb and balance on low equipment.	Share with others. 	Go to the toilet on my own, wipe properly and flush afterwards. 	Know when I need to wipe my nose and be able to wipe it. 
Wash my hands with soap and dry them afterwards. 	Join a line and wait patiently for my turn.	Feed myself sensibly and carefully. 	Use a knife and fork to cut up food. 	Pour a drink and use a cup sensibly.	Open simple packaging, e.g. a yoghurt lid.
Hold a pencil using the correct grip. 	Recognise my name in writing.	Use my name to find my peg and make sure clothes are kept on it.	Tidy up, putting things away in the right place.	Put my own shoes on and do them up. (no laces unless very confident with tying them!)	Say please and thank you.

Additional Skills

These are 'great to have' skills, but please do not worry if your child is not quite there yet.

Copy my name from a label.	Write my name.	Count up to 5 objects. 	Count from 1 to 5, or 1 to 10. 	Recognise some digits.	Draw a face. 
Colour a shape or object in carefully.	Recognise basic colours. 	Sing a simple rhyme.	Clap to a beat.	Try different foods – always have a go.	Have a second go to improve something.

Reading with your child

Through daily phonics sessions, reading time in school and, most importantly, daily reading time with you at home, children will be more and more able to read texts for themselves. This may be a new experience for you as you take on the role of teacher, or you might be returning to the beginning of the road having already supported an older sibling. Either way, **you** are a huge and vital part of developing a successful, happy young reader.



Here are some tips for making reading time at home a valuable experience for your child and you.

- Try to set aside a quiet time away from distractions.
- If you have more than one child, try to give each child his/her own time to read.
- Allow opportunities for self-correction – learning from mistakes is good!
- Encourage the use of letter sounds, rather than 'alphabet names'.
- Talk together about the books and ask your child questions about the text and pictures.
- Be positive and enjoy the books – reading for pleasure is something we want to instill in all children.

Phonics in Reception

What is phonics?

Phonics is a way of teaching children how to read and write. It helps children hear, identify and use different sounds that distinguish one word from another in the English language. Written language can be compared to a code, so knowing the sounds of individual letters and how those letters sound when they are combined will help children decode words as they read. Understanding phonics will also help children know which letters to use when they are writing words.

Phonics involves matching the sounds of spoken English with individual letters or groups of letters. For example, the sound ***k*** can be spelled as **c, k, ck** or **ch**. Teaching children to blend the sounds of letters together helps them decode unfamiliar or unknown words by sounding them out. For example, when a child is taught the sounds for the letters ***t, p, a*** and ***s***, they can start to build up the words: "tap", "taps", "pat", "pats" and "sat".

At Felbridge, we are starting a new phonics programme in September 2026 called 'Little Wandle'. You can find more information on the website https://www.littlewandle.org.uk/ and we will be holding a phonics information meeting early in the Autumn term.

Early writing- the journey through Year R and beyond

We encourage children to write about anything and everything as soon as they join us in Year R.

Teachers will initially model writing using non-cursive (not joined up) handwriting, as this matches what they will see in their first reading books. When encouraging your child to 'have a go' at writing before they come into school, we ask that you **avoid using capital letters** (except for the first letter of their name) as, if a child learns to write his/her name in capital letters, it can be tricky to change.

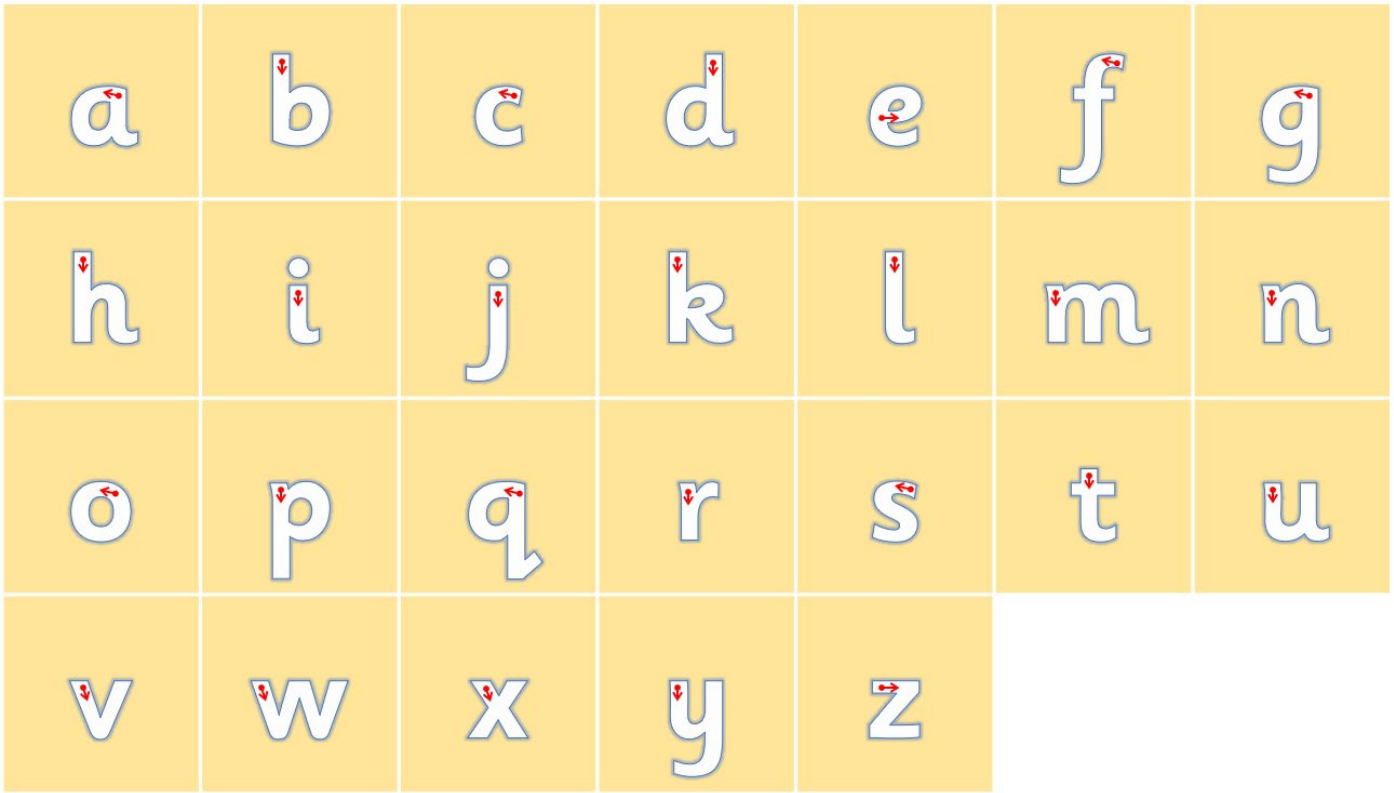
Practise writing as often as you can – encourage children to write labels for anything they make at home, to help you write shopping lists or any other 'little and often' opportunities.

Tips and ideas for home writing

Try to have access to paper - have notebooks or scrap paper at home or when out and about.	Make a map of somewhere you are going or a timetable for a day out.	Write the words or labels to go with a picture.
Write party invitations or thank you cards.	Write a menu for dinner, or a shopping list.	Use a 'rhyme' to help children remember how to form letters. There are lots of examples if you search for 'letter formation rhymes' on the internet.

Letter formation guide

You can support children at the start of their writing journey by encouraging them to start their letters from the red dot position when writing.



Maths at home

Maths is everywhere! There are very few adult jobs that do not need any maths and the immersion in the world of numbers, shapes, space and measures starts right now.

There are also lots of websites with great activities for children at home, including:

- BBC Bitesize: https://www.bbc.co.uk/bitesize/articles/zks4kmn
- Top Marks: https://www.topmarks.co.uk/Search.aspx?AgeGroup=1
- Maths Zone: https://mathszone.co.uk/tag/eyfs/
- Oxford Owl: https://home.oxfordowl.co.uk/maths/primary-maths-age-4-5-reception/

Listed below are lots of activities that you and your children can share at home, many of which will involve maths without anyone even realising!

Food & cooking

- How long will it take to cook?
- Measuring ingredients
- Counting ingredients e.g. 2 onions, 3 carrots
- Sharing food e.g. 2 on each plate

Sport

- How fast can you do this?
- How many times can you do this?
- Timing and measuring
- Scoring points

Going shopping

- Reading prices
- Counting items in the trolley
- Finding the right coins & counting them out
- Which is heavier/lighter? Which is bigger/smaller?

Helping at home

- Sorting and pairing socks
- Finding colours of items
- Counting in twos for socks and shoes
- Putting things in order

Transport

- Bus and train numbers.
- Number hunts using signs and door numbers
- Counting – how many buses, how many street lamps?
- Colours- find a yellow car, what colour is the truck?

Shapes & Measuring

- Making shape prints with potatoes
- Using carrot or cucumber sticks to make shapes
- Finding shapes around the house
- Comparing heights – are you taller than… how many satsumas are the same length as a…
- Counting steps to the front door, back gate…

Time

- What time is it now?
- When should we leave?
- What day is it today, yesterday, tomorrow?
- Counting seconds to do jobs
- Recognising numbers on different types of clock

Other games to play

- Sorting letters and cards
- Making a jigsaw from a photo or magazine
- Snap and other simple card games
- Snakes and ladders and other dice games
- Top Trumps

When I come to Felbridge…

These pages are to share at home to help children remember what their new learning environment will look like.

Talk about the pictures and ask your child if she/he has any questions.



The top playground



The main entrance



The old School House. We have the oldest school building in Surrey. It is over 200 years old!



Our woodland area



Our climbing apparatus and Astroturf area



Our playground and field



Our classroom



Our toilets

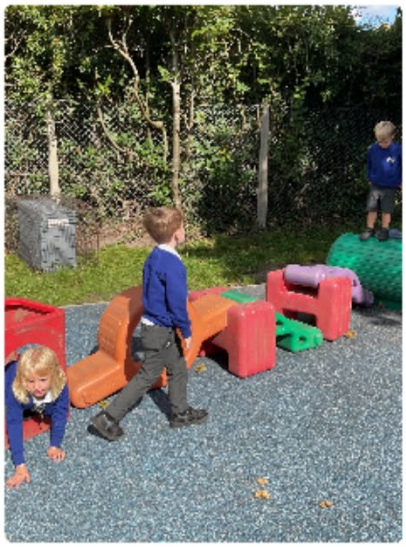
Learning and playing together












We cannot wait for you to join us!

A copy of this document can be found on the school website: www.felbridgetlt.co.uk

Additional paper copies can be requested from the school office.

The Felbridge Parent Handbook is also available with further information about school life.

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Felbridge Primary School is part of Tandridge Learning Trust.