

# Welcome to Mersey Vale Primary School





# Mersey Vale Primary School

- \* 1 form entry primary school with a Nursery.
- \* Warm, friendly, diverse family, with inclusion at our core.  
*“Working together for a brighter future”*
- \* We are a restorative school – building, maintaining and repairing relationships are very important to us.
- \* Communications via text, email, website and letters, but daily communications are through Class Dojo.

# Welcome to Reception

July 2021

Please see our Reception page on the Mersey  
Vale website for more information at

<http://www.merseyvale.stockport.sch.uk/>

# New parents meeting -

## Things we will cover:

- \* Early Years Foundation Stage Profile – the new reforms for Sept 2021 and Early Learning Goals
- \* Assessments
- \* Parent / Carer information
- \* Reading at home and school
- \* Things to remember
- \* Things that will help

# Early Years Foundation Stage profile (EYFSP)

- \* A continuation of children's progression, following on from the development made at home and/or nursery.
- \* New EYFSP reforms come into play from September 2021
- \* Seven areas of learning have not changed but the detail of them has. Still divided into the following areas:
- \* Prime Areas –
  - \* Personal, social and emotional development
  - \* Physical development
  - \* Communication and language
- \* Specific Areas –
  - \* Literacy
  - \* Maths
  - \* Understanding the world
  - \* Expressive arts and design

# Personal, Social and Emotional Development ELG

## **Building Relationships:**

- \* Work and play cooperatively, take turns, forming positive relationships with adults and peers, show sensitivity to others.

## **Managing Self:**

- \* Confident to try new activities, show resilience, perseverance and confidence. Explain the reason for rules and behave accordingly. Manage their own basic hygiene and personal needs.

## **Self-Regulation:**

- \* Show an understanding of own feelings and feelings of others, begin to regulate their behaviour, work towards simple goals, being able to wait for what they want, give focused attention and be able to follow instructions.

# Communication and Language

## ELG

### **Listening, Attention and Understanding:**

- \* Listen attentively and respond to what they hear, make comments to what they've heard, asking relevant questions, hold conversations back and forth with peers and adults.

### **Speaking:**

- Participate in small group, one-to-one and class discussions, offer explanations to why things happen, introducing vocab from stories, rhyme and poems. Expressing their ideas and feelings about experiences using past, present and future tenses.

# Physical Development ELG

## **Gross Motor Skills:**

- \*Negotiate space safely, demonstrate strength, balance and coordination when playing, move energetically (running, jumping, dancing, hopping, skipping and climbing).

## **Fine Motor Skills:**

- \*Hold a pencil effectively in preparation for writing, use a range of small tools, begin to show accuracy and care when drawing.



# Literacy ELG

## **Comprehension:**

- \* Demonstrate an understanding of stories, retell narratives and introduce vocab. Predict new endings to stories. Use and understand new vocab in stories, rhymes, poems and role-play.

## **Word Reading:**

- \* Say a sound for each letter in the alphabet (phonics). Read words consistent with their phonics knowledge. Read aloud simple sentences and books.

## **Writing:**

- \* Write recognisable letters. Spell words by identifying sounds in them. Write simple sentences and phrases which can be read by others.

# Mathematics ELG

## **Numbers:**

- \* Deep understanding of number to 10. Subitise up to 5 (recognising without counting). Number bonds to 5 (subtraction facts). Number bonds to 10 (double facts).

## **Numerical Patterns:**

- \* Verbally count beyond 20, compare quantities up to 10 (greater than / less than). Number patterns (even / odd, double facts).

# Understanding the World - ELG

## **People, Culture and Communities:**

- \*(Religion and Geography focus) Describe their environment using observations, maps, texts and stories. Recognise similarities and differences between religions, cultures and life in this country and others.

## **The Natural World:**

- \*(Geography focus) Explore the work around them; animals and plants. Recognise similarities and differences between the natural world and other environments.

## **Past and Present:**

- \*(History) Lives of people in society. Recognise similarities and differences between past and now. Understand the past through settings, characters, stories and events.

# Expressive Arts and Design - ELG

## **Creating with Materials:**

- \* Safely use and explore materials, tools and techniques. Share creations and processes. Make use of props and materials in role-playing stories.

## **Being imaginative and Expressive:**

- \* Retell narratives and stories. Sing a range of songs. Perform songs, poems and stories to movement.

# Assessments

- \* Within the first six weeks of starting all children will have a Baseline assessment.
- \* Ongoing teacher assessment to show their progress throughout the year: using pupil voice, photographic evidence, teacher led planned activities.
- \* At the end of Reception children are assessed against the Early Learning Goals for the seven areas above .
- \* They will end the year with a “have met” or “haven’t met” the Early Learning Goals.

# Parent and Carer Information

- \* Reception Staff- Mrs Sarah Edwards (Class Teacher) and various Teaching Assistants based in the classroom.
- \* We have an open door policy where staff are available to speak to parents either before or after school for a short period of time. However if you wish for a longer conversation an appointment must be made.
- \* If your child is absent or late inform the office of reason by telephone or note to teacher.

# Phonics, Reading and Writing

- \* Spend time reading with your child (any type of reading materials) for a few minutes a day - make it fun!
- \* Once your child has settled in we will start our Read Write Inc phonics sessions daily. We will be following the scheme to learn letter sounds, blending sounds to read words, forming letters correctly and taking part in guided reading and one-to-one reading sessions.
- \* Your child will come home with a reading book weekly, which is suitable and relevant for their stage in the phonics scheme.
- \* It is important to read with your child at home and comment in their book.
- \* More information in regards to phonics and literacy guidance will be given at our workshop in the Autumn term.

# Library Books

- \* Once settled, your child will begin to bring home a school library book they have chosen. This book is to read, share and enjoy with your child (it is not their reading book).
- \* They are to be returned every week and exchanged for a new one. Please take care of them they are school property, a fee is payable if damaged or lost.



# Things to remember

- \* Complete collection information form (add name and number of any person who may pick up your child from school) - hand in on start day.
- \* Each child is different and may take longer than others to settle. The staggered starts are there to support your child to settle in comfortably and happily.
- \* Help your child practise dressing and undressing in time for Autumn Term (to develop independence).
- \* Purchase a book bag- important for reading and writing home work and letters home. These need to be brought in every day or left in school.
- \* Label all your child's uniform and PE kit including pumps. They all look the same!
- \* PE kit- white t-shirt/black or navy shorts and jogging bottoms/black pumps/navy top.
- \* Snacks – children are provided with a drink and snack in the mornings as well as milk and fruit in the afternoons. Morning snacks are paid for through our ParentPay system.
- \* Your child will get messy even though we provide aprons – water/ sand/ paint/ dough/ glue/ gloop – all products we use wash out.

# Things that will help

- \* It is very important your child gets enough sleep and has a routine.
- \* It is very important your child is punctual and attends school regularly.
- \* When children learn to write their name make sure they use only a capital letter for the first letter in their name and at the beginning of a sentence.
- \* When helping children with letters they need to learn the sounds the letters make not just the alphabet names.
- \* No toys from home unless requested by the teacher.

# Welcome

- \* We look forward to meeting your child at the transition morning in July and meeting parents at the parent meetings in September.
- \* We look forward to welcoming you all to Mersey Vale

Mrs Edwards and the Reception Team