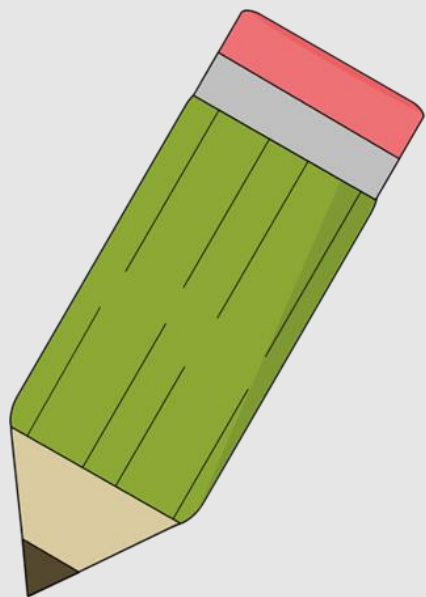




Cranbrook
Primary School

Reception Parent information Session



Communication and

Partnership

- Parent Mail - Cranbrook Primary School : It's free for parents to download
- You can return and complete letters, forms and payments on-line
 - Website: www.cranbrookprimaryschool.com
 - Newsletter – Every Wednesday



School Uniform

At Cranbrook, pupils are expected to wear full uniform when participating in learning and at all school events both within and outside of the normal school day (unless stipulated by the school). We believe wearing uniform helps children to develop a strong group identity and a sense of loyalty to their school, as well as encouraging a pride in their appearance.

For Girls

- Jade round neck sweatshirt with school logo, dark grey skirt, pinafore or trousers and white polo shirt (with or without school logo). In summer girls can wear a green and white striped dress.

For Boys

- Jade round neck sweatshirt with school logo, dark grey trousers and white polo shirt (with or without school logo). In summer dark grey smart shorts can be worn.

***School Uniform is supplied by Rupens
98/100 Meads Lane, Seven Kings, Ilford Essex IG3 8QN
Tel: 020 8590 3734***

- PE will be on Monday for Reception Pupils. Please send your child in dressed in their PE kit.
- For PE: Black shorts/leggings, plimsolls and a T-shirt in the class

Please LABEL ALL CLOTHES



Toileting and Dressing

- Please ensure your child can use the toilet independently.
- Please encourage your child to dress independently (coats, zips, buckles)
- Please make sure you send your child to school with a coat as Winter approaches.
- Please send your child in with a school bag. Bags should be an appropriate size so they can fit books in.



Toilet



Times of the day

- Start to the day: 8.45- 9.00
- Lunch time: 11.45-12.45
- End of the day: 3.00
- Please be prompt as children get upset when parents are late.



Why is reading important?

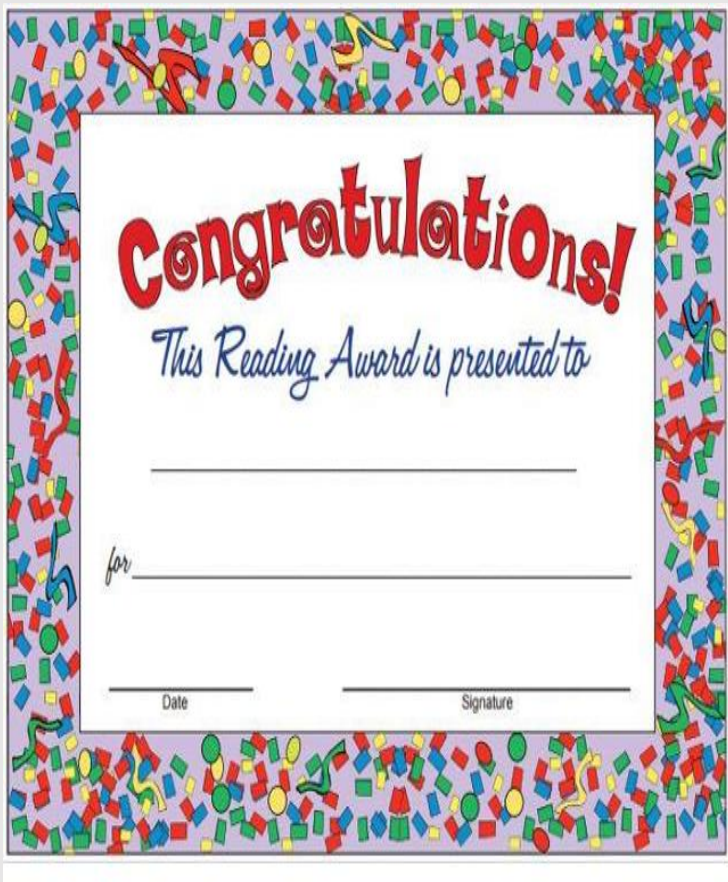
Evidence

- 'Reading aloud to young children is not only one of the best activities to stimulate language and cognitive skills; it also builds motivation, curiosity and memory.'
- Research: more words parents use speaking to 8 month old infant, greater size of child's vocabulary at age 3.
- Children learn all of this by **listening** to family members talk. Children who **do not** hear a lot of **talk** and who are not encouraged to talk themselves often have **problems learning to read**.

Reading and Phonics

- [Phonics](#) is the learning-to-read method where children are taught letter sounds and blending the letter sounds into words. We follow **Letters and Sounds** scheme of work.
- We teach daily phonics sessions in school.
- Your child will be provided with a 1-1 reading book and record.
- Their book will be changed each week. Make sure you read and **talk** about the book with your child on a daily basis to ensure their understanding of the book.
- Every time your child reads, write a comment in their reading record.





Reading certificates will be given to celebrate when children move up to the next stage.

How can I help my child improve their reading?

Please read over comments made by the teacher in the reading records. The Teacher will note down which phonics phase your child is working at. Please use the **Letters and sounds blue book** to support your child with their phonics, these have been sent home. Children should be working at Phase 3 by the end of Reception. Books are matched closely to the phase your child is working at. Please read with your child at home. With picture books, please work with your child to tell the story using the pictures to develop their speaking and language skills.

Reading and Phonics

Letters and sounds- Which Phase is my child working at?

At Phase 1: Children will be able to identify and hear different sounds. These are environmental, instrumental and animal sounds. Children will also begin to recognise rhyme and alliteration as well as exploring rhythms using instruments and body percussion.

At phase 2 : When a child can identify **all** phonemes taught in phase 2 and can say the sound **each** one makes. Can identify initial sounds. Can begin to blend, if the child cannot blend yet, they will still be at phase 2.

At phase 3: When a child can blend CVC words confidently and independently and identify all phonemes, digraphs and trigraphs taught at phase 3 they have achieved this. They should also be able to begin to identify high frequency words for this phase.

Please take a look at the school website!

Lots of free online resources to support your child with Phonics, Reading and Handwriting.



Mr T's Phonics

https://www.youtube.com/channel/UC7sW4j8p7k9D_qRRMUsGqyw



Phonics Play

<https://www.phonicsplay.co.uk/>



https://www.youtube.com/channel/UCg_q6YX1y3DG8Ttu_7mJ12Q



alphablocks

https://www.youtube.com/results?search_query=alphablocks



bugclub (your child will be provided with login details)

Physical Development

- Please ensure you work with us to develop your child's gross motor skills (*riding a bike, skipping, kicking a ball*)
- Different activities can be carried out to support your child's fine motor skills:

Buttons

Zips

Threading

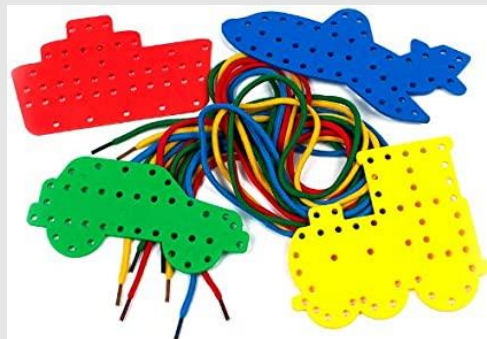
Playdough

Lego/multilink cubes

Pegs

Beads

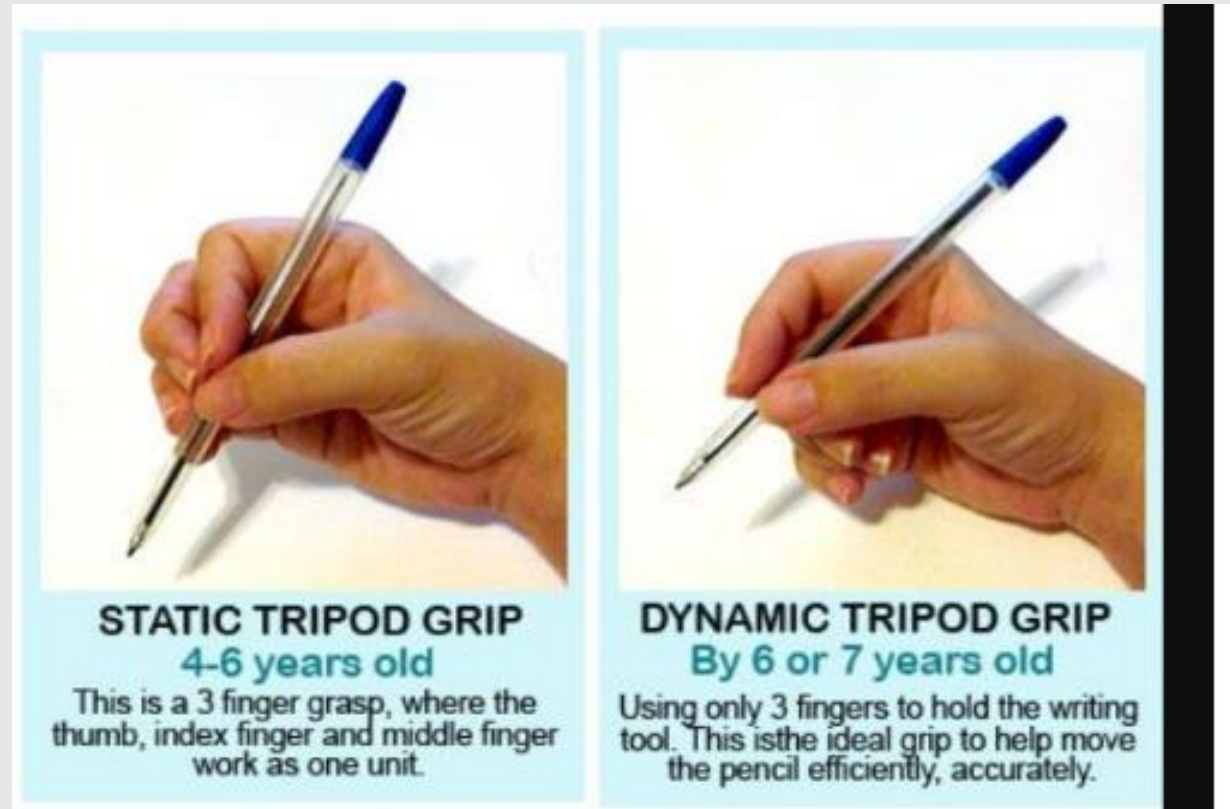
Cutting activities



Sophie

Physical Development

Please encourage correct pencil grip at home.



Be aware of the time children are spending on devices i.e. iPad, computer.

Maths

- Counting to 10
- Recognising numbers to 10 and beyond
- Writing numbers (correct number formation)
- Numberblocks (YouTube)
- <https://mathsathome.lgfl.org.uk/eyfs.html>



What your child will be learning?

Your child will be learning the following through classroom and outdoor provision.

- Maths
- English
- Guided Reading (comprehension focus)
- Phonics
- Handwriting
- Understanding of the world
- Physical development (PE)
- Personal, Social and Emotional Development
- Expressive Arts and Design
- Communication and Language

Activity Ideas

- Number hunt walk
- Sound hunt (environmental sounds)
- Letters in the environment (reading signs etc.)
- Park visit , forest walks, farm visits, library, sports,
- Board games
- Exploring seasonal changes (changes on trees, leaves, weather)