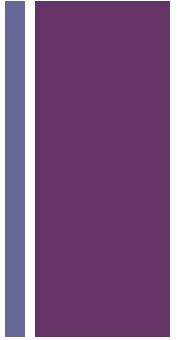




Year Reception
Mr Rowley and Mrs Weston
Meet the Teacher Evening
Wednesday 23rd September
2026



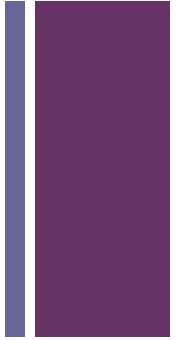
Meeting Outcomes



This is a general meeting in order to inform you about the routines in Reception.

There will be an opportunity at the end to speak with myself if you wish to discuss anything further.

+ Our Day



- Door will be open from 8.50am to 9.00am, where the children are encouraged to enter the school independently.
- If you have a concern or worry, please speak to a member of staff on the door.





Our day...

Springcroft Primary School – Reception Timetable

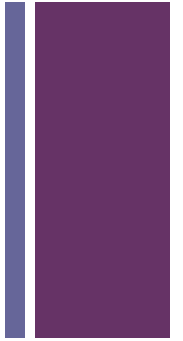
	8:50	9:10	9:20	10:10	10:30	10:45	11:30	12:00	1:00	1:05	1:15	2:20	3:30
Monday	Mrs Pritchard (GR SENCO Cover)	Register Busy Work	English/ Child Initiated	Phonics/ Spelling	Break	English/ Child Initiated	Fine Motor	Lunch	Register	Handwriting	Topic/EAD Child initiated	Topic/ Child initiated (Mastering Number)	Story Time
Tuesday		Register Busy Work	Assembly	English/ Child Initiated	Phonics/ Spelling	Break	English/ Child Initiated	Fine Motor	Lunch	Register	Handwriting	Topic/ Child initiated (Mastering Number)	Story Time
Wednesday		Register Busy Work	Assembly	Music- LP (PPA)	Phonics/ Spelling	Break	PE T4S (PPA)	Fine Motor	Lunch	Register	Handwriting	Topic/ Child initiated (PSHE/RSE)	Story Time
Thursday		Register Busy Work	Assembly	Maths/ Child Initiated	Phonics/ Spelling	Break	Maths/ Child Initiated	Fine Motor	Lunch	Register	Handwriting	Topic/ Child initiated (ICT slot if required)	Topic/ Child initiated (Mastering Number)
Friday		Register Busy Work	Maths/ Child Initiated	Phonics/ Spelling	Break	Maths/ Child Initiated	Fine Motor	Lunch	Register	Handwriting	Topic/ Child initiated	Class-based PE (Mastering Number) Celebration Assembly 2.45	Story Time



Our Daily Routine

Everyday your child will have a phonics session, English/Maths whole-class input. Teacher led activities will take place and child choice activities inside and out.

During the Autumn term we will focus on motor skills and phonics.



+ The areas of learning.

There are 3 Prime areas.

Personal, Social and Emotional PSED

Physical Development PD

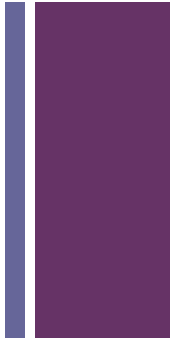
Communication and Language

■ Then the 4 specific areas which are

■ Literacy, Mathematics,
Understanding the World and Art
and design.



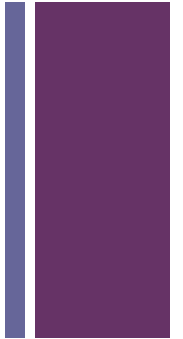
Contact



- Please message myself through the 'class dojo' app- I will respond throughout the day. If it is urgent, please contact the office.
- To do this please ensure you have the 'Dojo' app downloaded and use the invite/QR code to join the class. Please ask me for details if you don't yet have them.
- Keep a check for updates regarding activities, events, current learning etc.
- Alternatively, please contact the school office on 01782 394793 or email office@springcroft.staffs.sch.uk or through ParentMail



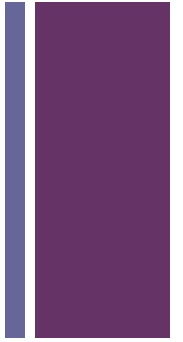
Open door Policy



- We are on the playground each night for any minor queries/concerns.
- If you have a problem that requires more time feel free to make an appointment.
- Please do keep the office updated with any medical appointments, absences, holiday requests etc.



+ Behaviour



- The school has a clear behaviour policy that is linked to positive discipline strategy.
- Children will always be rewarded for good behaviour with:
 - DoJo's
 - Stickers
 - Certificates
 - Star of the week in Friday's Celebration Assembly
 - Extra Play





Springcroft Primary School Rewards Ladder

Reward 1	Verbal praise and feedback.
Reward 2	Written feedback in books/diaries.
Reward 3	Stickers/Class Dojo's.
Reward 4	Visiting Headteacher with good news and/or good work.
Reward 5	Star of the Week.
Reward 6	Extra play.

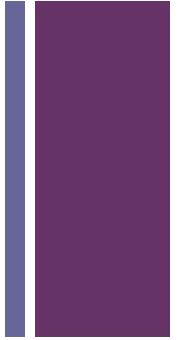


Springcroft Primary School Consequence Ladder

**Consequences 4, 5 and 6 will all be entered into the schools behaviour log and parents will be informed.*

Consequence 1	Reminded of behaviour (verbally and/or 'the look') is preventing an excellent lesson from taking place.
Consequence 2	Formal warning that behaviour is preventing an excellent lesson from taking place.
Consequence 3	Moved to a designated seat or area in the classroom.
Consequence 4*	Moved to another classroom and details entered in to the schools behaviour log. Parents informed.
Consequence 5 *	'Time Out'. Parents informed
Consequence 6 *	Exclusion and meeting with parents

+ Uniform



- Jewellery allowed in school is only a watch and stud earrings. Please no watches!
- Earrings cannot be covered for PE and must be removed at home.
- Please ensure labels are on all items of uniform including shoes and PE kit.



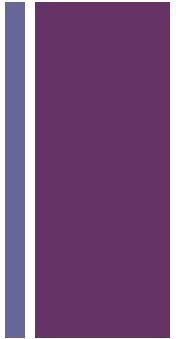
P.E Kits



- P.E. Kits should be worn to school on PE days (Blue t-shirt, dark shorts/joggers, black pumps/trainers).
- No form of jewellery can be worn for any P.E. Earrings can't be covered (Health and Safety).
- We have P.E. on **Wednesday and Friday.**



Homework



- Reading phonics books at least 3x per week at home with a signature in reading diaries. Books changed on Monday and Thursday.
- Phonics information sheets will also be sent out each Monday to allow support with phonics at home- this does not need to be returned to school.
- Half-termly optional creative/project based homework piece linked to our learning.

+ Topics



The topic changes every term.

Autumn Term – Me and My Community

Spring Term – Whatever Next?

Summer - Where shall we explore?

Please see the school website for long term plans and class timetables, pictures etc...



Phonics

Little Wandle Letters and Sounds Revised

Our school has chosen *Little Wandle Letters and Sounds Revised* as our Systematic Synthetic Phonics (SSP) programme to teach early reading and spelling.



“

Phonics is:

**making connections between the sounds
of our spoken words and the letters that
are used to write them down.**

”

Terminology

Phoneme

Grapheme

Digraph

Trigraph

Blend

Segment

This term we are teaching Phase 2

- These are the first group of letters and sounds your child will learn.
- We start teaching from week 2 of Reception.
- The lessons are fun, interactive, engaging and have been designed to gradually build over time.



We teach Phase 2 in this order

Phase 2 grapheme information sheet

Autumn 1

Grapheme and mnemonic	Picture card	Pronunciation phrase	Formation phrase
s s	 snake	Show your teeth and let the s hiss out ssssss ssssss	Under the snake's chin, slide down and round its tail.
a a	 astronaut	Open your mouth wide and make the 'a' sound at the back of your mouth a a a	Around the astronaut's helmet, and down into space.
t t	 tiger	Open your lips; put the tip of your tongue behind your teeth and press t t t	From the tiger's nose to its tail, then follow the stripe across the tiger.
p p	 penguin	Bring your lips together and push them open and say p p p	Down the penguin's back, up and round its head.
i i	 iguana	pull your lips back and make the 'i' sound at the back of your mouth i i i	Down the iguana's body, then draw a dot (on the leaf) at the top.
n n	 net	Open your lips a bit, put your tongue behind your teeth and make the nnnnnn sound nnnnnn	Down the stick, up and over the net.

Phase 2 grapheme information sheet

Autumn 2

Grapheme and mnemonic	Picture card	Pronunciation phrase	Formation phrase
j j	 jellyfish	Pucker your lips and show your teeth use your tongue as you say j j j	All the way down the jellyfish. Dot on its head.
v v	 volcano	Put your teeth against your bottom lip and make a buzzing vvvv vvvv	Down to the bottom of the volcano, and back up to the top.
w w	 wave	Pucker your lips and keep them small as you say w w w	From the top of the wave to the bottom, up the wave, down the wave, then up again.
x x	 box	Mouth open then push the cs/x sound through as you close your mouth cs cs cs (x x x)	Start at the top, then across to the bottom of the box. Start at the top, then across to the bottom of the box.
		Smile, tongue to the top of your mouth, say yo-yo	Down and round the yo-yo, then follow the string round

Let's say the Phase 2 sounds

 s ss	 t tt	 p pp	 n nn	 m mm	 d dd	 g gg	 c k ck cc	 r rr
 h	 b bb	 f ff	 l ll	 j	 v vv	 w	 x	 y
 z zz s	 qu	 ch	 sh	 th	 ng	 nk		
 a	 e	 i	 o	 u				



Phase 2 sounds taught in
Reception Autumn 1



Phase 2 sounds taught in
Reception Autumn 2

We teach blending so your child learns to read

- Teacher-led blending is taught throughout Phase 2.
- Our aim is to teach every child to blend by Christmas.
- We will inform you if your child needs additional practice.



Tricky words

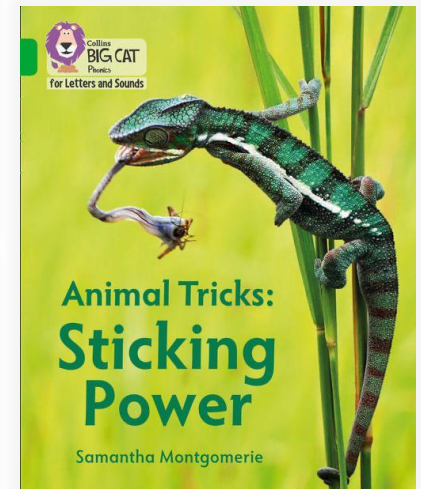
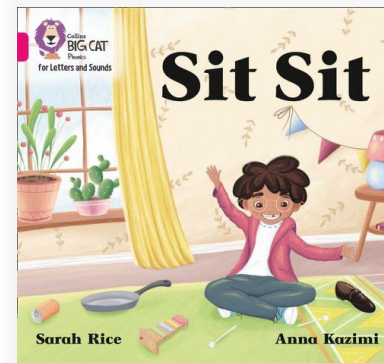
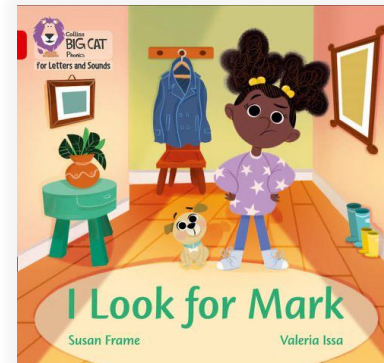
- These words have unusual spellings e.g. he, the, was.
- They are taught in a systematic way.
- Children are now learning to read the Phase 2 tricky words: is, I, the, put, pull, full, as, and, has, his, her, go, no, to, into, she, push, he, of, we, me, be.



How do we practise reading in books?

Reading practice sessions are:

- timetabled three times a week
- taught by a trained teacher/teaching assistant
- taught in small groups
- children in Reception will bring a book home by week 4 of the first half-term.



How do we find the right book for your child?

Little Wandle Letters and Sounds Revised Reception Child assessment

Autumn 1

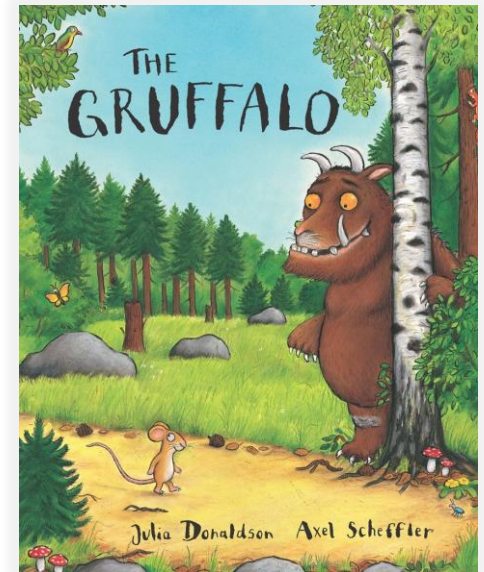
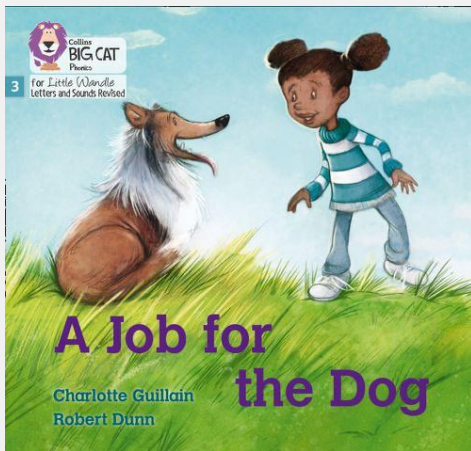
m	a	p	c	o
s	g	k	u	h
i	t	n	r	f
d	ck	e	b	l
sat	man	hug	red	pe <u>ck</u>





Reading at home

Books going home



Listening to your child read their phonics book

- Your child should be able to segment and blend the words.
- They might sound out words and blend them before they read them fluently.
- If they can't read a word, read it to them.
- Talk about the book and celebrate their success.



Reading a wordless books

Wordless books are invaluable as they teach reading behaviours and early reading skills to children who are not blending – yet!

- Talk about the pictures.
- Point to the images in the circles and find them on the page.
- Encourage your child to make links from the book to their experiences.



Category	Percentage
Category 1 (Light Blue)	10%
Category 2 (Dark Blue)	90%

- [illegible]



Please keep a check on the school website and Dojo for information about what we have been up to.

Thank you!