

# WELCOME TO RECEPTION!

SEPTEMBER 2025



shutterstock.com • 175204295

Dean  
Miss Garnett/Mrs  
Powell  
+  
Miss Taylor

Mrs Jamieson  
Mrs Richards  
Miss Shorten

Bollin  
Miss Angus  
+  
Mrs Baxter



Winsford High Street  
Community Primary School



# READING

- Our reading programme for Reception, Year 1 and Year 2 pupils is Read Write Inc.
- Read Write Inc teaches phonics and reading.
- Information regarding weekly sounds will be sent via Dojo
- Reading for pleasure books – change as regularly as you like
- Reading books – when the children are ready so they are not set up to fail
- Reading Diaries – these will be handed out when children are ready for a phonics book.
- We will be holding a phonics evening in October. Please try to attend if you can.
- Please send in school book bags every Friday as we will give out books/sounds on a Friday.



# TAPESTRY



- This is our electronic Learning Journey
- All children from High Street Nursery should still be able to access theirs as before – any problems – passwords can be reset.
- All new children will receive an email with a password by the end of September.
- We value your contribution to your child's Learning Journey and you can contribute online through Tapestry through comments and observations

# CLASS DOJO



**ClassDojo**

- Used for positive behaviour rewards
- Will be used for messages and reminders
- This is our main form of communication
- Please check regularly for events and notices
- There will be a weekly update on the Reception page with photos from the week and a summary of learning.

# BEHAVIOUR POLICY

Reminder

Warning

Time Out

Repair

Be Ready - Be Safe - Be Respectful

- Class Dojos – to reward positive behaviour in line with our school rules
- High Street Heroes – 4/5 children chosen each week for following all of the school rules and going above and beyond.
- Certificate for children receiving 5 or more High Street Hero awards
- Star of the Day – an unconditional reward chosen at random each day
- We use a series of restorative steps for when rules are broken this consists of a Reminder, a Warning, Time Out, Repair and Refelction. To aid the children with these steps they all have 2 coloured blocks so they know where they are up to.

# EARLY LEARNING GOALS (ELG)

## 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.

## 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.

## 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.

## Mathematics

### Number

- Have a deep understanding of number to 10, including the composition of each number.
- Subitize (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 even and odds, double facts and how quantities can be distributed equally.

## 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.

## 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.

# SNACK AND LUNCHES



- We aim to have two snack times each day.
- We provide milk and fruit for the afternoon.
- Please send in a **healthy** snack from home for the morning.
- Children are supported at lunchtime by ourselves and Mrs Curzon.
- Any issues over lunchtime will be reported to you.
- All Reception children are entitled to a free hot school dinner.
- We check that the children have eaten a sufficient amount before moving on to their pudding.
- Packed lunches are also checked – please do not send more than you would expect your child to eat at home.

# PE



- Please ensure your child's PE kit is in school everyday.
- PE kits will be sent home at the end of every half term to be washed.
- Please ensure PE kits are in a separate bag to your child's book bag.
- You may wish to send in jogging bottoms for outdoor PE during the colder months.
- Earrings **must be removed** on PE days
- Long hair **must be tied back**
- Our main PE day will be Wednesday

# PUPIL PREMIUM

**This should not be confused with Universal Free School Meals!**

**Pupil premium is additional support provided to schools.**

- **We will send a link after the meeting so you can check if your child is eligible.**
- Apply for free school meals - Your data - Self

# CLASSES



# GENERAL INFORMATION

- Please ensure EVERYTHING has your child's name on / in, it including shoes!
- Please encourage children to be independent with putting on their own coats and doing them up.
- We are very impressed with how well they look after their own belongings and put their things away in a morning.
- Arbor – you should now be able to select your child's lunch on Arbor and book into breakfast and after school club. Any problems please go to the school office.
- Any questions or concerns – please speak to a member of staff before or after school or email us at **[Reception@highstreet.cheshire.sch.uk](mailto:Reception@highstreet.cheshire.sch.uk)**



**Winsford High Street  
Community Primary School**



Winsford High Street  
Community Primary School



# QUESTIONS