



Welcome Reception Parents & Carers

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Agenda

- Meet the team
- Attendance, punctuality and ordering lunch
- Uniform
- P.E
- Oxford Reading Buddies
- Phonics
- Maths
- E-safety
- UoL
- ZoR
- Questions

Agenda

RG

Class Teacher: Miss Rees

LSAs: Mrs Singh, Mrs Shahid

RP

Class Teacher: Miss Trevelyan

LSAs: Miss Howells, Miss Ahmed

1:1 & Interventions: Miss Mohamud

Attendance - [Sept 24 Attendance Info to parents.pdf](#)

Article 28: Children have the right to an education.

Attendance Matters!

Gates shut at 8.55am. Children need to be in class at this time.



Attendance 2023-24 – 91%
Our target for July 2025 is: 93%
#EveryDayMatters

We need to get attendance back on track, but we can't do it without you!

As you know, good attendance is important for all our children, so they can progress well in school, have every chance of succeeding and reaching their full potential now and when they are older.

Every day your child is not in school – it really does matter and the days do add up!

Need help with getting your child to your school?

If you have any questions, or are worried about your child's attendance, please speak with either the class teacher or with Mrs Herbert (Deputy Headteacher).

We can support families in getting children to attend school regularly.

By working together, we will improve the attendance for your child and for all our children.

What attendance means:		Over a year, this means that your child misses...
100%	Excellent	0 days of school.
95%	Good	10 days of school.
90%	Unsatisfactory	20 days of school.
85%	Very worrying	Half a term of school.
Less than 85%	Serious concern	Over 2 months of school.

Extended Leave/Holidays

We strongly recommend all extended leave/holidays are taken during the school holidays.

If your child's attendance is above 92% from the previous academic year, 5 authorised holiday days can be given and a Fixed Penalty Notice (FPN) cannot be issued. If the holiday is more than 5 days the remaining absence will be unauthorised and an FPN can be issued.

If your child's attendance is below 92% in the previous academic year, all holiday absence will be unauthorised, and a Fixed Penalty Notice (FPN) will be issued.

If your child's extended leave/holiday exceeds 20 school days, the Education Welfare Service will be informed, your child may lose their place at Grange town. You would then need to re-apply for a school place via Cardiff Council/Primary School Admissions.

Queries regarding an extended leave/ holiday? Please make an appointment with Mrs Herbert (Deputy Headteacher) before the extended leave/ holiday start date.

Fixed Penalty Notices (FPN)

Cardiff Council's Policy is that persistent absence and lateness may lead to a FPN.

We don't want to request these; we want to work with you. Here are some of the reasons why a FPN may be requested and issued:

- 10, or more, unauthorised absences (5 school days) in the current term and these do not need to be consecutive;
- Children arrive after 9.30am for more than 10 sessions in the current term
- Parents/carers don't engage with the school and/or the SAO in attempts to improve attendance.
 - An extended leave/unauthorised holiday is taken.

See Cardiff County Council [Fixed penalty notices for non-attendance at school](#)

Gates shut at 8.55am.
Children need to be in class at this time.



If your child comes to school **after 8:55am**, they will be marked late. If they are late, they miss out on important lessons and learning.

If they are late often, a Fixed Penalty Notice (FPN) can be issued.

?????

Have any questions about attendance?
Have any worries about your child's attendance?

Come and speak with
Mrs Herbert
Deputy Headteacher

Class	Aut Term's Attendance	Class	Aut Term's Attendance
RG	88.8%	RP	91.4%
1G	94.9%	1P	89.9%
2G	91.7%	2P	94.9%
3G	93.5%	3P	92.3%
4G	94%	4P	94%
5G	94.8%	5P	93.8%
6G	94%	6P	91.5%

Attendance -

- We are making a big push on attendance this year, as pupils' attendance is dropping **and particularly our year group**
- Already we have had a lot of absences. The attendance figures are shared with high schools and EWO. If children are ill, please keep them at home.
- Children need to be in by 8.55am, and this is when gates are closed.

Only 35% of pupils whose attendance is lower than 90% gain 5 or more GCSEs including England and Maths.

Students with 100% attendance have almost 75% chance of gaining 5 or more GCSEs at grades 5-9 including English and Maths.

Ordering Lunches

All Reception children are entitled to a free school meal everyday

Lunches are ordered via ParentPay - please speak to the office if you need your login details!

Lunches can be pre-booked for up to 2 weeks in advance

Lunches need to be booked by 7am on the day

Uniform

- Our expectations in the school are that pupils wear school uniform.
- In past times, school uniform might have been expensive, but there is so much support now through grants, recycling/ reusing and similar schemes that we are hoping everyone comes into school with uniform.
- If you have any questions about the schemes, please see our Family Engagement Officer, Maria Sajid, and she will be able to help you.

P.E

- Our P.E day is every Tuesday. Children will need to come into school already in their P.E kit. This includes an appropriate t-shirt, jumper (if colder), shorts, jogging/ tracksuit bottoms and APPROPRIATE footwear.
- PE is a curriculum expectation - all children have to participate.
- Just a reminder we will ask children to take out to remove hooped earrings, necklaces and any other jewellery as it is a health and safety risk.

Reading

- All children have access to Oxford Owl reading buddy. This is an online library which allows children to choose a variety of books in school and at home to read. A login has been sent home. If you do not have this login then please let staff know.
- Also, your local library is at the hwb in Grangetown, by the crossroads. However, if it is quite difficult to get to, they now offer something called borrowbox.
- Please can you make sure that your child brings in their book bags at least once a week so that they can have a new book to go home with.

<https://www.oxfordreadingbuddy.com/uk>



Region: Europe 

Help

Teacher login

 Student login

A coach for children and a friend to teachers

Give every child a virtual reading service that develops deeper comprehension skills and makes reading fun!

Find more



School code

— q22qq —

This is the home page - the library

Library

Badges

Progress



eBooks

Quizzes

Search for an eBook



Your child's current level will be at the top



eBooks

Quizzes

Search for an eBook



All my Oxford Reading Levels



Fiction and non-fiction



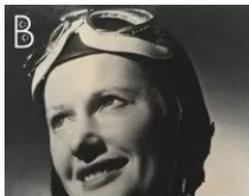
All series



Start again



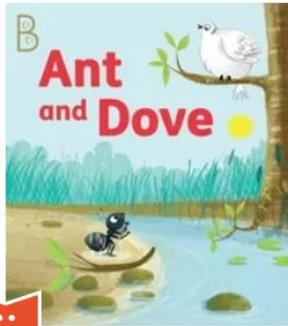
My level - Oxford Reading Level 18



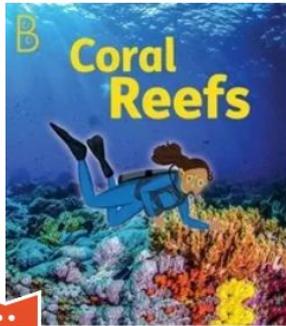
Some books have this red logo. This means the book gives the children advice on how to understand their reading.



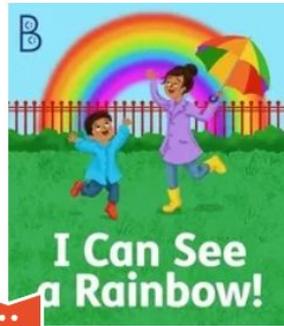
Oxford Reading Level 4



Ant and Dove



Coral Reefs



I Can See a Rainbow!



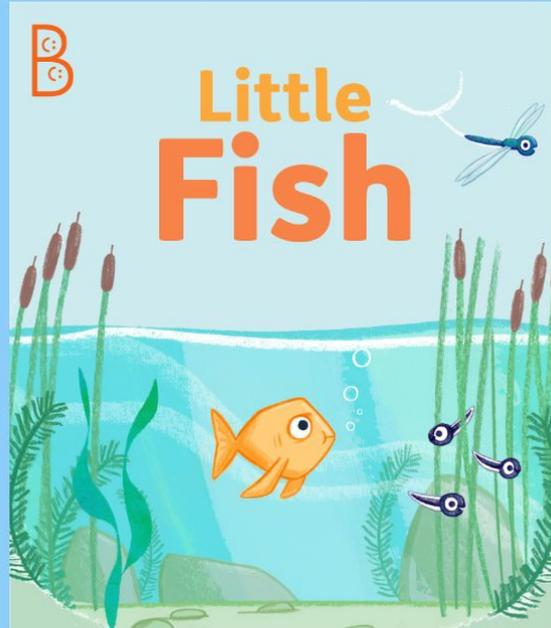
The Fizz-Whizz-Popper-Dropper



The Mucky Cat

Books up to level 10 have an audio option to listen to the story

Close Book



cover of 8 Go



Green speech bubbles give the children things to think about or discuss.

Little Fish was blowing bubbles in the pond.
Up and up went the bubbles until they popped. 



Soon Little Fish was bored. He wanted to play
a new game.

2

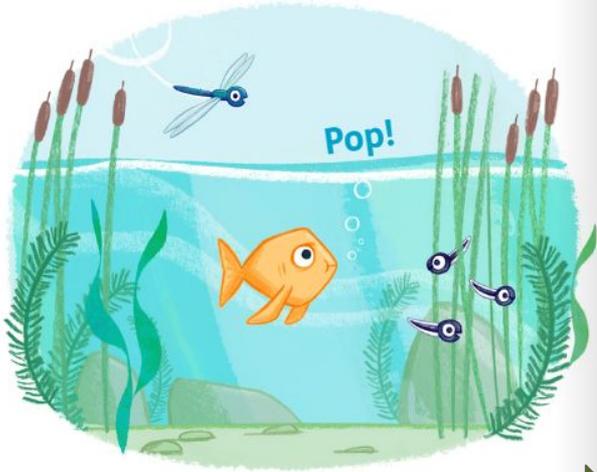
“I could play in the deeper water,” thought
Little Fish.



But then he remembered what Mum and Dad had
said: “Stay in the shallow water!” 

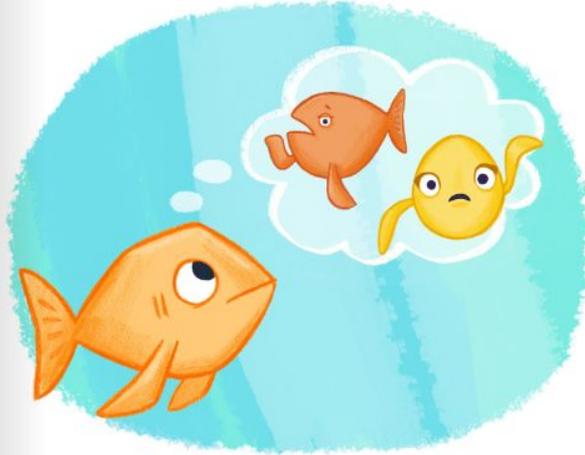
3

Little Fish was blowing bubbles in the pond.
Up and up went the bubbles until they popped. 🗨️



2

"I could play in the deeper water," thought
Little Fish.



But then he remembered what Mum and Dad had
said: "Stay in the shallow water!" 🗨️

3



Question and predict

The *shallow water* must be where it isn't too deep. I wonder why Mum and Dad want Little Fish to stay there. What do you think?

Quiz questions

▶ Put these events from the story into the correct order.

▶ Little Fish swam through a crack and escaped.

▶ The monster fish chased Little Fish.

▶ Little Fish swam into the deep water.

After the quiz, it gives you your score.



Calculating results...

You scored

98%





January author of the month



FP Author

Rachel Bright



Books by this author include:



KS2 Author

Jennifer Killick



Books by this author include:



You are invited to our monthly FP library workshop.

Listen to a story with your child, then complete some activities around the book.

- Crafts
- Drawing and colouring
- Short writing activities

As well as time to look in the library with your child.

Monday 27th January - 2.15

Monday 17th February - 2.15

Phonics

- **Letter sounds** rather than letter names
- Sounding out words in the environment
- Forming letters correctly
- Lower case not capitalized for writing
- Memorising the spelling of non-decodable words e.g. the, what, said, we



Maths



- Daily CLIC sessions to practice counting and memorising number facts and relationships
- In reception we are focusing on our number formation, and making sure we can write the numbers 0-9 correctly.
- You can help your child by asking questions about topics we've covered (please see example CLIC tests at the end of the presentation!)

Maths approach - 5 proficiencies

Our approach to maths is slightly different to how we used to teach.

The 5 proficiencies allows the children to:

- have a better understanding of maths through exploring equipment
- showing their thinking using diagrams
- having a secure understanding of basic maths concepts.
- Relate maths to real life situations



4. Summer has created a part-whole model of 27.

Is she correct? Explain your answer.

Useful maths links

<https://www.topmarks.co.uk/maths-games/hit-the-button>

<https://mathsframe.co.uk/>

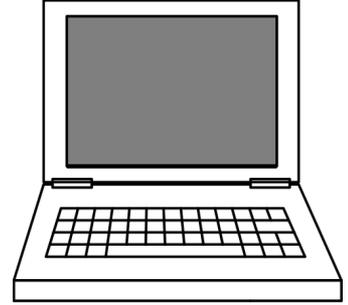
<https://ictgames.com/mobilePage/index.html>

<https://www.topmarks.co.uk/maths-games/7-11-years/place-value>

<https://www.topmarks.co.uk/maths-games/daily10>

E Safety

- Supervise children when using devices
- PEGI Ratings - check the age rating on apps and games
- Screen time
- Staying safe online - we will be covering this throughout the year, but if you need any support please just ask.



E Safety guidance

<https://saferinternet.org.uk/guide-and-resource/parents-and-carers>

<https://www.internetmatters.org/>



Zones of Regulation

The ZONES of Regulation

			
Blue Zone Sad Bored Tired Sick	Green Zone Happy Focused Calm Proud	Yellow Zone Worried Frustrated Silly Excited	Red Zone overjoyed/Elated Panicked Angry Terrified

How do we introduce zones of regulation?

Calming station

Each class will have a calming station set up.

Fidget toys

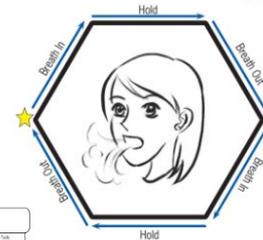
Books

Water bottles

Bubbles/ breathing exercises

Movement break

The Six Sides of **Breathing**



Unit of Learning - To be the best I can be!

What we are teaching the children:

- They have rights and choices.
- Their choices affect them and others in, for example: ways they can stay safe and make good choices to keep them physically and emotionally safe and happy.
- Their choices will also affect others eg sharing, tidying up, taking turns.
- They are special, their family is special, and they belong.
- Who am I - what makes me, me?
- Who's in my family - child, parent, grandparents.
- How do I make and keep a friend?
- How am I alike and different from my classmates?
- Senses help me to experience the world around me
- Grow from babies into adults- bigger, taller and older - independence in self-care grows.
- There are people who help them: friends, teachers, family, community figures eg nurse, police, shop keepers etc.
- There are things **they** can do to help: in class, at home, in the community.

Unit of Learning - To be the best I can be!

Why we are teaching this:

Pupils will be able to independently use their learning to (Transferable Goal):

Communicate ways to be the best they can be, how they can contribute to a safe and happy classroom, family and, some may be able to include, the community. To offer their dreams and goals and identify who will help them achieve their goals - themselves, family and other people who help. This will incorporate healthy choices which promote physical health, their wellbeing and healthy relationships.

Format - Individual/shared work on: themselves and their talents, class job descriptions, information about ways the children help in class, at home, in the community. Information writing on who helps them. This work could be presented in a variety of ways eg shared class books, wall displays, children's voice recordings shared via QR Codes, presenting to parents.

Unit of Learning - To be the best I can be!

Families can help by...

Science: Walking in the park, near the river, along the street - talk about what they can see, hear, feel, touch.

Health and Wellbeing: Tell the children how special they are. Praise them for their growing independence. Talk about how they have changed from a baby to now. Share photos of them as a baby and toddler, discuss what's changed, what's stayed the same. Talk about who is in your family, and why your family is special. Talk to them about the jobs in your family. Give them responsibilities in the house!



Please help your child by :

First 100 High Frequency Words

in frequency order reading down the columns

the	that	not	look	put
and	with	then	don't	could
a	all	were	come	house
to	we	go	will	old
said	can	little	into	too
in	are	as	back	by
he	up	no	from	day
I	had	mum	children	made
of	my	one	him	time
it	her	them	Mr	I'm
was	what	do	get	if
you	there	me	just	help
they	out	down	now	Mrs
on	this	dad	came	called
she	have	big	oh	here
is	went	when	about	off
for	be	it's	got	asked
at	like	see	their	saw
his	some	looked	people	make
but	so	very	your	an

Going to the library with your child and choosing books together. Reading to, and with, your child - everything around them - signs, cereal box, books. Act out stories together.



Sing number songs!

Count everything!

Note: Multiple copies of this CLIC Challenge are not provided since all scores arise through teacher assessment.

CLIC 1

BEAT THAT!

Name: _____ Class: _____ Date: _____

1 "1, 2, 3, 4, 5, 6, 7"

2 "1, 2, 3, 4, 5, 6, 7, 8, 9, 10"

3 1 2
3

4 How Many?
⚽ ⚽ ⚽

5 I know I have 10 fingers
1 5
2 4 3

6 I can tell you double 1 and double 2

7 I can tell you half of 4, half of 2

8 1 add 1

9 2 add 2

MY LAST SCORE? _____ HAVE I BEAT THAT? _____ 10

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Note: Multiple copies of this CLIC Challenge are not provided since all scores arise through teacher assessment.

CLIC 2

BEAT THAT!

Name: _____ Class: _____ Date: _____

1 "1, 2, 3...
...11, 12, 13"

2 3 9
2

3 How Many?
🐻 🐻 🐻
🐻 🐻 🐻

4 I can tell who won / was first / second / third / last

5 Place the numbers in order
4 7 2

6 "10, 20, 30, 40, 50"

7 I know I have 5 fingers on each hand and 10 altogether

8 Double 3 is

9 1 'more than' 4 is

10 1 'less than' 6 is

MY LAST SCORE? _____ HAVE I BEAT THAT? _____ 10

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Questions?