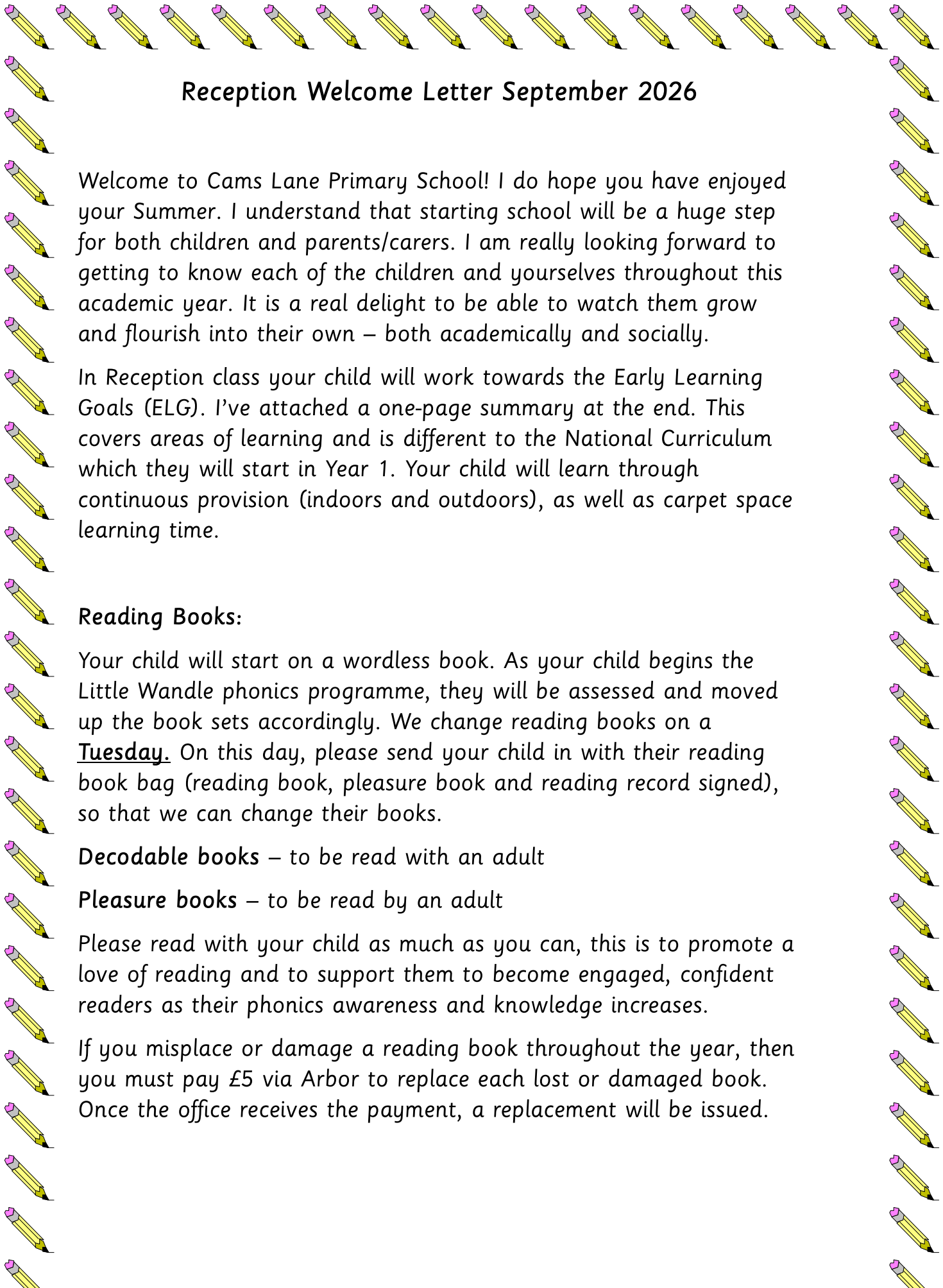




Reception Welcome Letter September 2026

Welcome to Cams Lane Primary School! I do hope you have enjoyed your Summer. I understand that starting school will be a huge step for both children and parents/carers. I am really looking forward to getting to know each of the children and yourselves throughout this academic year. It is a real delight to be able to watch them grow and flourish into their own – both academically and socially.

In Reception class your child will work towards the Early Learning Goals (ELG). I've attached a one-page summary at the end. This covers areas of learning and is different to the National Curriculum which they will start in Year 1. Your child will learn through continuous provision (indoors and outdoors), as well as carpet space learning time.

Reading Books:

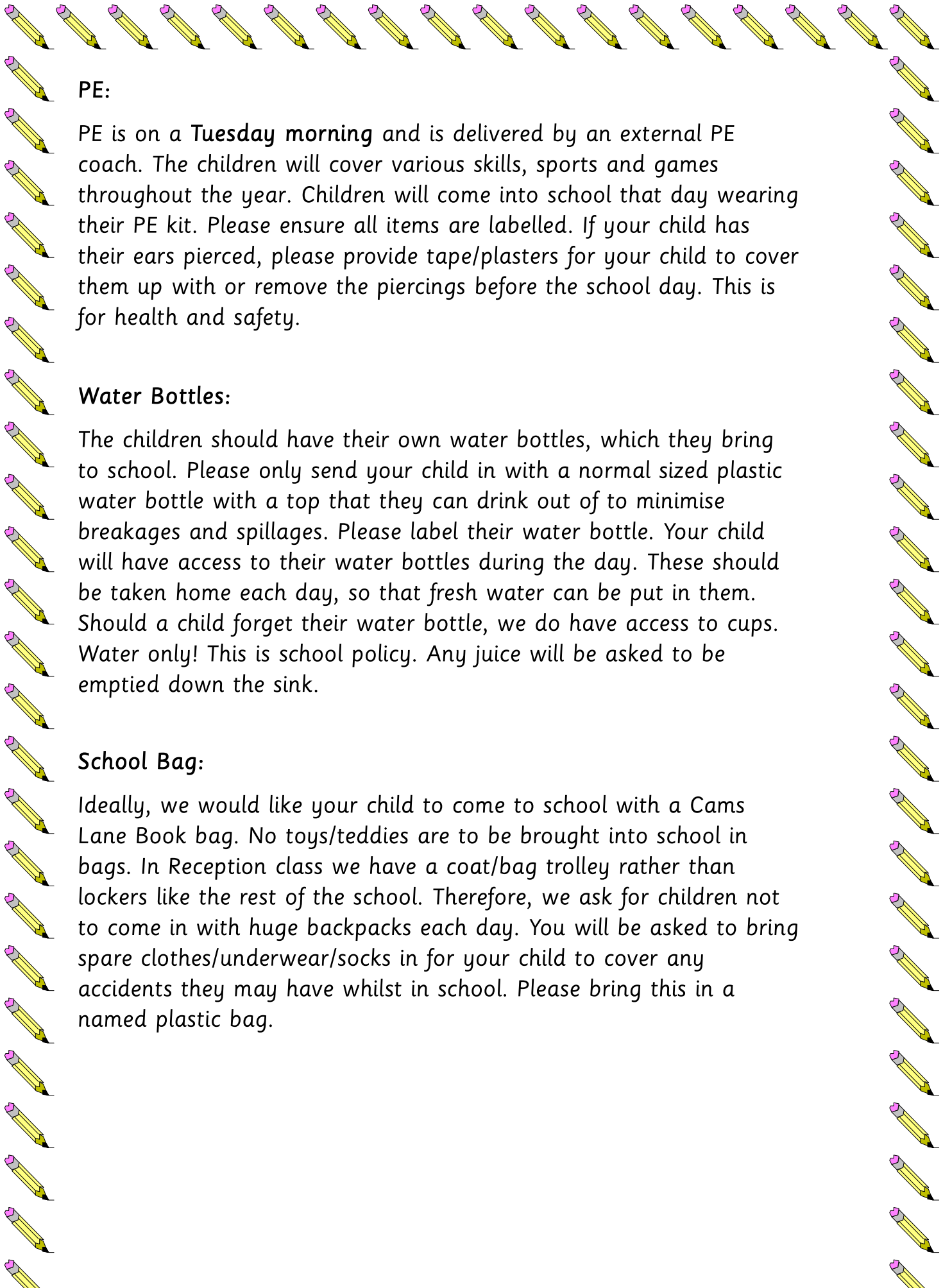
Your child will start on a wordless book. As your child begins the Little Wandle phonics programme, they will be assessed and moved up the book sets accordingly. We change reading books on a Tuesday. On this day, please send your child in with their reading book bag (reading book, pleasure book and reading record signed), so that we can change their books.

Decodable books – to be read with an adult

Pleasure books – to be read by an adult

Please read with your child as much as you can, this is to promote a love of reading and to support them to become engaged, confident readers as their phonics awareness and knowledge increases.

If you misplace or damage a reading book throughout the year, then you must pay £5 via Arbor to replace each lost or damaged book. Once the office receives the payment, a replacement will be issued.



PE:

PE is on a **Tuesday morning** and is delivered by an external PE coach. The children will cover various skills, sports and games throughout the year. Children will come into school that day wearing their PE kit. Please ensure all items are labelled. If your child has their ears pierced, please provide tape/plasters for your child to cover them up with or remove the piercings before the school day. This is for health and safety.

Water Bottles:

The children should have their own water bottles, which they bring to school. Please only send your child in with a normal sized plastic water bottle with a top that they can drink out of to minimise breakages and spillages. Please label their water bottle. Your child will have access to their water bottles during the day. These should be taken home each day, so that fresh water can be put in them. Should a child forget their water bottle, we do have access to cups. Water only! This is school policy. Any juice will be asked to be emptied down the sink.

School Bag:

Ideally, we would like your child to come to school with a Cams Lane Book bag. No toys/teddies are to be brought into school in bags. In Reception class we have a coat/bag trolley rather than lockers like the rest of the school. Therefore, we ask for children not to come in with huge backpacks each day. You will be asked to bring spare clothes/underwear/socks in for your child to cover any accidents they may have whilst in school. Please bring this in a named plastic bag.



Curriculum Maps:

Each half term, I will upload a curriculum map to the class webpage, which will inform you of the learning that will be taking place for that current half term.

Phonics Meeting:

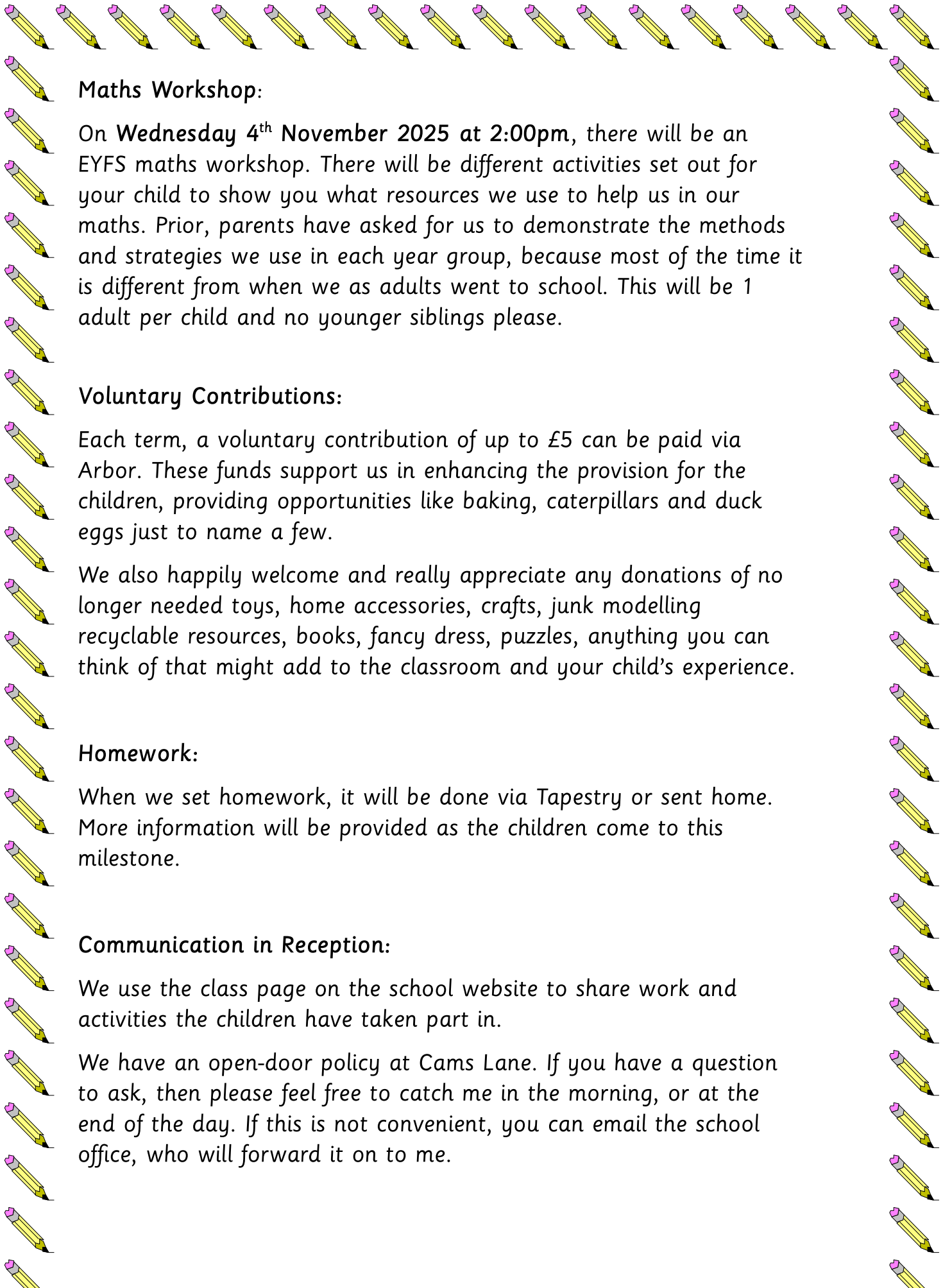
There will be two separate parent Phonics/Reading meetings this academic year. The first will be on **Wednesday 23rd September 2026 at 4:30pm**. This meeting will provide information on Phase 2. There will be a second meeting on **Wednesday 6th January 2027 at 4:30pm**. This meeting will provide information on Phase 3 and Phase 4. Both meetings will last around half an hour. Unfortunately, no children will be able to attend these meetings.

Stay and Play sessions:

Stay and Play sessions are very popular in Reception, and we always have an amazing turn out! The sessions start at 9am and last an hour. We have a Stay and Play session each term, with the last date being the Graduation Ceremony.

- Monday 12th October 2026
- Monday 7th December 2026
- Monday 8th February 2027
- Monday 15th March 2027
- Monday 17th May 2027
- Monday 12th July 2027 (Graduation)

Unfortunately, for health and safety, we can only facilitate 1 adult per child, and no younger siblings can attend stay and play sessions. For the Graduation ceremony, however, 2 tickets will be allocated per child.



Maths Workshop:

On **Wednesday 4th November 2025 at 2:00pm**, there will be an EYFS maths workshop. There will be different activities set out for your child to show you what resources we use to help us in our maths. Prior, parents have asked for us to demonstrate the methods and strategies we use in each year group, because most of the time it is different from when we as adults went to school. This will be 1 adult per child and no younger siblings please.

Voluntary Contributions:

Each term, a voluntary contribution of up to £5 can be paid via Arbor. These funds support us in enhancing the provision for the children, providing opportunities like baking, caterpillars and duck eggs just to name a few.

We also happily welcome and really appreciate any donations of no longer needed toys, home accessories, crafts, junk modelling recyclable resources, books, fancy dress, puzzles, anything you can think of that might add to the classroom and your child's experience.

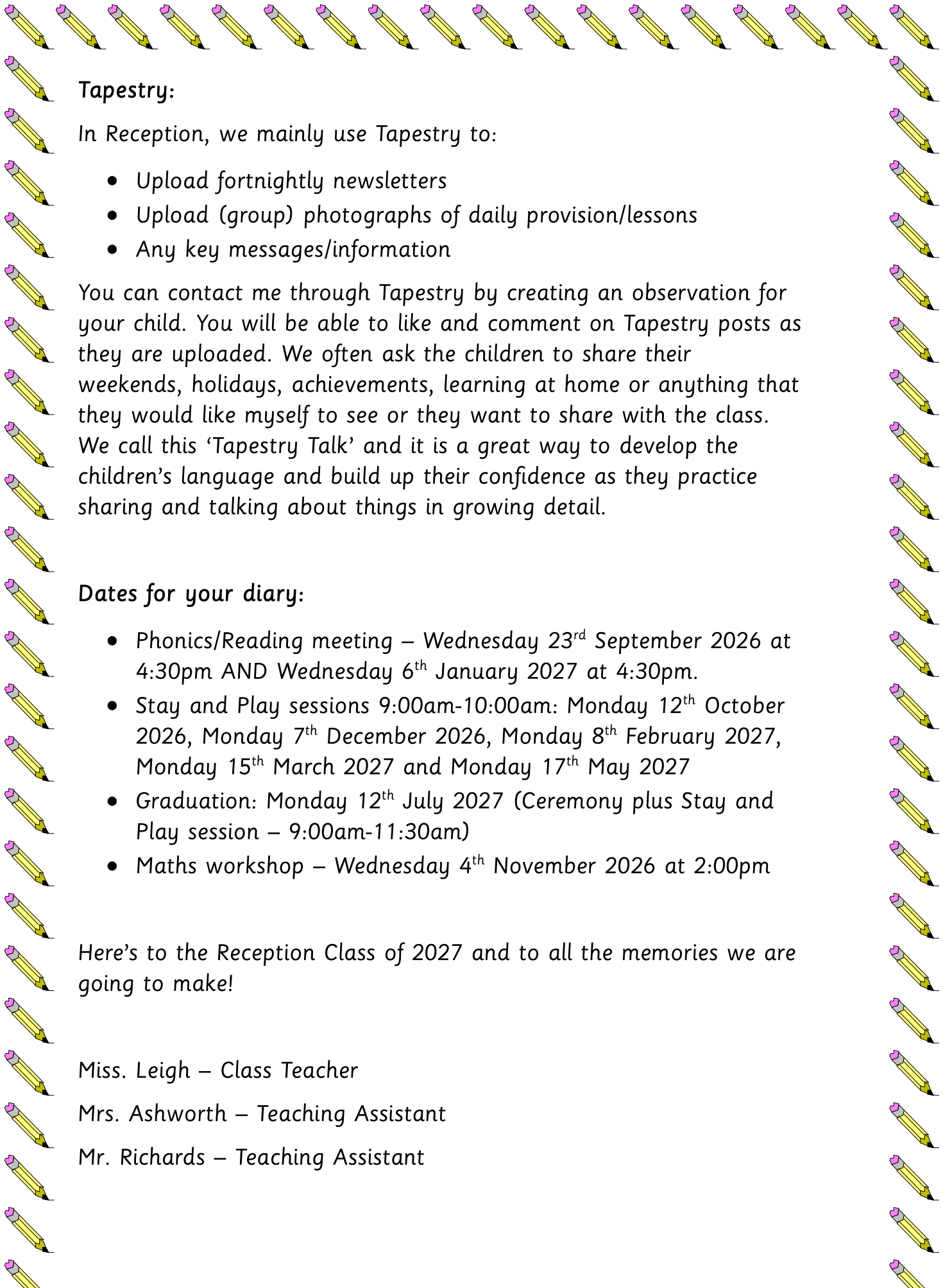
Homework:

When we set homework, it will be done via Tapestry or sent home. More information will be provided as the children come to this milestone.

Communication in Reception:

We use the class page on the school website to share work and activities the children have taken part in.

We have an open-door policy at Cams Lane. If you have a question to ask, then please feel free to catch me in the morning, or at the end of the day. If this is not convenient, you can email the school office, who will forward it on to me.



Tapestry:

In Reception, we mainly use Tapestry to:

- Upload fortnightly newsletters
- Upload (group) photographs of daily provision/lessons
- Any key messages/information

You can contact me through Tapestry by creating an observation for your child. You will be able to like and comment on Tapestry posts as they are uploaded. We often ask the children to share their weekends, holidays, achievements, learning at home or anything that they would like myself to see or they want to share with the class. We call this 'Tapestry Talk' and it is a great way to develop the children's language and build up their confidence as they practice sharing and talking about things in growing detail.

Dates for your diary:

- Phonics/Reading meeting – Wednesday 23rd September 2026 at 4:30pm AND Wednesday 6th January 2027 at 4:30pm.
- Stay and Play sessions 9:00am-10:00am: Monday 12th October 2026, Monday 7th December 2026, Monday 8th February 2027, Monday 15th March 2027 and Monday 17th May 2027
- Graduation: Monday 12th July 2027 (Ceremony plus Stay and Play session – 9:00am-11:30am)
- Maths workshop – Wednesday 4th November 2026 at 2:00pm

Here's to the Reception Class of 2027 and to all the memories we are going to make!

Miss. Leigh – Class Teacher

Mrs. Ashworth – Teaching Assistant

Mr. Richards – Teaching Assistant

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. - Subitise (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 evens 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.