



RECEPTION EXPECTATIONS AND USEFUL INFORMATION

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WELCOME TO RECEPTION

At St Paul with St Luke Primary School, we recognise that educating a child is a partnership between parents/caregivers and the school. Without the active support with parents/caregivers a pupil is unlikely to thrive and flourish or achieve their potential.

This booklet provides information for parents/caregivers on the end of year expectations for Reception children in our school. The staff have identified these expectations as being the minimum requirements your child must meet in order to ensure continued progress throughout the following year.

All the objectives will be worked on throughout the year and will be the focus of direct teaching. Any extra support you can provide in helping your children to achieve these is greatly valued.

If you have any queries regarding the content of this booklet, or want support in knowing how best to help your child, please talk to your child's teacher.

As a school, we look forward
to a successful year of working in partnership with you.

USEFUL CONTACTS		
Aysha Hussain Reception Class Teacher		
Lauren Sharpe Head of School	Dan French Assistant Headteacher (SENDCO)	Mark Ali Assistant Headteacher
Asma Bibi School Business Manager	Demi Flaxton and Madeha Khalique Administrative Team	
<i>To make an appointment to meet with any of the above members of staff, please contact the office on 020 7987 4624 or email admin@spsl.towerhamlets.sch.uk</i>		

OUR MISSION AND VISION

JESUS SAID:

'Love one another as I have loved you'. (John 15:12)

We are the branch,
our children the blossom,
We nurture all in our community,
We grow with love, learn,
and flourish.

OUR MISSION:

We aim to provide excellent learning and teaching opportunities in all areas of the curriculum so that our pupils achieve their maximum potential: to serve our community by providing an education of the highest quality within the context of Christian belief and practice; to encourage an understanding of the significance of faith, to promote Christian values through the experiences we offer to all our pupils and to provide a safe and welcoming place to all God's children.

OUR VISION:

The school's vision stems from the timeless wisdom that is John 15:12, a nurturing community where love forms the foundational ground on which our co-humanity is built enabling all to blossom. We endeavour to cultivate a learning culture where a profound sense of love, exemplified in the teaching of Jesus Christ, fosters compassion, understanding, kindness and service in the promotion of the common good. **Unwavering unity** embraces the command of unconditional love to dissolve the ever-present barriers faced within our context, promote inclusivity, acceptance and celebration of diversity and plurality of existence. **Empathy and compassion** are cultivated in order to foster a deep sense of understanding of the struggles and successes of others, standing with our community through both. **Inclusive excellence** celebrates individuality, our children's unique gifts and talents whilst recognising, accepting and embracing diversity to empower our children to excel academically, socially and personally. Through servant leadership inspired by Jesus's selfless love, we aim to instil a sense of duty, a culture of altruism and interconnectedness of the human experience. By embracing the teaching of John 15:12 we commit to creating a caring school community that mirrors the love and grace of Jesus Christ, committed to the flourishing of our children as children of God. We wish to educate the whole child, knowing that wise education grows hearts, and souls.

OUR VALUES

All staff will live out our values.

Working in partnership with one another, connected by our humanity, we will build capacity within the organisation that exceeds the sum of its parts by recognising and utilising our talents and passion for the success of all our children.



LIFE LONG LEARNING

As a school we want to encourage everyone to keep developing and learning.



SPIRITUAL & REFLECTIVE

As a school we want to develop the whole child which means their spiritual, moral, social and cultural development.



CARING & RESPECTFUL

Some of our values are about how we treat each other.



CELEBRATING INDIVIDUALITY

Inspiring, engaging and motivating our pupils is something we value highly at SPSL.



WORKING TOGETHER

SPSL is part of the local community. Together we can do more than we can individually. We can support each other, share ideas and solve problems.



TAKING RESPONSIBILITY

We acknowledge our responsibilities and acknowledge the responsibilities of others.

READING

- Read some common irregular words, including the first 45 key words.
- Use phonic knowledge to decide regular words and read aloud accurately.
- Identify rhymes and alliteration.
- Join in with rhyming patterns.
- Read and understand simple sentences.
- Demonstrate understanding when talking with others about what they have read.
- Make basic predictions.
- Identify start and end of a sentence.

THE FIRST 45 KEY WORDS				
I	you	the	go	day
of	come	was	we	went
look	this	up	are	dog
me	like	going	big	she
and	they	my	see	on
away	mum	it	at	play
no	yes	for	a	dad
can	he	am	all	is
cat	get	said	to	in

WHAT CAN I DO TO HELP MY CHILD?

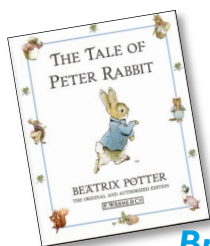
Allow your child to read at their own pace and encourage them to re-read their favourite stories. This will help to begin recognising familiar letters and words.

Read books with your child and talk about the story, the poems or the information in them. What parts of the book have they enjoyed the most and why?

Encourage your child to read their RWI books - physical books or online.

Remember that reading isn't just about books - make the most of shop and street signs when you are out and about. Why not ask your child to find out what a DVD is about by reading the back of the box?

SUGGESTED BOOKS TO READ



The Baby's Catalogue by Janet and Allan Ahlberg

The Cat in the Hat by Dr Seuss

Brown Bear Brown Bear What Can You See? by Bill Martin Jr

Kipper by Mick Inkpen

Tickle Tickle by Helen Oxenbury

Rosie's Walk by Pat Hutchins

Dear Zoo by Rod Campbell

Each Peach Pear Plum by Janet and Allan Ahlberg

The Elephant and the Bad Baby by Elfrida Vipont

Hairy Maclary From Donaldson's Diary by Lynley Dodd

I Want My Hat Back by Jon Klassen

Where's My Teddy by Jez Alborough

Can't You Sleep Little Bear? by Barbara Firth

My Cat Likes to Hide in Boxes by Lynley Dodd

I Want my Potty by Tony Ross

Don't Let the Pigeon Drive the Bus by Mo Willems

The Gruffalo by Julia Donaldson

I Will Not Ever Never Eat Tomatoes by Lauren Child

Lost and Found by Oliver Jeffers

Meg and Mog by Helen Nicholl & Jan Pierkowski

Not Now, Bernard by David McKee

Room on the Broom by Julia Donaldson

The Very Hungry Caterpillar by Eric Carle

Ten Little Fingers and Ten Little Toes by Mem Fox

The Tale of Peter Rabbit by Beatrix Potter

We're Going on a Bear Hunt by Michael Rosen

Where the Wild Things Are by Maurice Sendak

Would you Rather? by John Burningham

Princess Smarty Pants by Babette Cole

The Tiger Who Came to Tea by Judith Kerr

Gorilla by Anthony Browne

The Owl and the Pussy Cat

The Three Robbers by Tomi Ungerer

Harold and the Purple Crayon by Crockett Johnson

The Ugly Duckling by Hans Christian Anderson

Father Christmas by Raymond Briggs

The Snowman by Raymond Briggs

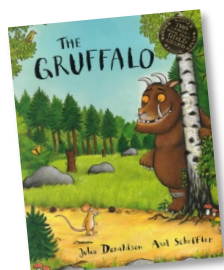
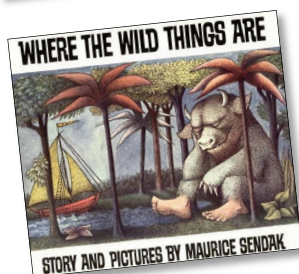
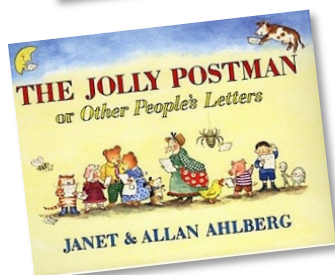
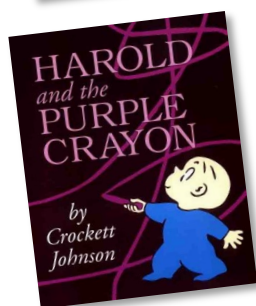
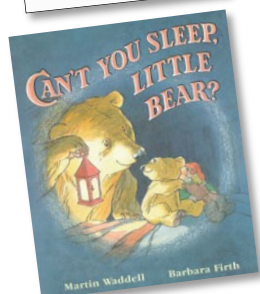
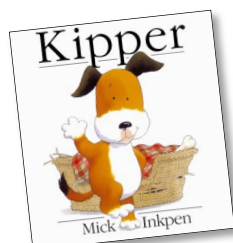
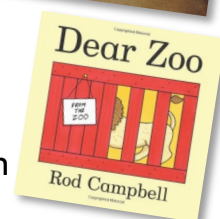
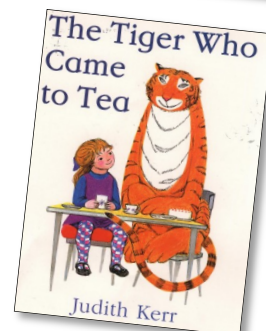
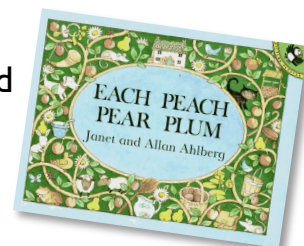
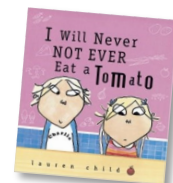
Aesop's Fables by Micheal Rosen

Beegu by Alexis Deacon

The Haunted House by Jan Pienkowski

The Jolly Postman by Janet and Allan Ahlberg

The Emperor's New Clothes by Hans Christian Anderson



WRITING

- Write simple sentences which can be read by themselves and others.
- Use capital letters and full stops to demarcate sentences.
- Write demarcated sentences.
- Use correct pencil grip.
- Write name (correct upper & lower case).
- Use correct letter formation for familiar words.

WHAT CAN I DO TO HELP MY CHILD?

Encourage your child to want to write. Let them use crayons, pencils, felt-tips and paints to make patterns and pictures.

Write down a story your child tells you - they will learn through what they see. Get them to suggest words and phrases.

Find lots of opportunities to write together - make lists before you go shopping, and write letters to friends and family. Help them to make their own books, posters or labels for things in their room.

MATHS

- Count reliably to 20.
- Order numbers 1 – 20.
- Say 1 more/1 less to 20.
- Add and subtract two single digit numbers.
- Count on/back to find the answer.

WHAT CAN I DO TO HELP MY CHILD?

Help your child
to count
from a number.

Count cars, toes,
fingers, buttons etc.

Draw attention to
mathematical features
such as shapes; ideas such as
underneath, inside, behind.







EXECUTIVE FUNCTIONS

At St Paul with St Luke School, we incorporate executive function skills into our approach to teaching and learning and recognise their benefits for aiding emotional regulation. Executive function is a set of mental skills that include working memory, flexible thinking, and self-control - some people refer to executive function as 'the management system of the brain'. We use these skills every day to learn, work, and manage daily life. Trouble with executive function can make it hard to focus, follow directions, and handle emotions, among other things.

Executive function is made up of three main elements:




- **working memory** (the ability to hold information and use it)
- **cognitive/mental flexibility** (the ability to switch gears and shift thinking in response to new rules or a change of situation)
- **inhibitory control** (the ability to control thoughts and impulses)

Executive functioning skill development by age

	 PLANNING	 TIME MANAGEMENT	 TASK INITIATION	 ORGANIZATION	 PROBLEM SOLVING	 FLEXIBILITY
INFANT (0-24 MONTHS)	<ul style="list-style-type: none"> • focusing for objects • pointing & grabbing 			<ul style="list-style-type: none"> • shows interest in color, size, shapes • beginning matching skills 	<ul style="list-style-type: none"> • engages in cause and effect play • figuring out 'how things work' through simple body movements and basic play skills 	<ul style="list-style-type: none"> • Older children in this age range play simple role play or imaginative play games
TODDLER (2-4 YEARS)	<ul style="list-style-type: none"> • understands simple instructions and can run simple errands 	<ul style="list-style-type: none"> • beginning understanding of time concepts including seasons, days, weeks, etc. • follows visual picture schedules to order tasks. • practices waiting. 	<ul style="list-style-type: none"> • able to independently start and complete tasks that take up to 10 minutes 	<ul style="list-style-type: none"> • understands categories and patterns • can sort toys and objects by function, form, and class • cleans up toys and belongings with adult assistance 	<ul style="list-style-type: none"> • completes simple puzzles and games that combine language and movement to accomplish a goal. • decision making and turn-taking during play promote basic problem solving 	<ul style="list-style-type: none"> • Beginning skills to shift between activities. • Sometimes able to manage transitions and unexpected changes without upset.
EARLY LEARNER 5-12 YEARS	<ul style="list-style-type: none"> • able to follow a planned out set of steps to meet an end goal. • plays fast moving games and games requiring strategy and planning ahead. 	<ul style="list-style-type: none"> • developing time estimation and a sense of how long tasks will take. • beginning skills to manage leisure time and required tasks. 	<ul style="list-style-type: none"> • able to independently start and complete tasks that take up to 30-60 minutes 	<ul style="list-style-type: none"> • organize and sequence stories • can follow simple checklists • gathers materials for familiar routines, often with adult assistance and reminders 	<ul style="list-style-type: none"> • identifies and defines problems to many simple social and academic tasks; • emerging skills to brainstorm and break apart problems to identify solutions. 	<ul style="list-style-type: none"> • Participates in organized social activities like sports, clubs, and activities where unpredictable events occur. Often uses adult support to dynamically adjust.

These three core executive functions work together in different ways resulting in 11 high-order skills called *executive function skills*. Executive function refers to children's use of memory, how they adapt to change, regulating their behaviour and planning next steps. Which are all essential in their development as they learn to problem solve, reason and plan.

Executive functioning skills, such as regulating behaviour, will also help children to deal with change and new experiences. Especially through transitions, which can be a key moment in children's educational experience and considerably impact their wellbeing and attainment. By developing these different abilities and encouraging children to plan, focus and think about their behaviour, we are helping them to better understand the role they have in the learning process. If children cannot focus their attention, keep information in their mind and regulate their behaviour, they will find it very challenging to learn effectively and make the best progress possible.

 WORKING MEMORY	 EMOTIONAL CONTROL	 IMPULSE CONTROL	 ATTENTIONAL CONTROL	 SELF MONITORING
<ul style="list-style-type: none"> • plays hide-and-seek and simple recall games • participates and enjoys familiar rhymes and songs 			<ul style="list-style-type: none"> • plays simple games like peek-a-boo and pat-a-cake • imitation and copying behaviors emerge 	
<ul style="list-style-type: none"> • follows along to songs and fingerplays with many steps and movements. 	<ul style="list-style-type: none"> • labels own emotions and the emotions of others • may often have tantrums or upset when frustrated, tired, or overwhelmed requiring adult comfort to soothe. 	<ul style="list-style-type: none"> • plays active inhibition games like musical chairs, and freeze dance • learns to inhibit safety-related behaviors like touching a hot stove and street safety. 	<ul style="list-style-type: none"> • able to direct attention to objects and activities for longer periods of time. • Responds to adult cues and redirections back to 'pay attention' when needed. 	<ul style="list-style-type: none"> • talks about own feelings and connects simple behaviors with emotions. • plays along with other children, directing play and accepting play ideas.
<ul style="list-style-type: none"> • Independent with puzzles, logic games, and coordinated group activities. • able to collect information and apply it to new settings. 	<ul style="list-style-type: none"> • learns to control tantrums and frustrations without adult comfort. 	<ul style="list-style-type: none"> • follows safety rules and most social norms for behavior. • behavior maintains when teachers or adults are not around 	<ul style="list-style-type: none"> • able to save money for desired objects. • developing note taking, reminders, and planning tools to help sustain attentional control. 	<ul style="list-style-type: none"> • able to complete activities like journaling to reflect on own behavior. • checks own work for simple mistakes.

It is therefore vital that the importance of executive function is appreciated.

If you have any concerns about developmental challenges of your child, talk to the class team and SENDCO.

BEHAVIOURAL EXPECTATIONS AND UNDERSTANDING SELF REGULATION

Self-regulation skills can include children being able to:

**Bounce Back When
Things Get Difficult**



Concentrate Their Thinking



**Monitor What They Are Doing
and Adapt**



**Be Patient for What
They Want**



Regulate Strong Feelings



Plan What to Do Next



EXECUTIVE FUNCTION SUPPORT AT HOME

Detailed here are games and activities that are great fun played as a family but also develop executive functioning skills.



Games that involve strategy are great for learning self-control, planning and flexibility:

- Jenga
- Chess
- Draughts
- Battleships
- Rummy



Games that require working to a time limit with develop time management and organisation skills:

- Don't Panic
- Pictionary

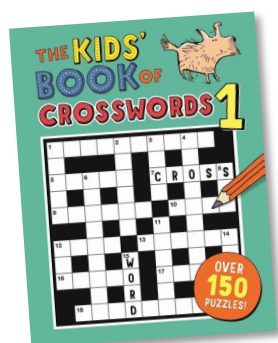
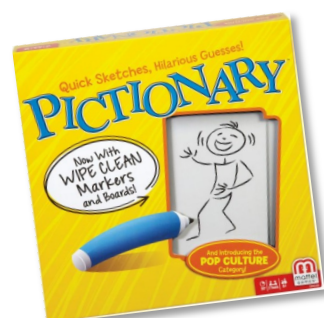
Any games that require you to hold information in your head are great for developing working memory:

- Card games such as Happy Families, Pairs, UNO.
- Crosswords
- Sudoku
- Songs and games such as 'I went to the shops and I bought...', 'Boom Chica Boom', '20 Questions'.
- Snap is great for developing a faster response to things.



Physical games that require coordination are also great fun:

- Football
- Tennis or Badminton
- Obstacle course
- Aerobics



WORKING MEMORY BOOSTERS

AT A GLANCE

- Working memory refers to how we hold on to and work with information stored in short-term memory.
- Kids use working memory to learn and follow directions.
- Working-memory boosters can be built into your child's daily life.
- Does your child have a hard time keeping one bit of information in mind while he's doing something else? For example, if he's helping make spaghetti and the phone rings, does he forget he needs to go back and keep stirring the sauce? If he often has trouble with such tasks, he might have working memory issues.
- Working memory refers to the manipulation of information that short-term memory stores. (In the past, the term "working memory" was used interchangeably with the term "short-term memory.") It's a skill kids use to learn. It's needed for tasks like following multi-step directions or solving a math problem in your head.
- You can help your child improve this executive function by building some working memory boosters into their daily life.

1. WORK ON VISUALISATION SKILLS

Encourage your child to create a picture in his mind of what he's just read or heard. For example, if you've told him to set the table for five people, ask him to come up with a mental picture of what the table should look like. Then have him draw that picture. As he gets better at visualising, he can describe the image to you instead of needing to draw it.

2. HAVE YOUR CHILD TEACH YOU

Being able to explain how to do something involves making sense of information and mentally filing it. If your child is learning a skill, like how to dribble a basketball, ask him to teach it to you. Teachers do something similar by pairing up students in class. This lets them start working with the information right away rather than waiting to be called on.

3. SUGGEST GAMES THAT USE VISUAL MEMORY

There are lots of matching games that can help your child work on visual memory. You can also do things like give your child a magazine page and ask him to circle all instances of the word the or the letter a in one minute. You can also turn license plates into a game. Take turns reciting the letters and numbers on a license plate and then saying them backwards, too.

4. PLAY CARDS

Simple card games like Crazy Eights, Uno, Go Fish and War can improve working memory in two ways. Your child has to keep the rules of the game in mind. But he also has to remember what cards he has and which ones other people have played.

WORKING MEMORY BOOSTERS

5. ENCOURAGE ACTIVE READING

There's a reason highlighters and sticky notes are so popular! Jotting down notes and underlining or highlighting text can help kids keep the information in mind long enough to answer questions about it. Talking out loud and asking questions about the reading material can also help with this. Active reading strategies can help with forming long-term memories too.

6. CHUNK INFORMATION INTO SMALLER BITES

Ever wonder why phone numbers and social security numbers have hyphens in them? Because it's easier to remember a few small groups of numbers than it is to remember one long string of numbers. Keep this in mind when you need to give your child multi-step directions. Write them down or give them one at a time. You can also use graphic organizers to help break writing assignments into smaller pieces.

7. MAKE IT MULTISENSORY

Processing information in as many ways as possible can help with working memory and long-term memory. Write tasks down so your child can look at them. Say them out loud so your child can hear them. Toss a ball back and forth while you discuss the tasks your child needs to complete. Using multisensory strategies can help your child keep information in mind long enough to use it.

8. HELP MAKE CONNECTIONS

Help your child form associations that connect the different details he's trying to remember. Grab your child's interest with fun mnemonics like Roy G. Biv. (Thinking about this name can help kids remember the order of the colours in the rainbow.) Finding ways to connect information helps with forming and retrieving long-term memory. It also helps with working memory, which is what we use to hold and compare new and old memories.

Memory-boosting tricks and games are just some of the ways to help your child with executive functioning issues. If your child continues to have significant difficulties with working memory, it might be a good idea to get an evaluation for possible attention issues. You may also want to explore tips from experts on topics like getting organized and managing attention.

KEY TAKEAWAYS

- Teaching your child ways to visualize thoughts can help improve his working memory.
- Card games and other fun activities can help build working memory.
- Finding ways to connect information can help your child with long-term memory as well as working memory.

WELL-BEING TOP-TIPS

Loving each other is at the core of our Mission, Vision and Values and at St Paul with St Luke School we recognise the vital need to prioritise the well-being of our pupils in order for them to be able to flourish personally, academically, socially, physically, emotionally and mentally.

Detailed on these pages are some top-tips to support pupils at home with their well-being.

1

**Think of a way
you can be
active every day
this month.**

2

**Listen
to some music
that makes you
feel good.**

3

**Do
some
crazy
dancing.**

4

**Give someone
you love a big
cuddle.**

5

**Do a
jigsaw
puzzle.**

6

**Make a
thank-you card
for somebody.**

7

**Do something
that makes you
laugh.**

8

**Go to the park
and play on
your favourite
equipment.**

9

**Give someone
you love a big
cuddle.**

10

**Go for a picnic
outdoors and
pack your
favourite snack.**

11

**Think about
something you
are really proud
of.**

12

**Do some
baking – you
could try to
make some
biscuits.**

WELL-BEING TOP-TIPS

13

Think about a person in your life you are grateful for. What is it about them that makes them special?

14

Make a flower out of tissue paper, a straw and a button.

15

Go on a hunt to collect some things in nature and use them to make spring pictures.

16

Arrange a play date with one of your friends.

17

Wear a favourite outfit today, just to make yourself feel good!

18

Decorate a stone with a kind word to leave some where for some one else to find.

19

Do some mindfulness colouring.

20

Help to prepare a meal for your family.

21

Watch your favourite feel-good film or TV programme.

22

Do a craft.

23

Go for a picnic outdoors and pack your favourite snack.

24

Go on a mindful walk with a trusted adult.

25

Draw around your hand, cut it out, decorate it and then write on one side something that makes you feel happy.

CHILD PROTECTION AND SAFEGUARDING

Safeguarding is a duty of care that all staff have for all the children in school.

As part of our statutory duties, we are bound by the guidance of and in line with *Keeping Children Safe in Education* and have a duty to prevent radicalisation and other local and national arrangements. As such staff are tasked to notice any changes in children and report any child reported incidents to a Designated Safeguarding Lead (DSL).

All staff, volunteers and parents/caregivers play an active role in making sure children are protected from harm. Persistent or prolonged or patterned absence may be seen as a safeguarding issue.

Our Child Protection Policy can be found on our website:

www.spsl.towerhamlets.sch.uk/policies

DESIGNATED SAFEGUARDING STAFF

**Designated
Safeguarding Lead:**
Lauren Sharpe

**Deputy Designated
Safeguarding Leads:**
Mark Ali
Daniel French

SENDCo:
Dan French

WHAT SHOULD YOU DO IF YOU ARE CONCERNED ABOUT A CHILD?



If you have any concerns about the welfare or safety of a child you can share them with a member of the designated safeguarding staff team or report directly to:

Tower Hamlets Multi-Agency Safeguarding Hub (MASH)

(During the office hours of 9am-5pm)

Tel: 020 7364 5006 option 3

Extensions: 5606/5601/5358/7796

Email: mash@towerhamlets.gov.uk

Emergency Duty Team (EDT) –

Out of hours service

(After 5pm and at weekends)

Tel: 020 7364 4079

**If a child is in immediate danger,
please call the police on 999.**

If you need support,
contact the Early Help Hub on
020 7364 5006
(Option 2).

OTHER WAYS YOU CAN HELP YOUR CHILD SUCCEED

HOMEWORK

There are lots of ways parents and caregivers can help children at home, but making sure they regularly complete their homework and hand it in on time is essential.

It would also help if you could:

- Ensure your child has a calm quiet working space.
- Talk with your child about what they are learning and the homework they have been set.
- Visit the library regularly.

READING

Ideally parents/caregivers should read with or listen to their children daily to help them to develop fluency, confidence and a love for reading. We encourage the reading of RWI reading books - either the physical books or online.

We ask parents/caregivers in Foundation Stage and Key Stage One to sign and record comments in their child's Reading Diary to show that they have heard their child read and to maintain a dialogue between home and school of how well their child is reading.

QUESTIONS

If parents/caregivers have any questions about homework or their child's learning they should, in the first instance, contact their child's class teacher.





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www.spsl.towerhamlets.sch.uk

 St Paul with St Luke CE Primary School

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