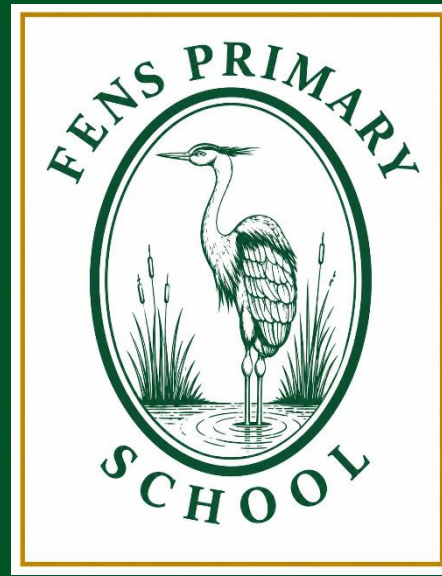




Curriculum Information For Parents Reception

September 2026



Ethos, Principles & Character Values

Ethos

One Community, Growing and Learning Together

Principles

Maintaining a **safe, protective** and **inclusive** environment that **empowers** all of our young people to thrive

Excellent **Character Education** with **wider personal** development **valued highly**

Commitment to high standards of **learning for all** **school stakeholders**

Building a **broad** and **progressive** curriculum, cultivated alongside **strong learning** in core subjects

Championing a culture of evidence-informed **effective teaching**, ensuring **long-term retention** of learning

Relationships built on **positive behaviours** through the development of **self-regulation** and **reflection**

Character Values

Resilience

Empathy

Self-Awareness

Positivity

Excellence

Communication

Teamwork

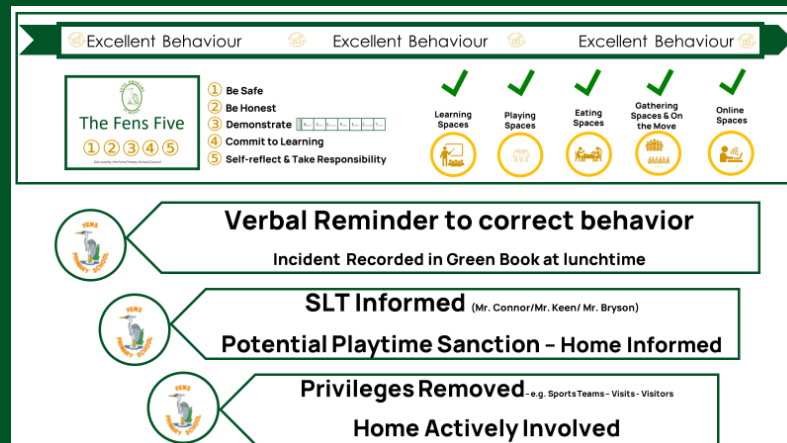


- ① Be Safe
- ② Be Honest
- ③ Demonstrate

R	E	S	P	E	C	T
Resilience	Empathy	Self-awareness	Positivity	Excellence	Communication	Teamwork
- ④ Commit to Learning
- ⑤ Self-reflect & Take Responsibility

The Fens Five Behaviour Principles

At Fens, we have five simple principles which help everyone understand what excellent behaviour looks like. Developed with our School Council, the Fens Five encourage children to be safe, be honest, demonstrate our RESPECT values, commit to their learning, and take responsibility for their choices. These principles are used consistently across school to recognise positive behaviour and support children when expectations are not met. That feels parent-friendly and positive without simply repeating everything they can already see on the slide.



Homework in Reception

- Our main homework is reading at home with an adult
- Reading should consist of short sessions of approximately 5-10 minutes using the reading scheme book which has been matched to your child's reading ability
- Children should read their reading scheme book at home preferably 5 times a week, with a minimum of 3 times. Regular practice is key to progress.
- First books will be prereading books which focus on book handling skills and early reading skills
- Children will be given a pack of letter, and 'tricky' word flash cards to practice alongside the prereading books
- Once children can recognise letters (graphemes) and match to the correct sounds (phonemes) they will be given books to develop blending skills
- Children will be given a yellow home/school reading record. Please write a comment on the right hand page of the home/school reading record and write your name or initials.
- Children are rewarded in school for regular reading at home

Reading for Pleasure

Why is reading for pleasure so important?

Reading for pleasure has many non-literacy benefits and can increase empathy, improve relationships with others, reduce the symptoms of depression and improve wellbeing throughout life (The Reading Agency 2015).

Evidence suggests that there is a positive relationship between reading frequency, reading enjoyment and attainment (Clark 2011; Clark and Douglas 2011).

Reading enjoyment has been reported as more important for children's educational success than their family's socio-economic status (OECD, 2002).

Regularly reading stories or novels outside of school is associated with higher scores in reading assessments (PIRLS, 2006; PISA, 2009).

Evidence suggests that reading for pleasure is an activity that has emotional and social consequences (Clark and Rumbold, 2006).

Other benefits to reading for pleasure include: text comprehension and grammar, positive reading attitudes, pleasure in reading in later life, increased general knowledge (Clark and Rumbold, 2006)

Comparing against international evidence, children in England report less frequent reading for pleasure outside of school than children in many other countries (Twist et al, 2007).

Changes in numbers of children reading for pleasure over time

- Research is accumulating that suggests that a growing number of children do not read for pleasure (Clark and Rumbold, 2006).
- Text messages, magazines, websites and emails have been found to be the most common reading choices for young people. Fiction is read outside the class by two-fifths of young people (Clark and Douglas 2011).

Strategies to Improve Independent Reading

Research Shows	What We Do at Fens
Having access to resources and having books of their own has an impact on children's attainment. There is a positive relationship between the estimated number of books in the home and attainment (Clark 2011). Children who have books of their own enjoy reading more and read more frequently (Clark and Poulton 2011).	Classrooms have an excellent selection of books, fiction and non-fiction, for the children to access. As a school we promote '20 Books to Read in ..'.
An important factor in developing reading for pleasure is choice; choice and interest are highly related (Schraw et al, 1998; Clark and PythianSence, 2008)	We have a lending library in each class for children to choose a book to share with an adult at home for pleasure. Book audits ensure a wide selection for choice.
Literacy-targeted rewards, such as books or book vouchers have been found to be more effective in developing reading motivation than rewards that are unrelated to the activity (Clark and Rumbold, 2006).	Reading certificates and stickers are used as rewards. Half termly reading raffle in class with books as prizes. Merit winners have a choice of book as a prize. Reading leaders in school.
Parents and the home environment are essential to the early teaching of reading and fostering a love of reading; children are more likely to continue to be readers in homes where books and reading are valued (Clark and Rumbold, 2006).	Parent information event to share importance of reading at home. Hartlepool library services (free service) and class lending library.
Reading for pleasure is strongly influenced by relationships between teachers and children, and children and families (Cremin et al, 2009).	Teachers read to the class, sharing a range of stories and talking about own reading to act as reading role models.

Phonics- Reading & Writing

- We use a whole school phonics programme, devised by twinkl.
- Letters are introduced in a specific order to support learning to read effectively
- We use the 'Letter Join' handwriting scheme across school which supports the development of joined handwriting as children progress through school
- Letter formation sheets will be sent home so that parents can model and support handwriting using a consistent writing style, avoiding confusion for children
- 'Letter Join' logins will be sent home

Phonics in Classrooms

Handouts for home:

- Phonics levels to show order of teaching in class
- Letter flash cards
- 'Tricky' word flash cards
- Letter Join- letter formation sheet

Thank you for your support!



The importance of Attendance

Days off school add up to lost learning.			
175 days a year are non-school days. That's 175 days to spend on family time, holidays, days out and non- urgent appointments.			
0 days absent	8 days absent	15 days absent	19+ Days absent
100%	96%	92%	Below 90%
Excellent Attendance	Satisfactory Attendance	Requires Improvement	Persistent absentee
Best chance of success	Harder to make progress	Less chance of success	Serious Impact on education

Did you know? A two week holiday in term time means that the highest attendance you can achieve is 94.7%