

Meet the Teacher

Welcome to
Reception
September 2026

Castle



Church of England
Federation



Meet the Reception Team

Oak Class Teacher

Miss Stanford



EYFS Teaching Assistants for Reception

Mrs Stewart



Ash Class Teacher

Miss Lea





Meet the Senior Team

Head of School - Mrs Freeman

Executive Headteacher - Ms Roberts

Assistant Head teacher - Miss Walker

EYFS Leader - Mrs Sargeant

KS1 Leader - Miss Gordon

Inclusion (SENCO) - Mrs Parker

If you have a query, it is important you talk to the class teacher or office staff first who will bring it to the attention of the senior team if any further action needs to be taken.

Staff also can be contacted via admin@victoria.herts.sch.uk

Our Values

Kindness

Resilience

Respect

Thankfulness





Our Golden Rules

- ✓ We always try our best
- ✓ We are kind, polite and helpful
- ✓ We look after our school
- ✓ We are gentle and honest
- ✓ We listen to others



- Merits
- Star of the Week
- Teacher Praise
- Golden Time



- Warning from the teacher
- Moved in class
- Moved to another class
- Set time with adult in school
- Parent/carers contacted



Rewards at Victoria for following the Golden Rules



- Merits 
- Star of the Week 
- Teacher Praise 
- We love a sticker! 

Reception Timetable



WB	8.25-8.45	8.45 - 9.00	9-9.30	9.30-11	11-11.15	11.15-12	12-1	1-1.15	1.15-1.30	1.30-2.30	2.30-3
Mon	Busy Fingers / Register	Worship Reading groups	Stormbreak English	CIL Snack 10-10.30	Reset	Phonics	Lunch	Handwriting	Topic	CIL	Reading Groups @2.30 Tidy up, story, home time
Tues	Busy Fingers / Register	Worship Reading groups	Stormbreak English	CIL Snack 10-10.30	Reset	Phonics		Handwriting	Topic	CIL	
Wed	Busy Fingers / Register	Worship Reading groups	Stormbreak Maths	CIL Snack 10-10.30	Reset	Phonics		Odd one out	Topic	CIL	
Thur	Busy Fingers / Register	Worship Reading groups	Stormbreak Maths	CIL Snack 10-10.30	Reset	Phonics		Handwriting	Topic	CIL (Library visit)	
Fri	Busy Fingers/Register Celebration assembly		Stormbreak Maths	CIL Snack 10-10.30	Reset	Phonics		What do you notice?	Topic	CIL	

Visit our Curriculum Summary on school website at:
[Victoria CE Infant and Nursery School - Our Curriculum](#)

Phonics and Reading

- Phonics is taught using Little Wandle from Nursery to the end of Year 2.
- Reading books are in line with phonics levels.
- School reading books are designed to reinforce new and familiar sounds taught.
- Each child will read at least twice a week with an adult in a group setting.
- Other books can be shared and read at home for pleasure.
- We no longer have reading logs, however if you have any comments about your child's reading at home please pop in the blue communication book.
- Reading books will go home every **Friday**, please bring them back the following **Thursday** so your child can have their new one for the week. We do a 1 in 1 out system.
- We go to the library every **Thursday**, this is also a 1 in 1 out system.





Tapestry and newsletter

- We use tapestry to show you at home what we have been doing/learning. This will be updated monthly with lots of lovely pictures, alongside a monthly newsletter. These can be used to discuss learning with your children at home and to promote discussion.
- You can also upload pictures to Tapestry of what you have been doing at home and we love sharing them with the rest of the class!



Assessment

- We assess children using teacher judgements against the Early Years Outcomes statements.
- At the end of Reception children are sent home with an annual report which highlights if they have made a 'good level of development'.
- To have a ‘good level of development’ children need to meet the Early Learning Goals (ELG) in Communication and Language, Physical Development, Personal, Social and Emotional Development, Understanding of the World, Expressive Arts and Design, Maths and English.

Early Learning Goals			
Communication and Language	Personal, Social and Emotional Development	Physical Development	
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.	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.	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.	
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.	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.	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.	
Understanding the World	Expressive Arts and Design	Mathematics	Literacy
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.	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.	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.	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.
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.	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.	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.	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.
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.			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.

Useful Information

- Each child has been sent home with a small Home/School Communication book. These need to be kept in your child's book bag at all times. If we have something to tell you, we will write it in this book so please check it daily. If you want to communicate something with us please write it into the book and send your child into the classroom holding the book.
- Children are entitled to a free glass of milk every day until they are 5. Please fill out a form if you haven't yet done so and wish for your child to have milk.
- In Reception, the children will play outside at break times and as part of their CIL sessions. They will go outside whatever the weather (unless the rain is very heavy!) so please ensure they have a raincoat in school every day.
- Water bottles need to be brought into school every day. We will refill them as necessary. Please make sure your child carries the bottle into school so it does not leak into their book bag.
- At Victoria we promote healthy eating and ask you not to send chocolate or crisps in your child's lunchbox. Please also ensure the food you send does not include nuts or traces of nuts as we have children with life threatening allergies in school.
- On alternate Wednesdays we will be doing PE. Please send your child to school in their PE kit every Wednesday.
- Children are not allowed to wear jewellery in school. It is particularly important earrings are not worn on days we have PE.
- PLEASE LABEL EVERYTHING!



Useful Information

- We plan to incorporate WOW days, where possible to introduce, enhance or conclude a topic. On these occasions we may request children to bring items in from home or provide costumes to wear.
- Our first WOW day will be 15th October – When I grow up themed! We will ask the children to come dressed in what they would like to be when they are older. You will receive information about this over the next few weeks.
- If you have any interesting jobs or know anyone who wouldn't mind popping in please let us know.
- We will sometimes explore the local environment and take children on walks and visits during the school day. We will also have a school trip in the Summer term. You will receive the information later on in the year.
- We don't do show and tell however if your child has a book or object they would like to bring in to do with our learning then we would love to explore that with them and the class, or you can show us via Tapestry.
- We will be sending home our class prayer bear on a Friday. Please make sure they are back in school on the following Thursday. Your child will discuss some of the things they did with the bear with their class.
- Every child needs to bring a book bag to school each day. Rucksacks are not permitted because they do not fit in the children's drawers.
- Please go through the lunch options with your child at home. The menu is available online. We will ask them in the mornings what they would like for that day.



Medical Tracker - online reporting



Parent teacher communication

Notify parents of injury through automated email and access parent contact information immediately.

Book Demo



Attendance



- If your child is going to be absent, call or email the school office on the first day of illness and each day after
- If the school has not received a message the office will call on the morning the child is absent
- Requests for term time days off will be unauthorised unless an exceptional circumstance
- Where possible book medical/dental appointments out of the school day
- If late, go to the school office to sign in and give your child's lunch order

Being late for school reduces learning time

- *If your child is 5 minutes late everyday they will miss three days of learning each year*
- *If your child is 15 minutes late everyday they will miss 2 weeks of learning each year*

If you are having problems or need to discuss issues that you may have with getting your child to school, please contact the school for advice and support

Behaviour Ladder

Level	Behaviour	Consequence
1	Calling out in class Arguing back with an adult Being unkind Not caring for other people's belongings and property Running around the school building Shouting in the school building	Warning given - if it happens again move onto Level 2
2	Hurting others - pushing and shoving them Continually repeating Level 1	Reflection time at lunch time Sent to duty teacher Class teacher contact parent
3	Swearing / use of inappropriate language Refusing to follow adult instruction Hurting others - hitting or kicking Threatening others Stealing	If physical at break or lunch - sent to the office/SLT Sent to SLT for a conversation - reflection to take place and an educational consequence - write a letter/ create a poster Parent to be contacted
4	Damaging school property which results in permanent damage Bullying Acting dangerously Repeatedly being physical to others or being extremely physical - punching / biting	Sent to Mrs Freeman or Miss Walker Protective and educational consequence issued Internal or external suspension could be used Mrs Freeman or Miss Walker to contact parents



Free School Meals/Pupil Premium Grant

Your child may be eligible for Free School Meals if you are receiving Universal Credit.

If you think you may be eligible, we strongly encourage you to apply, as this can also help the school access additional funding to support your child.

Complete either the Free School Meal Entitlement Checker Form [offline-fsm-form.pdf](#) and return it to the Victoria School office or apply directly online at [Free school meals and other benefits](#) | [Hertfordshire County Council](#)

Please feel free to take one of each...

How to write letters

Use this document to ensure correct letter formation.

Letter	Letter formation phrase
a	Around the astronaut's helmet and down into space.
b	Down the bear's back, up and around its tummy.
c	Curl around the cat.
d	Around the duck's body, up to its head and down to its feet.
e	Around the elephant's eye and curl down its trunk.
f	Down the flamingo to its foot and across its wings.
g	Around the goat's face and curl under its chin.
h	Down, up and over the helicopter.
i	Down the iguana and dot the leaf.
j	Down the jellyfish and dot its head.
k	Down the kite, up to the top corner and down to the bottom corner.
l	Down the lollipop stick.
m	Down, up and over the mouse's ears.
n	Down, up and over the net.
o	All around the octopus.
p	Down the penguin's back, up and around its head.
q	Around the queen's face, down her robe and a flick at the end.
r	From the cloud to the ground and over the rainbow.
s	Down the snake from head to tail.
t	Down the tiger and across its neck.
u	Down and around the umbrella and back to the ground.
v	Down to the bottom of the volcano and back up to the top.
w	Down and up and down and up the waves.
x	From the top, across the box to the bottom. From the top again, across the box to the bottom.
y	Down, around the yo-yo and curl around the string.
z	Across the top of the zebra's head, zig-zag down its neck and along.

ck	c Curl around the heel of the sock. k Down the sock, up and back down to the toe.
----	--

Little Wandle tricky words
Reception

Phase 2	Phase 3	Phase 4
and* as* be full go has* he her* his* I into is me no of pull push put she the to we	all are by my pure sure they was you	come do have here like little love one out said says so some there today were what when

*Note: These tricky words became decodable in Reception as children learn more GPCs.
Refer to the 'Support for tricky words' documents for information.

© 2023 Wandle Learning Trust. All rights reserved.



Grapheme mat

Phases 2 and 3

 s ss	 t tt	 p pp	 n nn	 m mm	 d dd	 g gg	 c ck cc	 r rr
 h	 b bb	 f ff	 l ll	 j jj	 v vv	 w	 x	 y
 z zz s	 qu	 ch	 sh	 th	 ng	 nk		

 a	 e	 i	 o	 u
--	--	--	--	--

 ai	 ee	 igh	 oa	 oo	 ar
 or	 ur	 er	 ow	 oi	 ear
					 air

© 2022 Wandle Learning Trust. All rights reserved.



© 2025 Wandle Learning Trust. All rights reserved.



Early Learning Goals

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.

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.
 - Explore 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 processes they have used.
 - Make use of props and materials when role playing characters in narratives and stories.
- Being Imaginative and Expressive**
- Invent, select 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.
 - Share their counting, explaining the process they have used.
 - Make use of groups and materials when role playing characters in narratives and stories.
- 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 odd, 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 simple tools, including scissors, pencils/sharps and safety.
 - 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.

Any further questions?

