



# Stamford Green Primary School



29 September 2025

Dear Parents/Carers,

## Reception Weekly Information – w/b 29.9.25

### Help your child learn to read

All are welcome at our workshop for YR parents/carers in the school hall.

**Wednesday 8.10.25**

**7.00 - 8.00pm**

or

**Thursday 9.10.25**

**8.45 - 9.45am**

Preschool siblings are welcome at the morning session, but please be mindful of others' listening if they become restless.

### Developing your child's sense of self-efficacy

Can your child put on and fasten their own school coat and manage their jumper without help?

If not, have a practice each day to develop this skill.

### Golden Book Week

This week is Golden Book Week.

The children will bring their special Golden Books home next week for you to look at together.

More details below.

Thank you all for visiting your children's classrooms last week. It was lovely to see how proud the children were to show you their learning environment.

Sometimes photographs of the children enjoying their learning are shared on the Stamford Green Instagram feed or in Stamford Green newsletters. If you notice that your child is not included in whole class pictures, and you would like them to be, please check your photo permissions information reflects this. The school office will be able to assist you.

### Golden Book Week

This week the children will be doing their school learning/ work in their 'Golden Book'. This will happen across the school on one week each term throughout their entire time at Stamford Green. It is an opportunity for them to share their learning with you at home. They will bring their Golden Book home next week for you to see.

Please:

- Spend a little time talking with them about the things in the book and valuing their efforts.
- Write a short positive message on the sticker which is at the end of the work.
- Return the book to school in their book bag as soon as you have looked through it so we can keep it safe and ready to use next term in Golden Book Week.

The result is a lovely record of their learning and development over time and when the children leave the school they are presented with all their seven years' worth of books as a keepsake.

### **PE and gross motor skills**

During our PE session this week we will continue to practise getting changed independently. It can be daunting when sleeves and trouser legs are inside out – perhaps you could encourage your child at home to independently untangle their clothes after getting undressed? While it can need a little time and patience, it will give your child a huge sense of confidence to know that they can manage their own dressing.

During Exploration Time this half term we are focusing on being aware of space and strengthening our core muscles. In order for children to be able to write well, they first need to develop strong gross motor control. Some of our activities may involve: using an obstacle course, riding bikes and scooters, rolling tyres to a partner, running, jumping and climbing, balancing, digging, washing windows and lots of other fun activities.

We are what we  
repeatedly do.  
Excellence is  
not an act,  
but a habit.

Aristotle

### **Support your child's reading**

Thank you for supporting your child's love of reading at home with the storybooks they are bringing home from school. The comments you are writing in their Learning Journals help them to value reading and gives us a little snapshot of the reading that they do at home.

We are looking forward to welcoming you to our parent/carer workshops, where you will be able to find out much more about how children learn to read and write at Stamford Green, and how you can support them. These are on Wednesday 8.10.25 7.00 pm – 8.00 pm, and Thursday 9.10.25 8.45 am – 9.45 am in the school hall – see [Dates for Diaries](#) for details. Please attend one of these sessions as these are very useful for helping your child to build confidence with reading.

### **Y6/YR Buddies**


At Stamford Green we value the supportive relationships that develop between the older and younger children. At the start of the year our Year 6 children become 'buddies' for the Reception children. Year 6 have written letters for the YR children. You will find a letter from a Year 6 child in your child's bag this week. Please spend some time reading this with your child and if possible send in a reply. Perhaps your child would like to draw a picture for their buddy and you can write a short message of what they want to say in reply.

### **Concept Words**

Concepts are words that shape how we think about the world. For instance, concepts such as 'early', 'light' or 'after' help us talk about time. Concepts are hard to learn but they are fundamental to learning, so they are worth spending time on.

We will be regularly learning new concepts through lots of fun activities – with one focus word each week. The more your child hears the new words in different situations, the better their understanding of the concept will be. You can help your child to learn the concept of the week by carrying out the suggested activity in the concept word box below in the weekly overview of learning (These will always be quick and easy to do – sometimes even on the way home!)

## Helping your child to understand concepts



Stick to the exact word. If you are asked to do an activity about 'tall', stick to 'tall', don't talk about 'tallest' or 'taller'.

Do not use the opposite word. This can be very confusing for children. If 'tall' is the word being taught, say 'not tall' rather than 'short'.

Use comments rather than questions.

Concepts are words that help shape how we think about the world, eg 'new', 'straight', 'later', 'behind', 'hard.' They are important!

Try to do the activity once or twice in the week it has been suggested.

Do the activity in your home language.

**Learning Question of the week:**  
 How can Goldilocks put things right and help the bears to forgive her?

We continue to explore fantasy lands this week as we start our new story of Goldilocks and the Three Bears. The children will be thinking about the characters' feelings and linking the choices made throughout the story to our school values, such as honesty, respect and kindness.

We will also start Forest School this week so please make sure you send in a pair of wellies to school if you haven't done so already.

From our Early Years curriculum, these are the key skills and learning we will focus on throughout the week:

- Read single-letter sounds: m, a, s, d, t, i, n, p.
- Write the letters with modelling and support.
- Know and use ways to make others feel welcome.
- Represent myself and other people in drawings and paintings.
- Respond to stories showing interest, enjoyment, humour, surprise etc.
- Balance on small platforms.
- Use spoons for scooping.
- Begin to subitise to 5 in familiar scenarios (dice, numicon etc).
- Know that it is important to take care of the environment where we learn and ways to do this.

Phonics	Reading
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The children are working hard in their Read Write Inc sessions. You can find out about what phonics is, and why it's important by watching this short video: <https://tinyurl.com/ty3yu3t2>

The sounds we are learning this week are **g, o, c, k.**

When you are sharing picture books at home together, talking about the story is a great way to develop your child's language skills.



Round the girls face, down her hair and give her a curl



All around the orange



Curl around the caterpillar



Down the kangaroo's body curl his tail and leg

The sounds we have learnt so far are: **m, a, s, d, t, i, n, p.**

Please practice reading and writing these on your whiteboards at home.

**Concept Word (See below for more details)**

This week's concept word is: **Thick**



Help your child at home: look for thick books in the house or at the library. Alternatively, try to make a thick sandwich.

Idea to try:

Before reading, talk together about what you each think the story will be about. You can help your child by modelling full sentences, and using phrases like "I wonder if...", "Maybe... because..."

e.g. "I wonder if this will be a wintery story – there's snow on the ground."

"Maybe this boy has a problem, because I think he looks unhappy."

**Maths**

In maths we will be focusing on the number **3**. As well as recognising and writing the digit 3, we will look at other ways to represent it, what parts it is made of and how to find one more and one less. Can you see number three in your home? This may not only be the numeral 3, but also groups of three objects, or shapes with three sides.

Represent it:



Find it in shapes:



Have a lovely week,

Mrs Ball, Miss Poole and Mrs Price  
YR Class Teachers

