



Parental observations in Reception

What is this about?

One of the ways in which your child is assessed in reception is through collecting evidence of things they have said or done. These are put into a 'learning journal', which is simply a folder of your child's achievements. Throughout reception this is used to work out your child's learning and their next steps.

At Simonstone St. Peter's we value parental input in the learning journals. Parental input is vital as it can demonstrate skills that, for whatever reason, might not have been observed at school.

What do I need to do?

If you catch your child doing something 'noteworthy', jot it down on one of the 'Wow Moments' slips and pop it into their reading folder. We would also like to hear about news your child may wish to share with school. You could use the 'News' slips or send in postcards, leaflets, photographs or brochures. All contributions will be added to your child's learning journal. We share news and wow moments with the whole class.

Wow Moments - What should I be looking for?

The seven areas of learning in Early Years are:

Prime Areas

- Personal, Social and Emotional Development
- Communication and Language
- Physical Development

Specific Areas

- Literacy
- Mathematics
- Understanding of the World
- Expressive Arts and Design

These areas are very broad and encompass any number of things! To make things easier, I have included some examples of observations on the reverse of this sheet. A simple way of thinking about it is, if it shows any of the following, jot it down:

- Shows the child using something they have learnt before, either in school, at home, or elsewhere
- Shows logic, reasoning, independence, creativity or interesting ideas
- Shows them interacting with or considering the thoughts of others
- Shows them improving skills such as hand control, body control, or language
- Impresses you!

Please don't worry that it might not meet a certain criteria - there are so many of them that each piece of evidence is bound to meet at least one!

How many should I do?

There is no limit - obviously the more the merrier, but there is no pressure to do more than time allows! If you run out of slips, pop it on another piece of paper, print out copies from our website or ask me for more!

Finally, I would like to say how much we appreciate your help and co-operation on this front. It really does give us another view of your child and we enjoy reading all the things they get up to at home!





Parental observations in Reception - September 2013

Examples of observations

I have put some of the criteria in brackets as guidance - you don't need to do this!

- Jamie brushed his teeth by himself this morning (personal hygiene)
- Charlie got hot during a game and took his jumper off. Later he remembered to pick it up again. (personal hygiene)
- Lizzie chose to water the plants this morning (selecting and using activities and resources independently)
- Maria made me a birthday card this morning because it is my birthday! (selecting and using activities...)
- Because you are doing a topic on transport, Daniel has drawn a picture of all his favourite types of transport! (continues to be interested and motivated to learn)
- We went to Arundel Castle. Lydia had a great time trying on all the suits of armour and told Grandad all about it! (confident to try new activities and speak in a familiar group)
- Jessica told me 'you have to wear a hat outside when it's sunny or you might get sunburnt' today (understanding there are codes of behaviour)
- Frankie told her brother off this afternoon for dropping his banana skin on the floor because it made a mess (understanding codes of behaviour)
- Fred said 'This music is very sad, isn't it?' whilst listening to music from The Titanic (responds to significant experiences, showing a range of feelings)
- Ruby and Poppy spent hours recreating the pantomime we went to see (uses language to imagine and recreate roles and experiences)
- Jay always speaks really slowly and clearly for Granny (speaking clearly showing awareness of the listener)
- Jo-Jo used a deep voice for the troll when she was acting out 'Three Billy Goats Gruff' (showing an understanding of elements of stories)
- Charlie swung across the monkey bars in the playground by himself! (using large or small equipment, showing fine and gross motor control)
- Pete recognised the McDonalds writing on the happy meal (recognising familiar words)

Other ideas

Showing a developing awareness of own needs and sensitivity to the needs of others

Respecting different needs, views, cultures and beliefs, knowing that their own values and beliefs should be respected

Taking turns and sharing fairly

Considering the consequences of words and actions of their own and others

Understanding what is right and wrong and why

Interacting with others, negotiating plans and activities and taking turns in conversation

Enjoying exploring the meanings or sounds of new words

Linking sounds to letters, naming the letters of the alphabet, hearing and saying sounds in words, blending sounds in words, reading simple words

Showing an understanding of how information can be found in non-fiction books

Retelling stories in the correct sequence

Writing anything at all - shopping lists, stories, captions, labels, typing etc

Counting, recognising numbers, putting numbers in the right order, knowing bigger or smaller numbers, sharing out, estimating, adding, taking away, identifying shapes or patterns, describing qualities or position (using under, over, in, out, between) comparing two things

Asking questions about why things happen or how things work, looks at similarities, differences, patterns or change.

Finding out about and talks about the past and present, technology

Any craft or creativity - dances, art, modelling, building, games, songs, play. Exploring colour, sound or texture

