

Welcome to Bluebell Class (Reception)





Welcome to Whitfield St James' Early Years Foundation Stage Unit.

We recognise that settling into school is a big step for you and your child and we will endeavour to make it a smooth and happy transition. We look forward to working together to develop an effective partnership and that your child feels happy, safe and secure. We plan a happy and rewarding environment for your child to learn and discover through a range of experiences.

The Foundation Stage Staff

Teachers: Mrs T Kennett EYFS Lead Teacher (Nursery)
 Mrs E Thornley (Reception)
 Mrs H Allan (Nursery & Reception)

Teaching Assistants: Mrs C Hodson
 Mrs J Taylor
 Miss L Hamilton
 Mrs C Grant

When your child starts school they will need:

- A book bag – everyday
- A named water bottle
- A waterproof coat with a hood - everyday we go outside in all weathers!
- A sun hat/winter hat & mittens
- A drawstring PE bag containing spare clothes including underwear and socks in case of any accidents or fun playing in the water! PE bags can stay in school and taken home during the holidays to wash

Please label EVERYTHING with your child's name, thank you

Drinks

We kindly request that you send in a named plastic drinking bottle (for example a bike bottle, water bottle etc) full of water (not juice) each day. The children will still have access to milk at snack time. We will send home the water bottle at the end of the day for washing, please bring this in everyday.



Uniform

Pupils in Nursery and Reception have jade green jumpers/cardigans, white polo shirt, grey/black trousers/shorts/skirts/pinafores and in summer green/blue gingham school dress. Black school shoes. Again, please ensure everything is labelled and that shoes have velcro straps so they can change themselves. It would be really helpful if your child is able to dress and undress themselves, as well as putting on their coats. During bad weather please send in wellington boots (labelled) and the children may change into their PE pumps or school shoes.

Snack, Food and Drink

In addition to the fruit snack every day, we also supplement our snack with a range of healthy foods such as dips, fruit toast, fish fingers, yoghurt. We find this is a great opportunity for the children to try different foods they would not usually eat at home. To enable us to do this we ask for a contribution of £1 per week. Milk or water is available at the snack station. We do recommend our healthy eating school lunches or if you prefer, the children may bring in a packed lunch. **Due to severe allergies of current pupils please do not send in any nut products into school. PLEASE LET US KNOW OF ANY ALLGERGIES.**



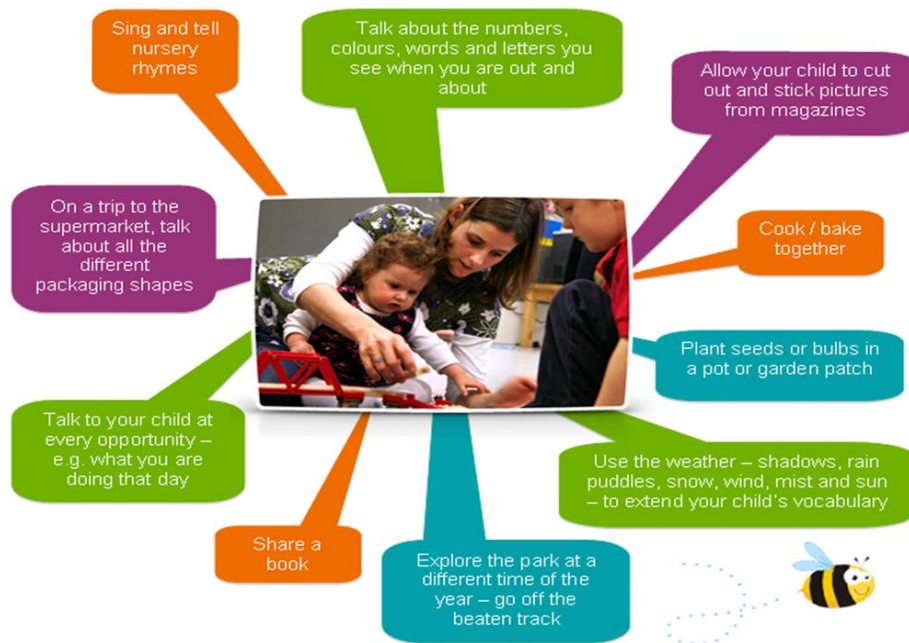
Please be at school ready for the bell at 8.55am. Initially we welcome parents into school, help the children to find their peg, put their book bags away and then leave the children to settle into the school day by waving goodbye as they sit on the carpet. After a few weeks once the children are more settled we will open the door at 8.55am and we ask that you encourage your child to come into school independently. A member of the foundation stage team will be on duty in the playground from 8.45am.

At the end of the school day we open the doors at 3.25pm. We request you collect your child before collecting older siblings from other classes. Please ensure you arrive on time. It can be very upsetting for a child if they are the last one left at the end of the school day. Teachers will hand over each child individually to ensure that they go with their grown up. Do let us know if your child is going to be collected by someone different. Please telephone the school office or let a member of staff know beforehand.



We follow a "Going for Gold" behaviour system in school, which is similar to a traffic light system where children start each day on green and may move up to silver and then gold for lots of reasons such as trying their best, being kind, being caring, completing a task especially well etc. For any unacceptable behaviour children may be moved down to orange and then red for something such as hurting our friends. Children who have reached "gold" will get a sticker and a text home to congratulate them. Children who have achieved 5 or more "golds" in each term will be invited to a special treat such a disco or a movie with popcorn.

Helping your child at home



Homework

We treat each child as an individual learner, therefore when your child is ready they will be given a reading book and a reading record book to take home. Please read as often as you can with your child, write the date and any comment you wish to make in the reading record book. The reading books list the key words on the back cover and include comprehension activities to complete with your child. Once your child receives a reading book and reading record **please ensure these stay in the book bag and come to school every day** so we may read/change books in school.

The children will also be given a homework book. Homework will be given out at the start of each half term and collected in at the end of the half term for marking and to have the new homework inserted. This homework will consolidate what we are learning each half term and be linked to the topic. We may in addition, send home words to learn, activity sheets or games to play.

We are variety of story sacks and home learning bags which your child will get the opportunity of bringing home for a week. We also have a class bear which comes home with your child and they can draw, write, insert photographs into the bear's journal. This is a really great opportunity for the children to have a purpose for writing and the children have always enjoyed this in previous years!

Illness and absences

It is very important that we have up to date contact information in case of any illness during the school day. To avoid the spread of viruses, please do not bring your child to school if they are feeling unwell. If they have had sickness or diarrhoea they should not come into school until 48 hours after the last bout.

Reception Information

The Foundation Stage Unit has a half term newsletter available on the website. School has a texting service and will text with reminders and information. Please let the office know of any changes to contact numbers for this service.

EExAT



What is EExAT?

The Early Excellence Assessment Tracker (EExAT) is an award winning online assessment system developed especially for early years.

What does EExAT do?

EExAT enables us to record evidence of your child's learning and development and track their progress. Evidence of attainment is captured (photos/videos/observations) and documented in the evidence bank and can be shared with and contributed to by parents.

When your child starts school and you have completed the consent form you will be given a log in to view photo and video observations of your child. We will send out a separate consent letter about EExAT.

“WOW” Moments



We are aware that the children also do a lot of learning at home, and we would love to hear from you when you see them doing something that makes you proud. We will supply you with WOW slips, these WOW slips are a chance for you to share with us things that your child achieves at home. If you see them doing something that

makes you think WOW then write it down and bring it in to share with us.

Below are some examples of what you might write on your WOW slips.

Alfie was making playdough worms. He lined them all up and told me 'this one is the shortest and this is the longest'.

Ellen helped me get ready for her birthday party. She was happy to wait for Daddy to get home before she opened her presents. She asked if we were having party bags "like what we had at Millie's party" (her cousin).

Maisie helped me with the gardening. She pulled out one of last years herbs. "Look it's dying. Can I have the watering can, because it needs water?"



“VIP”



Each week we will choose a group of children to be our VIPs. We will be watching them carefully and looking at how they play and learn. We will make observations and take photographs. We will send home a VIP bag for them to bring something to school to talk about. Please do not send toys, ideas that work well are a photograph or memento of a family outing or holiday. Something they have made or a hobby they are interested in. Your child will have a chance to show and talk about what they have brought. Please let your child choose something important to them, however a little guidance, sometimes helps. Every child will get a turn to be a VIP.

Special Occasions

We like to celebrate the children’s birthdays, as it is an important time for them and it makes them feel very special. We know that some parents like to bring in something for the class to share. We suggest stickers or a book for everyone to read.



“A Forest School is an innovative educational approach to outdoor play and learning.”

Children use full sized tools, play, learn boundaries of behaviour; both physical and social, establish and grow in confidence, self-esteem and become self-motivated. Mrs Kennett is a Level 3 Forest School Leader and Mrs Taylor is a Level 2 Forest School Assistant . The children need wellington boots for forest school as well as an extra layer in cold weather such as a vest and a fleece jumper on top of their school clothes. Further details will be provided with dates for these sessions.

Learning in the Foundation Stage

The Early Years Foundation Stage is from birth to 5 years. As your child enters Reception they are entering the final phase of the Foundation Curriculum and we call them F2's. Your child will be learning through play, learning skills, acquiring knowledge and demonstrating their understanding through the 7 areas of learning and development. There are 3 prime areas and 4 specific areas.

The Prime Areas of Learning

The prime areas of the most important and are essential to making progress in all other areas of the curriculum

Communication and Language	Physical Development	Personal, Social and Emotional Development
Developments in this area includes giving children opportunities to speak and listen in a range of situations as well as developing their skills and confidence in expressing themselves	Opportunities are provided to allow for your child to be active and to develop their co-ordination, control and movement. Children will also be helped to understand the importance of physical activity in particular how and why it is important to make healthy choices in relation to food	Children are helped to develop a positive sense of themselves and others; to form positive relationships and develop respect for others; to develop social skills and learn how to manage their feelings; to understand appropriate behaviour in groups and to have confidence in their own abilities

The Specific Areas of Learning

Specific areas include essential skills and knowledge for children to participate successfully in society

Literacy	Mathematics	Understanding the World	Expressive Arts and Design
Development in this area involves teaching children to read and write. They are encouraged to read and write for themselves and given access to a wide range of reading materials fiction, non-fiction, poems to ignite their interest	Development in this area involves providing children with opportunities to practise and develop their skills in counting, recognising numbers, simple addition and subtraction problems as well investigating shapes, space and measure	This involves guiding children to understand the world and their community by observing, exploring and finding out about people, places, technology and the environment	Children are supported to explore and play with a wide range of media and materials. Opportunities are provided and encouraged to explore activities in art, music, movement, dance, role play and design technology

Phonics

We follow “Letters and Sounds” for the teaching of phonics in addition to letter formation rhymes from Read, Write Inc. which we use to help remember correct letter formation. The children are taught to recognise the grapheme (the letter) and match it to the phoneme (the sound).

The systematic phonics programme called ‘Letters and Sounds’ is divided into six phases. During the programme, new skills are taught, continually building on previous learning.

Phase 1

This is the beginning of the systematic learning of phonics and takes place predominately in Nursery or Pre- School.

Phase 2

This phase builds upon the oral blending and segmenting of the previous phase. Children must continue to practise what they have learnt. They will also then be taught the grapheme-phoneme representations (letters) for 19 letters. Additionally, they will be taught that phonemes (sounds) can be represented by more than one letter. For example: fin, huff

Set 1: s a t p Set 2: i n m d Set 3: g o c k Set 4: c k e u r Set 5: h b f ff l ll ss

The process of learning a sound, includes:

- Saying a number of words with the same initial sound, exaggerating it. E.g. ssssnake, ssssssun
- Showing the children the grapheme (letter) that represents the sound.
- Flashing a card with the grapheme on one side and a picture on the other. When the children see the grapheme side, they are to say the sound. When they see the picture sound, they are to say the word corresponding to the picture.

VC and CVC Words

During this phase, children will be taught to read different words using the sounds and letters they have been exposed to.

V = vowel

C = consonant

VC words are those that consist of a vowel and then a consonant (am, on, it). CVC words are those that consist of a consonant then a vowel and then a consonant (cat, dog, pen). Some words such as bell are also CVC words because they only have three sounds. **b-e-ll**. Pure sounds should be used when children are saying sounds. This means, where possible, the ‘uh’ sounds after consonants should not be said. E.g. the sound ‘f’ should be pronounced **ffff** rather than **fuh**.

The children will use magnetic letters to make and spell words, read words on the whiteboard and on flash cards as well as beginning to write words.

Tricky Words

During this phase, the children will also be exposed to tricky words; words that cannot be sounded out. **the, to, I, go, no, into**

Phase 3

The purpose of this phase is to:

- Teach more graphemes; the remaining letters of the alphabet and some sounds of which are made up of two or three letters, known as digraphs and trigraphs.
E.g. 'ee' as in bee
- Practise blending and segmenting a wider range of CVC words.
- Read more tricky words and begin to spell them.
- To read familiar words on sight, rather than decoding them.

The following sounds are taught:

Set 6: j v w x Set 7: y z, zz qu

Digraphs (two letter shapes which make one sound)

"ch" as in **chip**

"ar" as in **farm**

"sh" as in **shop**

"or" as in **for**

"th" as in **thin**

"ur" as in **hurt**

"ng" as in **ring**

"ow" as in **cow**

"ai" as in **rain**

"oi" as in **coin**

"ee" as in **feet**

"oa" as in **boat**

"oo" as in **boot** or **look**

"er" as in **corner**

Trigraphs (three letter shapes which makes one sound)

"ear" as in **dear**

"igh" as in **night**

"air" as in **fair**

"ure" as in **sure**

Tricky Words

During this phase, the children will also be exposed to tricky words; words that cannot be sounded out.

he she we me be was my you her they all

Phase 4

The purpose of this phase is to consolidate the sounds already taught. Children are also exposed to adjacent consonants (consonant blends and consonant clusters) and multisyllabic words.

CVCC and CCVC Words

Blends and clusters such as the following are taught:

'nt' as in tent

'st' as in toast

'pl' as in plum

'sp' as in spoon

Tricky Words

During this phase, the children will also be exposed to tricky words; words that cannot be sounded out.

For example:

said so do have like some come were there little one when out what

This means that they learn how to 'read' the sounds in words and how those sounds can be written down. This is essential for reading, but it also helps children learn to spell. We teach the children simple ways of remembering these sounds and letters.

Phase 5 & 6

Typically, phase 5 and 6 are taught in Year One.

These next phases broaden a child's knowledge of graphemes and phonemes for use in reading and spelling. When spelling words, children will now need to choose the appropriate graphemes to represent phonemes.

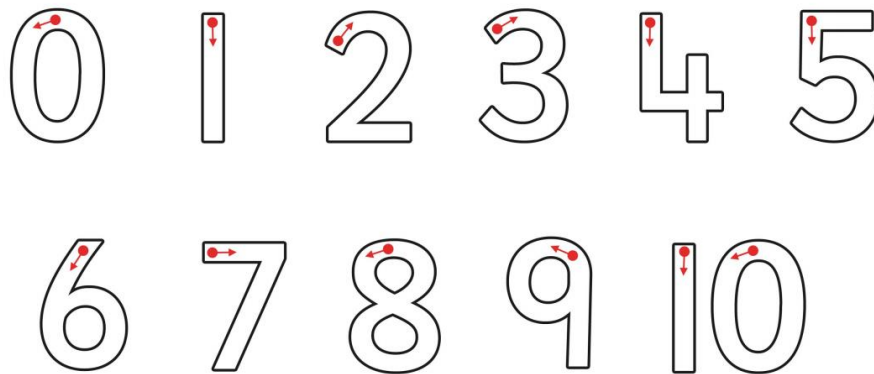
We use rhymes to help up remember how to form letter shapes correctly:-

Rhymes for letter formation - taken from Read Write Inc.

<p>a</p>  <p>Around the apple and down the leaf.</p>	<p>b</p>  <p>Down the laces to the heel and around the toe.</p>	<p>c</p>  <p>Curl around the caterpillar.</p>	<p>d</p>  <p>Around the dinosaurs bottom, up his tall neck & down to his toes.</p>	<p>e</p>  <p>Lift off the top and scoop out the egg.</p>	<p>f</p>  <p>Down the stem and draw the leaves.</p>
<p>g</p>  <p>Around the girls face, down her hair and give her a curl.</p>	<p>h</p>  <p>Down the head, to his hooves and over his back.</p>	<p>i</p>  <p>Down the body and dot for the head.</p>	<p>j</p>  <p>Down his body, curl, dot for his head.</p>	<p>k</p>  <p>Down the kangaroo's body tail and leg.</p>	<p>l</p>  <p>Down the long leg.</p>
<p>m</p>  <p>Down Maisie, mountain, mountain.</p>	<p>n</p>  <p>Down Nobby and over his net.</p>	<p>o</p>  <p>All around the orange.</p>	<p>p</p>  <p>Down the pirates plait and around his face.</p>	<p>qu</p>  <p>Round her head, up past her earring, down her hair, and flick.</p>	<p>r</p>  <p>Down the robots back and curl over his arm.</p>
<p>s</p>  <p>Slither down the snake.</p>	<p>t</p>  <p>Down the tower, across the tower.</p>	<p>u</p>  <p>Down and under, up to the top and draw the puddle.</p>	<p>v</p>  <p>Down a wing, up a wing.</p>	<p>w</p>  <p>Down, up, down, up.</p>	<p>x</p>  <p>Down the arm and leg, repeat the other side.</p>
<p>y</p>  <p>Down a horn, up a horn and under head.</p>	<p>z</p>  <p>Zig-zag-zig.</p>				

Number Formation

We teach the children to form the letters using memorable formation rhymes and to start the letter on the red dot like the numbers below.



Formation Rhymes:

Around and round and round we go, when we get home we have a 0.

Start at the top and down we run, that's the way we make a 1.

Around and back on the railroad track, 2, 2, 2.

Around the tree and around the tree, that's the way we make a 3.

Down and over and down some more, that's the way we make a 4.

Down and around and a flag on high, that's the way we make a 5.

Around to a loop, number 6 rolls a hoop.

Across the sky and down from heaven, that's the way we make a 7.

Make an S and do not wait, when we get home we have an eight.

Make a loop and then a line, that's the way we make a 9

The Catch

The Catch is our before and after school club. Please see our school website for further information or ask at the office.

Getting Ready for School

Starting school is a major step in your child's life and there are certain ways in which you can ease this step and allow your child to approach their new surroundings with confidence. **Derbyshire parents, carers and professionals have identified the 10 keys to unlocking school readiness.** These will help parents and families understand what their children should be able to do by the time they start in a reception class, if they are developing typically for their age. Although we do recognise that there are children for whom these statements are not yet appropriate.

- I can settle happily without my parent or carer.
- I can tell friends and grown-ups what I need.
- I can take turns and share when I am playing.
- I can go to the toilet on my own and wash my hands.
- I can put on my own coat and shoes and feed myself.
- I can tell a grown up if I am happy, sad or cross.
- I know that what I do and say can make others happy or unhappy.
- I am curious and want to learn and play.
- I can stop what I am doing, listen and follow simple instructions.
- I enjoy sharing books with grown-ups.

Further information and advice may be found on the Derbyshire County Council website: -

<https://www.derbyshire.gov.uk/education/early-years-childcare/ready-for-school/ready-for-school-in-derbyshire.aspx>



We look forward to working in partnership with you to ensure the very best care and education for your child.

We hope that this booklet has been helpful. If you do have any questions or concerns please contact a member of staff. We are always happy to help.