

Reception Parent Information Pack 2023-2024



Dear new Reception parents,

We are very much looking forward to your child starting at WPA in September and are currently working hard behind the scenes getting everything in place to make it a happy, safe and exciting start to their school journey.

Firstly, we want to thank you for choosing our school and starting this journey with us. We recognise that you are investing in us, and we want to invest in you too.

We are dedicated to supporting you and your child as they transition into school – be it for the first time in a setting - or whether your child has been in other settings such as a nursery or preschool before, we will endeavour to make this experience wholly positive. We recognise that starting school, or starting in a new school, can be an anxious time for parents as well as children. Please remember, we are all here for each other.

We understand that you may have an array of feelings and emotions linked to your child starting school and we are here to support you all through this transition. Reception is the time when children gain true independence and become fully formed little people. School is very different to Nursery and things may seem strange at first; please check all communication regularly to ensure you are fully updated and informed. Our school applies a fuss-free, straight forward approach to all to ensure minimal disruption and maximum learning and fun each day. We ask that you support us in this when dropping off children and ensure they line up and come in independently to start the day well. See Appendix 1 for our School Readiness roadmap.

Welcoming you

During the summer term, we will send you our Reception Introduction videos. These allow your children to see our Reception team showing you around the classroom and talking to you about what to expect. Your child will be allocated a specific class i.e. Mrs Robinson or Miss Blaney after we have had a chance to get to know them on the transition days, although they will spend time across the phase and with all members of the Reception team. There will also be a parents' welcome meeting so you can get to know our school, our Reception team and each other.



Mrs Robinson
(EYFS Assistant Principal and Reception teacher)



Miss Blaney (Reception teacher)

Both Mrs Robinson and Miss Blaney are fantastic teachers, and they cannot wait to welcome you and your children to WPA. In Reception, we will also have a third teacher, Mrs Jackson who will be working across Reception and Nursery as well as running our forest school sessions across the school. We also have a super TA, Miss Robins working in Reception as well who will further support pupils.

Transition day

As you are aware, your child will be joining us for transition during our moving up morning on **July 7th 2023**. Your child will join us at 9:00am and be picked up at 12:00pm. From September 4th, all pick-ups and drop offs will take place at the rear entrance of the school on the playground, but so as not to overwhelm them with all the other children on their taster morning, we will be allowing entry through the EYFS Nursery entrance at the front. Please arrive at the front of the school and line up along the black fence to the left of the main entrance (where Nursery currently line up). If your child is enrolled full time in our Nursery, you can drop them off in Nursery as normal (or wait until 9 and line up) and we will collect and return to Nursery when they have finished with their Reception slot.

If parents wish to have a tour of the school just after 9:00am, please stay by the main entrance and Mrs Basilone will show you around once the Reception children have settled.

New Reception parents meeting

Our Reception team would love to meet you all and ensure parents have time to meet and connect too. Therefore, we will be holding a Reception parents meeting on Wednesday 12th July at 4pm. Unfortunately, we will not be able to accommodate children at this meeting so please ensure it is adults only attending. If you are able to attend, please register your interest asap via this Google Form so we know who is attending: <https://forms.office.com/e/U6cDQi8jDM>

You can park in any of the car parks on site (see below) as well as the public square. Please come to the main office and wait outside for a member of staff to collect you.

Starting school in September 2023

All children get dropped off and picked up from the playground – **not from the main Office entrance** as this is for visitors only.

Please drop off and pick up your Reception child at the back of the school. There are several car parks etc you can use. Please see full information within this document.

We will allocate pupils A and B for the first few days so we can meet them in small groups. This does not represent their class and will only be in action for the settling in sessions. **We will let know whether your child is A or B in the Parents' Reception meeting and if you are unable to attend, we will email this to you (along with your child's PE sports T-shirt house colour).**

After this, we will inform you of your child's class and they will then all start with us full time from Wednesday 6th September.

Monday 4 th September	Term begins for all Full day for Years 1, 2, 3, 4 and 5 ½ day (morning) for Reception pupils in Group A - 8:40am – 11:40am ½ day (afternoon) for Reception pupils in Group B– 12:30pm – 3:30pm
Tuesday 5 th September	Term begins for all Full day for Years 1, 2, 3, 4 and 5

	<p>½ day (morning) for Reception pupils in Group B - 8:40am – 11:40am</p> <p>½ day (afternoon) for Reception pupils in Group A– 12:30pm – 3:30pm</p>
Wednesday 6 th September onwards	<p>All children in school full time</p> <p>Reception children full days from now on 8:40 – 3:30</p> <p>Reception parents can also book wraparound care and clubs from this date.</p>

On the Monday and Tuesday, please walk around to the back of the school to drop off and pick up. On these days, your child will do a half day (see above). Morning sessions run from 8:40am – 11:40am and afternoon sessions run from 12:30 – 3:30pm

Your child's first full day at school is on **Wednesday 6th September 2023**: Gates open in the morning at 8:37 and are locked by 8:43. All pupils must be in class by 8:40am. The school day finishes at 3.30pm; gates open at 3:25pm.

Parent Communication

Effective communication is key in our school community. Please ensure that we have all of your information on file so that we can contact you (ensure school admissions forms have been sent to the office).

Our school MIS (which holds all pupils details, contacts, address, contact details etc) is Arbor. Parents will be able to then log on and edit their child's information and their information. Parents are not able to update emergency or other parent contacts so an email would need to be sent to the office if these details change

You will need to login to the Parent Portal on Arbor. Once you are logged into the parent portal you will be able to add your child's details, your details and much more. Over the next couple of days you will receive a welcome email from Arbor with a link and instructions on how to set up your account.

We will also be using SchoolApp and emails to send out communications (which we will provide further information of once you start.

Please go to <https://www.wantageprimaryacademy.org.uk/school-communications/> to access the Parent guide to Arbor and how this works.

Our main means of communication is via email and through Arbor emails. Please check your junk folder to ensure our new school email addresses are not blocked office@wantageprimaryacademy.org. We ask that parents check their emails regularly and inform us if any information changes. Our newsletter goes out each Friday and is filled with lots of exciting news from the week and upcoming events etc; this is emailed out and placed on our website each week.

Newsletter – please ensure you read our weekly newsletter to keep informed. This goes out every Friday. Please check out our Facebook page too: <https://www.facebook.com/gemswpa>

Please visit the following links for all the latest news:

<https://www.wantageprimaryacademy.org.uk/stream/newsletters/full/1/-/>

<https://www.wantageprimaryacademy.org.uk/school-communications/>

Evidence Me – Learning Journals

In our Nursery class and Reception classes, we use a system which will allow us to share what your child is doing in school and set tasks via observations. The 'Parent Share' feature in Evidence Me enables you to view reports (complete with photos) via the app or web suite, showing you what your child has been learning and the new skills they are developing. We think these reports will really brighten up your day!

You can send us your comments and feedback by simply adding them to the reports. This will help our staff to support your child even more effectively in the classroom. You can also take an active role in contributing to your child's observation portfolio by uploading your own observations, simply add these to the app or web suite.

You will receive an email from support@2eskimos.com at the end of this term asking you to confirm that you would like to participate. Do make sure you check your spam/junk inbox as sometimes emails can get lost in there. Participation is optional, but we really recommend getting involved. If you have any questions or need any additional information, please contact the school directly. We look forward to supporting you and your child and are always striving to provide the highest standard of education possible.

Uniform

We expect all children to be proudly wearing our school uniform. **Please make sure that all uniform is clearly named and labelled.** The jumpers and cardigans are not the same as in Nursery and Nursery sweatshirts and uniform **must not** be worn in school.

Please ensure that your child has the following:

- School white polo shirt (with or without logo) or plain white shirt
- *School purple knitted jumper or cardigan (with logo), not sweatshirt*
- Navy skirt, pinafore dress, trousers or shorts
- Navy or white socks or tights
- Purple gingham summer dress (only for Summer term and beginning of Autumn up to October half term holidays)
- Black school shoes (no sandals, no heels, no crocs, no toe-less shoes)
- Navy or white socks

PE:

- Dark trainers or plimsolls for PE
- House coloured T-shirt (red, blue, yellow, green). You will be informed of your child's house in an email from the office.
- Black/ Navy PE shorts
- NO jewellery of any sort.

General

- Waterproof jacket, trousers and wellies that can stay in school



Long hair **must** be tied up every day. Small blue, purple or black hair accessories may be used - nothing ostentatious or distracting. **Please provide a spare clothes bag with: change of underwear, socks/tights and trousers/ skirt (just in case!)**

Children must **not** wear colourful headbands (school colours only) and if they wear earrings (on non-PE days), they must wear studs only. Hoops or larger earrings are not permitted due to safety.

All uniform is available from PMG School Wear. You are able to order in store or online. PMG Schoolwear Faringdon, 8 Regal Way, Faringdon, SN7 7BX or <https://www.pmgsschoolwear.co.uk/>. All children will also need a book bag and warm coat for those colder days. You may also be able to purchase school coats; these are optional. **PLEASE ENSURE EVERYTHING IS LABELLED!**

Our curriculum

There is an array of activities the children will carry out during the day – some formal, whole class sessions and follow up tasks, some group work, some 1:1 activities and some more free flow play activities

A typical school day

Every day is different and filled with all sorts of learning possibilities – there is not really a typical school day. This is just to give you a flavour of what might be going on in school...

Full timetables can be found on the school website. Visit:

<https://www.wantageprimaryacademy.org.uk/timetables-what-do-our-children-do-each-week/> for more information.

8:40am	Doors open and children are welcomed by their class teacher. Children enter classroom on their own and independently hang up their own things and have registration, going through visual timetable and name writing
8:50am	Phonics lesson
9:20am	English session, independent and guided tasks
9:50am	Free flow play/ small group work
10:15am	Snack time – milk, water and fruit and playtime
10:40am	Maths lesson, independent and guided Maths tasks
11:15am	Continuous provision
11:50am	Assembly (on some days)
12:15pm	Lunch – play will be on the playground and field area (weather dependent). All school lunches provided.
1:10pm	Registration
1:30pm	Topic/ art/ languages/ Science and follow up tasks

- 2:00pm Free flow play with continued learning opportunities, reading, small group work and directed activities continued from above.
- 3:05pm Story time and afternoon snack.
- 3:25- 3:30pm Parents collect children from the playground line.

School dinners

Edwards and Ward provide hot school meals to our pupils from Reception upwards every day. These are cooked on site by our wonderful catering manager, Laura. There is a wide choice so even the fussiest child should be happy! Parents are always amazed what children will try when they eating with their classmates. We encourage Reception parents to practise cutlery skills with their children, but they will of course be supported with this in school.

School lunches are prepared to very strict guidelines to ensure that they meet nutritional standards. If your child has any identified diagnosed allergies and so requires a special diet please let the school know and we will send you the relevant documentation to send to Edwards and Ward.

All children in Reception, Year 1 and Year 2 are entitled to a free school meal each day. Lunch menus will be sent out a term in advance so parents and children can make choices and then send these into the office. Parents of children from Year 3 upwards can purchase meals. Most children currently order a daily hot lunch and this is strongly encouraged.

Packed lunches

If children do bring a packed lunch, as a healthy school we insist that children bring in healthy packed lunches. Fizzy drinks, chocolate, crisps and cakes should therefore not be included. Eating a healthy lunch. The key to a healthy lunchbox is to include a balance of appropriate foods from the four main food groups -

1. Breads and cereals
2. Fruit and vegetables
3. Meat and alternatives
4. Milk and dairy products

Foods in the fifth food group, containing fat and sugar, should be eaten in moderation. A packed lunch should provide a range of important nutrients for children. Including a wide variety of foods in a lunchbox will provide this range of nutrients and prevent children becoming bored with the same foods. For ideas for healthy packed lunches try these links:

[British Nutrition Foundation](#)

<https://www.nhs.uk/change4life/recipes/healthier-lunchboxes>

Snack and water bottles

All our children in Reception, Years 1 and 2 also receive a free piece of fruit or vegetable every day through the School Fruit and Vegetables Scheme (SFVS). The fruit and vegetables are delivered to schools three times a week to ensure freshness but this can be delayed at the start of each new term. Depending on the season, there is usually a choice of: bananas, apples, pears, carrots, tomatoes, satsumas etc.

Children are encouraged to also bring their own additional snack (especially with the start of term delays to delivery) which should contain healthier items and no sugary cakes, chocolate, sweets or crisps. Below are acceptable snacks:

- Fruit and vegetables (please cut up and peel whole large items e.g. apples and satsumas)
- Brown bread, bread/roll and butter (or a spread)
- Corn and rice cakes
- Pitta bread
- Raisins
- Cheese

Please ensure that the children have a **labelled** water bottle in school daily. This must be taken home and washed daily too.

The school is purpose built to very high standards and will eventually house 420 pupils plus the nursery class. The school offers:

- Vast grounds- incorporating large school playing field, wild areas, outdoor classroom, MUGA (multi use games area) and multiple playground areas
- A large school hall
- A dance studio
- Wifi throughout the building
- Interactive white boards in each classroom
- Sound system and lighting for productions in the hall
- A purpose-built kitchen
- Large, light classrooms which are well resourced
- A library
- Arts area
- Group/ intervention spaces
- Food technology room
- Computing facilities – Chromebooks and tablets



PE –

Pupils in Reception and Year 1 will wear PE kit to school on a Friday. Pupils in Years 2, 3, 4 and 5 will bring their PE kit to school at the start of each half term and take home each half term (unless particularly dirty). They will get changed in school and must wear full school uniform to school each day. PE kit, including trainers, must be in school on PE days in a named bag.

Day	Which Class has PE?
Wednesday	Year 3 – PE kit to be brought to school
Thursday	Year 4 – PE kit to be brought to school Year 5 – PE kit to be brought to school
Friday	Year 2 – PE kit to be brought to school Year 1 – Wear PE kit to school Reception – Wear PE kit to school



Term dates – please check the **website** and **newsletters** regularly for updates. The newsletter will also tell you about our enrichment offer.

Sep-23						
Mon	4	11	18	25		
Tue	5	12	19	26		
Wed	6	13	20	27		
Thu	7	14	21	28		
Fri	1	8	15	22	29	
Sat	2	9	16	23	30	
Sun	3	10	17	24		

Oct 23						
Mon		2	9	16	23	30
Tue	3	10	17	24	31	
Wed	4	11	18	25		
Thu	5	12	19	26		
Fri	6	13	20	27		
Sat	7	14	21	28		
Sun	1	8	15	22	29	

Nov-23						
Mon		6	13	20	27	
Tue		7	14	21	28	
Wed	1	10	15	22	29	
Thu	2	11	16	23	30	
Fri	3	12	17	24		
Sat	4	13	18	25		
Sun	5	14	19	26		

Dec-23						
Mon		4	11	18	25	
Tue		5	12	19	26	
Wed		6	13	20	27	
Thu		7	14	21	28	
Fri	1	8	15	22	29	
Sat	2	9	16	23	30	
Sun	3	10	17	24	31	

Jan-24						
Mon	1	8	15	22	29	
Tue	2	9	16	23	30	
Wed	3	10	17	24	31	
Thu	4	11	18	25		
Fri	5	12	19	26		
Sat	6	13	20	27		
Sun	7	14	21	28		

Feb-24						
Mon		5	12	19	26	
Tue		6	13	20	27	
Wed		7	14	21	28	
Thu	1	8	15	22	29	
Fri	2	9	16	23		
Sat	3	10	17	24		
Sun	4	11	18	25		

Mar-24						
Mon		4	11	18	25	
Tue		5	12	19	26	
Wed		6	13	20	27	
Thu		7	14	21	28	
Fri	1	8	15	22	29	
Sat	2	9	16	23	30	
Sun	3	10	17	24	31	

Apr-24						
Mon	1	8	15	22	29	
Tue	2	9	16	23	30	
Wed	3	10	17	24		
Thu	4	11	18	25		
Fri	5	12	19	26		
Sat	6	13	20	27		
Sun	7	14	21	28		

May-24						
Mon		6	13	20	27	
Tue		7	14	21	28	
Wed	1	8	15	22	29	
Thu	2	9	16	23	30	
Fri	3	10	17	24	31	
Sat	4	11	18	25		
Sun	5	12	19	26		

Jun-24						
Mon		3	10	17	24	
Tue		4	11	18	25	
Wed		5	12	19	26	
Thu		6	13	20	27	
Fri		7	14	21	28	
Sat	1	8	15	22	29	
Sun	2	9	16	23	30	

Jul-24						
Mon	1	8	15	22	29	
Tue	2	9	16	23	30	
Wed	3	10	17	24	31	
Thu	4	11	18	25		
Fri	5	12	19	26		
Sat	6	13	20	27		
Sun	7	14	21	28		

Aug-24						
Mon		5	12	19	26	
Tue		6	13	20	27	
Wed		7	14	21	28	
Thu	1	8	15	22	29	
Fri	2	9	16	23	30	
Sat	3	10	17	24	31	
Sun	4	11	18	25		

These are the main core dates that would be useful for you to note down. There are plenty of other dates to come. We will be in regular communication with you so that you don't miss out. Be prepared for a packed diary!

Illness - What do I do if my child is poorly?

Please contact school via the absence line 01235 634980 to report your child's absence, giving your child's name, class teacher and reason for absence. You may also wish to follow this up with an email to office@wantageprimaryacademy.org. If your child has a sickness bug, we do not expect them to return to school for 48 hours but most other illnesses will be short term and children should return to

school promptly where possible. **Please ensure you inform us promptly and phone/ email for each day of absence so we know where each child is.**

If your child suffers from an ongoing condition such as asthma or eczema, then we will complete a medical care plan with you to allow us to administer medication as and when required. Please remember it is vital that you keep us informed of any changes to your child's health.

If your child requires first aid during the school day, basic first aid will be administered e.g. plasters, ice pack etc and a first aid note will be sent home. If your child bumps their head during the day, we will phone you to let you know and then monitor the children throughout the day.

Behaviour: How will my child be expected to behave?

Children in all classes are expected to listen carefully and do as they are asked, to share and take turns, to take care of school property and the property of others, to help tidy away, to be kind to other people and to always say please and thank you. We believe in the Foundation Stage that it is very important to work together and encourage good behaviour in a positive way, and we always celebrate good behaviour with praise and encouragement. We require parental support to carry this on at home and support decisions made in school, reinforcing this at home.

Reading and homework

From the end of the children's **first week** they will be sent home with a reading book and reading record. This will start off with picture books and move through the phonics stages of different sounds the children are learning. Please read with them daily, discuss the story and ask them questions about the book. We look forward to working in partnership with parents and reading your comments so we can gain a full picture of each child. Please ensure you send your child's reading book in their book bag daily so we can read with them in school. We will change reading books once a week.

We ask that parents read for at least 5 minutes each day with their child.

At WPA, all homework is accessed via Google Classroom. This will usually include an explanation of the task and a video from the class teacher to demonstrate and support. All children are expected

Our office manager will send you your child's login in September so that you can access each week's homework. When you join for the first time, you need to join the Reception homework class. Please send handwritten/ physical work in (where appropriate) and upload photos, tasks and completed homework to Google Classroom each week. Homework will be sent out on a Wednesday and needs to be returned to school by Monday for feedback and next steps. You can either upload this to Google classroom with a comment on how your child got on (this can be a photo of the work produced) or a physical copy. The weekly homework tasks usually include: English/ phonics and Maths; there will also be varied creative tasks throughout the year too. Homework is always based on what we are doing in class so parents know what we are doing each week. It is important that all children carry out the homework each week so that children are supported both at home and school to achieve their potential (see Google classroom guide).

Phonics

In Nursery, Reception and Year 1, phonics is taught daily to all children using our phonics scheme called 'Supersonic Phonic Friends'. <https://www.supersonicphonicfriends.co.uk/> This is a very fun, thorough and rigorous, consistent programme which teaches the children the skills they need to read. All children will be working alongside peers with a similar secure phonic knowledge. Children will continue to carry out daily phonics sessions, each day learning a new sound (with Friday being a consolidation day).

They will also learn tricky words each week. These words cannot be sounded out and must be read and practised regularly. These are taught in our daily sessions too!

Why learning to read is so important

- Reading is essential for all subject areas and improves life chances.
- Positive attitudes to reading and choosing to read have academic, social and emotional benefits for children.

How children learn to read

- Phonics is the key route to decoding.
- Learning to say the phonic sounds.
- By blending phonic sounds to read words.
- Increasing the child's fluency in reading sounds, words and books.

Reading fully decodable books

- Children must read books consistent with their phonic knowledge.
- It is essential not to rely on other strategies to work out words (including guessing words, deducing meaning from pictures, grammar, context clues or whole word recognition).
- Books **must** be fully decodable and follow the SSPF scheme
- Children need to read books in a progressive sequence until they can decode unfamiliar words confidently.

Weekly phonics newsletters will now go home via Google Classroom each week to parents of children in Reception and Year 1 so parents know the phonics sounds we are learning each week and can further support at home. There are also training videos available for the sounds which we will send you.

If your child is reading with little help, please don't worry that it's too easy – your child needs to develop fluency and confidence in reading. Listen to them read the book. Remember to give them lots of praise – celebrate their success! If they can't read a word, sound it out with them and then read it to them if they are still unsure. After they have finished, talk about the book together and write in their reading diary.

SAFEGUARDING: What is this?

The school is committed to safeguarding the safety and welfare of all its pupils. The school's safeguarding policy details the steps that will be taken if concerns arise about the safety or welfare of a child. If any parent, carer or teacher has concerns about the welfare of the pupils, these should be

addressed to the Designated Safeguarding Leads (DSL). Further information can be found in our safeguarding and child protection policies, which are available on our website.

Important information

- Breakfast Club opens at 7:40am. Prior to this the team are prepping for the day so will not be able to admit children any earlier. You must book this in advance and drop off is at the front of the school.
- After School Clubs from September will be managed by TA Sports stars. This will include wraparound care and daily sports clubs; please note that any messages left on the school answerphone regarding changes in or delayed collection will not get to the After School Team so please ensure that these are directed directly to TASS. Please also ensure that, while the after school team are getting to know children and their grown-ups, you have made a note of the collection password you submitted when booking. A member of the school team who can identify you may not always be available.
- Drop off and collections are always a busy time, as such we ask that any complex questions or updates that you have regarding your child are not addressed to staff at this time. Please always email the school Office to ensure your enquiry can be sent to the right person and managed effectively. Short comments and questions can be shared to staff on the doors or you can ask Mrs Basilone who is always on the playground.

Parking and coming into school







- Please do not park in front of the school during morning drop off and afternoon pick up– this poses a health and safety risk as our Nursery children enter and exit the school the school here and a number of families arrive on foot. You may park here if dropping off at breakfast club or picking up from After School Club but please park in the side visitor car park for these where possible.
- We have a designated car park – as you look at the school this is to the left-hand side of the building - the entrance is past the staff car park and you can access the main playground from here just before 8:40am and just before 3:30pm.
- We have disabled parking bays to the right of the school (and a few additional bays) in the visitor car park. For those arriving on foot or by bike, you can enter via the side pedestrian gate that is accessible through this carpark. This gate will be opened just before 8:40am.
- Parents can also park in the public square car park which is 50 yards from the school.



	Entrance to Parent Parking
	Parent Parking
	Community Square Carpark
	Disabled Parking
	Entrance to School
	No Parking Permitted



Pedestrian access and visitor/ disabled car park

	Entrance to Parent Parking
	Parent Parking
	Current Nursery Parent Parking
	Entrance to school
	2 disabled Parking bays and 3 visitor parking bays
	No Parking Permitted

Entry and exit into school

- Nursery will continue to enter and exit via the Nursery entrance at the front of the school. Nursery parents will continue to line up with your child by the black fence and then the Nursery team will come and greet you and admit the children. You can also use the large parent car park or other car parking areas.
- Reception, KS1 and KS2 can access the parent car park to the left of the school (further on from the staff car park). You can then enter the school via the top gate where the children will line up in the playground. School gates will open just before 8:40am and will close at 8:45am. They will open again at 3:25pm and will close just after 3:30pm. Please make sure that you arrive on time to drop off or pick up your child.
- The small car park to the right of the school contains 2 disabled bays and 3 visitor parking bays will remain open each day and the side gate will be opened daily just before 8:40 and locked at 8:45. They will open again at 3:25pm and will close just after 3:30pm. Parents who use this car park can then access the playground via this gate and do not need to walk around the whole school building to gain access. **Please DO NOT park in the disabled bays unless you are registered disabled (blue badge holder).** Please be on time for school as learning starts the moment the children enter and lateness can really affect children's wellbeing and understanding.
- The gate through the small car park to the right of the school containing disabled parking and 3 visitor bays is also available to those parents walking to school or using the local bus service.
- If you have a child in different year groups, please drop off the eldest child first and then move to the other class line.
- If you have a child in Nursery (full time or mornings) and a child in the main school, you need to drop off your school-age child first. Please then use the side access gate (by the disabled car park) to walk around to the front of the school to access nursery. Nursery gates will open just after 8:40 and will remain open longer to ensure all children are in safely.

FAQs for Reception parents

1. 'What skills does my child need before starting school?'

Work on practical skills such as being able to identify own clothing, being able to get changed for PE independently, recognise their name on their coat peg and wipe themselves after toileting, being able to read and write their own name, being able to speak clearly and ask for help if/ when they need it, be able to communicate and share with others.

3 ways to practise oral blending



2. 'What equipment does my child need?'

A water bottle, PE kit and wellies for outdoor play are all important. Book bags will also be needed as children will bring home a reading book, achievements and some paper-based correspondence. A small rucksack is also useful to carry their snack, water bottle etc.

3. 'What if my child has trouble settling in?'

Many children struggle to settle in at school at first, but our EYFS staff have a wealth of experience in helping them adapt. They will provide you with strategies to support in the summer term, ready for September.

4. 'What uniform do they need?'

Full school uniform details can be found on our website (and above) and we are waiting for full details from our supplier to let you know where and how to buy. Velcro shoes are encouraged. Please ensure they are in a knitted jumper or cardigan – not the nursery sweatshirts.

5. 'How do I tell you who'll be collecting my child from school?'

In the interests of safety, we will ask you to inform us about who will usually pick your child up at the end of the day. This will be ready before September in your welcome pack.

6. 'What happens at lunchtimes?'

All Reception and Key Stage 1 children are entitled to a free school lunch. We are currently setting up an agreement with Edwards and Ward who will cater our hot school lunches. Menus will then be available in advance. If you're sending your child with a packed lunch, nuts, chocolate, fizzy drinks are not allowed.

7. 'When will my child have PE?'

Your child's PE kit needs to be at school every day but Reception's official PE day is Friday. Please ensure children are not wearing any jewellery on this day.

8. 'What if my child still has accidents?'

Many Reception children are less than reliable at using the toilet, and even children who've been toilet trained for years can slip up. Staff will be used to dealing with accidents, but it might put your mind at rest to keep a bag of spare clothes at school. When dealing with accidents, staff will follow the procedures outlined in our intimate care policy. It is also normal for children to fall over and they will be dealt with in accordance with our

First Aid policy – an accident slip will be sent home in the child’s bag. If children bump their head, parents/ carers will be informed via a phone call

9. ‘How can I support my child’s learning?’

We will update you regularly with the sort of things you can be doing at home to supplement what we’re doing in the classroom. We encourage all parents to read with the children daily and carry out the homework

11. ‘When are reading books sent home and changed?’

Reception children will bring a book home from their first week. This will begin with a picture book and then progress to books with words and sentences, linked to their phonic phases. for how to help at home.

13. ‘Can we take our child out of school for a holiday?’

Schools are not permitted to authorise term-time holidays, and parents may be fined for taking their children out of school once children reach compulsory school age.

14. ‘How do I contact someone if I have a question or worry?’

We all need to speak to the teacher every now and then. Small queries may be dealt with by having a quick word in the playground or writing a note in your child’s reading diary, while for bigger concerns, you may need to email them or ask the office to arrange a meeting.

On Entry Reception Pupil Assessment – to be completed by parents

We hope that you will take this opportunity to contribute to our understanding of your child and their baseline assessment by ticking the most appropriate column and return it to us before your child starts school. **Please fill in this assessment and return it to us on 8th July when your child comes in for transition. If you cannot print it, please fill it in and email to the school office. A word version has been attached.**

Child’s name: _____	Not yet	Sometimes	Always
I can play in a group with my friends			
I can make up ideas for things to do and games to play			
I can take turns when I am playing with toys with my friends			
I talk to and make friends with other children and grown-ups I know			
I can tell you what I know about things I like to play with or things that I like to do			
I ask grown-ups and my friends questions to find out more about things I like			
I can ask grown-ups for help when I need it			
I can tell my friends and grown-ups what I need, what I want, what I like to do and if I like or don’t like something			
I can talk in a group when I am with my friends and grown-ups that I know			
I know that sometimes I can’t do things I want to do, like running around in the supermarket or jumping up and down on your friend’s sofa			
I know that if I take my friend’s toy or shout at them they might get upset or cross			
When I make my friend upset or cross I might get upset too or I might try to give them a hug			
When things change that I wasn’t expecting to happen I don’t get worried or upset			
I can run around, stopping, changing direction and slowing down so that I don’t bump into things			
I can push, pat, throw, catch or kick things like a large ball, a balloon or piece of fabric			
I can catch a large ball when you throw it to me			
I can use different things like scissors, paintbrushes, pens, hammers or bricks to make the things I want			
I can put on my coat. I can pull my own trousers up too			
I can go to the toilet by myself and I know I need to go			

I listen to the stories you tell me and I talk about them later			
When I am singing rhymes or songs or sharing a story with a grown-up, I am able to listen really carefully to what is happening			
When we are playing and you ask me to "put teddy under the blanket" or "put the car on top of the garage", I know what you mean and I can do it by myself			
I can listen to what you tell me you want me to do and then I can do it			
I can tell you about something that happened yesterday, like "remember when we went to the park and had a green apple and came home"			
I can use lots of words to tell you about something that I have made or something that I have done			
I like singing nursery rhymes and songs			
I like to share different books like comics, stories, rhymes, poems, facts, books and magazines with you			
I can recognise my own name and words that are special to me, like "mummy" and my favourite shops and foods			
I can say each of the sounds in a short word like "cat". When you say each of the sounds like "c-a-t" I can put the sounds together and tell you the word			
When you write my name, I can copy some of the letters by myself on my piece of paper			
I can tell you what the marks, shapes, letters and pictures that I make mean			
I can say the numbers in order from 1 to 10			
I can recognise the numbers 1 to 5			
I use my fingers, pictures or marks to show you how many things there are e.g there are 6 cars (holding up 6 fingers)			
I can count the number of things on a page in a book or on a birthday card			
I see shapes when we are outdoors, like square windows and triangle and circle shapes in road signs			
I can use things to make patterns, like buttons and bricks			
I can use words like "under" and "next to" to describe where things are			
I can tell you what is happening tomorrow or what happened yesterday. I can tell you what day today is			
I can talk about people and times that are special to me and my family and friends, like "remember the party when we had fireworks and big bangs"			
I like to join in with routines, like going shopping, and times that are special to me and my family like birthdays			
I can talk about home and the places that I know like the park, the shops and the library			
I ask questions about the animals and trees I see			
I can talk about how things, like flowers or buildings look the same or look different			
I like toys with knobs and touch screens and real objects like cameras or mobile phones			
I have favourite songs and dances and can tell you which one I want when you ask me.			
I make lines and piles of blocks, joining the pieces together to make things like houses and car parks			
I can use building toys, like bricks and boxes to make the thing I want to make.			
I use ordinary things and pretend they are something else, like a spoon is a fire hose and my bricks are fish fingers and chips			
I can dress up or use toy people or cars to pretend to be other people, places or things that have happened, like a party or a wedding			

We cannot wait to meet you all.

Kind regards,

Ms Perring and Team WPA!



Task to be completed by your child:

Please draw us a picture of yourself. You can also add in you family and home if you'd like too. Please write your name on it and label the things in your picture. You may need a parent to help you. If you can, write something about yourself that you would like your new teacher to know.

Appendix 1 – Road to Schools – What does it mean to be school ready?

Child	Parent
<p>Eating</p> <p>I can use a knife and fork.</p> <p>I can open my packed lunch on my own</p> <p>I am confident at opening wrappers and packaging</p>	<p>Encourage independence at mealtimes when eating by encouraging children to feed themselves. (When using cutlery use real adult size rather than plastic child size alternatives)</p> <p>Encourage children to help open food packaging as a daily part of routine at food preparation, meal and snack times.</p>
<p>Self-Care</p> <p>I know when to wash my hands</p> <p>I can wipe my nose</p> <p>I can ask for help when I don't feel well</p>	<p>Continue to encourage hand washing and hygiene practices throughout the day and talk about why we wash our hands.</p> <p>Model hand washing and nose wiping for children to support with their understanding where appropriate.</p>
<p>Getting dressed and undressed on my own</p> <p>I can button and unbutton my shirt and use a zip</p> <p>I can put my own shoes and socks on</p> <p>I can change into my PE kit and put my coat on</p>	<p>Support children to dress and undress independently by initially providing lots of help to make it a positive experience.</p> <p>Provide slip on or Velcro shoes as these are easier to put on independently.</p> <p>Allow extra time for practising at home for it become a familiar part of a daily routine.</p>
<p>Independence</p> <p>I am happy to be away from my mummy, daddy or main carer</p> <p>I am happy to tidy my belongings and look after my things</p> <p>I am feeling confident about starting school</p> <p>I can make my own choices</p>	<p>Provide opportunities for your child to be away from you for short periods of time by visiting other relatives or friends you feel confident to leave your child with. Always tell your child when you are leaving at that you will be back. This can be helped by talking through what they will be doing whilst you are away to help their understanding of when you will be back.</p> <p>Encourage your child to care for their own possessions and toys by having a place where objects and belongings live for your child to consistently take and return items and belonging to.</p> <p>Talk about starting school with your child. Contact your new school, find out the routines of the day and take opportunities provided to arrange a visit to look around the school and meet the staff.</p>
<p>Routines</p> <p>I have practiced putting on my uniform and getting ready to leave on time</p> <p>I have a good bedtime routine so I'm not feeling tired for school</p> <p>I'm learning to eat at times I will on school days</p>	<p>Provide opportunities to try on uniform prior starting school. It may help to introduce some clothes at home which have fastenings like the school uniform. Practice the school journey together prior to starting school so the journey becomes familiar.</p> <p>Provide a consistent routine at bedtime to provide consistency. For example, bath time, setting out clothes for next day and bedtime is predictable on every weekday in preparation for school.</p> <p>Consider providing a mid-morning snack and lunch at a similar time to those of the school. Find out what the lunch time routine will be to help prepare your child.</p>
<p>Going to the toilet</p> <p>I can go to the toilet on my own, wipe myself and</p>	<p>Encourage your child to use the toilet independently. It would be good practice when visiting the school to request your child is shown</p>





<p>flush</p> <p>I can wash and dry my hands without any help</p>	<p>the bathroom area.</p> <p>Encourage and talk about hygiene and why we wash our hands to support children in consistently building this into their routine. If they forget, provide a gentle reminder to support their thinking. For example, "What might happen if our hands are dirty?"</p>
<p>Counting skills</p> <p>I enjoy practicing counting objects</p> <p>I like saying number rhymes and playing counting games</p>	<p>In every day experiences provide opportunities for children to notice and count objects around them. Eg the number of plates on the table, how many stairs as they are climbing them. Use mathematical language in everyday situations. Eg talk about the size and shape of buildings when on a local walk. Point out different patterns you see, count the number of blue cars.</p>
<p>Interest in the world and new activities</p> <p>I enjoy learning about the world around me</p> <p>I am interested in exploring new activities or environments</p> <p>I like asking questions</p>	<p>Provide stories that help children to make sense of different environments.</p> <p>Provide opportunities to observe things closely through a variety of means, including magnifiers and photographs.</p> <p>Provide play maps and small world equipment for children to create their own environments.</p>
<p>Sharing and turn taking</p> <p>I can share and take turns</p> <p>I like playing games with others</p> <p>I like interacting with other children</p>	<p>Provide opportunities for sharing and turn taking to support your child in understanding they sometimes need to wait for things. Play games with them where you need to share resources.</p>
<p>Speaking and literacy</p> <p>I like to read stories and look at picture books</p> <p>I can talk about myself my needs and my feelings</p> <p>I am practising recognising my name when its written down</p> <p>I can construct complex sentences to join ideas within a sentence</p> <p>I can respond to appropriate questions</p> <p>I can take turns in conversations</p>	<p>Provide a range of books and stories including from different cultures</p> <p>Give thinking time for children to decide what they want to say</p> <p>Help children to build their vocabulary by extending their previous experiences</p> <p>Help children expand on what they say, introducing and reinforcing the use of more complex sentences</p>
<p>Listening and understanding</p> <p>I can sit and listen for a short while</p> <p>I can follow instructions</p> <p>I understand the need to follow rules</p>	<p>Encourage short periods of uninterrupted time for sitting together to share everyday experiences. Include recalling what has happened in the day, retelling a favourite story or playing a turn taking game.</p> <p>Provided daily opportunities for following simple instructions, you could support this with actions to help understanding. Build up the number of instructions as understanding and attention increases. Eg "Please go and get your coat and shoes and put them on."</p> <p>Include your children in setting 'rules to support them in their understanding and ownership of expectations. Eg we go to bed at 6.30pm and have a story because we need to go to sleep at 7pm.</p>
<p>Writing skills</p> <p>I like tracing patterns and colouring in</p> <p>I enjoy making marks</p> <p>I am holding a pencil correctly</p>	<p>Encourage children to create their own mark-making on a large and small scale using all types of writing implements.</p> <p>Encourage children to talk about the marks they have created.</p> <p>Provide opportunities to write / mark-make eg shopping lists, notes to friends and family members, letters to post, labels for models</p>

made, writing about something they have made or drawn.

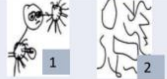

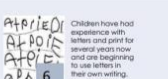

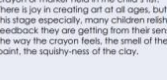
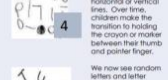
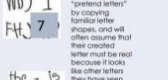
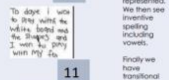
Provide opportunities where your children can also see you writing for a purpose. This will support their understanding of the different contexts for writing.

Stages of writing development in EYFS (Nursery – Reception)

The stages of grip development

Pre 0-2	Pre 3	School Nursery	Reception
			
Fisted Grasp and Fist grip. Children younger than one year old typically reach for and hold items with their entire fist. When using a pencil or crayon, a young child will hold the item in their closed fist with their little finger closest to the paper and thumb on top.	Palmer Grasp and Four-finger grip. As children gain fine motor control, they typically progress from using a fist grip to a four-fingered grip. With a four-fingered grip, a child uses all four fingers together to hold an object against his thumb. This grip gives a child greater control when holding small items.	Five finger Grasp and Pincer grip. Once children develop strong fine motor skills, a true pincer grip emerges. With this grip, a child uses only his thumb and index finger to hold and manipulate small objects. With a pincer grip, a child can easily twist dials, turn the pages of a book, open and close a zip, and use crayons or pencils with precision.	Tripod Grasp (Three finger) Most children reach a mature three-finger grip by age 5 or 6. In this hand grip, a utensil is held between thumb, index and middle fingers. They might have tense fingers at first and continue to use wrist movements as they did with the five-finger grip, but they will eventually gain more fine motor control and will start to use finger movements to make shapes and letters.

The stages of writing development

Pre 0-2	Pre 3	School Nursery	Reception
			
This is the period when young children are just figuring out that their movements result in the lines and scribbles they see on the page. These scribbles are usually the result of large movements from the shoulder, with the crayon or marker held in the child's fist. There is joy in creating art of all ages, but at this stage especially, many children relish the feedback they are getting from their senses: the way the crayon feels, the smell of the point, the squishy-ness of the clay.	As children develop better control over the muscles in their hands and fingers, their scribbles begin to change and become more controlled. Toddlers may make repeated marks on the page—open circles, diagonals, curved, horizontal or vertical lines. Over time, children make the transition to holding the crayon or marker between their thumb and pointer finger. We now use random letters and letter strings.	Children have had experience with letters and print for several years now and are beginning to use letters in their own writing. Usually children start by experimenting with the letters in their own names, as these are most familiar to them. They also make "pretend letters" by copying familiar letter angles, and will often assume that their created letter must be read because it looks like other letters they have seen. We now see letter strings, letter groups and print from the environment.	We now see children beginning to experiment with sounds and the initial sounds of words represented. Then more consonant sounds are represented, as they see inventive spelling including vowels. Finally we have transitional writing with better attempts and spelling and some use of punctuation.
			

Stages of writing development in Early Years (Nursery – Rec)	By the end of the Autumn term Nursery (Ages 3-4)	By the end of the Spring term Nursery (Ages 3-4)	By the end of the Summer term Nursery (Ages 3-4)	By the end of the Autumn term Reception (4-5)	By the end of the Spring term Reception (4-5)	By the end of the Summer term Reception (4-5)
Handwriting	Randomly draw on the page, sometimes with both hands. Begin to balance when sitting. Make connections between my actions and the marks	Turn pages in a book. Control equipment like a jug and show increasing control over tools like pencils and crayons. Use a range of tools to make	Draw lines and circles in the air, on the floor or on large sheets of paper, balancing well and using whole arm and body. Use tools for mark making with control. Grip using five fingers or preferably two fingers and thumb for control.	Form recognisable letters (Phase 2).	Form recognisable letters (Phase 2 and Phase 3). Begin to use cursive lead-in lines (if appropriate from Phase 3 onwards). Sit on a chair with a straight back and my feet on the floor. Control finer tools when playing with dough. Use a tripod grasp. Form lower-case and capital letters correctly	ELG: Writing Children at the expected level of development will: 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

	being made. Hold mark making equipment using the palmer grip. Control the marks on the page. Distinguish between the different marks they make.	marks and show an interest in my own marks and others marks. Start to write some or all of their name. Write some identifiable letters within their name. Trace over patterns and their name	Use pincers, tweezers and threading equipment with increasing control and confidence. Copy shapes, letters and pictures.			be read by others.
Composition			Tell an adult what they have drawn or painted. Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; write 'm' for mummy. Write most or all of their name. Write some letters accurately - mostly identifiable letters within their name.	Write their first name correctly. Use some identifiable letters (Phase 2) to communicate meaning and use them to write words, captions, sentences and labels.	Write their first name and surname (some) correctly with a capital letter for each. Use correctly formed letters (Phase 2 and Phase 3) to communicate meaning and use them to write words, captions, sentences and labels. Begin to rehearse what to write orally before writing. Begin to independently write short sentences with words with known sound-letter correspondences using a capital letter and full stop mostly correctly (Phase 2 and Phase 3). Begin to sequence sentences in a story. Read back their writing. Re-read what they have written to check that it makes sense.	Learning Outcomes to Support the Transition End of Reception Name and write the letters of the alphabet (lowercase and capital letters). Sit letters on the lines, using 'Letter Join' formations. Consistently use a capital letter for all names and at the start of each sentence. Consistently use a full stop at the end of each sentence. Use finger spaces, when writing sentences. Independently hold and write at least a 4-word sentence. Independently write and sequence 3 related sentences. Recognise the simple genre features of a narrative (beginning, middle and end)
Spelling			Identify sounds from their own name in other words. Ascribe meaning to other marks, like on signage. Start to write some identifiable letters when labelling.	Spell words by identifying the sounds and then writing the sound with letter/s (Phase 2). Segment and blend the sounds in simple words and name sounds (Phase 2). Spell 'Tricky Words' from Phase 2 mostly correctly.	Spell words by identifying the sounds and then writing the sound with letter/s (Phase 2 and Phase 3). Segment and blend the sounds in simple words and name sounds (Phase 2 and Phase 3). Spell 'Tricky Words' from Phase 2 and Phase 3 mostly correctly.	
Grammar			Recognise a capital letter at the start of a name.	Recognise a capital letter at the start of a name and a sentence.	Mostly use full stops and capital letters in the correct places.	