

# St Andrew's CE (VA) Infant School

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## EYFS NEW STARTER INFORMATION 2020/2021

# Welcome to our School

Welcome to St Andrew's Church of England Voluntary Aided Infant and Junior School. The Governors, staff and children are extremely proud of our schools and we hope that you will soon feel part of our friendly family. We work hard to learn together, striving to ensure that all our children achieve their best in a caring, Christian community.

Both schools are rated 'Good' in all areas by OFSTED. In our most recent SIAMS (Statutory Inspection for Anglican and Methodist Schools) inspections we were rated 'Good' (Junior School) and 'Outstanding' (Infant School).

Our teaching is based on the knowledge that all children are unique and have differing abilities and educational needs and that all children should have the opportunity to thrive, feel valued and be happy at school.

At St Andrew's, we set high expectations and continually strive to raise standards by providing stimulating activities and experiences that make learning exciting and enjoyable.

Mrs K Smith  
Headteacher



Mrs J Swallow  
Head of Infant School



## RECEPTION STAFF

### CLASS 1

CLASS TEACHER: MISS V HARTLEY

TEACHING ASSISTANT: MRS E WRIGHT (COVER SUPERVISOR)

### CLASS 2

CLASS TEACHER: MISS E BURRELL

TEACHING ASSISTANT: MRS S BAIRSTOW (HLTA)

# Our School vision and Christian values



## Our School Vision

**Promoting excellence within a caring, Christian community**

**Confident** – We embrace challenge and persevere  
**Aspire** – We aim high  
**Respectful** – We are friends and cherish God's world  
**Inclusive** – We welcome everyone and are all of equal worth  
**Nurturing** – We look after each other so we can all flourish  
**Generous** – We give to each other and our community



**"Love each other as I have loved you."**  
John 15:12

As a Church school, we are very closely linked to St Martin's Parish Church, Brighouse. Rev. Paul visits our school weekly to lead worship and members of the parish are invited to attend our school services. The whole school visits St Martin's Church throughout the year for Harvest, Eucharist Services, Christingle and the Leavers' Service, as well as for parts of the Religious Education Curriculum (Special Places, Special Events). Children are also invited to attend their Good Friday Club and Messy Church (a fun family event) as well as services throughout the year! Members of St Martin's run an after school club called Christian Crackers in school every Wednesday for KS1 children.

Along with St Martin's, we are also supported by The Leeds Diocese. As a church school, we are supported by the Diocesan Board of Education. The core purpose of the Board of Education is to work alongside schools to:

- Support them in their task of providing high quality education inspired by Christian values and faith.
- Enable as many young people as possible to experience a Christian education.
- Encourage parishes to support and promote a Christian presence in all schools in their area.
- Help Christians in education live the Christian life.

# What will my child be learning?

At St Andrew's Infant School, we build on skills, plan activities and assess children over the course of the year to support pupils in meeting the Early Learning Goal using the EYFS Statutory Framework and Development Matters Document. There are 17 Early Learning Goals in Reception and 7 areas of learning. These areas of learning are the same as those in a nursery setting so we should be viewed as the final stage in your child's early learning journey before moving onto the National Curriculum.

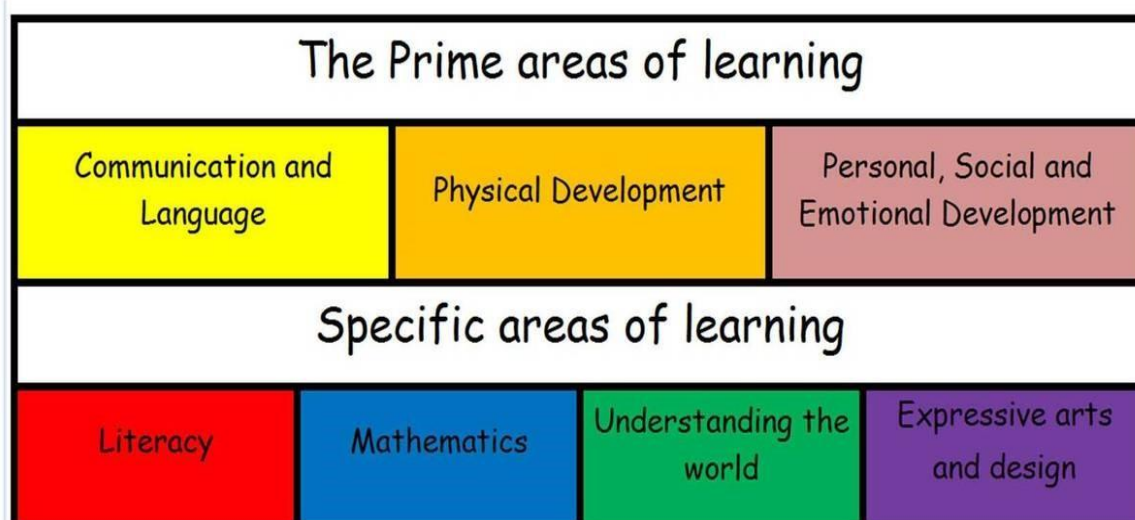
[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/596629/EYFS\\_STATUTORY\\_FRAMEWORK\\_2017.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/596629/EYFS_STATUTORY_FRAMEWORK_2017.pdf)

<https://www.foundationyears.org.uk/files/2012/03/Development-Matters-FINAL-PRINT-AMENDED.pdf>



## What are the areas of learning?

The areas of learning are broken down into 'Prime areas of learning' and 'Specific areas of learning'.



The 3 Prime Areas in the EYFS are seen as essential ‘building blocks’ for securing positive outcomes for young children in later life and into adulthood:

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

These areas are fundamental in a child’s life and if they are not achieved then the further 4 Specific Areas cannot be developed efficiently.

The 4 Specific Areas in the EYFS are:

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

These areas are essential in order to **fully** build the Prime Areas and be successful in the community. They also help to achieve long-term confidence and participate in the wider world. The Specific Areas must be gradually built upon and develop alongside the Prime Areas in order to support all development and learning.

When your child finishes Reception in the Summer term you will be given a report, which tells you whether or not your child has met the Early Learning Goal (ELG) in each aspect. The expectation is as follows:

<b>Prime areas</b>	<b>Communication and Language</b>	<p><b>Listening</b></p> <ul style="list-style-type: none"> <li>• Listen carefully and respond appropriately when being read to, and during whole class and small group discussions.</li> <li>• Make comments about what they have heard and ask questions to clarify their understanding.</li> <li>• Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.</li> </ul> <p><b>Speaking</b></p> <ul style="list-style-type: none"> <li>• Participate in small group, class and 1-to-1 discussions, offering their own ideas, using new vocabulary.</li> <li>• Offer explanations for why things might happen, making use of new vocabulary from stories, non-fiction, rhymes and poems when appropriate.</li> <li>• Express their ideas using full sentences, with modelling and support from their teacher.</li> </ul>
	<b>Physical Development</b>	<p><b>Gross motor skills</b></p> <ul style="list-style-type: none"> <li>• Negotiate space and obstacles safely, with consideration for themselves and others</li> <li>• Demonstrate strength, balance and coordination.</li> <li>• Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.</li> </ul> <p><b>Fine motor skills</b></p> <ul style="list-style-type: none"> <li>• Hold a pencil comfortably using the tripod grip</li> <li>• Use a range of small tools, including scissors, paintbrushes and cutlery</li> <li>• Show accuracy and care when drawing and copying.</li> </ul>
	<b>Personal, Social and Emotional Development</b>	<p><b>Self-regulation</b></p> <ul style="list-style-type: none"> <li>• Show an understanding of their own feelings and those of others, and regulate their behaviour accordingly</li> <li>• Have a positive sense of self and show resilience and perseverance in the face of challenge</li> <li>• Pay attention to their teacher and follow multi-step instructions.</li> </ul> <p><b>Managing self</b></p> <ul style="list-style-type: none"> <li>• Manage their own basic hygiene and personal needs, including dressing and going to the toilet</li> <li>• Understand the importance of healthy food choices</li> <li>• Explain the reasons for rules and know right from wrong.</li> </ul> <p><b>Building relationships</b></p> <ul style="list-style-type: none"> <li>• Work and play cooperatively and take turns with others.</li> <li>• Form positive attachments and friendships.</li> <li>• Show sensitivity to others’ needs.</li> </ul>



# Specific areas

## Literacy

### Comprehension

- Demonstrate understanding of what they have read, and has been read to them, by retelling stories and narratives using their own words and new vocabulary.
- Anticipate – where appropriate – key events in stories, non-fiction, rhymes and poems.
- Use new vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.

### Word reading

- Say a sound for each letter in the alphabet and at least 10 digraphs.
- Read words consistently with their phonic knowledge by sound-blending.
- Read aloud simple sentences and books that are consistent with their phonic knowledge, including common exception words.

### Writing

- Write recognisable letters, most of which are correctly formed.
- Spell words by identifying sounds in them and representing the sounds with a letter or letters.
- Write simple phrases and sentences that can be read by others.

## Maths

### Number

- Have an understanding of number to 10, linking names of numbers, numerals, their value, and their position in the counting order.
- Subitise (recognise quantities without counting) up to 5.
- Automatically recall number bonds for numbers 0-5 and for 10, including corresponding partitioning facts.

### Number patterns

- Automatically recall double facts up to 5+5
- Compare sets of objects up to 10 in different contexts, considering size and difference.
- Explore patterns of numbers within numbers up to 10, including evens and odds.

## Understanding the world

### Past and present

- Talk about the lives of the people around them and their roles in society.
- Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.
- Recall some important narratives, characters and figures from the past encountered in books read in class.

### People, cultures and communities

- Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.
- Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class.
- Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps

### The natural world

- Explore the natural world around them, making observations and drawing pictures of animals and plants.
- Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class.
- Understand the effect of the changing seasons on the natural world around them.

## Expressive Arts and Design

### Creating with materials

- Draw and paint using a range of materials, tools and techniques, experimenting with colour, design, texture, form and function.
- Share their creations, explaining the process they have used.
- Make use of props and materials when role-playing characters in narratives and stories.

### Performing

- Sing a range of well-known nursery rhymes and songs.
- Perform songs, rhymes, poems and stories with others, and – when appropriate – move in time with music.
- Co-construct, invent, adapt and recount narratives and stories with peers and their teacher.

# How will my child be learning?

## How do teachers plan the Reception Curriculum?

- Planning is based on the Areas of Learning and the Curriculum is reflected in both the indoor and the outdoor learning environments.
- Themes are built around the children's interests and are recorded and shared at planning meetings.
- Children are provided with first hand experiences and structured play. The education we offer aims to extend and enrich the experiences children receive at home.
- Children have a range of adult-led and independent activities, working alone, in pairs, in small groups and with the whole class.
- This curriculum lays the foundations for the National Curriculum at Key Stage One and prepares your child for Year One.

## How are the classrooms organised?

Our Reception classrooms are organised with the Early Years Curriculum in mind, with carpeted areas for whole class teaching, areas for creative and imaginative development and teaching areas for focused teaching or one to one work.

- There is a strong focus on learning and exploring through play.
- Children are encouraged to engage with their peers, choose and use resources independently and have their own ideas.
- Each classroom is equipped with an interactive whiteboard for whole class teaching or group work.
- Pupils have access to continuous provision shelves in the classroom, resources and equipment are organised so that children can demonstrate what they know and understand without the presence of an adult.
- Stimulating and engaging resources are added to the areas (enhanced provision) which is determined by the needs and interests of the children in the class or what is being taught within focused learning sessions.
- Children are exposed to a range of challenges, this might be through teacher questioning, open and closed challenges.



### The EYFS outdoor area

- Self-access provision sheds are stocked up with relevant provision to the areas.
- Pupils are involved in setting up the outdoor area, alongside the teacher, this gives them an opportunity to respect and look after the resources and equipment.
- Outdoor challenges are displayed on chalkboards and these are introduced and built on over the course of the week.



### A typical day in Reception...

Each Reception classroom has its own entrance at the side of the classroom. The door opens at 8.50am. The doors are closed at 9:00 am. If you are late you must take your child to the main reception. On entry to the building the children will need to hang their coat on their pegs and go to their morning activity.

Reception home time – at 3.15pm the doors are opened ready for you to collect your child. If you know that you will not be picking up your child at the end of the day it is important that you inform the class teacher in the morning or phone the office. Teachers should also be informed if they are going to an afterschool club/childminder and on which days.

8:50-9:00am	Busy boxes (pupils complete an activity e.g. name writing, threading beads, counting activities)		
9:00-9:10am	Registration- changing weather chart, date, day and introduction to any new activities.		
9:10-9:30am	Read Write Inc Phonics		
9:30-10:20am	Provision/ Rainbow challenge	Reading/ maths/literacy focused activity	Outdoor provision
10:20-11:00am	Key worker time/ whole class chat/ supporting provision		
11:00-11:45am	Provision/ Rainbow challenge	Reading/ focused activity	Outdoor provision
11:45- 12:00	Quick write		
12:00-1:15pm	Lunchtime		
1:15-1:30pm	Snappy maths		
1:30-2:45pm	Topic activity	Outdoor provision	
2:45-3:00pm	Story time		
3:00-3:15pm	Getting ready for home	Counting/phonics songs	
3:15pm	Home time!		

This timetable is based on a 'typical day' and as I am sure you will all be aware with younger children this may change depending on what occurs that day!



# Assessment

In the first few weeks, with your help we aim to find out what your child is interested in, already knows and can do using a 'Baseline' assessment. We will use this information, alongside the information from their Nursery/Pre-school learning journey to help us develop an individual learning programme for your child. We will use I-pads to take photographs of your child's progress and link them to the areas of learning. Throughout the year, we will inform you of our topics, events and other information through letters, on Early Essence and on the school website. As the year progresses, we use books to evidence the children's progress.

Your child will have their very own secure online 'Early Essence' learning journey which you will be able to view and add to. You will also be invited to discuss your child's progress at parents' evenings. In July you will receive a report which you will have opportunity to discuss with the class teacher if you wish.



<https://www.primaryessence.co.uk/standrewsinfant>

Each half-term the staff in your class will formally assess your child in all the areas of learning and you will see on the graph how they are moving towards meeting the Early Learning Goals. Under the graph is the evidence to support our judgements, staff can then arrange any additional conversations about any pupils that have specific individual needs/SEND concerns.



# Special Educational Needs and Disabilities (SEND)

Children learn and develop in different ways. Teachers recognise this and use different teaching styles in the classroom to cater for various ways children learn. This means that most children will learn in the classroom without any additional support. However, sometimes children need additional support to access the curriculum for a variety of reasons. A special educational need can arise for a number of reasons. It may be due to a disability that makes it harder for a child to use the same educational facilities that the school provides for the majority of children.

For some children there may be a specific difficulty. For example, they may be having problems with reading, maths or behaviour, which the school can overcome with additional provision, which is formalised in a Personal Provision Plan. Staff will liaise with the SENDCO (Special Needs Co-ordinator) and parents to ensure appropriate provision is put in place and that everyone involved with the child are working together. If necessary, the SENDCO will facilitate referrals to specific agencies, for example Speech and Language, or Occupational Therapy. If you have any concerns about your child, please talk to their class teacher in the first instance.

We also have a Learning Mentor on site who is able to provide support and guidance to children who are experiencing difficulties in learning due to social, emotional or behavioural problems or other issues that are affecting their learning.



## Special Education Need: Teacher Concern Form



PUPIL NAME		DATE OF BIRTH:		
SEN STAGE (please highlight) EHCP / SEN Support / Teacher Monitoring / None		DATE OF REVIEW:		
THOSE PRESENT Form completed by		date:		
Pupil Premium Yes/No		Child looked after: Yes / No		
Siblings (name and class)				
Current assessment bands:				
Reading	Writing	Maths	Reading age: spelling age: reading score:      fluency	Social, emotional and mental health levels:
Brief Description of Main Concern:				

<https://st-andrews-inf.calderdale.sch.uk/wp-content/uploads/2020/04/Inclusion-Policy-Sept-2020.pdf>

# General information

**Milk & Fruit**– We provide free milk at lunchtime for every child. The Government provides free fruit at playtime for the children if they choose to eat it. Children also have access to drinking water throughout the day, and will be given a water bottle at the beginning of the year. Children will bring this home each night and we ask that they can be washed and filled with water **only**. Any additional/lost water bottles can be purchased from the office.

**School Dinners** – All children who are in Reception, Year 1 and Year 2 are now entitled to a free school dinner. Two menu cards will be sent home (see pack), one is printed onto coloured card and one on paper. The paper copy is your home copy, so that you can remind your child what they will be having each day. The coloured card menu should be returned to school so we can give this information to the kitchen and lunchtime staff.

**Pupil Premium Funding**- Schools are now able to claim additional funding to support certain children in school. We are asking that all families complete and return the Calderdale Application for Free School Meals form (found in your packs) so that the school can make a claim for those children who may be eligible.

**Uniform and book bags** (available online or from the school office).

## COMPULSORY ITEMS

<b>School-logo Sweatshirts</b>	Red	(for boys or girls)	OR
<b>School-logo Cardigans</b>	Red	(for girls)	
<b>School-logo PE Kit</b>			
PE bag & Red T-shirt with school logo, Navy Shorts			
<b>School-logo Book Bags</b>	Red		

1. Trousers, skirts, white polo shirts, dresses, etc can be bought from any shop.
2. Plain sweatshirts, cardigans, jeans, tracksuits, leggings, leisurewear must not be worn except on non-uniform days.
3. Girls should wear white socks or plain grey or red tights; Boys should wear grey socks.
4. **BLACK SHOES.** No trainers, boots, open sandals, canvas shoes etc.
5. **PLEASE NAME ALL ITEMS** as we do not want your uniform to go missing.



## Bookbags

Children need to bring their book bag to school every day with their reading books. Please check in the book bag at the end of the day for any letters. The children read regularly in school, either individually or in small groups. Please discuss your child's book with them when you listen to them read, and write in their reading record.

**Reading & flashcards-** When your child starts school, they will receive set 1 flashcard words, a picture book and the Oxford Owl characters. Flashcard words are based around common words and tricky words (words that cannot be sounded out) and are found within the first set of books with words. The flashcard words are printed onto coloured card, and organised into sets. We will often send home games to help you in supporting your child to learn them.



We start off with picture books as they are vital in providing children with storytelling, narrative and questioning skills. We use a mixture of Oxford Owl, Read Write Inc and Bug Club books to help your child to read.

### Questions to ask before you read

- Can you look at the pictures and predict what you think will happen in this book?
- What makes you think that?
- What characters do you think might be in our story?
- Do you think there will be a problem in this story? Why or why not?

### Questions to ask during the reading

- What do you think will happen next?
- What can you tell me about the story so far?
- Can you predict how the story will end?
- Why do you think the character did \_\_\_\_\_?
- What would you have done if you were the character?
- How would you have felt if you were the character? (use different characters)
- As I read \_\_\_\_\_, it made me picture \_\_\_\_\_ in my head.
- What pictures do you see in your head?



### Questions to ask after reading

- Can you remember the title?
- In your opinion, was it a good title for this book? Why or why not?
- Were your predictions about the story correct?
- If there was a problem, was it solved?
- What happened because of the problem?
- Why do you think the author wrote this book?

**Author of the month-** Every half-term we choose an author of the month to focus on, this means that we read lots of books by the same author (which we have a daily vote for). We have found this to be especially beneficial for the children in learning what an author and illustrator do, and discussing similarities and differences between the books we have read.

**Spare clothes & Wellies-** As we spend a lot of time outside, we ask that you are able to provide a pair of wellies (named please) so that your child can explore the outdoor area without ruining their school shoes. Please provide spare underwear and tights/socks in case of any accidents.

**Newsletters** – Newsletters are sent home regularly and are also uploaded to our website. They help parents to keep up to date with current events and dates happening in school. ‘Like’ us on our Facebook page for regular updates and notices. We also send text messages so please ensure that you notify the office of any contact detail changes.

**Absence from school** – If your child is away from school for any reason you must make contact with the school by telephoning the office, on the first morning and leaving a message.

**Holidays** – We ask that children do not take holidays during school term time as they will be Unauthorised.

**First aid** – Should your child need minor first aid during school hours you will be informed by a note at the end of the day and it will be recorded in a first aid log. For minor head bumps, children are given a sticker on their jumper, and we also send a text to parents. We will **always** telephone you if we are concerned. Please ensure contact numbers are up to date.

We can administer medicine that has been prescribed 4 times per day only; please call at the office to complete a form.

If your child needs an inhaler at school, again, please complete a form at the office. Your child also needs to be encouraged to use their inhaler on their own/ minimum support.

Please inform a member of staff if your child has any allergies or health issues.



# Parental Involvement

## **How can I get involved and support my child?**

We value the contribution that parents and carers make to our understanding of their children and in enhancing the quality of their wellbeing, education and progress. We will inform you of your child's next targets and we also suggest ways in which you can help them to practise and develop these skills. Parents are encouraged to contribute to their Online Early Essence Learning Journey, sharing special moments and events in your child's life

## **Open door policy**

At the end of each day your child will be handed over by a member of the EYFS team. Staff will pass on any messages on the door and let you know how your child's day has been. Staff are happy to discuss your child's learning and development after school once all the children have left safely. If staff are not available that day, they will make an appointment for the next available time.

## **Home School reading record**

Each child will have a home-school reading record that will help you to keep in touch with us if you are not able to speak to us directly. We will usually use it to describe how your child has read and what flashcards/reading book have been sent home. We really appreciate parents recording home learning in the reading record and also you can write any concerns/help needed.

## **Stay and Play Sessions**

Throughout the year we hold 'Stay and Play' sessions where parents and carers are invited into school to take part in some informal activities with their child. They offer parents a chance to see their child in class, meet other parents and build relationships with staff.

## **Parent Workshops**

Throughout the year we hold parent workshops which focus on key areas of the curriculum such as Phonics, Reading and Maths. During parent workshops, staff will hold an information session for parents detailing how the curriculum is taught in school. Children are then invited to share some activities with their parents and carers to practise the skill.

## **Educational Visits**

We go on many visits in Reception and often ask for parents and carers to accompany us on trips out of school. Previous trips have included Williams Den, Chester Zoo, Tesco's and the Rainbow Factory.

## **Special Events**

We hold lots of special events in school throughout the year including Christmas Plays, Eucharist services, and World Book Day. We are always looking for ways to involve parents in these events. We often invite parents and carers in to share special assemblies, stories and share their own past experiences. We also hold a weekly Family Worship (Friday morning) which celebrate a Christian theme which is led by a different class each week.

**We appreciate any support you can offer school. If you have a special talent such as gardening, sewing and playing an instrument or occupation (e.g. doctor, police officer) that you would like to share with the children please get in touch.**

# How can I support my child and get them ready to start school?

## Physical development

### Gross motor activities

Gross motor (physical) skills are those which require whole body movement, and which involve the large (core stabilising) muscles of the body to perform everyday functions, such as standing and walking, running and jumping, and sitting upright at the table.

They also include eye-hand coordination skills such as ball skills (throwing, catching, kicking) as well as riding a bike or a scooter and swimming.

### Outdoor gross motor activities

- Ride a tricycle/bike
- Play hopscotch
- Go on an outdoor hunt
- Play hide and seek.
- Explore and find 5 green objects.



### Indoor gross motor activities

- Make an indoor obstacle course
- Create a dance and teach it to someone else
- Cosmic Yoga (You tube)
- Jump over paper cups



### Fine motor activities

Fine motor skills involve the use of the smaller muscle of the hands, commonly in activities like using pencils, scissors, construction with Lego or Duplo, doing up buttons and opening lunch boxes.

- Threading, posting and slotting toys for babies and toddlers.
- Poking straws into holes.
- Pasta necklaces.
- Pipe cleaners and colanders.
- Beads on spaghetti.



# How can I support my child and get them ready to start school?

## Physical development: Health and self-care

Self-care skills are the everyday tasks undertaken so children are ready to participate in life activities (including dressing, eating, cleaning teeth). They are often referred to as the activities of daily living. While these are typically supported by adults in young children, it is expected that children develop independence in these as they mature.

- Turn your coat sleeves the correct way, from inside out
- Dress/undress on your own – fold your clothes neatly
- Carry a tray with objects on without them falling off or falling over
- Tidy up and put away your toys neatly – putting books away
- Work on being fully toilet trained and can provide own intimate care.
- Is able to wash their hands independently with soap and water.



Try the hand washing song!

<https://www.youtube.com/watch?v=S9VjeIWLnEg>



# How can I support my child and get them ready to start school?

## Communication & Language: Speaking, Listening and Understanding

### By five years...



By the age of five, almost all children will be in school.

At this stage, they need to learn how to listen, understand and share their ideas within the classroom. They also need to understand words and phrases used in school that they may not have heard at home – things like 'line up', 'packed lunch' and 'talk to your partner' etc.

They also still need to have conversations – to share information, to make friends and explain how they are feeling.

#### By five years, children will usually:

- take turns in much longer conversations
- use sentences that are well formed, for example, "I had spaghetti for tea at Jamila's house"
- be learning more words all the time as well as thinking more about the meanings of words, such as describing the meaning of simple words or asking what a new word means
- be able to re-tell short stories they have heard in roughly the right order and using language that makes it sound like a story
- use most speech sounds. However, they may have some difficulties with more difficult words such as 'scribble' or 'elephant' and some speech sounds such as 'r' and 'th' may still be difficult
- enjoy listening to stories, songs and rhymes and will start to make up their own

- ask relevant questions or make relevant comments in relation to what they have heard
- understand spoken instructions without stopping what they are doing to look at the speaker
- understand more complicated language such as 'first', 'last', 'might', 'maybe', 'above' and 'in between'
- understand words that describe sequences such as "first we are going to the shop, next we will play in the park"
- choose their own friends
- use talk to take on different roles in imaginative play, to interact and negotiate with people and to have longer conversations
- use talk to help work out problems to organise their thinking and take part in activities



#### Check out how the child can talk

By five years, children can have conversations; they know lots of words and can use longer sentences, though they still might make some little mistakes, which is fine.

- Can they organise their thoughts and put longer sentences together?
- Can you usually understand what they are saying?
- Do they regularly get frustrated or give up trying to tell you something?
- Do they regularly forget the words or miss out important pieces of information?
- Do they sound muddled and disorganised in their talking? If so, they may be struggling.

#### Check out how the child can listen

Check out children's understanding.

- Can they listen for instructions while they are busy with something else? E.g. Ask them to get their coat and shoes while they are playing (not TV or computer, they are too absorbing).
- Are they beginning to get the idea of time? E.g. "Mummy will be here after lunch."
- Do they understand a longer list of instructions? E.g. "First get your lunchbox, then sit at the red table." Note if they have to watch another child in order to know what to do, rather than understanding it themselves. This might indicate difficulties in hearing or understanding.

#### Check out how the child can take part

There will be times when five year olds will be happy to play alone, with adults, or with other children.

- Do they talk with other children and join in with group conversations and games?
- Are there any children who seem isolated? Check it out further.
- Talk to children about what they enjoyed most in a day – these conversations often include different games or activities they play with friends.

### Some lovely things to do to encourage child talk:

- Playing board games that involve taking turns helps children to listen.
- Introduce new words and phrases to help them continue learning. Think of lots of different words that mean a similar thing – E.g. words that mean 'big'.
- Play around with rhyme, E.g. "cat, fat, hat, splat... any more?" It's an important skill for reading.
- Children may need time to think before responding to questions and instructions.

If you are worried that a child in your care is not doing these things there is more information on [www.talkingpoint.org.uk](http://www.talkingpoint.org.uk). Or, using your setting's procedure, talk to the parents about your concerns. A referral to speech and language therapy may be needed.

[https://www.thecommunicationtrust.org.uk/media/363847/tct\\_univspeak\\_0-5.pdf](https://www.thecommunicationtrust.org.uk/media/363847/tct_univspeak_0-5.pdf)

### Speech sounds programme

This programme is used to help support children with using their mouth to make the shapes needed to pronounce sounds correctly. This programme helps them to gain pre-phonics skills.

<https://www.wchc.nhs.uk/services/childrens-speech-language-therapy/self-care-resources-and-support/>

The link explains the programme and how you can use it at home to help support your child in the next stages of their development.

# How can I support my child and get them ready to start school?

## Personal, Social and Emotional development: Social skills

- Taking turn in games/activities
- Learning to be patient
- Learn about new feelings, grumpy, embarrassed,
- Learn how to ask for things correctly  
“Please can have a turn after you?”
- Use gestures when talking to add meaning.



## Personal, social and emotional development: Emotional skills

- Read books about feelings and talk about why the characters might have a certain expression and what that means.
- Give your child problem solving activities to work at.



1. Identify the problem. For example, perhaps children building with blocks are interfering with children playing a board game on the floor.
2. Brainstorm possible solutions.
3. Agree on a solution. Restate your child's ideas and ask them to think about the best way to solve the problem. Clarify any questions.
4. Try the solution and see how well it works. Remember to give the solution enough time to work. If the original solution doesn't solve the problem, try another idea.



# How can I support my child and get them ready to start school?

## Literacy activities:

- Read to your child
- Remake a picture book -can you draw your favourite character? Can you draw your favourite part?
- Look at environmental print - can you recognise logos, road signs
- Play with magnetic letters
- Make a rhyming box - find things around the house that rhyme pan, can, man etc. Can you match the rhyming objects together?
- Practise sequencing
- Tell stories about pictures
- Name and label common objects
- Colouring in!
- Saying and recognising the first letter of their name **Sharing a story:**

This website has some great tips to help you to share a story with your child.

<https://www.penguin.co.uk/articles/children/2019/feb/tips-for-sharing-stories-withchildren.html>

## Oxford Owl

<https://home.oxfordowl.co.uk/reading/early-reading-skills-age-3-4/>

This website is linked with Read Write Inc. it has some lovely activities to work through with your child to help them get ready to learn phonics.

How many of these books can you read?



<https://www.bbc.co.uk/cbeebies/shows/alphablocks>

# How can I support my child and get them ready to start school?

## Maths Activities

- **Listen to and sing songs and rhymes**

Sing counting songs, such as '10 Green Bottles', '1, 2, Buckle My Shoe' and '1, 2, 3, 4, 5, Once I Caught a Fish Alive'. Singing songs is a good way for children to become familiar with counting. Don't worry if they choose the same songs again and again!

- **Talk about numbers around you**

Numbers are all around us, from calendars to the remote control, the telephone to car registration plates. Try pointing out numbers when you are out and about – on front doors, signs, the front of buses and train platforms. Talking about numbers around you early and often will show your child that numbers are part of everyday life. Choose a 'Number of the Week' and see how many times you can spot this number, around the house, out in the street or in the supermarket.

- **Read together**

Share a book with your child. There are many fantastic books based around numbers, but any book can be used to help children develop early counting and number recognition skills. Take time to talk about what your child can see on each page. Count objects on the page and compare the number of objects from page to page. Look at the page numbers and say them together.

- **Count as much as you can**

Count whenever you can – count together, as well as letting your child see and hear you counting. Practise chanting numbers and, as your child's confidence grows, start from different numbers – 5, 6, 7, etc. Count real objects – your child's toy cars, pencils, shoes, or the number of stairs in your house. Don't worry if your child remembers the answer – they can count to check!

- **Try to stick to a single type of object for each counting activity**

Encourage your child to touch or pick up each object as they count it. Ask your child to help you sort cutlery or laundry, counting as you sort. When you go out for a walk, count your footsteps, the number of cars or houses you see etc.

- **Play maths games**

Try these fun games with your child to practise early maths skills and help to build your child's confidence. Most children love playing games and it's an easy way to support their learning.



<https://www.topmarks.co.uk/learning-to-count/teddy-numbers>

# How can I support my child and get them ready to start school?

## Expressive arts and design activities:

- Put on a puppet show with some of your toys.
- Make some different items out of recycled materials
- Learn all the colours of the rainbow
- Make some ice and draw a picture outside.
- Make a den out of boxes and materials.



## Understanding the world activities:

- Find out the answers to questions e.g. what melts in the sun?
- Do some floating and sinking with different toys and talk about how/why?
- Go on a minibeast/bird walk
- Talk about different processes you might come across e.g. compost
- Talk about different celebrations and festivals that are happening.
- Discuss diversity and celebrate difference.



What Melts in the Sun?



## PE:

At St Andrew's Infant School, we use the Real PE Scheme to support pupils to develop their multi-abilities and physical skills. The link shows a break-down of the format that is used during PE lessons.



<https://www.youtube.com/watch?v=BaC3Xwy8Y2U>

## Purple Mash:

In the classrooms the children have access to computers during continuous provision.

We also have weekly sessions in the ICT suite and use the Purple Mash platform. As per the Covid-19 school closures, staff have been using this system to set tasks and blogs for pupils to complete at home. When your child starts at school, they will receive a personal log-in and password which can be used in school and at home.

<https://www.youtube.com/watch?v=QmJbEJ-d0uE>

# Frequently asked questions

## **I don't know if my child is ready for school yet.**

Our provision is based around the fact that all children start school at varying levels of 'readiness'. There can also be a year's difference in age between our September born and August born children. This is why we prioritise gathering information about each child from their families and nurseries. Every child is ready to learn, and our job is to tailor our curriculum to meet every child's learning needs and styles.

## **What if my child makes mistakes and does not follow the class rules?**

Personal, Social and Emotional Development forms a large part of the Foundation Stage Curriculum, and it is planned for as much as any other area of learning. Children need to feel secure and happy before effective teaching and learning can take place. Expectations in behaviour are shared with the children using picture prompts and support at an appropriate level for individual children. Very few children start school with the social skills to cope with sharing toys, and many children do not have the confidence or the communication skills to ensure that their needs are met in appropriate ways. It is a natural survival technique for a child to snatch something that they want, and it is a developmental stage that they need to be supported through to understand the concept of sharing and taking turns. We spend a great deal of time modelling how to 'play fair and share' and how to get help if someone upsets them. When the children consistently do not follow simple instructions and prompts, we support them with more individual picture prompts and lots of praise. We will keep you informed of any intervention and with your support we do get there in the end!

## **What if my child has problems using toilets outside our home?**

It is often daunting for children to use different toilets on their own. We understand that this can cause anxiety. This is something that we can discuss with parents on a one to one basis but rest assured that we offer a lot of support to children in the first few weeks at school.

## **What help are children given at lunchtime?**

This is often a vulnerable time for the children because they are away from the security of the classroom, but we prepare them for the experience. They are first into lunch and are settled before other year groups start arriving. We stay with them, encouraging them to eat, and helping to cut up food or open packed lunches. The dinner supervisors monitor what the children eat and will let us know if they are not eating enough so that we can inform you.

## **How can I help my child to become more independent at school?**

- Label all items of clothing as this will help them look after their own property.
- Ensure that they have their complete PE kit in school every day – including spare underwear/socks
- Send children with their book bags every day.
- Encourage children to come into the classroom, independently hang their coats up, and put their book bags in their drawers.
- Encourage your child to dress and change themselves in the morning and evening.

**If you have any queries or questions, please get in touch. We are here to help you in any way we can!**