



Information Pack for Parents

Foundation Class Children (Early Year's Foundation Stage)

September 2020 - July 2021

The information pack includes:

- A poem about play "Just Playing"
- Assessment and Learning
- Early Reading and Writing
- Foundation Class Daily Routines
- 'I Can' sheet
- Name card and number game

If you have any further questions, please contact us via:

hello@delaboleschool.org



Just Playing

When I am building in the block room, please don't say I'm "just playing." For, you see, I'm learning as I play, about balance and shapes. Who knows, I may be an architect someday.



When I am getting all dressed up, setting the table, caring for the babies, don't get the idea I'm "just playing." For, you see, I'm learning as I play. I'm expressing myself and being creative. I may be an artist or an inventor someday.



When you see me sitting in a chair "Reading" to an imaginary audience, please don't laugh and think I'm "just playing." For, you see, I'm learning as I play. I may be a teacher someday.

When you see me combing the bushes for bugs, or packing my pockets with choice things I find, don't pass it off as "just play." For, you see, I'm learning as I play. I may be a scientist someday.

When you see me engrossed in a puzzle or some "plaything" at my school, please don't feel that time is wasted in "play." For, you see, I'm learning as I play. I'm learning to solve problems and concentrate. I may be in business someday.



When you see me cooking or tasting foods, please don't think that because I enjoy it, it is "just play." For, you see, I'm learning as I play. I'm learning to follow directions and see differences. I may be a cook someday.



When you see me learning to skip, hop, run, and move my body, please don't say I'm "just playing." For, you see, I'm learning as I play. I'm learning how my body works. I may be a doctor, nurse, or athlete someday.

When you ask me what I've done at school today, and I say, I "just played." Please don't misunderstand me. For, you see, I'm learning as I play. I'm learning to enjoy and be successful at my work, I'm preparing for tomorrow. Today, I am a child and my work is play.





Assessment and Learning

In planning activities, we will be using the Early Years Foundation Stage Framework (EYFS). This documents the developmental stages of children from birth to 5 years across the seven areas of learning and 3 characteristics of an effective learner:

| Area of Learning and Development | Aspect |
|---|---|
| Prime Areas | |
| Personal, Social and Emotional Development | Making relationships |
| | Self-confidence and self-awareness |
| | Managing feelings and behaviour |
| Physical Development | Moving and handling |
| | Health and self-care |
| Communication and Language | Listening and attention |
| | Understanding |
| | Speaking |
| Specific areas | |
| Literacy | Reading |
| | Writing |
| Mathematics | Numbers |
| | Shape, space and measure |
| Understanding the World | People and communities |
| | The world |
| | Technology |
| Expressive Arts and Design | Exploring and using media and materials |
| | Being imaginative |

All areas of learning are equally important for your child's education and development. Our enquiry curriculum starts in the Foundation class and runs right through the school, however within Early Years, this is tailored to meet the needs and interests of the children.

In assessing your child's development, we will use the Early Years Foundation Stage Profile. This is a statutory document which lists key achievements (Early Learning Goals) for each of the seven areas of learning above. Our assessments are made from our own observations of what your child can or cannot yet do. So, please don't be shy in sharing your own observations about your child's progress during the year.

We use a piece of educational software called 'Tapestry' that allows each child to have their own individual electronic learning journal. This can be accessed securely online, where you can read current observations of your child's learning, as well as add your own comments. Please see the accompanying letter for more information.

Early Learning Goal Examples. This expectation for the end of the Foundation Year.



the cook
needs a
book.



The shark has sharp teeth.

The shark has big hands.

The shark has a long tail.

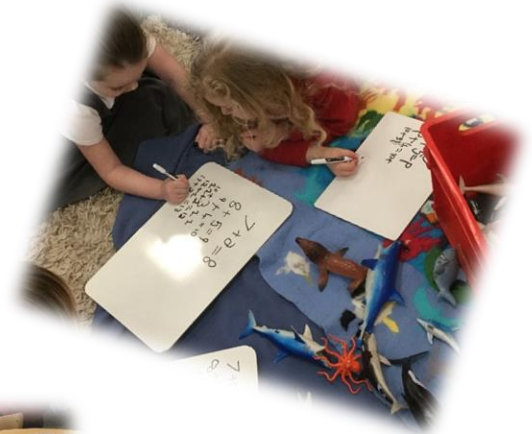
I had a pair
of chairs.



Cheryl! Daz! We look up in the tree.
Pip sees a nest. I see a bee.

We look and see a lot of bugs.
Ants and snails and ugly slugs!





Early Reading and Writing

Reading is at the heart of our school and we are passionate in supporting all children to become a reader with a love for books, which will allow their imagination to flow, which in turn will empower your child to become a more confident writer.

To enable your child to become a reader and a writer, we teach daily phonics lessons. As a school we use the 'Read, Write, Inc', programme as the foundation of our teaching of phonics, early reading development and writing in both Foundation and into Key Stage 1. The programme is designed to maximise the children's progress by ensuring that teaching is matched carefully to their phonic phase. Each day the children are taught in small groups, depending on their phonics/reading stage (not age). This ensures that each child is being taught at the correct level, ensuring that no one is left behind but also preventing any child having their learning capped.

Your child will learn to read in a very simple way. He or she will learn to:

1. Read **letters** by their 'sounds'
2. Blend these sounds into **words**
3. Read the words in a **story**.

How your child will learn to read:

First, your child will learn to read:

Set 1 Speed Sounds: These are sounds written with one letter (phoneme):

m a s d t i n p g o c k u b f e l h r j v y w z x

They will also learn sounds written with two letters (your child will call these 'special friends'): **sh th ch**

qu ng nk ck

As we build up the number of sounds the children know, we will be able to progress to learning to read simple (decodable) CVC words (i.e. words which use the true letter sounds and are made of consonant-vowel-consonant structure: r-e-d- red/ c-a-t- cat).

It will really help your child to commit these sounds to memory if you can spend a few minutes each day looking at and talking about letters and sounds. Depending on the child, this might be a formal sit down session where you “assess” their knowledge using the sounds in their book bag, or a play session where you spot letters together during story time or at mealtimes in a playful – less formal - way.

Read Write Inc Glossary:

Fred Talk – sounding out the word before reading (blending)

Sound-blending – putting sounds together to make a word,

e.g. c–a–t cat


Special friends (also known as digraph) – two letters making one sound.

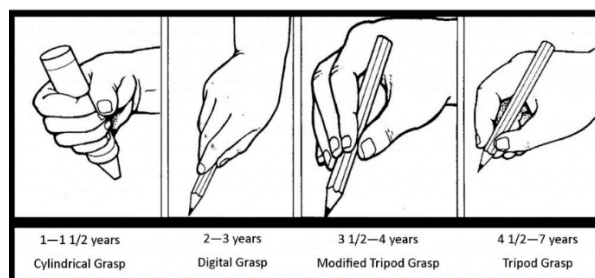
e.g. sh, ng, qu, ch

Speed Sounds (also known as Phonemes)– the individual sounds that make up words

Fred Fingers – Segmentation. Understanding that words are made up of sequences of individual sounds, or phonemes, is a building block for learning to sound out individual words. In phonics we use a puppet called **Fred** the Frog who can only speak in sounds, not whole words.



Within the Read, Write Inc. programme, your child learns a handwriting patten or rhyme for each Set 1 sound. To help you use the correct sounds and terminology, we have listed the key sounds (phonemes) which your child will be taught in Foundation class. In September, we will start to send a bank of Phonic resources to be used at home. A letter formation mat will be provided to help you teach your child the correct letter formation. This really is important as incorrect habits take a long time to correct. The sooner we can get your child forming letters correctly, the easier they will find writing. If you could also remind them to use the correct pencil grip when they are holding their pencil by using the rhyme “finger, finger, thumb - throw it like a dart.” This will help them by ensuring that they  used to the correct pencil grip from the start.



Set 1 Sounds



Down, Maisie, mountain, mountain.



Around the apple, down the leaf.



Slither down the snake.



Around the dinosaur's bottom, up his tall neck and down to his feet.



Down the tower, across the tower.



Down the body and dot for the head.



















Down Nobby and over his net.



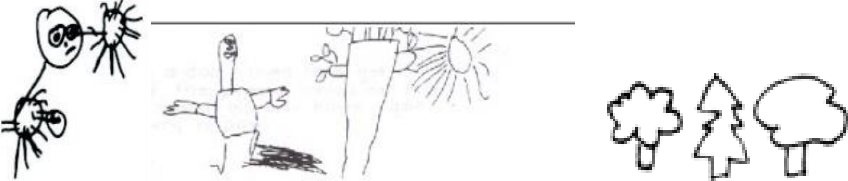

Down the pirate's plait and around his face.

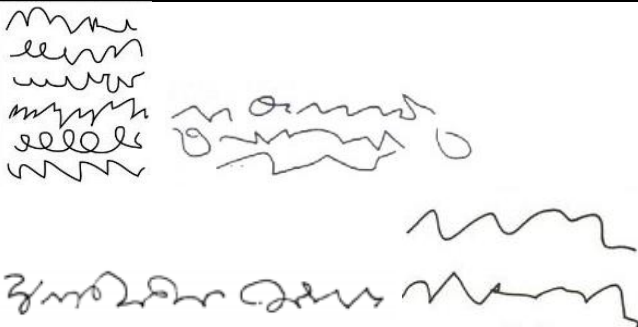
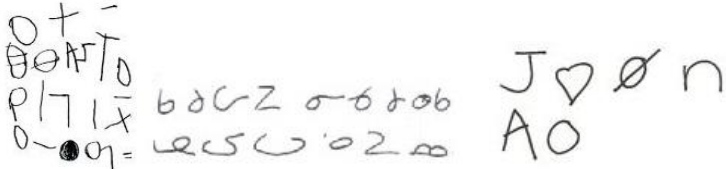
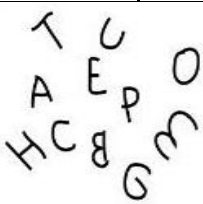
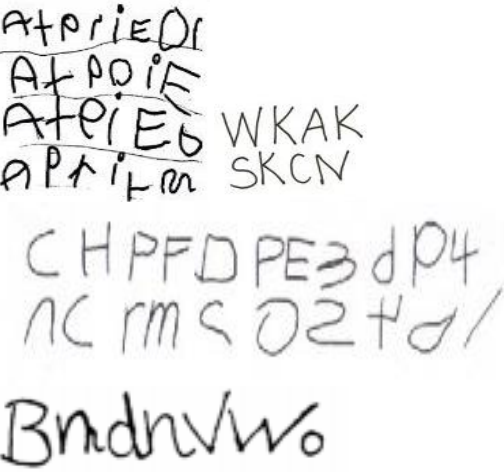
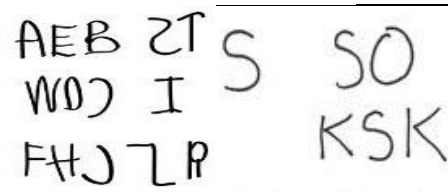
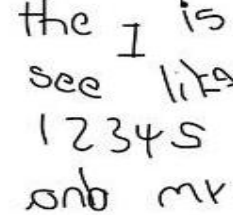
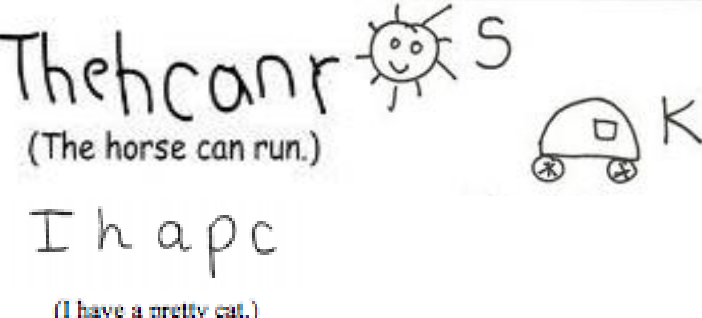





Around the girl's face, down her hair and give her a curl.

| | |
|---|--|
|  | All around the orange. |
|  | Curl around the caterpillar. |
|  | Down the kangaroo's body, pouch and kick. |
|  | Down and under, up to the top and draw the puddle. |
|  | Down the laces, to the head and around the toe. |
|  | Down the flower, hook and draw the leaves. |
|  | Lift off the top and scoop out the egg. |
|  | Down the long leg. |
|  | Down the head, to his hooves and over his back. |
|  | Down the robot's back and curl over his arm. |
|  | Down his body, curl, dot for his head. |
|  | Down a wing, up a wing. |
|  | Down a horn, up a horn and under the head. |
|  | Down, up, down, up. |
|  | Zig, zag-zig. |
|  | Down the arm and leg, repeat the other side. |

Writing Development

| | | |
|--------------------|-------------------------|--|
| Preliterate | Drawing |  |
| | Lines and Shapes |  |

| | | |
|---------------------|------------------------------------|--|
| | Scribble Line Writing |  |
| Emergent | Early Symbolic Mock Letters |  |
| | Random Letters |  |
| | Letter Strings |  |
| | Letter Groups |  |
| | Environmental Print |  |
| Transitional | Beginning Sounds for Labels |  |

| | |
|--|---|
| Beginning and End Sounds for Labels | <p>We wn to the s  Br</p> <p>(We went to the store.)</p> <p>I pa en mi ft yrt.</p> <p>(I play in my front yard.)</p> |
| Vowel and Medial Sounds within Phrases, some HF words | <p>I see the My n i s dres</p> <p>sci </p> |
| Phonetically Decodable Sentence, some HF words | <p>To daye i wot to play withf the white board and the shapex and I won to play with My fen</p> <p>I got a skat Bernd fer Krismes.</p> <p>My favrit food is appls and makrone.</p> <p>This pumKn is min </p> |
| Multiple Sentences | <p>One day I saw my Frid it was Israel and Antonio and Thay got lost I fad Thim. The end</p> <p>Wen I was on vacshon it was fun to play weth Nicole. She is my baby sister. She is one year old. She is a verry nice sister becs it chers you up weth a baby sister around.</p> |

We have outlined below information which we hope you will find useful in preparing for school in September.

General start of day routine

On arriving at school at 8.45am, you and your child should come into their class cloakroom via the pencil gates, and head towards the rear of the school, entering the building via the side door.

Please can you help your child to complete the following routines (but also encourage as much independence as possible):

- Put coats on the peg and lunch boxes on the shelf in the cloakroom area.
- Pick up their picture and self-register their lunch choice located on the door as you walk into the classroom.
- Say goodbye - preferably at the door - and head to the activities which are set up in the classroom. As the school year progresses, the morning activities will develop into a Reading Carousel where your child will read.
- Put his/her book bag in the box located in the classroom.
- Sign in by finding their name card on the table.
- Water bottles are provided by the school and the children are encouraged to drink throughout the day. These are cleaned and kept in school.

Ideally, we would like your child to feel happy and secure to say “goodbye” at the classroom door and then independently settle down to their activities. We appreciate that initially some children may need a little more reassurance in building their confidence to do this. We will do our utmost to support their needs and make the school drop off a positive experience. It is important that this early morning transition is calm and inviting for everyone.

End of day routine

At the end of the school day, we ask that you wait in the playground in front of the shelter. We will bring the children round to the pencil fence and only send them through the gate once we have made definite eye contact (a wave helps) with the adult collecting them. If anyone different from normal is collecting your child, please let the office know.

Kit requirements

Your child will need a PE kit (they will not need trainer/plimsolls until summer term), wellington boots, a suitable coat every day and sun hat (Summer Term); all of which should be named.

It is also very helpful if you can put a spare set of clothes in your child’s PE kit so that, if they do have an accident (toileting), we can change them into their own clothes. Please do make sure your child’s name is clearly marked on all items of clothing that are brought into school. The children are encouraged to be independent and look after their own belongings, which can lead to things being misplaced. It is much easier to find missing items if they are clearly labelled.

Communication

We have an active website which is a source of information and where whole school newsletters will be found. Weekly learning is also shared and celebrated on the website. Each half term, we create an Enquiry Curriculum web. This is where we will communicate how your child’s learning is connected over the term and share class specific requests. We are always in class during the start of the day to help your child settle in, however, if you do need to speak to one of us in private, it is often better to make an appointment to meet after school.

An Important communication note:

Please return any forms, directly to the school office rather than placing them in book bags.

ParentPay

As part of Aspire Academy Trust we have become a cashless school. In order to remove all cash and cheques from school we ask that all parents only use our e-payment method to pay for dinner money, trips, uniform, swimming lessons etc. This can be done online using a very secure website called ParentPay or in cash at local stores where you see the PayPoint logo. A letter detailing your personal login details will be sent out at the beginning of September.

Tapestry

For all of our Reception children, we use a piece of educational software called 'Tapestry' that allows each child to have their own individual learning journal. By logging on with a secure username and password, you will be able to access your child's journal. Parents are only able to view their own child's journal and all information is stored on a highly secure server – if you would like further information on this, please see the Tapestry security information document.

Tapestry online learning journals allow you to view your child's observations and photographs from the comfort of your own home. We will also reference your child's learning to the EYFS profile. This will keep you informed of the areas of learning in which your child is achieving, as well as the age band they are working within for that particular observed activity.

We know how much your children like to bring home their work to show you. Therefore, any work to be included in their learning journal will be photographed and added with an explanation of the learning that took place.

Tapestry allows you to add observations and photographs of your own as well as post comments. We love to hear about learning and WOW moments from home, so please add any moments of interest or learning that you all experience out of school.

Please follow this link to register for this and we can set you up with an account.

[Tapestry online form](#)

To enable us to activate an account for your child, it is important that you complete the link by Friday 26th June.

Your help

If you have a particular talent e.g. costume or prop making, craft skills or have links to business/professions which may be of interest to the children e.g. firefighter, doctor, vet, dentist, paramedic, lifeguard etc. please let us know. We are always interested in arranging "special visitor" days in school and this also helps to stimulate imaginative play in our role play areas alongside meaningful opportunities for writing.

We are looking forward to working alongside you in support of your child's learning and well-being. We hope that this is the beginning of a really productive wrap around partnership for your child. Welcome to the Delabole Primary School tribe. We hope that this is just the beginning of us sharing a wealth of exciting new learning opportunities for your child.