

Early Years Foundation Stage: Year R



What is the induction programme?



The compulsory school age as defined in the Education Act 1996, which is the beginning of the term after a child's fifth birthday. We are conscious that some children will already be receiving pre-school provision of some kind and we hope to be able to build upon that but clearly cannot contrive a programme that fits into every possible scenario. In our experience and from parent feedback, we believe our induction programme offers a well planned induction into full time education for most children, while also meeting with the Local Authority regulations.

Below you will find information about induction events that we are hold:

Open sessions: Parents and children come to have a look around the classrooms and to meet the staff.

Parents' Information Meeting: In Summer 1 you will receive a summary of the Parents' Handbook which can be found on line at <http://www.highfield.southampton.sch.uk> and information about your child's induction into school.

Highfield Church: A welcome session for the parents of new Year R children organised by the church personnel.

'Taster Afternoon': The children meet their teacher and new class and participate in a range of activities while the parents have an information session in Highfield Church Hall.

Parent and child taster lunch and information session: A short talk about primary education in the UK and a chance to sample a school lunch (payable)

Pre-school and home visits: To ensure that your child has a smooth transition into our school the Reception teachers and teaching assistants visit some of the pre-school groups to talk with staff about your child. We also organise visits to parents and children at home, should you wish, during the Summer Term (Willow) or at the start of the Autumn Term (Oak).

In September when reception children start school there is an Induction Programme, which is carefully planned to introduce your child to the routines of the school day. All the children start school on a part-time basis for a set number of weeks according to their date of birth. During this time they are introduced to the lunchtime routine.

Reception children have their own outdoor area, toilets and cloakroom. They work with a class teacher who is supported by a full time Teaching Assistant (TA).

What are the dates for starting school in 2010?

Week beginning	Autumn born children (dob 01/09/05 to 31/12/05 inclusive)	Spring born children (dob 01/01/06 to 31/03/06 inclusive)	Summer born children (dob 01/04/06 to 31/08/06 inclusive)
No school on Monday 6th and Tuesday 7th September for Year R	In school training for Year R staff	In school training for Year R staff	In school training for Year R staff
First day of term: Wednesday 8th September	Children attend for the morning (9.00 – 12.00)	Children attend for the morning (9.00 – 12.00)	Children attend for the morning (9.00 – 12.00)
w/b September 13 th	Children attend for the morning and lunch (9.00 – 1.00)	Children attend for the morning (9.00 – 12.00)	Children attend for the morning (9.00 – 12.00)
w/b September 20 th	Children attend full time (9.00 – 3.15)	Children attend for the morning (9.00 – 12.00)	Children attend for the morning (9.00 – 12.00)
w/b September 27 th		Children attend for the morning and lunch (9.00 – 1.00)	Children attend for the morning (9.00 – 12.00)
w/b October 4 th		Children attend full time (9.00 – 3.15)	Children attend for the morning (9.00 – 12.00)
w/b October 11 th			Children attend for the morning (9.00 – 12.00)
w/b October 18 th			Children attend for the morning and lunch (9.00 – 1.00)
October 25 th – 29 th	Half Term	Half Term	Half Term
w/b 1st November			Children attend full time (9.00 – 3.15)
w/b 8 th November			
w/b 15 th November			
w/b 22 nd November			
w/b 29 th November			
w/b 6 th December			
w/b 13 th December	Break up on Friday 17 th December	Break up on Friday 17 th December	Break up on Friday 17 th December

How can I get my child ready for school?



Give your child confidence

A child who feels confident about going to school will do better than a child who feels nervous. You want your child to go to school thinking that this is going to be a good thing to do, and to feel happy about the adventure.

Children get confidence about going to school if they hear good things about school life.

If you tell your child "You are really going to enjoy school", then your child will probably believe you. If, in a moment of exasperation, you mutter "You're going to do really badly at school if you carry on like this", then your child will start losing confidence. Encourage older brothers and sisters also to be positive about school.

Remember to tell your child it is going to be a great adventure. It will be a chance to learn about a lot of new things. It will be a chance to make new friends.

If you are worried about your child going to school, your child will pick up your anxiety.

Make sure your child can build relationships

Being at school is about being with other people. That means other children of the same age, older children, and of course adults.

Starting school for the first time means coming face to face with a large group of unknown children which can be a frightening experience. For this reason it is helpful to let your child meet and get to know as many other children as possible before coming to school. As children do get to know each other they have to learn how to relate. You will often want to help your child behave properly with other children. You will want to stop fights, encourage sharing, stop bullying, help the children play with each other, and stop them breaking things. But whenever possible you should also try and let the children just get on with each other - that is how they learn best what other children are like.



Make sure your child has the basic skills that are needed to do well at school

Here are some of the things that your child should be able to do when he or she starts school:

- * Get dressed after games
- * Do up shoes if possible
- * Put on a coat and gloves
- * Go to the toilet and wash hands afterwards
- * Eat dinner without help
- * Ask for help when necessary
- * Blow their nose



What other things would help my child?



Teaching your child independence

Growing up is about becoming independent. Here are some suggestions for helping your child in the first steps to independence:

- * encourage your child to play with other children
- * if your child is becoming bossy when playing, talk to your child about this
- * help your child to relate to adults
- * encourage your child to try new ideas
- * encourage your child to tidy up
- * teach your child manners
- * teach your child to take turns

Talk to your child

- * Encourage your child to have conversations with you and encourage them to sing nursery rhymes.
- * can your child be understood?
- * can your child ask for something they need?
- * answer your child's questions
- * play games which involve communication

Important things every child should know

- * make sure your child knows about the dangers of roads
- * make sure your child does not talk to strangers
- * make sure your child will talk to you and tell you about it if an adult behaves in a way that makes them feel bad or uncomfortable
- * make sure your child knows about the dangers of fire
- * make sure your child knows that electricity is dangerous



How can parents help with reading?



When is the best time to read to your child?

- * reading can happen at any time
- * try to find quiet moments together for sharing books
- * stop when you're not enjoying it

How can I help my child learn to read?

Read as many stories to your child as you can. Talk about the stories.

Explain the meaning of new words. Most importantly though, show the fun that can be gained by listening to stories.

How do you share books with your child?

- * show your child how to hold and care for books
- * choose books together
- * turn pages together
- * talk about the pictures
- * Talk about the characters
- * read books with catchy rhymes so your child can join in
- * read the same book many times so the story and words become familiar
- * read fiction and non-fiction books
- * try to guess what happens next



How can parents help with writing?

Writing together

- * Let your child watch you when you write.
- * Talk about what you are writing and who or what it is for.
- * Let your child make their own pretend lists and join in when you are sending cards to relatives.
- * When children listen to stories and read books it will help them with their own writing.



What style of writing is taught?

Children are taught to write in a joined up style from Year 1

The children at Highfield write using an adapted cursive script. We have found this to be very successful and enables the children to 'join up' their writing at an early age.

All the lower case letters start on the line.

A copy of our handwriting is available in each department and at the end of this section.

USEFUL INFORMATION FROM HOME

Child's Name: _____ Date of Birth: _____

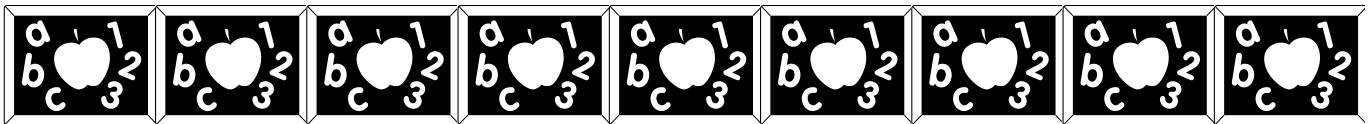
How many brothers and sisters (circle child's position): _____

Terms in Pre-school: _____

Are there any particular milestones in your child's life you would like to write about?

Are there any health problems? (glasses, speech therapy) _____

Does your child need regular medication and if so specify _____



We would like to know some other things about your child

Can your child:

- Recognise their name: Y / N
- Write their name: Y / N
- Count up to 10: Y / N
- Hold a pencil in the right or left hand: right / left
- Say 'please' and 'thank you': Y / N
- Recite their favourite nursery rhyme : Y / N
- Do up buttons: Y / N
- Dress and undress by themselves: Y / N
- Go to the toilet by themselves: Y / N

What does your child like to do?

- Read books: Y / N
- Work on the computer: Y / N
- Crafts: Y / N
- Role play: Y / N
- Play with friends: Y / N
- Play alone: Y / N

Further information: _____

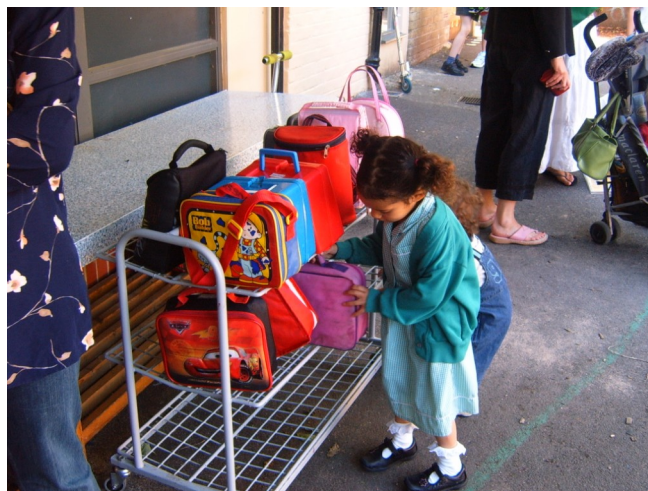
Please could you complete this ready for discussion with a member of staff at the home visit.

What happens at the start and end of the day?

School starts at 9.00 but the doors are opened at 8.50 so the children can come in and get settled before the school day starts.

Children enter school through allocated doors in the reception playground . Parents are welcome to come in with their child, assist them in hanging up their coat and help them to choose a task.

Please ensure that any money is given to the class teacher or teaching assistant at the start of the day .



If you will be collecting your child early for an appointment, go to Reception where this information will be recorded by the Admin staff. When you come to collect your child early you will need to go to the main door and ring the bell.

At Highfield the reception children are organised in two classes as follows:

- * Nine of the oldest new Year R children are placed in Willow Base with the youngest Year 1 children; the rest of the Year R children are in Oak Base.
- * We are not always able to follow this if your child is late joining the school.
- * All the Year R children come together for activities during the week.



Is there an official school uniform?



We believe that it is reasonable to expect all children to come to school or attend school organised offsite activities neatly dressed in the jade school uniform, and have a change of clothing for PE.

John Lewis are the agents selling our school uniform which is purchased online via their website. This can be accessed from personal computer systems or through the West Quay store.

Girls' uniform

- Jade sweatshirt or cardigan
- Grey/black skirt, pinafore dress, culottes, knee length (non-sports) shorts or trousers
- White or jade t-shirt/polo shirt or white blouse or a
- Jade-checked dress
- Flat heeled shoes or practical flat open toed sandals with ankle and foot straps (no trainers)
- Optional cap for the summer
- Grey fleece (**for outdoor use only**)

Boys' uniform

- Jade sweatshirt
- Grey or black trousers, knee length (non-sports) shorts
- White or jade t-shirt/polo shirt or white shirt
- Flat heeled shoes or practical flat open toed sandals with ankle and foot straps (no trainers)
- Optional cap for the summer
- Grey fleece (**for outdoor use only**)

Sports kit for girls and boys in a named PE bag

(No football or other logos)

- Dark shorts
- White or jade t-shirt/polo shirt (a change from uniform top)
- Jade or dark coloured tracksuit clothing for outdoor winter activities
- Suitable change of footwear, plimsolls or trainers (for outdoor wear)
- Socks

LONG HAIR MUST BE TIED BACK

What about jewellery?

We strongly discourage all jewellery for health & safety reasons. Religious or medical exceptions to this should be put in writing to the class teacher. Children with pierced ears must only wear stud earrings at school and these must be removed during PE lessons.

What else do the children need to bring to school?

Children also need:

- a coat for the colder weather
- a Home/School folder for letters and books that are taken home (purchased through school)



All clothes and the folder must be named with a sew in label or written in indelible ink.

SNACKS and WATER

- Children need a named water bottle that should be taken home daily to be refilled
- Fresh fruit or vegetables are provided every day



LUNCH

Children need:

- a named lunch box **or**
- money for school dinners on the first day of the school week in an envelope with name, class, days child is having dinner and the amount enclosed. (Cheques made payable to Southampton City Council)

'SHOW AND TELL'

- During the year all pupils are given an opportunity to make presentations on something that interests them. Each class has a bag that goes home to a pupil on Friday as set out on an agreed rota. The pupil returns the bag on Monday/Tues/Weds prepared to give a few minutes talk to the class on Thursday or Friday.



The Early Years Foundation Stage Curriculum

We are seeking to build upon the pre-school experiences that your child has had both at home and in any nursery setting they may have attended.

The last year of the foundation stage is described as the reception year. The foundation stage prepares the children for the learning experiences of Key Stage 1 of the National Curriculum and beyond. This is an important time for children, for the attitudes and skills acquired at this age are fundamental to the development of independence in learning. We recognise that pre-school children need to work within an environment where...

They feel secure

They are interested and growing in confidence and independence

They engage in practical activity, enquiry and purposeful play

They consolidate their learning through practice, talk and reflection.

Children progress at different rates and individual achievement will vary. However all children will be able to follow the Early Years Foundation Stage curriculum which enables them to make maximum progress to the nationally approved Early Learning Goals. These goals for learning are for children under five. They emphasise early literacy, numeracy and the development of personal and social skills and contribute to the children's knowledge, understanding and skills in other areas. As the children progress from these Early Learning Goals the curriculum is then planned from the Key Stage 1 National Curriculum.



Reception children have a well resourced, secure outdoor learning environment.

What are the areas of learning?



The Early Learning Goals focus on six areas of the curriculum. These areas are not studied separately for they are all intrinsically linked and planned for accordingly.

Personal and Social Development

Within a nurturing environment, children are individually encouraged to develop in confidence, autonomy and self-respect. They will have opportunities to work independently and as part of a group to concentrate and persevere in their learning. A wide range of activities both structured and free choice will introduce them to new areas of learning and encourage children to initiate new ideas, to take turns and share, and to solve simple practical problems. There will be times when the children will be taught to think about the world in which they live and to develop a sense of awe and wonder through the things they see and hear, allowing opportunities to respond in an appropriate way. Through activities, conversations and practical examples children will have opportunities to develop an understanding of right and wrong, to express their own feelings and to have respect for the feelings of others including different cultures and beliefs. All children are given the opportunity to understand how to take care of themselves, other living things, property and their environment.

Language and Literacy



Language development takes place throughout the day and is present in every aspect of our work. Talking, listening and responding to stories, songs, nursery rhymes and poems extends children's vocabulary and fluency. They have opportunities to make up stories and take part in drama and role-play. A well stocked book corner and library gives them opportunities to enjoy and handle a wide variety of different types of books and to learn that pictures and words carry meaning. Children are taught to recognise their own name and key familiar words and to recognise letters of the alphabet by sound and name. We follow the Read, Write Inc. phonics programme. Children will be given many opportunities to communicate meaning through writing and to be aware of its many purposes.

Mathematics

Developing a child's ability to compare, sort, match, order, sequence, recognise and recreate patterns and count is part of laying a good mathematical foundation. Through practical activities a child's understanding of mathematical language, recording of numbers and simple number operations, such as addition and subtraction, are developed. We also use songs, number stories, rhymes and counting games to consolidate their learning.



Knowledge and Understanding of the World

This provides a foundation for historical, geographical, scientific and technological learning. Children are naturally curious and there are plenty of opportunities to explore and observe living things and objects in the natural and manmade world. Through talk about their observations, children are encouraged to ask questions and sometimes record their discoveries.

Children will have opportunities to talk and discover about where they live, their environment, their families and past and present events in their own lives. Through visits in the local area they will find out about some of the features where they live.

A variety of materials and equipment is available for children to explore and develop skills. Technology, for example computers, is used to enrich and support learning experiences.



Physical Development

Activities focus on developing control, mobility, and awareness of space and manipulative skills in indoor and outdoor environments to encourage a positive attitude to a healthy and active way of life. Children participate in games and in using small and large apparatus. Using appropriate tools, construction and malleable materials in a safe environment develops fine motor skills.

Creative Development

We are seeking to develop the children's imagination and their ability to communicate and express ideas and feelings in a creative way. Through art, music, stories and imaginative play they will have opportunities to respond to what they see, hear, smell, touch and feel. They will also explore sound, colour, shape, texture, form and space in two and three dimensions.



At the beginning of every term you will receive a class newsletter that will inform you of the topics to be studied and ways in which you can help support your child in their learning.

We welcome your help in the classroom to work with groups of children or to assist with outside visits.

How do we teach the children to read and write in school?

We follow the Read Write Inc. programme:

Why does it work?

- The programme is systematic and lively
- All staff (teachers and assistants) are trained to teach the programme
- The children do Read Write Inc. an hour every Monday, Tuesday and Wednesday grouped according to their reading level. (Reception children start with 20 minute daily sessions)
- Children do not struggle because the work is too difficult or get bored because the work is too easy.



How and what do the children learn?

Reading The children:

- learn 44 sounds and the corresponding letters/letter groups using simple picture prompts
- learn to read words using sound blending
- read lively stories featuring words they have learned to sound out
- show that they comprehend the stories by answering 'Find It' and 'Prove It' discussion questions

Writing The children:

- learn to write the letters/letter groups which represent the 44 sounds
- learn to write words by saying the sounds and graphemes
- write simple sentences
- compose stories based on picture strips
- compose a range of texts using discussion prompts

Talking

- Children are assessed so they work with children at the same level. This allows them to take a full part in all lessons.
- They work in pairs so that they can answer every question, practise every activity with their partner and take turns in talking to each other

How can parents help with RWI at home?

Read Write Inc. Homework

On Wednesday a Read Write Inc. (RWI) Set 1 sound sheet, a ditty, a storybook or a Next Steps exercise book will be sent home with your child depending on the group they are working in. The activities are part of a developmental programme and are designed to promote learning and confidence.

Speed sounds: Say, read, write the speed sound on the sheet(s).

Ditties: Ask your child to read the sounds at the top of the page, the word list and then the short text. If they hesitate ask them to use 'Fred Talk' to read the word.

Story book: There are instructions in every story book for you to follow.

Next Steps: Instructions for completing the homework are in the front of the exercise book. 'Tree Tops All Stars' reading books will be sent with instructions for you to follow.

Always praise your child!

How are parents kept informed?

Children work at their own developmental pace and we encourage you to be involved and share in their education where possible. Their progress and future learning needs are assessed and recorded regularly through the stepping stones and early learning goals.

Assessment through the Early Years Foundation Stage Profile

Throughout their final year of the foundation at Highfield School, the Year R staff will be assessing each child's development in relation to the stepping stones and early learning goals that form part of the curriculum guidance for the foundation stage. These assessments are made by observations and knowledge of the whole child.

By the end of Year R, children will have finished the foundation stage and their foundation stage profile will have been completed. This profile will provide a way of summing up children's progress and knowledge gained during their first year at Highfield School.

Parents are invited to attend a termly teacher consultation where the class teacher will share their child's achievements and discuss new targets.

We have an open door policy at Highfield and that means you are welcome to talk to us informally or by appointment . If we have a particular concern or worry about your child we will contact you.

