



## Information Pack for Parents

Class 1 (Early Years Foundation Stage)

September 2021 - July 2022

The information pack includes:

- A poem about play “Just Playing”
- Assessment and Learning
- Early Reading and Writing
- Transition Summer Term Plan
- Stay and Play/ Teddy Bears Picnic invitation

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

[hello@tintagelschool.org](mailto:hello@tintagelschool.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.



**Anita Wadley**

Children need the freedom and time to play. Play is not a luxury. Play is a necessity.

Kay Redfield Jamison

## Assessment and Learning

September 2021 marks the start of the new Early Years Foundation Stage (EYFS) Framework. The Development Matters framework supports your child's development from birth to 5 years old across seven Areas of Learning and the Characteristics of Effective Learning.

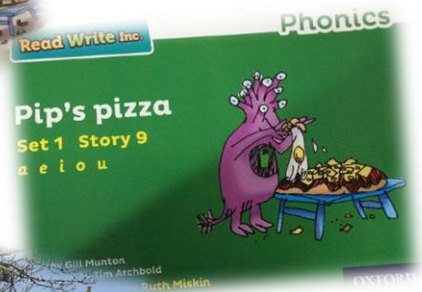
<b>Development Matters</b>	
Prime Areas	<b>Communication and Language</b>
	Listening, Attention and Understanding Speaking
	<b>Personal, Social and Emotional Development</b>
	Managing Self Building Relationships Self-Regulation
	<b>Physical Development</b>
	Gross Motor Fine Motor
Specific Areas	<b>Literacy</b>
	Comprehension Word Reading Writing
	<b>Mathematics</b>
	Number Number Patterns
	<b>Understanding the World</b>
	Past and Present People, Culture and Communities The Natural World
	<b>Expressive Arts and Design</b>
	Creating with Materials Being imaginative and Expressive

All areas of learning are equally important for your child's education and development. Our Enquiry curriculum starts in the Reception 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: The expectation for the end of the Reception Year.





## 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. This 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**.

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 (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

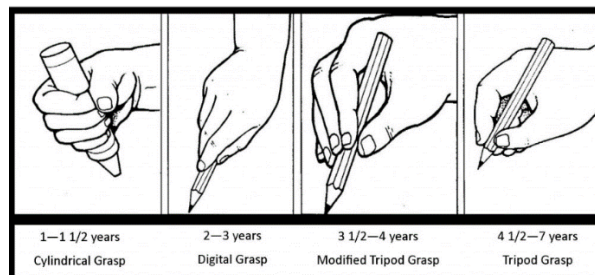
**Special friends (also known as digraph)** – two letters making one sound.  
e.g. sh, ng, qu, ch

**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.



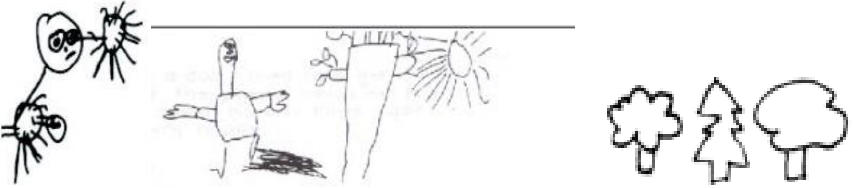

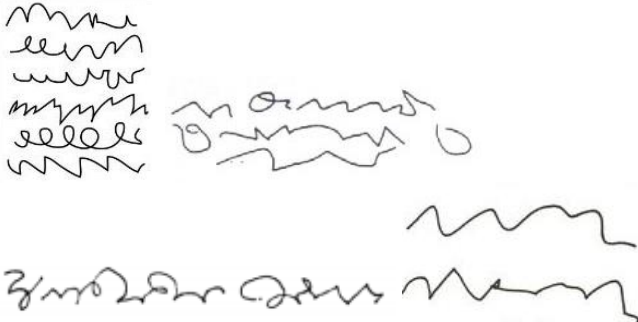
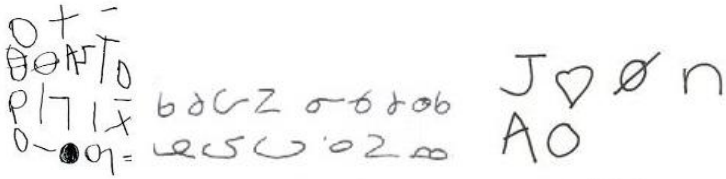

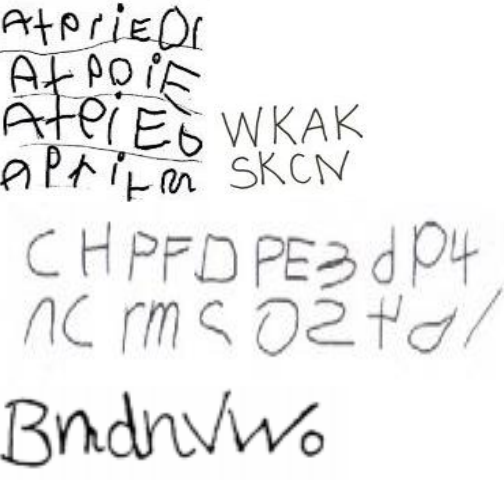

Within the Read, Write Inc. programme, your child learns a handwriting pattern or rhyme for each Set 1 sound. To help you use the correct sounds and terminology, we have listed the key sounds (phonemes) which your child will be taught in Foundation class. In September, we will start to send a bank of 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 get 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

<b>Preliterate</b>	<b>Drawing</b>	
	<b>Lines and Shapes</b>	
	<b>Scribble Line Writing</b>	
<b>Emergent</b>	<b>Early Symbolic Mock Letters</b>	
	<b>Random Letters</b>	
	<b>Letter Strings</b>	
	<b>Letter Groups</b>	



	<b>Environmental Print</b>	<p>the I is see like 12345 onb mv</p>
<b>Transitional</b>	<b>Beginning Sounds for Labels</b>	<p>Theh canr  S (The horse can run.)  K I h a p c (I have a pretty cat.)</p>
	<b>Beginning and End Sounds for Labels</b>	<p>We wn to the s  Br (We went to the store.) I pa en mi ft yrt. (I play in my front yard.)</p>
	<b>Vowel and Medial Sounds within Phrases, some HF words</b>	<p>I see the My nis dres sci </p>
	<b>Phonetically Decodable Sentence, some HF words</b>	<p>To daye i wot to play withf the white board and the shapes and I won to play with my feh</p> <p>I got a skat Bernd fer Krismes. My favurit food is appls and makrone.</p> <p>This pumKn is min </p>

## Multiple Sentences

One day I saw  
my Frid it was  
Israel and Antonio  
and Thay got lost  
I fad Thim.  
The end

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.

### Transition in the Summer Term

As we approach a time of COVID restrictions easing, it is still essential that we continue to maintain high standards of safety to ensure that we keep our school and wider community safe. This does unfortunately have an impact on how we approach our transition plan. As we are not able to offer opportunities for your child and you to come into the classroom, we have created a range of videos to support your child in feeling comfortable with starting school. Videos will be sent via email, and we would encourage you to sit down and share these with your child. Videos provide the perfect opportunity for you to revisit seeing the classroom/staff/activities from the comfort of your home throughout the summer. You should expect to receive the following videos:

- Tour of Classroom and school environment
- Meet the Early Years team through Story Time
- A demonstration on how to complete your All About Me book.

We will continue to closely monitor the Government guidelines and will adapt our plan to offer the best transition plan possible. Currently, we would like to offer a Stay and Play session which will be held outside in the Early Years learning environment (refer to leaflet for date and time). This will be an opportunity for you and your child to come into the school and meet their class teacher and explore just some of the resources. We would also like to hold a Teddy Bear's Picnic on the school field - see invitation. To limit the number of adults coming into the school grounds during school time we have spoken to your child's Early Years Childcare provider and arranged that they bring the children to the Teddy the Bear's Picnic. The children will then return to their setting for you to collect them.

As we are not in the position to offer home visits this year, we would like to take some time to talk to you on the phone so we can build up a picture of your child alongside the information we have already gathered from their Early Years setting. These phone calls will happen on the 7<sup>th</sup>/8<sup>th</sup>/9<sup>th</sup> July between 9.00 am-4.30pm, they will be 10 minutes long, please contact the office with a preferred day and time, we will do our best to contact you then. The phone call will allow you the opportunity to asks questions and hopefully reassure you of any worries you may have. We are very aware that this is huge milestone in your child's life, and we want to do everything we can to make you all feel comfortable with the exciting change ahead. The phone calls last year supported a smooth transition, even in uncertain times.

Soon, via your child's Early Years setting, you will receive a hard copy of their All About Me book and transition booklet. The booklet provides pictures of their class and the Early Years team that will be working closely with your child. The transition booklet has a really positive impact when your child takes ownership over it and shares with family and friends. It is important to continue to relook at the booklet, especially towards the end of the summer holidays alongside the videos. We will also send some getting ready for school resources for your child to use and explore towards the end of the Summer Term.

### **Kit requirements**

Your child will need a PE kit, wellington boots, a suitable coat every day and a 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](#)

### **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 Tintagel Primary School tribe. We hope that this is just the beginning of us sharing a wealth of exciting new learning opportunities for your child.