



Anston Greenlands Primary School



Parents/Carers Guide for starting in Foundation Stage 2



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Foundation Stage 2 Key Workers



**Mrs F Marriott –
Foundation Stage Class Teacher**

**Mrs T Briggs –
Nursery Nurse**



**We are very friendly and are ready to listen if you have any problems.
Please don't hesitate to contact us.**

A Typical School Day – in the first term

- 8.40a.m. Doors open
- 9.00a.m. Wake Up Shake Up Time
- 9.05a.m. Vocab Time
- 9.15a.m. – 11.30a.m. Our first busy session! Communication and Language or Literacy first, and then focus tasks/free choosing time.
- 10.20a.m. (approx.) Snack Area opens
- 11.30a.m. Phonics
- 12.00 – 1.00p.m. Lunch time
- 1.00p.m. Afternoon register
- 1.10p.m. Our second busy session! Mathematics first, and then focus tasks/free choosing time.
- 2.20p.m. (approx.) Snack Area opens
- 2.45p.m. Story or Circle Time
- 3.15p.m. Home time



Getting Ready for School

Starting school is an exciting time for children and parents, but it can also be overwhelming. With some preparation and encouragement, hopefully the transition into school is a bit easier. Here are some hints, tips and activities to help.

- It's important to explain where they'll be going, what they'll be doing and for how long.
- If your child has any additional needs, talk with the teacher/school before they start to discuss these. You could talk to us at your home/garden visit or stay and play sessions.
- Practice using the toilet by themselves and washing their hands.
- Practice getting changed together for a few months (in case of accidents) – dressing/undressing and doing any fastenings.
- Practice putting a coat on and using a zip.
- Eat food with cutlery at a table.
- To prepare your child for school it is important to spend time with them and have fun together. In those preschool years read to them, share stories, sing songs (nursery rhymes), talk about anything and everything.
- Try to give them the chance to spend time with other children the same age, so they can learn to play together, share toys and turn take.
- Practice tidying up after themselves and their friends. Make it fun by using a tidy up song or a reward for the best tidying.
- Try to familiarise your child with letters and numbers before starting school. If you can, read more often with your child.
- Focus on letter sounds when out and about e.g. g for goat.
- When you're out try number-spotting. This will help their confidence when they go to school.



There are **7 areas of learning and development** that shape educational programmes in early years settings. All areas of learning and development are important and inter-connected. Three areas are particularly important for building a foundation for igniting children's curiosity and enthusiasm for learning forming relationships and thriving. These are the 'prime areas,':

Communication and Language



Physical Development



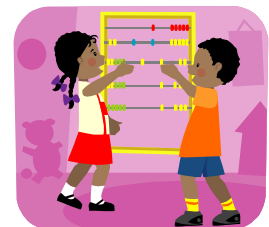
and Personal Social and Emotional Development

We must also support children in four specific areas, through which the three primary areas are strengthened and applied. The 'specific areas' are:

Literacy



Mathematics



Understanding the World



and Expressive Arts and Design



In Foundation Stage 2 we learn through play, so don't be surprised if your child tells you that they have only been playing – they have! However, at the same time learning through: exploring, making construction, baking, pretending and working with others.



During the day children have the opportunity to access our continuous provision independently to develop their skills and knowledge, but we also work in small groups and as a whole class to do this as well.



How You Can Help Your Child to be a Mathematical Thinker

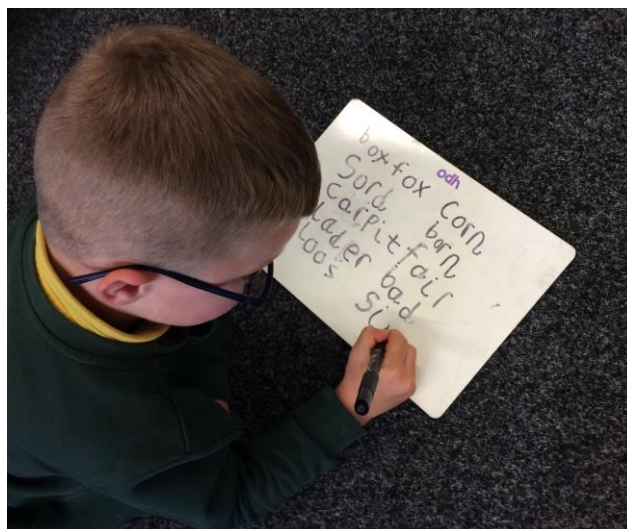
Maths is Everywhere!

- Look for and identify numbers around you from day to day.
- Ordering things – how do you get dressed? What do you put on first, next, last etc?
- Counting – how many plates, cups and knives do we need? How many more do we need?
- Predicting – do you think it will rain today? Do you think our shopping will be heavy?
- Space and position – filling boxes so all contents will fit; making jigsaws; using words such as *behind*, *beside*, *in front*, *up* and *down*.



How You Can Help Your Child to Develop Their Handwriting

- Ensure your child is holding their pencil correctly (pincer grasp).
- Encourage your child to write from left to right.
- Your child may not be able to decide whether they are right or left handed – this is fine, they will eventually find this out.
- Give your child good writing tools: pencils should have a sharp point and write smoothly.
- Early writers have more control if the pencil is fat and ridged (triangular).
- Writing is a very difficult task – praise every effort, however small.
- Don't worry if your child cannot write on a line.
- Encourage the use of lower case letters and capital/uppercase letters in the correct place. E.g. A = capital letters/uppercase, a = lowercase.
- Colouring pictures helps to develop fine motor skills needed for writing.
- Encourage your child to form their letters correctly (see our letter formation guides on our webpage in the EYFS section).



How You Can Help Your Child to Begin to Read

You play a vital role in teaching your child to read.

Initially, we will send your child home with a wordless book once a week, and the expectation is for you to use this book to promote communication and language. Encourage your child to turn the pages in the correct order, and talk about what they see. Ask them questions about the pictures to help develop your child's language skills.



After a little while, we will begin to send a book home with words in. This book will be matched to your child's phonic stage and will be fully decodable. It has been found that if books are sent home that a child cannot decode, it will lead to frustration for the child and parents/carers. To ensure that reading at home is an enjoyable experience and does not feel like a chore, we will send home reading practice books in which your child can read 95% of the words. It does not have to be a different book every time; it may need to be the same book if your child still needs to develop fluency. We are aiming for children to be fluent, this does not mean the book is 'too easy'. Your children should be able to read the practice book with developing confidence and fluency without any significant help. Your role is to listen with interest and, most importantly, to encourage and praise, enthusiastically acknowledging your child's achievement (even if, at the early stages, this is only small). After your child has read the book, it would be helpful to talk about the

book, but only so far as your child is interested. You should try to keep the experience positive and avoid turning it into a test.



It is important that your child has plenty of practice reading at home in order to become fluent, confident readers. Support is needed from you to help your child practise reading and develop fluency with a book they have already read at school.

When sharing any book, pick a suitable time and turn distractions off. When you share a school reading book we ask parents/carers to record an entry in your child's reading diary. We aim for at least three reads a week, or more. Children are rewarded in school for their efforts with book character certificates and a 'dip in our prize box'. We also have a whole school competition, to see which class does the most reading each week, and this is announced in whole school assemblies and displayed on the whole school reading display board for all to see.

We are definitely book worms at Anston Greenlands!

Foundation Stage Routines

Coming in to school

We will open the doors at 8.40a.m. Children will come into school and complete their morning routines, which we will teach them during their part-time weeks.

Home time

We finish at 3.15p.m. and we ask you to wait outside the white double doors of our classroom to collect your child. Your child will not be released out until we have seen the adult who is collecting them that day. ***Please could you inform us in advance if we don't know the adult that may occasionally pick up your child. Please bear in mind that we often have messages to pass on so this does take time.***

Rewards

There are many ways your child's achievements and developments will be praised in the setting. One is through team points. Your child will be placed into a team. One of the reasons for this is to enable us to allocate team points as a reward. Then on Friday the team points throughout school are added together to find the team that has worked the hardest. Eventually, on Friday afternoons we will be having 'Golden Time'. This is where children get to choose special activities for 30 minutes to celebrate good behaviour. We will be taking part in this once the children feel more settled.

Another reward system used is stickers on jumpers/cardigans, and on their individual reward board. We will always discuss with your child the reasons why they have got their sticker so hopefully they will remember and talk to you about it when they get home!

As a whole school we celebrate children's achievements by sending text messages home and displaying work on the school website.

Book bags

Your child needs to bring their book bag to school every day as it is a super way of bringing home any letters, work, messages or reading books they get during the day. Book bags will live in the children's team boxes in our classroom during the day. Children will be encouraged to put their own things into the bag as the day goes on, for example pictures they have created.

PE

We will be having one PE session each week. We don't tend to do PE in the first half term of starting school, as we feel the children have enough routines to get used to. We will send a letter home when we feel the children are ready to do PE. When we start to do PE, your child will need to come to school in their PE kit on their PE day.

Snack/Baking

A big part of the Foundation Stage Curriculum is providing opportunities for the children to express their creativity through working with food and we aim to do this as often as possible. We will be cooking/making various things – sandwiches, biscuits, fruit salad and lots more – and investigating food scientifically. For example, we will look at and discuss the changes through cooking e.g. making pop corn, toast, melting chocolate etc.

To enable us to provide these regular opportunities, we ask for a voluntary contribution of 50p per week towards the ingredients and the afternoon snack. However, milk is free until your child has their 5th birthday. When your child turns 5 you will then need to pay for this. Milk costs 20p per day. Both milk and snack money can be paid termly via our online payment system, ParentPay.

Parent helpers

There will be the opportunity to come into our setting to help with planned activities. This will be later in the year as your child becomes more settled. I will send a letter closer to the time.

I hope this booklet is helpful; keep it safe and refer to it throughout the year.

If I need to update any information in this booklet I will do so in a letter.

If you have any further questions please do not hesitate to ask us.

**Thank you,
Mrs F Marriott and Mrs T Briggs**