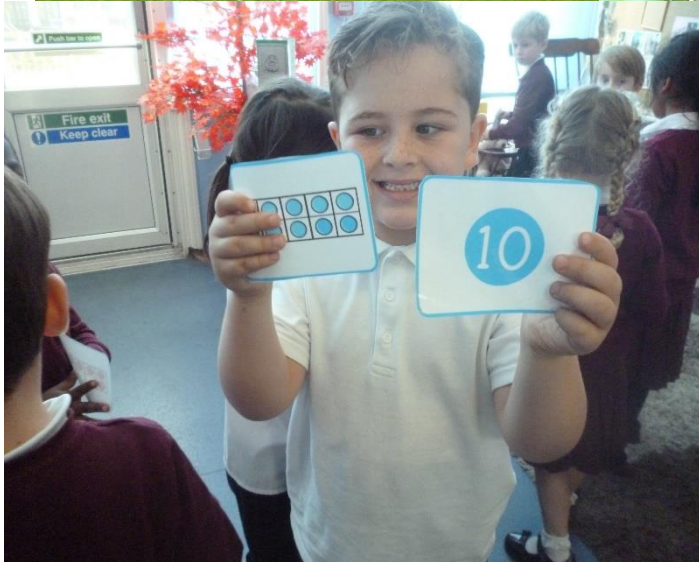




What does it mean to be in EYFS?



7 Areas of learning

It means, that in EYFS, teachers plan, observe and assess children throughout 7 areas of learning.

These seven areas are then divided into two subsections the Prime areas and Specific areas.

Prime Areas are:

Communication and Language

Personal and Social Development

Physical Development

Specific Areas of Learning

Literacy

Maths

Understanding the world

Expressive Art and Design

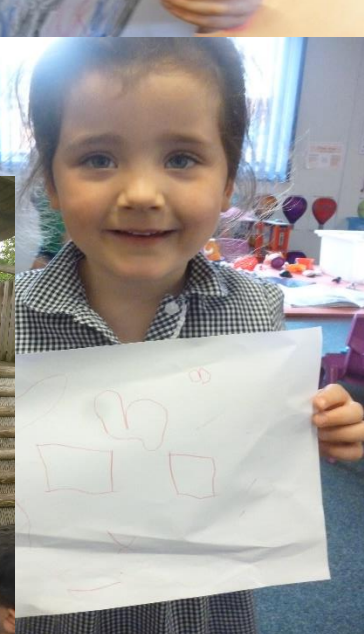
Whilst Literacy and Maths are important, the emphasis is not how well they can recognise their numbers to 10 and count beyond 20, the emphasis is on how a child listens, responds, communicates, regulates their feelings and how independent they are. If your child is a fluent reader but cannot manage their feelings or attend to their own personal needs, then they will not get a GLD at the end of the Year.

It means we have fun and lots of it!

- We learn by laughing, exploring, listening, engaging, thinking, doing, trying, persevering, demonstrating, giggling, creating, counting, sharing, understanding, chuckling, playing, problem solving, repeating, finding out, talking, making mistakes, investigating, singing, dancing, splashing in puddles, being kind, measuring, weighing, balancing, building, working together, sympathising, designing, describing, empathising, being independent, helping others, being caring, sympathising, joining – in, reading, throwing, catching, acting, banging, drawing, baking and..... laughing even more.



As teachers, we have been spending time getting to know your wonderful children.



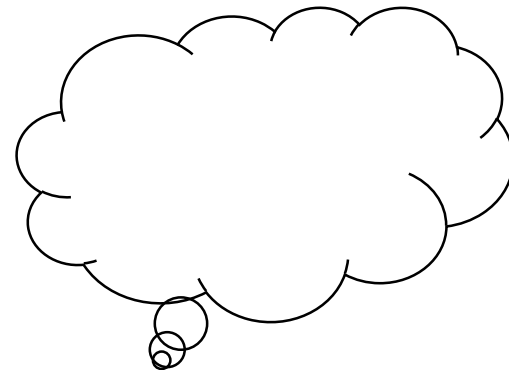
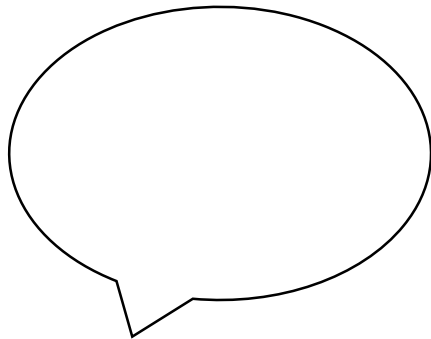
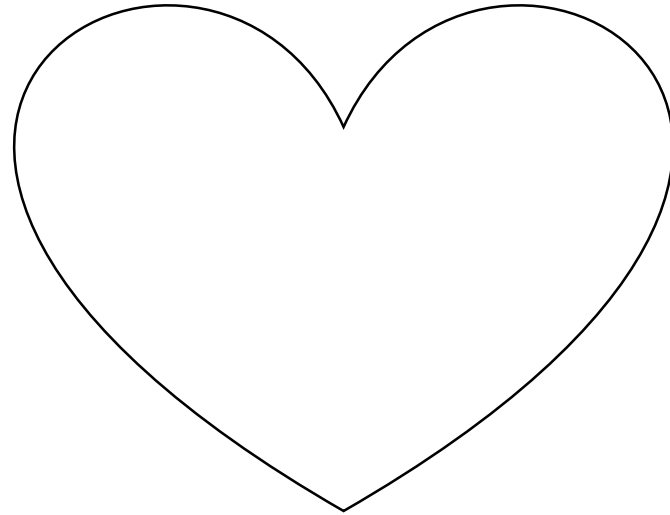
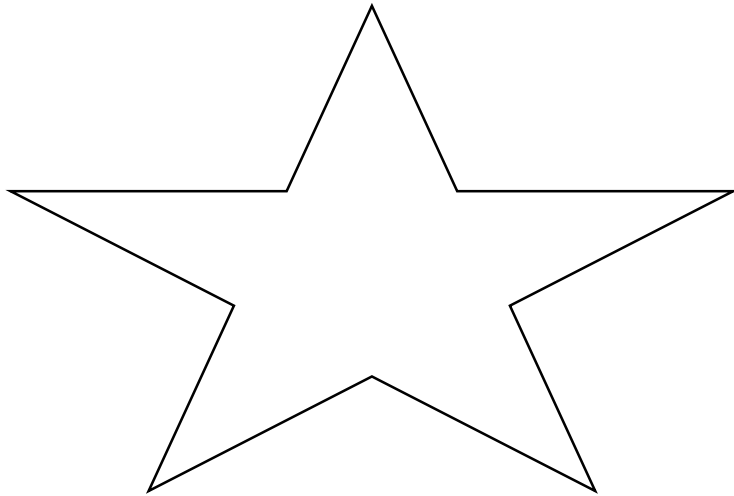
Nursery visits and meeting you, our new parents.

Despite Covid 19, we have managed to conduct nursery visits, whilst abiding by strict rules and regulations. These visits have given us a valuable insight into your children's likes, dislikes and little personalities. It allows us the opportunity to ensure that we plan activities that will engage the children and capture their interests.

Mrs Harding and I are truly excited to welcome your children into our Reception department in September. We are still deciding upon how we can meet some of the children's requests - for example, 'Will there be broccoli? I don't like broccoli,' 'Have you got the best Hotwheels cars in the world?' 'Will we have a rabbit? A pink one - I love pink rabbits.' 'Have you got a swimming pool? I'm so good at diving. I can show you!' To.. 'Can my nanny come in the cookery room? My nanny likes making cakes with me?'

Partnership with parents and carers is paramount. We actively encourage you to be a part of your child's first year at school and you can do this in a variety of ways.

How you as parents can support your child's learning and development in school.



Returning and completing requests from the class teacher.

Wow Star – Please do write inside the star and tell us just how great your child is. This could be something as simple as getting dressed, helping at home, learning to ride a bike or going up a level in swimming.

Kindness Heart – If your child has demonstrated an act of kindness or another child has been kind to your child, we'll complete a kindness heart for them.

Speech Bubbles – Significant comments made by your child are written in the bubble for our records.

Thought cloud – If your child has discovered something or you have been out for the day and they have really enjoyed a particular event, or if they want to learn about something in particular, we complete a thought cloud for them.



Reading is one of the most important things you can do with your child.


If you want your children to be intelligent, read them fairytales. If you want them to be more intelligent, read them more fairytales.
Albert Einstein

If you read just one book a day to your child, they will have been read 1825 books by their 5th birthday.


Every Book Counts

 I will learn to read but first I need to...

Rhyme
I need to recognise the sounds that letters make before I can read




Look at books
I need to be interested in words and books to read




Track
I need to follow objects with my eyes to read



Talk
I need an extensive vocabulary to understand what I read



Do puzzles
I need to differentiate size, shapes, lines and directions to read



Build
I need to use my fingers and hands independently to hold books and turn pages



START READING EARLY



Early literacy instruction and exposure are important for all children. Reading books to children, or reading with children each day is as important to development as nutrition and exercise! Reading introduces new vocabulary, different syntax and other text features to readers.

1 It is never too soon for a child to learn about reading. Infants and very young children all benefit from literacy experiences.

2 Children show interest in reading in a variety of ways. Recognizing letters or names in print, matching words to pictures, and following a story are a few examples.

3 Experience with, and comprehension of, spoken language sets the stage for reading comprehension.



RWI - Phonics

Our mission at Harrow Lodge Primary is to teach every child to read and write, to keep them reading and to develop a pleasure for reading. No exceptions. The single most important factor for future success in life is whether a child reads for pleasure!

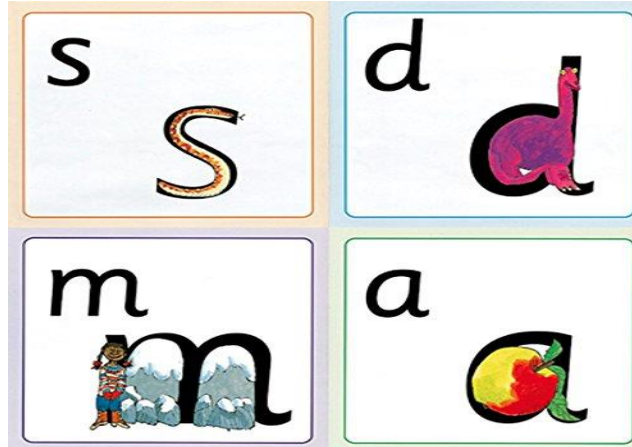
The RWI scheme allows children to connect sounds with pictures and words with their meanings. They connect their own experiences to the stories they read and learn to lift the words off the page.

Children learn **ONE** thing at a time and practise it until it becomes second nature. Interactive practice keeps children focused and their capacity to develop reading skills is enhanced.

Children remember what they learn by **SAYING** it out loud to a partner. If they can't explain it, the teacher repeats it until they can.

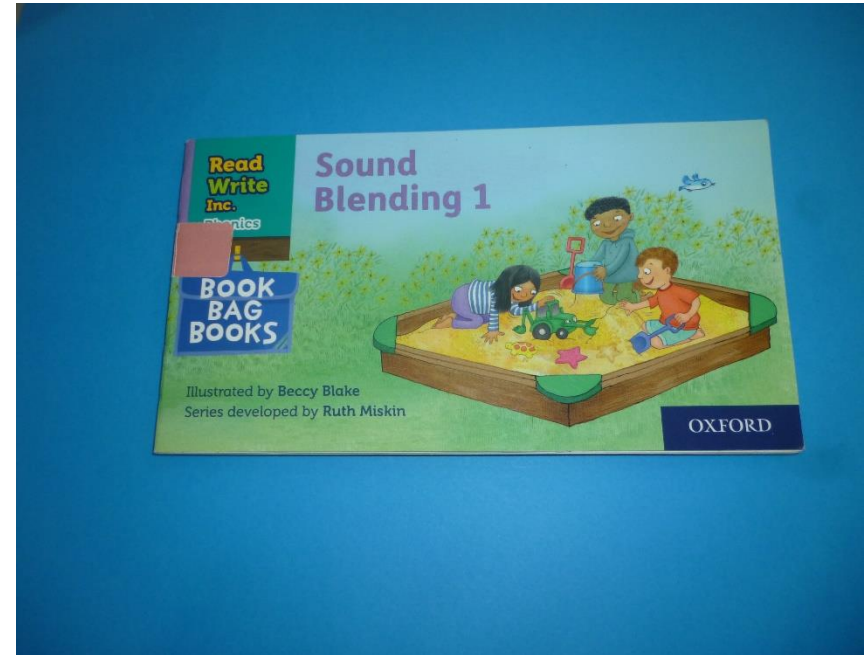
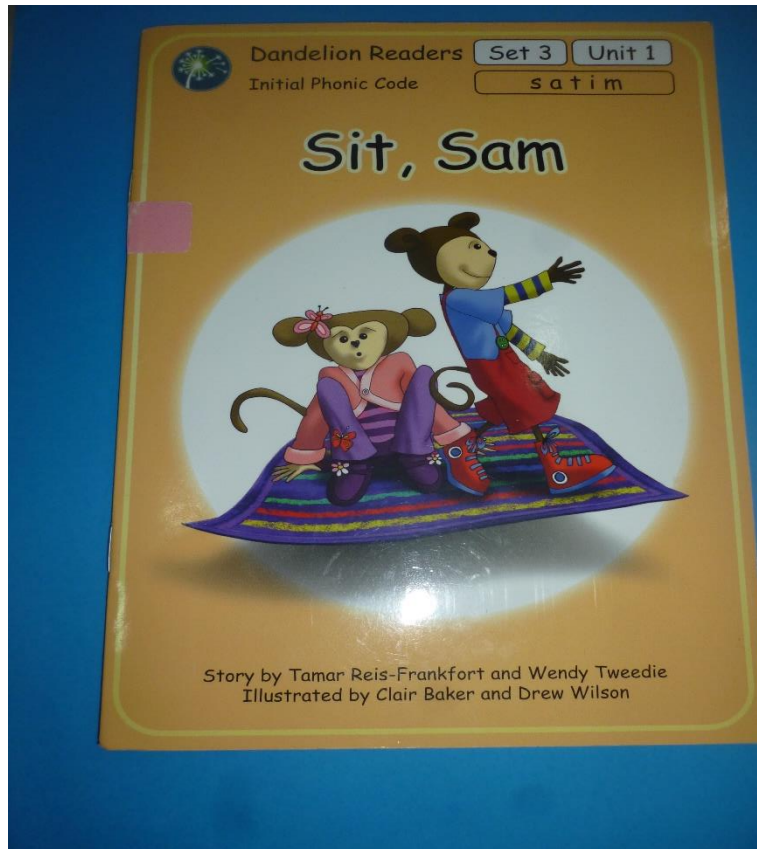
The more practice they are exposed to, the stronger reader they become.

RWI Cards



RWI (Read, Write, Inc) cards are available from Amazon should you wish to purchase them. The link below is the first sound 'm' that we teach in school. Please click on the link below which will demonstrate how a typical lesson is taught. Teaching staff will set the sounds and links that have been taught in school for you to help your child at home. Our home learning platform is called Seesaw, your Seesaw account details will follow in September.

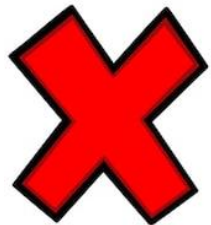
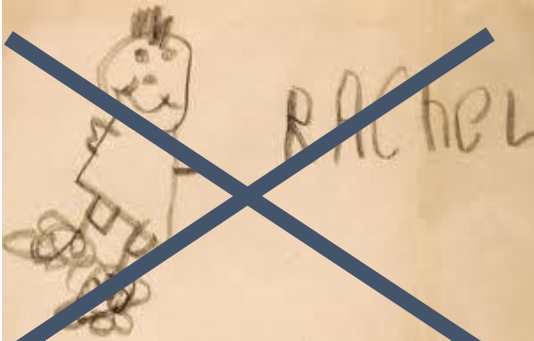
<https://schools.ruthmiskin.com/training/view/qGSj86JN/hefrr6vd>



At first, your child will be issued with a book that contains no words, this is a very important stage as this supports your child in understanding the structure of a story. Once your child has learnt the first initial sounds, they will also receive a sound blending book that contains the sounds they know. They will also be issued with a sound blending book, that contains the sounds that they know. In addition children will be given a set of 'tricky' words that they must learn by sight.



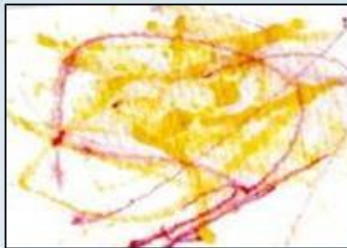
Mark making and early writing skills.



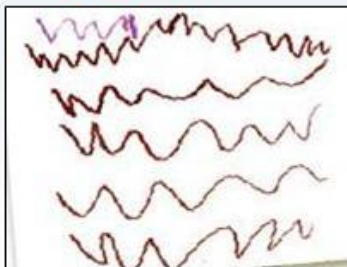
Stages of Early Writing Development



Stage 1-
Random Scribbles
(ages 2-3)



Stage 2-
Controlled Scribbles
(age 3)



p. 8



Stage 3-
Mock
Writing
(ages 3-4)



Stage 4-
Writing Letters
(ages 4-5)



Stage 5-
Writing Words
(ages 5-6)



huge ✓

brute

tune ✓

I sing a tune.

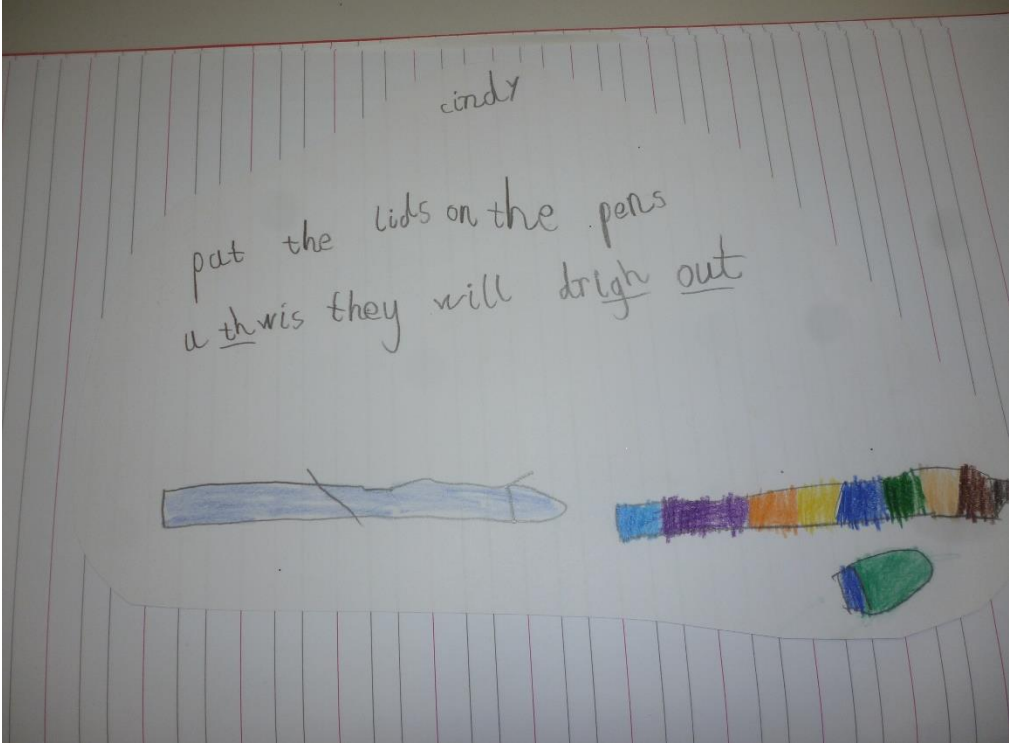
Cluck ✓ went

mama ✓ chick ✓

LW 18, 19

First He wanted
to eat the bugs.
Next He wanted
to fight everybody.
finally He shared
the bugs

These are examples of children's writing that are fully supported at home and children that complete their homework on a regular basis.





Reception classrooms





General Information

Arrival times - To be confirmed in September

Lunch time - All key stage two children are entitled to free school meals and a menu will be sent home in September. You can provide a packed lunch if you so wish.

Independence – we cannot stress the importance of teaching your children how to recognise their own name. recognising their own name will help them to keep their belongings in the right place. Please teach your child how to wipe their nose, use the toilet, open foods such as yoghurts, bananas and cereal bars.

Labeling clothes – Every year I plead with parents to label their children's clothes and every year at least 35% of our cohort start school with unlabeled clothes. Mrs Harding and I will not accept any responsibility for any items of clothing that go missing that are not clearly labeled.

School Family – Our ethos is - we are one big school family.

Making mistakes – Mistakes are celebrated, the children are rewarded when they identify that they have made a mistake because mistakes equal learning opportunities!