



*tidy : bright : organised*



# *starting school*

the foundation stage



Healthy Schools

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## Introduction

**Welcome to Lakeside Primary School. Starting school is an important and exciting time for children and their parents. We hope that the information in this booklet will help to prepare your child for school and make his/her first weeks at Lakeside happy ones.**

We pride ourselves in being a Healthy School and were awarded the Healthy Schools logo in response to the commitment we have given to being healthy. One of our biggest targets was to increase the number of children who walked and cycled to school. We have a Travel Plan which shows how we achieved this. We therefore ask children and parents to walk or cycle to school and not to bring cars as these cause a lot of unnecessary congestion.

To encourage Healthy Eating, crisps and sweets are not allowed at break time but children may bring cheese or fruit. We encourage children to wear sun hats and bring sun cream to school when the weather is hot.

# Lakeside School

## Preparing your child for school

Children will have many new things to come to terms with during their first few weeks at school. Being without Mum or Dad for the day will be a major change and it will help your child if you talk to them and prepare them for this.

They may be used to you doing many things for them, perhaps dressing them, washing their hands etc. It would be a good idea to encourage their independence in doing these activities for themselves so that they can cope with these things when they begin school.

In school they will be experiencing a new social environment, learning to mix and share with other children and relating to a number of adults. Inevitably in the first weeks at school your child will be tired, so do make allowances for this and give them time to adjust to this major change in their life.

## Arriving at and leaving school

Parents should bring their children into the playground and see them into school. In the initial weeks you are welcome to come into the cloakroom to help with hanging up of coats and to settle your child into the classroom before leaving. As your child becomes more confident then we would hope you would encourage them to come into the classroom alone.

It will help us if you pick up your child promptly at the end of the day to avoid causing distress. The class teacher will always bring the children into the playground and ensure that parents are waiting before children are allowed to leave. If you are delayed for any reason then the child will remain with their teacher. It is helpful if we know of any changes in arrangements to collect children.

## Playtimes

Playtime can be a bewildering time for young children but in the early weeks the class teacher will be helping them cope with this. The older children are also encouraged to look after the youngest children.

Children may bring fruit or cheese to eat at playtimes. They may also have soft balls, skipping ropes or small cars etc to use only in the playground but no other toys should be brought to school.

## Lunchtime

Children may either have a school lunch, packed lunch or go home. Dinner money should be sent in on a Monday morning in a sealed envelope with the child's name on. Children bringing a packed lunch should bring it in a suitable, named lunch box. Please do not send drinks in glass bottles.

The reception class will always go into the hall first for their lunch so that the dinner ladies can give them their full attention. Children who go home for their lunch should be picked up from their class at 12 noon and be back by 1pm.

## Home school links

We are committed to a strong partnership between home and school and firmly believe this partnership is of the utmost importance to your child. If at any time you have any concerns about your child, do come into school to discuss the matter with your child's teacher. The best time is at the end of school. Alternatively appointments can be made to see either the class teacher or Mrs Latham.

## Parental help in school

We welcome parental help in school with a variety of activities. If you feel that you would like to offer your help or perhaps have a specific skill, then do see your child's teacher. There will also be opportunities to help on visits or at particular events.

# School clothing

We would advise that with young children, clothing should be easy for them to cope with on their own, for example velcro fastening on shoes or a tee shirt underneath the school sweatshirt, particularly on P.E days. We would hope that before starting school, children would have had some experience of dressing and undressing themselves.

During wet weather you may wish your child to wear wellington boots. A peg to keep these together is useful and shoes should be sent for children to change into.

## Protective clothing

Plastic aprons, with sleeves are provided for art and craft activities. However, paint and glue does sometime find its way on to children's clothing.

**Below are some useful tips for coping with marks on clothing in order to prevent staining.**

### P.V.A Glue/Gloy Paste

**Wet Glue:** Wash under cold, running water.

**Dry Glue:** Soak in cold water and rub the garment to free the adhesive.

### Paint

Our paint is water based but may cause staining.

- Hold the garment under cold running water
- When as much paint as possible has been removed wash with soap and water.
- When the garment appears clean and no more paint can be removed, allow to dry. Do not tumble dry and do not iron at this stage.
- Inspect the stained area. If this is satisfactory iron. If not, repeat the above steps. Do not iron or heat dry until the garment is clean, this will permanently fix the stain.



# The Foundation Stage

You may be aware that children aged 3 - 5 are to be taught according to the Foundation Stage guidance. Within this curriculum there are 6 areas of learning.

- Personal, Social and Emotional development
- Communication, Language and Literacy
- Mathematical Development
- Knowledge and Understanding of the world
- Physical Development
- Creative Development

The experiences the children will be given during their first year will prepare them for stage one of the National Curriculum. If some children have already achieved the early learning goods for a specific area of learning, during the Reception Year, then they will be provided for.

Children, we know, develop and gain knowledge, concepts and skills at varying rates, it is therefore important for the class teacher to know where the children are at in their stage of development on entering the reception class. During the Foundation Stage a profile will be built up and recorded, based on what each child knows and is capable of doing. From this the class teacher can assess the child's level of attainment in relation to specific "stepping stones" of achievement. By the end of the Foundation Stage most children will be working within the "Early Learning goals" and be ready to begin the National Curriculum.

It is important not to compare your child with other members of the class, or with other siblings. Children respond better to praise and encouragement, and we aim to build upon success.

## Topic work

In order to make the Foundation Stage curriculum exciting and fun for children, the six areas of learning will be taught through different topics, that will be changed each half term.

These topics range from "Colour" to "Animals" to "People who help us".

## Areas of provision

Within The Foundation Stage children will be encouraged to work in many different provision areas. These are carefully structured activities linked to specific topics, to develop specific skills and to ensure progression.



### The Home Corner

This will be a changing environment giving the opportunity for role play. Children will be involved in early number activities and in developing language skills.



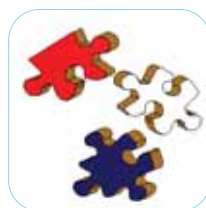
### Construction

The children will have experience of many different construction materials, ie, duplo blocks. These activities form the basis of early technology skills.



### Sand and Water Play

These activities are focused around themes and develop early ideas in capacity and knowledge and understanding of the world.



### Jigsaws and Games

These develop logical thinking as well as sequencing and matching skills.

# Reading



## Painting

In this area children will be able to develop their imagination, creative thinking as well as hand/eye co-ordination.



## I.C.T

These activities include the use of a cassette player as well as a computer to develop manipulate skills in being able to perform simple functions.



## Book Area

In this area children will be provided with a wide range of fiction/non fiction books to browse and enjoy. These are often linked to a specific theme.



## Mark Making

In this area children will be provided with a wide range of pens, pencils, etc and a variety of paper in the form of different frameworks for writing. The children develop early writing skills in this area.



## Small World Play

The children will have experience in working with a large range of contexts ie, the zoo, the farm and the home, to develop skills in speaking and listening as well as the retelling of stories.



## Malleable Materials

In this area children will use materials such as play-dough and clay to develop muscle tone and control in preparation for writing.

Reading is perhaps the most important skill a child will learn at school. The following information is given in the hope that teachers and parents approach reading using similar methods, work closely together and are aiming towards the same goal, to produce fluent readers.

When children begin school, their experience and familiarity with books will vary considerably. The time at which a child begins on a formal reading scheme will also vary. Before children reach this stage it is important that they have had sufficient pre-reading experience, both at school and at home. These experiences include:-

- Listening to stories, poems and rhymes
- Matching activities with colours, patterns etc
- Tracing and colouring activities
- Talking about books and choosing books

Pre-reading activities develop the skills of matching, sequencing, visual and auditory discrimination.

When children are ready to be introduced to a formal scheme a lot of ground work will be done before children begin the reading books.

These activities include:-

- The introduction of characters
- The introduction of key words
- Matching games, lotto

It is important with each book to look beyond the actual printed words. In school a lot of activities will be done on each book before children read them.

Pictures tell the story and convey meaning that the print does not. Children must be encouraged to discuss and draw information from the pictures in order to give meaning to what they are reading.

On entering school, children will be encouraged to take reading material home. This will not always be a reading scheme book. Sometimes, it may be words, or sometimes a library book, intended for parents to read to, or with their children.

We encourage children not to see reading as just their reading books they get from school, so having reading material, books, magazines etc at home and seeing them being used is important. A child will develop more of an interest in books if they can choose their own. Regular visits to the library are beneficial. The librarian will help you if you are unsure as to which books to choose, or if you are looking for something specific.

If children choose books they cannot read, then read with them. Involve the child by talking about the pictures, ask them to guess what will happen. If the text is too hard for them to understand alter the language as you are reading it. If the child "wants" to read it then read it together (aloud at the same time) then the child may wish to try on his/her own.

You may feel that your child has picked a book that is "too easy" for him/her. Do not discourage them from taking the book as they will feel success from reading and perhaps reading it to younger brothers or sisters. Next time, gently steer them towards a slightly harder book.

If a child finds a book boring or has lost interest, do not plod your way through it, choose another.

## Reading with your child

We hope that you will be able to spend some time with your child and their reading. Below is listed some general advice on how to approach reading which we hope you will find useful.

Children will respond better to praise and encouragement than to criticism. In order to build up their confidence as readers it is vital to praise their successes, regardless of how small they may seem to you. Also be enthusiastic about their reading and their books. The interest and enjoyment they see you gaining from books will greatly influence their attitude towards reading.

Children can be very easily distracted so the time given to reading must be quality time, when for example the T.V. is switched off, so that you can give your attention to the child and their reading.

Children must not feel under pressure to do their reading. They will soon take a dislike to reading if they are made to do it every night. If your child does not feel like reading then do not force him/her. Leave it until they are prepared to sit down with you. Try to pick a time to suit both of you, such as just before bathtime or bedtime. If they do not have much interest in books try to encourage one through trips to the library, buying a book as a treat, or through comic books.

Try to be patient whilst you are listening to your child read. This may not always be easy especially when for example, they get stuck on a word they knew yesterday, but it is important not to show your impatience or displeasure. Be encouraging ask the child to 'have a guess'. Don't let them struggle, or ask them to 'sound it out', just give them the word and ask them to repeat it. If it is a word they have had before go back to it later to see if they have remembered it, by reading that particular sentence again. It is also important not to cover the pictures up, as children get vital clues to words if they are stuck. Also let the child see all of the sentence, so that they can read ahead to help them.

If you feel that a particular reading session is not going well, then stop and try again later or the next day.



The following sections on writing, reading, handwriting and numbers can be used as a guide to help your child develop their skills in these areas.

## Writing

We have included a sample of the handwriting style, and the language used to help children in their formation of letters. It is not intended that children should be 'taught' this before they come to school.

Some children may not yet be making marks on paper; but if they are beginning to write letters and write their names then please use the enclosed sheet as a reference to prevent having to change children's styles of writing when they begin school. Please do not encourage children to write in capitals except at the beginning of their name.

Some children may not as yet have established which hand they will write with. Do not force them to use one particular hand, they will soon show dominance in one.

If children have attended a nursery or playgroup they will have been experiencing activities to help develop pencil control such as painting, drawing, colouring, cutting, sticking, tracing etc. These activities are important and should, if possible, be available at home for children.

Please also note that the lower case letters are the 'sounds' that we teach children first e.g. a is for apple etc. It is important that the children hear the sounds before the names of the capital letters. If you do not know all the sounds the class teacher will run through them with you.

Please find below and opposite some examples of how the upper and lower case letters should be formed. Start at the dot and follow the arrow.



round, up and down



down, back up and round



round



round, up and back down



up and round



1. round the top, down and round the bottom
2. straight across



round, up and down with a curl



down, back up and over



down with a curl at the bottom, and a dot over the top.



down with curl and a dot over the top



down, back up around and down



straight down with a curl at the bottom

m

down, back up and over; up and over

n

down back, up and over

o

all the way round

p

down, back up and round

q

round, up down with a flick

r

down, back up and across

s

round, back and round again

t

1. down and round of the bottom
2. start at the stick and straight across

u

down, round, up and back down

v

down and up

w

down, up, down, up

x

1. a cross with a curl

y

down, round and up, down with a curl

z

across, straight across, back across

### Capital letters (again start at the dot)

A

B

C

D

E

F

G

H

I

J

K

L

M

N

O

P

Q

R

S

T

U

V

W

X

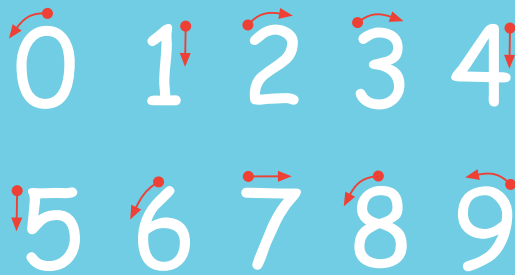
Y

Z

# Number work

Some children may already be beginning to count and recognise numbers. Children should be encouraged to handle or point to the objects they are counting. Counting should be done from the left to right.

A list of number formation is included for those children beginning to write numbers. Again start at the dot.



Children can be involved in early number activities at home:

## Matching one to one

**Examples:** a cup and saucer  
plate to each doll for a tea party

## Sorting objects according to size, shape colour etc

**Examples:** buttons  
stones  
plastic beakers  
farm animals (all the pigs, cows, sheep)  
pencils  
cutlery

## Talk about things using mathematical language

**Examples:** long, short  
heavy, light  
thin, thick, fat  
narrow, thin  
empty, full





— aiming to achieve high standards of behaviour



*tidy : bright : organised*

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