

*Keston Primary School*  
*Reception Class*





# KESTON PRIMARY SCHOOL

Headteacher: Mrs. C. Murphy, BA, PGCE, NPQH

Keston Avenue  
Old Coulsdon  
Surrey CR5 1HP

Tel 01737 555103

Fax 01737 550851

Email: [office@keston.croydon.sch.uk](mailto:office@keston.croydon.sch.uk)

Dear Parents/Carers

The Governors and Staff welcome you to Keston Primary School. If your family is joining our community for the first time, we welcome you as parents and look forward to a happy and successful association. If you have attended our Nursery or already have a child here at Keston, we hope to strengthen our existing links with you to enable us to work together to provide your child with the best education possible.

The school recognises that you as parents and carers are the first educators of your children and we therefore encourage you to liaise closely with staff. We in turn will listen and reflect on your comments; working with you to ensure that your child will have a happy, secure, productive and rewarding school experience.

We trust that each child will reach their potential and be confident in their own abilities thus developing a truly positive attitude to school.

We have compiled the following information that we hope will make your child's integration into school as smooth as possible. Should you have any worries, no matter how small, please do not hesitate to speak to your child's class teacher, Miss East the Early Years Leader or, of course, my deputy Mrs Green or myself.

We look forward to working with you and your children.

Yours sincerely

Claire Murphy  
Headteacher



## Useful Information for New Parents

There are two reception classes, which are part of the Early Years Foundation Stage and comprise of Red and Blue class. The two classroom bases have integral toilets and cloakroom and a secure outside play area. Each class has a maximum of 30 children and is staffed by a teacher and a teaching assistant.

### **Settling in**

If your family is new to the school or your child has not attended Keston Nursery your class teacher and teaching assistant will arrange to visit you and your child at home; this is an opportunity for you and your child to begin to get to know the class teacher and to ask any questions that you have about starting Reception class. If you are not offered a home visit, and would like an opportunity to meet with the class teacher on an individual basis before the start of the term, there will be an open morning during which you and your child are welcome to visit the reception class.

You and your child will be offered a date and time to arrive on your first day. You will be welcome to stay with your child until you are comfortable to leave.

On subsequent days, we will aim for your child to become independent, leaving you at the door, hanging up their coats, changing their books and preparing for registration.

### **The Daily Routine**

Children are welcomed personally by a member of staff and independently hang up their coats and leave their lunch boxes in the area provided.

The children will have time to explore the classroom activities before being brought together for registration. The daily activities will include a range of directed tasks, focus group activities, whole class work and independent play activities both indoors and out.

At the end of each day parents wait outside the classroom and the children are handed over to the parents/carer. **Parents must inform staff if they have arranged for someone else to collect their child.**

If you bring or collect your child at any other time during the school day you must enter via the school office.

### **School Hours**

School starts at 9.00 am and finishes at 3.00 pm; the children are expected to be in the playground at 8.55 am, to ensure a prompt start to the day.

## **Emergency Contact with Parents**

It is essential that we are able to contact you in the event of an emergency. All parents are required to complete a Pupils Information Form, providing an emergency number as well as other daytime contact numbers. You are requested to ensure that you inform the school office of any updates in this information.

## **Drinks/Food/Toys Policy**

Water is freely available at all times at school and the school has a policy of not allowing drinks into school. Water bottles, which must be named, are available for purchase from the school office. This policy also operates at lunch and includes those children who are having a packed lunch. Children are not permitted to bring snacks, sweets or toys to school. The school is however part of the national 'free fruit' scheme and your child will therefore be provided with a piece of fruit each day. If your child is under 5 they will, if registered by you on the Cool Milk website, additionally be given free milk; once your child reaches 5 years of age you will be able to purchase milk via the website.

**Lunch** - Keston has been awarded the 'Healthy Schools Award', we encourage all the children to eat healthy options. All children in Reception, Year 1 and Year 2 are entitled to free school meals which are provided by Harrison's catering; we would encourage all parents to access this provision. All parents are welcome to see meals being served and menus are available on Parent Pay, displayed in the school and sent home twice yearly. Alternatively your child may bring a packed lunch; please try to follow school policy and make this as healthy as possible; the children may not bring crisps, sweets, chocolate, drinks etc. Water is provided for all children at lunchtime.

## **School Uniform**

The school has a uniform which is detailed in your parent pack; this includes a PE kit. Uniform items with our logo must be purchased from;

Cladish (9am-5.30pm);

29-31 Woodcote Road

Wallington

SM6 0LH

020 8669 9992

[www.cladishsports.co.uk](http://www.cladishsports.co.uk)

**PE Kit** - your child will need royal blue shorts and white t shirt as shown in the uniform list, and plimsolls in the summer term. Kits should be brought in on the first day of every half term and taken home at the end of each half term for washing.

**Labelling Clothes** - Every item of clothing including shoes and socks, and PE kit need to be clearly named. Iron on tags need to be checked regularly and if using a

pen check names from time to time as it often washed out. Please make your sure your child can recognise their label.

**Book Bags** - The children will choose a book and take it home to share with parents/carers each evening. To protect the books we ask you to provide a book bag which is available to purchase from the school office. Please make sure you check it every day as important messages will be sent home in it.

**Swimming** - During the summer, children have lessons in the school pool with a trained instructor. A swimming cap is necessary for both boys and girls and a one-piece costume/trunks. Children who have a verruca are required to wear a verruca sock.

Parents are requested to make a termly contribution towards the upkeep of the pool.

Further details about swimming lessons will be sent to parents in the second half of the spring term. However if you are able to assist with the changing of children for these sessions we would ask that you undergo a DBS check before this time.

### **Educational Visits**

The school provides a range of educational visits, school workshops etc for the children in each year group. Our ability to provide these opportunities depend upon contributions received from parents to offset the costs involved. Letters giving information about each trip, together with details of the contribution required, are sent as necessary. No child will be excluded on financial grounds but it may be necessary to adjust the programme according to the level of contributions received.

### **School Fund**

School Fund is used to provide for Christmas activities, gifts, cooking, some theatre productions etc. A voluntary contribution of £10.00 for your first child, plus £5.00 each for siblings, is requested; it is helpful to receive this during the first half of the autumn term.

### **Payments to School**

All payments for school activities are made via Parent Pay. Payments can be made online or through local shops using a barcoded letter, these are available from the school office.

Any payments which are not covered by Parent Pay must always be sent in a clearly labelled envelope and handed to staff on arrival.

## **School Newsletters and Information**

We consider communications with parents to be a very high priority and we send regular school newsletters via email as part of this process. Copies of all school letters may also be downloaded from the website. Information about school activities and the curriculum is also available on the website. The school website can be accessed at <http://kestonprimary.org.uk/> .

## **Absences**

If your child is going to be absent from school, please advise the school office by telephone or in person before 9.30 am. Children may not attend school if they have been sick or had diarrhoea during the previous 48 hours. Parents will be contacted if their child is thought to be unwell during the school day.

## **Medical Information**

Allergies and medical conditions need to be communicated to the school before the first day. Asthma pumps need to be sent in on the first day labelled clearly with your child's name and a completed medical form. The children have fruit each day; cooking and tasting different foods is also a part of our curriculum, so it is important that we know of any allergies. We only administer short courses of medicines for acute conditions if prescribed by a doctor and relevant forms are completed.

## **Health and Safety - Access to School and Parking**

Access to the school for parents and children is through the entrance in Keston Avenue. These gates will be unlocked from 8.30 until 9.10 and from 2.45 until 3.30. For entry outside these times you will need to contact the school office via the intercom by the main gate. Parents may not access the school car parks; parking is available in Keston Avenue and surrounding roads but as you will appreciate these roads become very busy. We would ask you to take care if parking in surrounding roads so as not to obstruct local residents' driveways. Please do not park, drop off or pick up on the yellow lines outside the school.

We encourage the children to walk to school if at all possible; we have a number of scooter pods and parking for bikes and would encourage you to use these. However all riders must dismount and wheel their cycle/scooter across the playground to prevent accidents occurring in the crowded playground.

Dogs are not permitted on the school site at any time.

## **Tissues**

Each child is asked to bring a box of tissues to school at the start of each term.

**Contact with Teachers** - Reception teachers and support staff are always available to discuss any queries or worries you might have, however it needs to be at an appropriate time (such as after school) unless it is a pressing issue. Children

can be affected by situations and events that happen in the home; if you think events might affect how your child is feeling or acting please send in a note or speak to an adult so we can keep an eye on them.

### **Parent Helpers**

Parents are welcomed to help in the classroom, on school trips and assisting the children when swimming. Should you wish to be involved you must apply for a DBS check via the school office. Parent helpers are reminded that confidentiality is essential when taking part in school activities; all regular helpers will be asked to sign an agreement to this effect.

### **Progress Reports**

We offer a minimum of three sessions where you can meet the teacher and look at your child's work, further appointments may be made if either you or the teacher feels the need to discuss any difficulties, strengths and areas for development.

### **Pupil Premium/Free School Meals Entitlement**

As stated in an earlier section all Reception children are entitled to free school meals. However the children of parents and carers who receive the following:

- Income support
- Income based jobs seeker's allowance
- Income related employment and support allowance
- Guaranteed state pension credit
- Child tax credit
- Financial support by National Asylum Support Service

also attract Pupil Premium funding which is given to the school to enhance the learning for these children. If you fall into any of these categories please speak to the school office and fill in a 'Free School Meals Application' form. All children who are named on the school pupil premium list will be entitled to one free school uniform every year (sweatshirt, T Shirt, PE Kit) and on entry to the school a book bag, PE bag, water bottle and school baseball hat; these items will be funded through pupil premium payments.



## The Foundation Stage Curriculum

There are seven areas of learning and development that shape educational programmes in early years' settings. All areas of learning and development are important and inter-connected.

All learning during the foundation stage of your child's education should be a partnership between home and school. The statements in the areas of learning outlined below are the Early Learning Goals against which each child is assessed at the end of their Reception Year.

Three areas are particularly crucial for igniting children's curiosity and enthusiasm for learning, and for building their capacity to learn, form relationships and thrive. These three areas, the prime areas, are:

### Communication and Language

The children will learn to:

- listen attentively in a range of situations
  - listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions
  - give their attention to what others say and respond appropriately, while engaged in another activity
  - follow instructions involving several ideas or actions
  - answer 'how' and 'why' questions about their experiences and in response to stories or events
  - express themselves effectively, showing awareness of listeners' needs
  - use past, present and future forms accurately when talking about events that have happened or are to happen in the future
  - develop their own narratives and explanations by connecting ideas or events'
- 
- *What you can do to support communication and language development at home*
  - *Read to and share rhymes with your child*
  - *Encourage your child to make eye contact when talking*
  - *Make sure your child listens to the answers when asking questions*
  - *Provide your child with as many experiences as possible outside the home e.g. going to the park, visiting new places and travelling in different ways (train, bus, train)*
  - *Ask your child questions about their day at school*
  - *Complete puzzles and play turn taking games*



## Physical Development

The children will learn to:

- show good control and co-ordination in large and small
- move confidently in a range of ways, safely negotiating space
- handle equipment and tools effectively, including pencils for writing
- know the importance for good health of physical exercise, and a healthy diet, and talk about ways to keep healthy and safe



### **What you can do to support physical development**

- *Visits to the park - climbing/balancing equipment, open areas to run*
- *Play with balls etc*
- *Ride tricycles and bicycles*
- *Use fingers and thumbs to trace, thread, pick up small objects*

## Personal, Social and Emotional Development

The children will learn to:

- be confident to try new activities, and say why they like some activities more than others
- be confident to speak in a familiar group, will talk about their ideas, and will choose the resources they need for their chosen activities
- say when they do or don't need help
- listen to each other and the adults involved in their daily activities
- talk about how they and others show feelings, talk about their own and others' behaviour, and its consequences, and know that some behaviour is unacceptable
- work as part of a group or class, and understand and follow the rules
- adjust their behaviour to different situations, and take changes of routine in their stride
- play cooperatively, taking turns with others
- take account of one another's ideas about how to organise their activity
- show sensitivity to others' needs and feelings, and form positive relationships with adults and other children



## **What you can do to help your child settle into school**

Encourage your child to:

- *Dress and undress independently - putting on clothes (including coats, hats, socks, shoes), doing up buttons, turning clothes from inside out, folding clothes*
- *Use the toilet independently, including flushing the toilet and washing hands*
- *Sit at a table, eating with a knife and fork at a reasonable speed*
- *Talk about their emotions, how they feel sometimes and what is an appropriate reaction*

The children's learning is also supported in four specific areas, through which the three prime areas are strengthened and applied. **The specific areas are:**

### **Literacy**

#### **Reading**

The children will learn to:

- read and understand simple sentences.
- use phonic knowledge to decode regular words and read them aloud accurately
- read some common irregular words
- demonstrate understanding when talking with others about what they have read

#### **Writing**

The children will learn to:

- use their phonic knowledge to write words in ways which match their spoken sounds
- write some irregular common words
- write simple sentences which can be read by themselves and others
- write some words that are spelt correctly and others are phonetically plausible



### **What you can do to support Literacy development at home**

- *Share books*
- *Share words that may be sent home. Practise keywords, look for words in their environment*
- *Encourage your child to use a good pencil grip when writing at home*
- *Sing the phonic songs and learn the actions for each phoneme with your child*

## Mathematics

### **Number:**

The children will learn to:

- count reliably with numbers from 1 to 20, place them in order and say which number is one more or one less than a given number
- using quantities and objects, add and subtract two single-digit numbers and count on or back to find the answer
- solve problems, including doubling, halving and sharing

### **Shape, space and measures**

The children will learn to:

- use everyday language to talk about size, weight, capacity, position, distance, time and money to compare quantities and objects and to solve problems
- recognise, create and describe patterns
- explore characteristics of everyday objects and shapes and use mathematical language to describe them

### **What you can do to support mathematics objectives at home**

- *Provide your child with as many experiences as possible e.g. laying the table, handling coins*
- *Encourage practical counting in day to day situations and play board games*
- *Use positional vocabulary wherever possible*
- *Compare measurements when playing, cooking, bathing, - full, empty, long, short etc*
- *Practise writing numbers*
- *Help with number recognition when you are out and about - numbers on gates, buses, cars etc*
- *Encourage your child to notice and name any shapes around them*
- *Discuss basic sequencing activities - getting dressed, growing plants*

## Understanding the World

The children will learn to:

- talk about past and present events in their own lives and in the lives of family members
- know that other children don't always enjoy the same things, and be sensitive to this
- know about similarities and differences between themselves and others, and among families, communities and traditions
- know about similarities and differences in relation to places, objects, materials and living things



- talk about the features of their own immediate environment and how environments might vary from one another
- make observations of animals and plants and explain why some things occur, and talk about changes
- recognise that a range of technology is used in places such as homes and schools
- select and use technology for particular purposes

***What you can do to support understanding the world:***

- *Encourage your child to use all their senses (sight, touch, hearing, smell, taste) to find out about their environment*
- *Encourage your child to ask questions*
- *Talk to your child about their family and their traditions*

**Expressive Arts and Design**

The children will learn to:

- sing songs, make music and dance, and experiment with ways of changing them
- safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function
- use what they have learnt about media and materials in original ways, thinking about uses and purposes
- represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role-play and stories



***What you can do to support creative development:***

- *Sing with your child*
- *Listen to different styles of music*
- *Join in with your child's role play activities*
- *Cut, stick, draw, paint, build*

## Pronouncing Phonemes

<ul style="list-style-type: none"> <li>• Long continuous sound               <ul style="list-style-type: none"> <li>• f l m n r s sh v th z</li> </ul> </li> </ul>
<ul style="list-style-type: none"> <li>• Do not use voice box               <ul style="list-style-type: none"> <li>• c p t ch h</li> </ul> </li> </ul>
<ul style="list-style-type: none"> <li>• Slight 'er' on the end of each sound               <ul style="list-style-type: none"> <li>• b d g w qu y</li> </ul> </li> </ul>

a - ant	p - pig	ai - pain
b - bat	qu - quacks	ee - eeyore
c - castanet	r - rag	ie - pie
d - drum	s - snake	oa - goat
e - egg	t - tennis	ue - barbecue
f - fish	u - up	
g - gurgle	v - van	oo - foot
h - hop	w - wind	oo - cuckoo
i - ink	x - x-ray	ou - ouch
j - jam	y - yogurt	oi - oil
k - kite	z - buzz	
l - lollipop		er - mixer
m - meals	sh - hush	ar - car
n - noise	ch - choo	or - eeyore
o - on	th - this	ng - strong
	th - thumb	ck - rock
short vowels a, e, i, o, u,	long vowels ai, ee, ie, oa, ue,	

The children will learn the phonic sound, an action to go with each sound and a song for each sound.

**Grapheme** is the letter name,

**phoneme** is the letter sound,

**digraph** - two letters that make one sound

## Progression in Phonics – Reception Parents

Listen attentively

Speak clearly, audibly and with confidence

Experiment with sounds and words

Distinguish between different sounds in the environment and phonemes

Show an awareness of rhyme (Nursery Rhymes, poems, rhyming activities)

Show an awareness of rhythm (clapping games, simple musical activities)

Become familiar with alliteration

- Know one grapheme for each of the 44 phonemes in order to read and spell simple regular words.

s a t i p n (sat, pin, tip)

c k e h r m d (men, hat, ram)

g o u l f b (log, fan, bus)

j z w v y x (box, wax, yes)

ch sh th wh ng qu (chop, ship, thin, when, quit, sing)

ll, ss, zz, ff, ck (bell, miss, buzz, puff)

ai (pain)

oo (foot, moon)

ee (sheep)

ou (ouch)

ie (pie)

oi (coin)

oa (boat)

er (term)

ue (cue)

ar (car)

or (torn)

- Initial and final consonant blends

bl, cl, fl, gl, pl, sl, br, cr, dr, fr, gr, pr, tr,

sc, sk, sm, sn, sp, st, sw, tw

ng, nk, nd, nt, ld, lf, lm, lp, lt, ft, pt, mp

- Alternative ways of pronouncing and spelling vowel phonemes

ai ay a-e

er ir ur ear or

ee ea

or aw ar

ie igh y i-e

oi oy

oa ow o-e

ou ow

ue ew u-e

ar a