



A guide on how to prepare your child for starting Reception at Forty Hill C of E Primary School.

What should my child know before they start school?

Our Vision

that our safe and welcoming Christian community gives every child every opportunity to be **fulfilled, healthy and successful.**



Our Values

to develop **confidence** and **respect**,
to show **compassion**,
to learn to be **reflective** and **responsible**,
and to grow **resilience**



Fulfilled Healthy Successful

Independent Skills



Lunch

Lunchtime can be quite a busy environment with lots of children eating at the same time. There are of course adults to support children but having these skills will enable your child to be able to eat independently and not have to wait.

Practise using knives and forks at home during mealtimes, drinking from an open cup, clearing their own plate when they are finished and peeling fruit.

If they are going to have packed lunch then have a practise opening and closing the lunchbox, opening packaging and cartons.

Toileting

Try to encourage your child to use the toilet independently, wipe themselves and wash their hands afterwards. If you have any concerns then please speak to the class teacher so that they are aware of any concerns that you may have.



Resources

Discuss with your child how they can take care of their toys and resources and encourage them to tidy up when they have finished playing.

Additionally, discuss with your child the importance of looking after their own belongings, for example their water bottle, jumpers/cardigans and book bags.

Please make sure that all uniform is fully labelled.

Getting Dressed



Uniform

Please make sure that your child has the correct uniform when they begin school.

Give your child opportunities to practise getting themselves dressed and undressed independently. Practise with buttons, zips and poppers.

Encourage children to put their shoes on themselves. We do recommend that children should only have laces on their shoes if they are able to tie them independently.

You can write their name on a piece of masking tape and cut it in half placing one in each shoe so that they know which is the left and the right.

School Uniform	Summer Uniform (optional for Summer term)
<ul style="list-style-type: none">• Dark grey trousers or bottle green tunic/skirt• White shirt with collar and tie (KS1 children may wear a polo shirt and no tie)• Bottle green V-neck jumper, sweatshirt or cardigan with school badge• Black or grey socks or green or black tights	<ul style="list-style-type: none">• Dark grey shorts• Green and white Gingham dress with white socks• All children have the option of wearing a white polo shirt with or without school badge without a tie

P.E. Kit

PE Kit is recognised as an important part of the school uniform and must be worn to school when it is your child's PE Day. Wearing PE kit to school on PE Days means your child has a longer PE session, prevents our narrow corridors being crowded with PE kits and definitely less chance of losing uniform! For health and safety reasons, children will be required to remove their jewellery or cover stud earrings with tape.

House Colour (Green, Yellow, Blue, Orange or Red) PE T-shirt with school badge

Bottle Green shorts or Green Jogging bottoms

Black Plimsolls and/or trainers

PE bag with school badge – please ensure this is named

You may wish your child to have a green sweatshirt (with school badge) for PE

Early Phonics



Oral Segmenting and Blending

A vital skill in early phonics is oral segmenting and blending. Having the ability to orally segment and blend words will support your child in their future learning in phonics.

Segmenting is when you break down a word into singular sounds (phonemes) for example c-a-t. Blending is when you put those sounds together to make the word.

For example, r-ai-n = rain.

Encourage your child to do this at home through games such as i-spy or Simon Says. For example, "Simon says, can you p-a-t your kn-ee."

Just a reminder, there is no expectation for children to necessarily know the letters and their sounds before they start school. Children will be introduced to these sounds in Reception when they begin phonics.

Nursery Rhymes and Songs

Having a bank of nursery rhymes and songs is a great way to prepare your child for school. Studies have found that children that know 8 nursery rhymes when they start school are more likely to be better readers and writers!

Nursery rhymes are actually part of phase 1 phonics, which is what is covered in nursery. It supports children with recognising rhyming words, syllables and rhythm.

Additionally, nursery rhymes supports children other areas of their learning. For example:

- Comprehension
- Vocabulary
- Story sequencing
- Listening skills
- Numeracy skills



Fine Motor Skills



Early Writing

Writing is a crucial skill that children need to learn so that they can express themselves and communicate. In Reception, we teach formal writing through our phonics lessons and through literacy. However, before children can begin to write they have to have the physical skills and strength that will enable them to be able to hold a pencil and form recognisable letters.

These skills can be developed through lots of different ways. Here are a range of activities that you can try with your child at home to support them with developing their fine motor skills so that they are ready for writing.

Playdough Disco

Only when children can isolate their fingers from their palm will they be able to hold and use a pencil correctly. This activity helps support children with strengthening their fingers and hands which will in turn help them write effectively.

You will need:

- A small amount of playdough
- Access to YouTube

https://www.youtube.com/watch?v=9_CaeGiL1TE



Lego



Using Tweezers



Threading beads/cheerios onto spaghetti or thread

Writing on a large scale is a fun and engaging way to interest children in mark-making. Here are some suggestions:

- Chunky chalks outdoors
- Mark making on large sheets of paper or cardboard
- Paintbrushes and water on the floor
- Writing in gloop (water and cornflour)

Developing pincer grip to support pencil hold.

Reading Stories Together

Reading at home

In order for your child to become a lifelong reader, it is essential that they learn to read for pleasure and not "just for school."

Sharing stories at home is a wonderful way to support your child's love of reading. Reading has so many benefits for children and here at Forty Hill we hope that every child leaves our school as a "reader for life".

Reading at home supports children with their vocabulary as well as their understanding and comprehension. It supports speech and language skills, such as listening, concentration and speaking. It has also been found that children that enjoy reading are more likely to be confident writers.

We encourage parents to read daily with their child even if it is just for 5 minutes. Model how to hold books appropriately, how to turn pages and that print has meaning.

When reading the story, talk about the pictures in the book and what is happening in the story. Make predictions of what you think might happen next. Use funny voices for the characters to make it fun and encourage your child to join in with repeated refrains.



Children are made
readers on the
laps of their
their parents.

-Emilie Buchwald

Name Recognition



Name Recognition

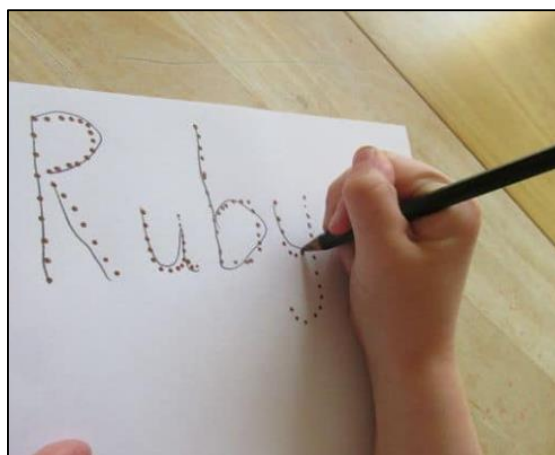
Provide your child with lots of exposure to their name so that they will begin to recognise it. This will support them with identifying their peg, which will support them to independently hang up their coats and bags throughout the day.

Additionally, children self-register in the morning, this is where children have to find their name and move it when they arrive at school. Therefore having the ability to recognise their name will support them to do this.

It also supports children in identifying their names on their uniform so that they can look after their belongings.

It is not an expectation for children to be able to write their name when they start school. However, we do encourage children to have a practise at this if they are ready to do so. It will also support children with labelling their work at school.

If you are going to practise this at home, we strongly encourage that children use only a capital letter at the start of their name and lower case letters for the rest of their name.



See you in September!