

# Welcome to Foundation



# Key People

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**Mrs Wall**  
**Headteacher**



**Mr Saunders**  
**Assistant Headteacher/Y3**  
**Class Teacher**



**Mrs Dawson**  
**English Lead/Y4 Class**  
**Teacher**

# Key People

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**Mrs Elms and Mrs Fido  
Office**



**Natasha Graham  
Chair of Governors**



**Sam Loder  
Head of the Friends**

# Meet the Foundation Class Team

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**Mrs Harmon**  
**Foundation Teacher**



**Mrs Ford**  
**Teaching Assistant**

# Working in partnership with parents.

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We want to ensure that there is a quality transition from your child's pre-school and nursery into Foundation.

We want to provide an environment where all children and families feel included, safe and valued.

We provide a breakfast club at school which is available from 7.30 am each morning.

There is a friendly, active Parents and Friends Association that organises activities to raise funds which benefit our children's education.

Governors work closely with the school on improving standards.

# Important Days

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# Important Days

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## Friday 23<sup>rd</sup> June 2023 – Teddy Bear's Picnic



We would like to invite you to visit our school on the afternoon of the 23<sup>rd</sup> June 1:30-3.00 pm for a teddy bears picnic.

This session will allow children the opportunity to meet their teachers and class mates before they start school in September in a very relaxed and informal way.

Your child can bring a teddy or favourite toy to the picnic with them.



## Friday 7<sup>th</sup> July 2023- Transfer Day

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Your child will either attend the morning session 9.30 – 11.30 am or the afternoon sessions 1.00 – 3.00 pm and we ask that the children are dropped off and picked up outside of the classroom door. The information about your child's session is in your pack.

This is a more formal, structured session where the children will be given the opportunity to learn and play alongside their new teachers and class mates.



## **Tuesday 18<sup>th</sup> July 2023 - Stay and play session**

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To help with the transition we ask that children also attend a stay and play session.

This session which will run from 1.00-3.00 pm and will be held in your child's new classroom.

These sessions give the children an opportunity to become familiar with the environment and continue to build on new relationships with other children who will be in their class.

# Staged entry

In September the children benefit from a staged entry

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Monday 4<sup>th</sup> & Tuesday 5<sup>th</sup> September 9.00-12.00.

Wednesday 6<sup>th</sup> September 9:00 – 1:15 (stay to eat lunch)

From Thursday 7<sup>th</sup> September children will be full time

9:00 – 3:20

Staged entry ensures a calm and purposeful start and a chance to get to know other children and adults in short sessions.

# LUNCH

Children can choose to order a hot school lunch or bring their own packed lunch.

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Our hot school lunch provider is currently changing and we will be able to provide you with ordering information before the end of term, lunches will need to be ordered before the end of term.

Hot school meals are free for all children from Foundation to Year 2.

Packed lunches must be nut and sesame seed free.

# Our Learning Environment



# Learning at Henbury.

Our Foundation stage ethos is based around the importance of learning through play and first-hand experience. Play and exploration are central to children's learning at these early stages of development.

The environment plays a key role in supporting and extending children's development and learning.

We assess the children continuously throughout the year, providing an accurate picture of their progress and next steps.



# What is the EYFS?

- The early years foundation stage ( EYFS ) sets standards for the learning, development and care of your child from birth to 5 years old.
- There are seven areas of learning and development that must shape educational programmes in early years settings. These are divided into three Prime areas and four Specific areas which are achieved through adult led and child-initiated activities.
- All areas of learning are reflected inside and outside and we take the children's interests as starting points to explore each objective.



# A Typical Day in Foundation

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**This is an overview of a typical day in our class. Things may change following the children's interests and motivations and as we start to introduce other learning opportunities. Timings will also change as we move through our phonics programme into guided reading and writing sessions.**

8:40 – 8:50	Drop off	12:00 – 1.00	Lunchtime and playtime
8:50 – 9:00	Morning jobs and Registration	1 – 1:20	Register and handwriting
9:00 – 9:40	Phonics	1:20 – 2	Planning board (choice activities)/ Wider curriculum
9:40 – 10:10	English wheel time and planning board	2-2:15pm	Afternoon play
10:10 – 10:25	Play time	2:15 – 2:50	Planning board (choice activities)
10:25 – 10:35	Snack time	2:50 – 3:15	Class Assembly, story time and getting ready for home time
10:35- 10:50	Physical development challenge	3.20	Pick up time at Foundation gate
10:50-11:30	Maths wheel time and planning board		
11:30-12	Story time and handwashing for lunch		



# Things to Remember



Please ensure book bags are in school every day and ensure that all clothing, bags, water bottles and lunch boxes etc are named please.



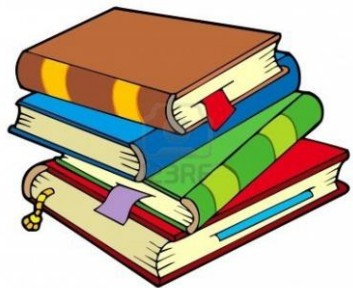
Depending on the stage of the year, you will see different reading resources in your child's reading folder and these will be explained in more detail to you in September at your 'Meet the Teacher' meeting.



The collage features various educational resources for Year 1 students, primarily focusing on phonics and reading. Key items include:

- Phonics and Reading Books:** 'The Big Box', 'My Set 1 Speed Sounds Book', 'Sound Blending 1', 'Ditty 1: pop', 'Pin it on', and 'The dining on the bus'.
- Handwriting and Sound Writing Practice:** Worksheets for practicing handwriting and sound-writing, including 'Practice handwriting' and 'Practice sound-writing' sections.
- Reading Records:** 'My Reading Record' sheets for tracking student progress.
- Word Time! 1.1:** A resource for word recognition and spelling.
- Sound Blending 1:** A resource for developing phonics skills through sound blending.
- Other Materials:** A 'Green level' reading record, a 'Purple level' reading record, a 'Pink level' reading record, and a 'Yellow level' reading record.

The materials are arranged in a way that suggests a progression of learning, from basic phonics and sound writing to more complex reading and word recognition tasks.



# Reading at Home

## *Love to Read*



Developing a love of reading is very important to us as a school and many aspects of our learning is led by high-quality books. Your child visits the library once a week to choose a book they love the look of and want to share at home with you.



### Vocabulary

Spend time discussing new words and explain meanings. Look up images of focus words to help with understanding. Word of the week games – can you use a focus word from the book this week?



### Infer

How do you think the character was feeling when...? Why do you think he said...?



### Retrieve

'Pick off the page..'  
What colour was the dress? What was the dog's name? Where did they go on the bus?



### Predict

What do you think might happen next? Look at the cover of this book, what do you think it might be about? Why do you think that?



# Phonics

Across the school we teach daily Read Write Inc. Phonics lessons. In Foundation we will begin with Set 1 sounds and children quickly learn to segment and blend pure sounds into words. These words are called green words.



## Speed Sounds Set 1

### Children are taught to:

- \*Say the sound
- \*Read the sound
- \*Write the sound

Sound-letter pictures are used to help the children learn these quickly.

### They are taught in groups:

m a s d t

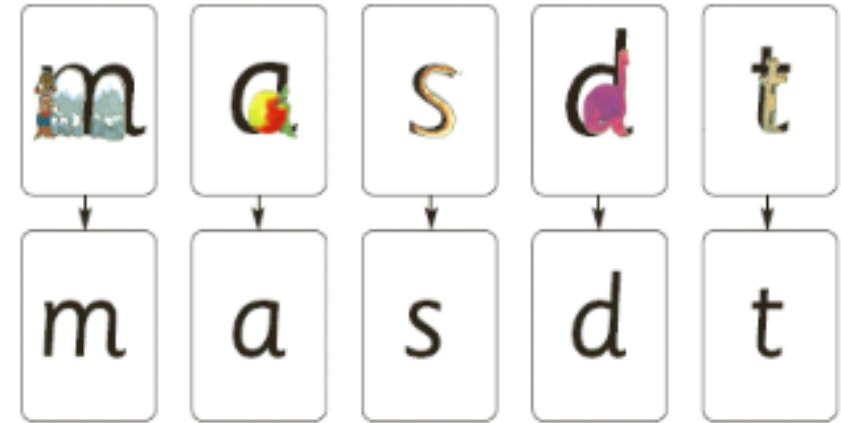
i n p g o

c k u b

f e l h sh r

j v y w

th z ch qu x ng nk



# Phonics

## Green Words



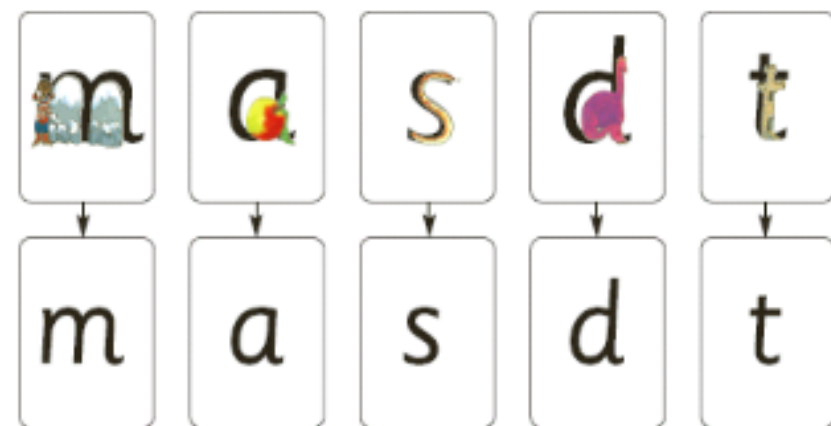
These are decodable words.

1<sup>st</sup>: They are said in 'Fred Talk' and then blended.

2<sup>nd</sup>: 'Fred in your head' and then say the word

3<sup>rd</sup>: Simply hold up words and children just say them

Use nonsense words as well



# Phonics

Across the school we teach daily Read Write Inc. Phonics lessons. In Foundation we will begin with Set 1 sounds and children quickly learn to segment and blend pure sounds.



## Speed Sounds Set 1

Children are taught to:

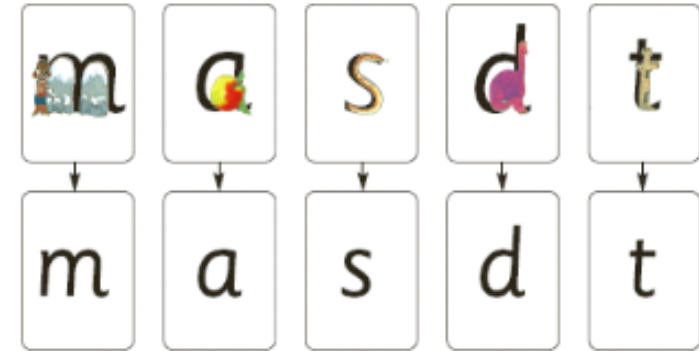
- \*Say the sound
- \*Read the sound
- \*Write the sound

Sound-letter pictures are used to help the children learn these quickly.

### 1.1 green words

Please help your child read and write these words.

mad	sad	dad	mat	sat
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# Phonics

## Set 1 Speed Sounds

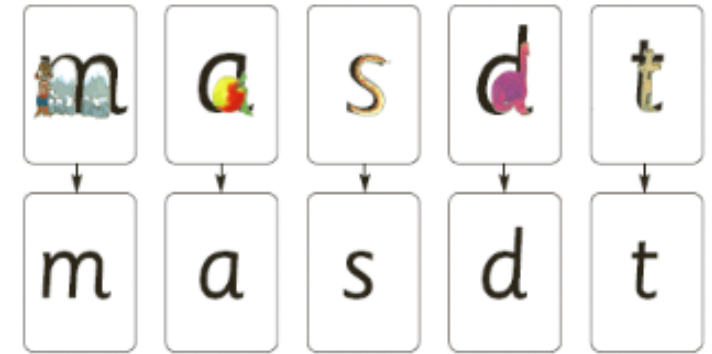
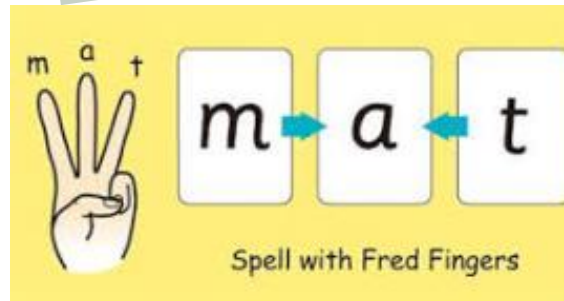
### Word time!

Once the children know a group of sounds they:

*\*Make words with magnetic letters for reading and spelling*

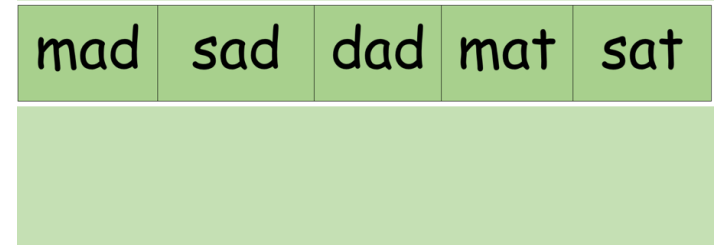
*\*Read corresponding green word cards (sound blending)*

*\*Spell the words using their fingers*



#### 1.1 green words

Please help your child read and write these words.





# Phonics

## Set 2 and 3 Speed Sounds



### Set 2 Sounds

Introduce sound, rhyme & picture

Follow similar programme to Set 1 sounds.



### Set 3 Sounds

Follow exactly the same programme as for Set 2 sounds. Set 3 are sounds they already know but are alternative ways of writing them.

Children will meet split digraphs and could use rhymes like:

*'Where's my mate? He's late!'*

*'Where's my friend? He's on the end!'*



*a-e*

# Phonics

## Red Words

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**Are a selection of words that:**

- \*are not phonetically decodable

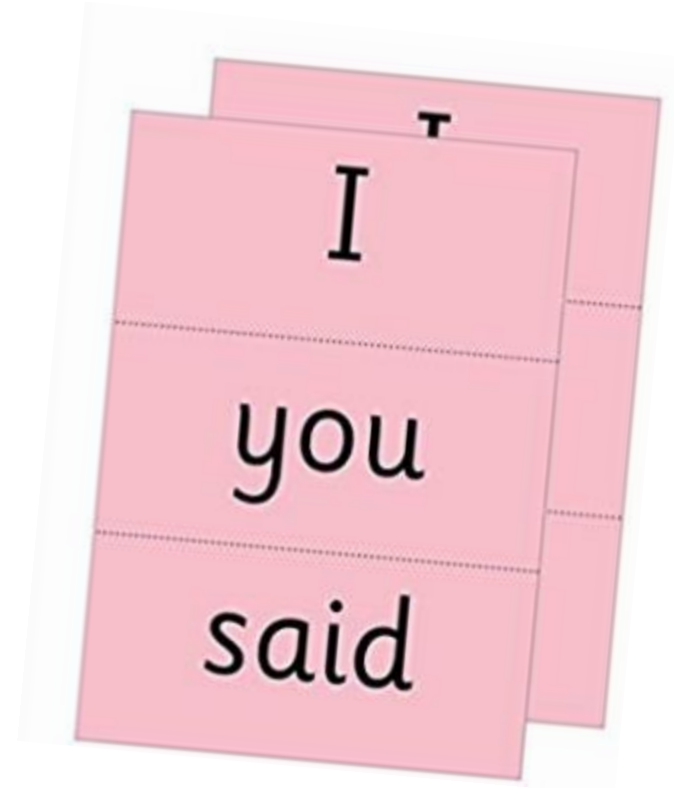
*(You can't Fred a red!)*

- \*may have sounds that have not been taught yet

- \*may contain grotty graphemes

*(Doesn't make the sound it should)*

- \*possibly avoid term 'tricky words'



# Phonics terms....

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**Phoneme** - The smallest unit of sound. There are 44 phonemes in the English language. Phonemes can be put together to make words and can have one, two, three or four letters.

**Grapheme** - A way of writing down a phoneme. Graphemes can be made up from 1 letter e.g. p, 2 letters e.g. sh, 3 letters e.g. tch or 4 letters e.g. ough.

**Digraph** - A grapheme containing two letters that makes just one sound (phoneme).

**Trigraph** - A grapheme containing three letters that makes just one sound (phoneme).



## EYFS Read Write Inc Phonics Teaching Progression



EYFS Foundation Year (On-track Expectation)						
September	October	December	February	April	May	July
<b>Children can:</b> Participate in Fred Talk phonics games  Link the sound to the corresponding picture frieze  Begin to read Set 1 sounds	<b>Children can read:</b> Most Set 1 sounds and begin to blend	<b>Children can read:</b> All Set 1 sounds and can orally blend  Can Fred Talk CVC words	<b>Children can read:</b> <u>Red Ditty Storybooks</u> All Set 1 sounds speedily  Fred talk ccvc / cvcc  Nonsense cvc words  Home: Red ditty story book from week's teaching and corresponding Book Bag book	<b>Children can read:</b> <u>Green Storybooks</u> Fred Talk 4 or 5 sounds including special friends Set 1  Nonsense words 3 or 4 sounds including special friends Set 1	<b>Children can read:</b> <u>Green/purple storybooks</u> Read words with 4 or 5 sounds - Set 1 speedily  Set 2 sounds (ay ee igh ow oo oo)  *Some children may be ready to begin <u>pink storybooks</u> activities during this term. Where appropriate, children may also be ready to access some set 3 sounds. Only introduce these if Set 2 sounds are embedded and secure.	<b>Children can read:</b> <u>Purple Storybooks</u> Read words with 4 or 5 sounds – Set 1 speedily  Set 1 & first six Set 2 sounds (ay ee igh ow oo oo) speedily
Support at Home						
-Use of school website to play phonics games <u>-Oxford Reading Tree Lilac books (wordless)</u>  -Handwriting formation practice sheet packs	-Early Word Time PowerPoints <u>-ORT Lilac</u> -Sound Blending books  -Handwriting packs cont.. -Phonics logbooks introduced CVC word focus (Spelling)	-Sound blending books -Ditty photocopy masters home  -Handwriting packs cont.. -Phonics logbooks CVC word focus & Red Ditty red words sent out to practise and read (beg of Spr 1)	<u>-Red ditty storybooks</u>  -Handwriting packs cont.. -Phonics logbooks matched to phonics group learning for the half term -Personal red word lists from assessments	<u>Green storybooks &amp; Green Book Bag books</u>	<u>Green or Purple storybook</u> <u>Green or Purple matching Book Bag books</u>	

Hi! I'm Fred the Frog and I only speak in pure sounds.



# Phonics Road Map

# Writing

In Foundation, we offer a wide range of opportunities for children to make marks and write both through adult led and child initiated activities.

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We will begin to focus on:

- *Developing an enjoyment and love for writing*
- *Exploring different resources for mark making and messages*
- *Being able to ascribe a meaning to the marks we make*
- *Learning about letters and the sounds they make through our phonics sessions*
- *Beginning to write some of the sounds e.g. at the start of a word*
- *Being able to use more of the sounds we need in our writing – hearing the different sounds in the words we use*
- *Writing in a range of contexts including writing our names, other words and captions*



# Maths- ELG's

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## Number

- Have a deep understanding of number to 10, including the composition of each number
- Subitise (recognise quantities without counting) up to 5
- Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts.

## Numerical Patterns

- Verbally count beyond 20, recognising the pattern of the counting system
- Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity
- Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.

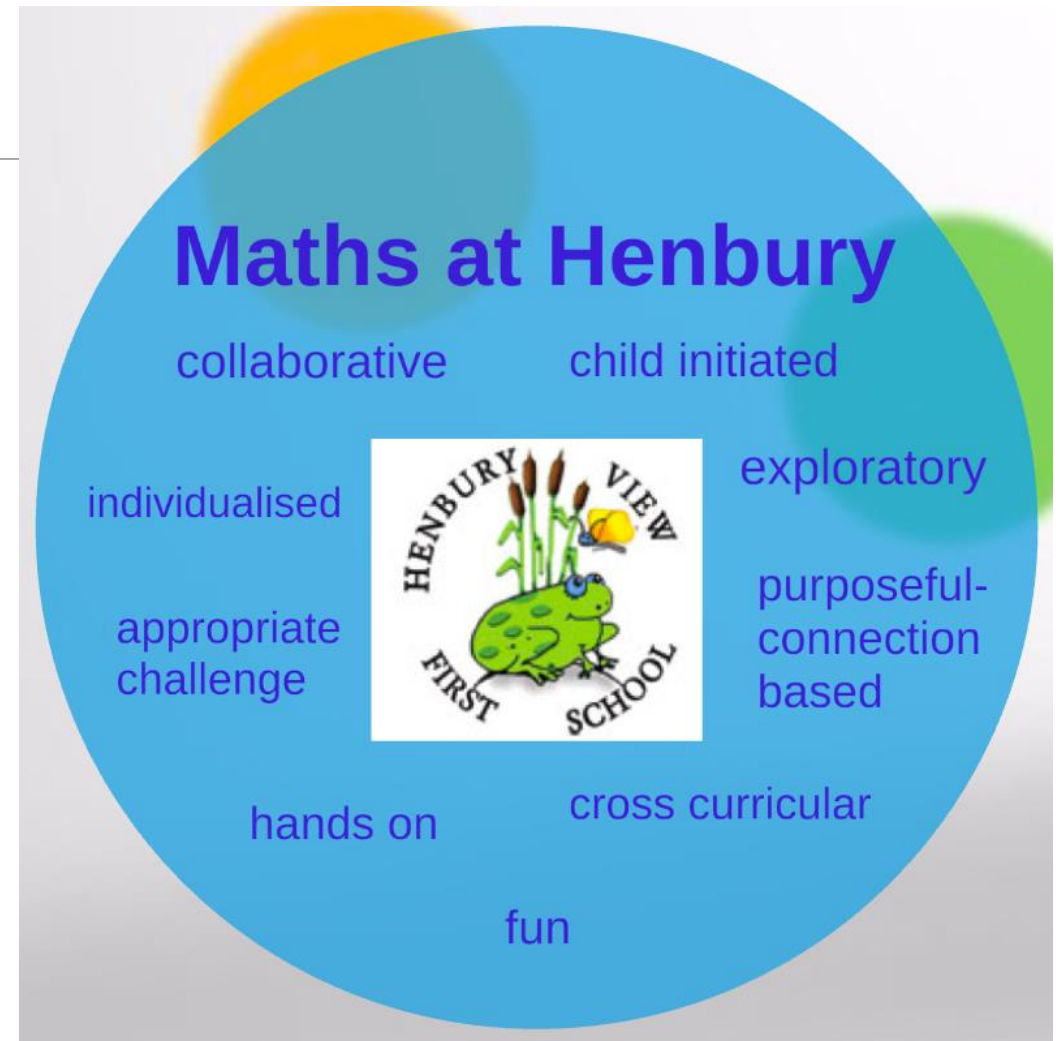


# Maths in the EYFS

**Our maths learning will be exploratory and hands on, through both adult and child initiated play based activities to support early conceptual understanding.**

How is it taught?

- Exploratory learning- children to be part of building their own understanding
- Times for teacher-led, child-led and structured play
- Practical nature- use of manipulatives
- Purposeful context- children to see real life applications
- Often spontaneous and cross curricular- not confined to Maths sessions





# Independence

"We need to help learners shift from thinking 'I can't do this' to 'I can't do this yet'; to encourage, in all learners, a 'can do' attitude. Developing this attitude means being comfortable with getting stuck on some maths"



## Characteristics of Effective learners

### Playing and Exploring- Engagement

- Finding out and exploring
- Being willing to have a go
- Using what they know in play

### Active Learning- Motivation

- Being involved and concentrating
- Keeping on trying
- Enjoying achieving what they have set out to do

### Creating and Thinking Carefully- Thinking

- Having own ideas
- Choosing ways to do new things and finding new ways

# Hands on Thinking

Different resources will be used for 'Hands on thinking' within Maths to help support the children in understanding the different concepts.

## Manipulatives

Hands on thinking...

- Numicon
- Multilink
- Cuisenaire rods
- Counters
- Number lines



# Maths at home

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Children's mathematical understanding of number and numerical patterns can be supported at home with simple activities and conversations.

You can:

- look for numbers around you in the environment, maybe house numbers, car number plates, around the shops
- Play games which involve counting and numbers together – perhaps using a dice
- Build and construct with shapes talking about the different shapes needed for different models
- Play with patterns – objects, colours, numbers
- Have fun together with lots of practical maths around the house and garden – baking, watering, building, laying the table for tea, modelling with construction toys or recycled materials



# English and Maths Support

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## Autumn 2

- Introduce Word Time! PowerPoints on school website and how to use them
- Look at logbooks for spelling practice
- Oxford Reading Tree Shared Reader books
- Counting and early number sense

## Spring 1

- Change in logbook spelling practice – stream different groups
- Red word spelling practice
- Model use of Read Write Inc Red Ditty books alongside Shared Readers
- Maths in everyday life- how we can find 'the maths' in everything we do?
- Ensuring we develop competent and enthusiastic mathematicians

## Summer 1

- Look at different coloured Read Write Inc books
- How to use Fred Fingers and red words to build simple sentences for writing
- Problem solving and reasoning in the EYFS

# PE

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**Much of the learning we do in Foundation is active both indoors and outdoors but we will also have some scheduled PE sessions during the week to develop more specific skills.**

- We will have two scheduled PE sessions a week. Some of our lessons will be outside so please make sure your child has named joggers, trainers and a jumper in their PE kits.
- Please ensure PE kits are in school on Mondays and we will send them home on Fridays to be washed.



# Jigsaw

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As a school we have adopted a new approach to our PSHE learning. We use 'Jigsaw', which is a mindful approach to our PSHE curriculum. Each half term we learn about a different puzzle theme:

Being Me in My World

Celebrating Difference

Hopes and Dreams

Healthy Me

Relationships

Changing Me



Jigsaw Jenie acts as a 'talking tool' during our class circle times and stays with us through the whole year.



# Home Learning

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As the children settle into their learning in school, we will use the observations that we make to plan learning themes across the year – as we do this we will let you know what the children will be learning about through a leaflet at the start of each half term. Our first focus is ‘About me in my world’ and will focus on establishing the children into the school and celebrating each other’s uniqueness.

We may ask that you do some learning together at home– details and ideas will be sent out to you along with the topic leaflet at the start of a half term. These activities should be fun and things that you and your child enjoy doing together that are related to the learning we are doing in class. This home learning can be brought to school for your child to share with the class.



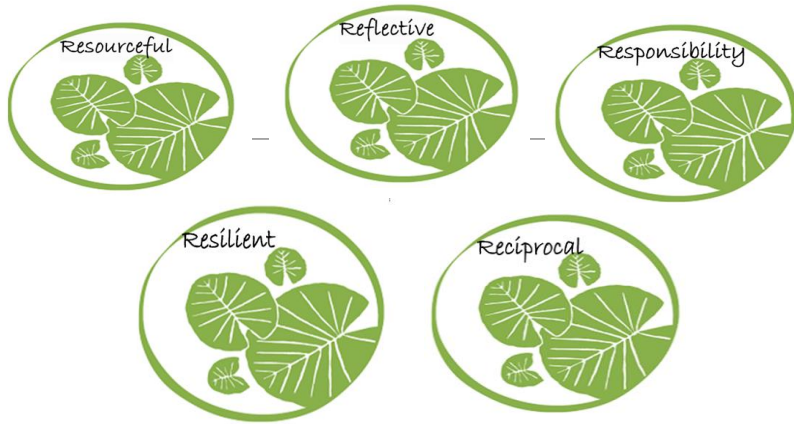
## ***Our behaviour policy aims are to:***

- create an environment where all children feel happy, safe and secure to learn and flourish.
- 
- nurture kindness, tolerance and respect
  - develop self-discipline, self- awareness and personal responsibility

## ***Our Behaviour Charter includes:***

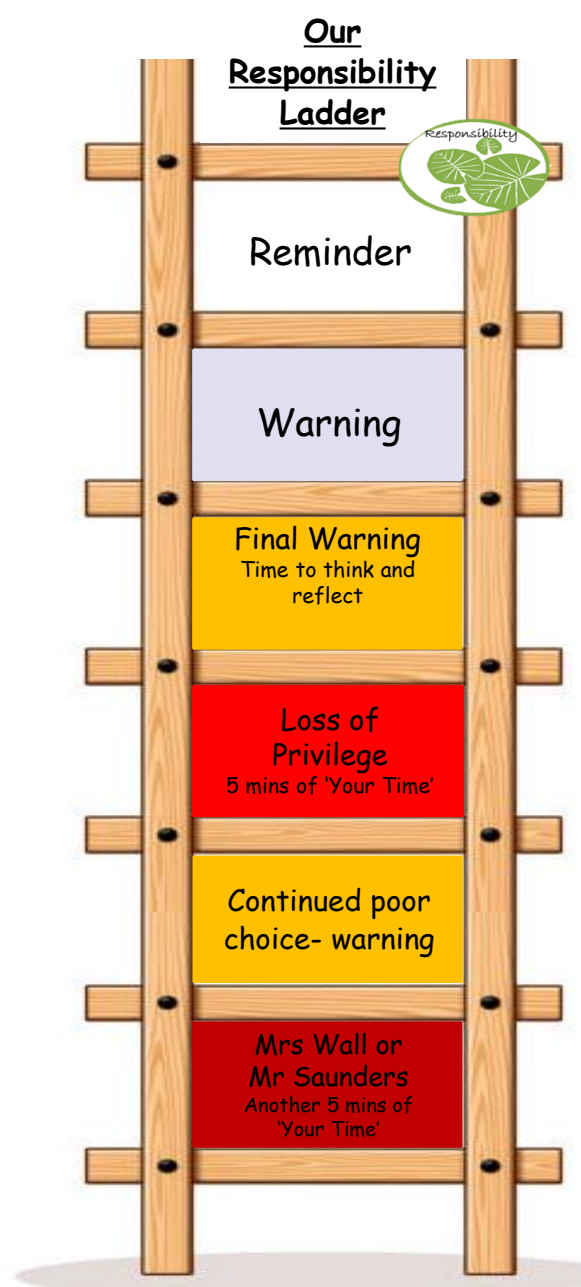
<b>We have the right to:</b>	<b>We have the responsibility of:</b>
<ul style="list-style-type: none"><li>• Be respected and treated fairly</li><li>• Feel Safe</li><li>• To Learn</li><li>• Be Heard</li></ul>	<ul style="list-style-type: none"><li>• Respecting others and treating them with kindness</li><li>• Keep others safe</li><li>• Allow others to learn</li><li>• Listen to others</li></ul>

# Rewards



Each class has our 5Rs Lily Pad display to celebrate when children demonstrates these characteristics.

**Team points** are also used to celebrate positive behaviours. Points are collated across the school and the winning team are celebrated in our weekly celebration assembly.



# Responsibility Ladder

Each class displays our agreed responsibility ladder detailing our whole school approach to consequences when choice behaviour goes against our agreed behaviour charters.

Low level behaviours are managed by the class teacher/teaching assistant who would follow the layered steps detailed in the ladder.

Any serious behaviour incidences would be escalated to Mrs Wall/Mr Saunders

# Attendance

Setting up for good expectations and routines further up the school and in later life.

Good attendance is important at **every** stage of your child's education. Good attendance means turning up on time and attending regularly, and is classed as 96% attendance.

It is really important that children are on time, if they are late it can disrupt their learning. Establishing a regular bedtime routine that enables children to get up in time for school.

Taking holidays in term time can be very disruptive to your child's education, they often take a few days to settle back into a learning routine and may miss some exciting activities! Since September 2013 Head Teachers are not allowed to authorise holidays in term time unless there are exceptional circumstances and the child also has 96%+ attendance.

We appreciate that your child may be ill from time to time and we would ask that if you think your child is not well enough to come to school to keep them at home. However, illness does contribute to your child's attendance so please make sure if they are well enough, they do attend school.

# Any complex health needs?

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Inclusion of all children in all learning activities is a very important part of their education.

Some children may have complex health needs such as asthma or allergies that require them to have medication, physiotherapy etc, even if the medicating takes place at home.

If your child has any health requirements or is on long term medication please fill out a Health Care plan so that we can adapt our curriculum and routines to your child's needs.

Health Care plan forms are available from the school office.



# Uniform

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## **Boys School Uniform**

Grey Trousers or Grey Shorts  
White Polo Shirt  
Henbury View School Jumper  
Grey Socks  
Black Shoes

## **Girls School Uniform**

Grey Skirt/Pinafore Dress  
Grey Trousers or Purple/Lilac checked Summer Dress  
White Polo Shirt  
Henbury View School Jumper  
Purple Cardigan  
White Socks or Grey Tights  
Black Shoes

## **PE Kit**

Henbury View Team Coloured T-Shirt  
Black PE Shorts  
Tracksuit  
Trainers

## **Other items required for school**

Henbury View Book Bag  
Henbury View PE Bag  
Water Bottle for classroom

# Pupil Premium

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A child whose family are in receipt of any of the benefits below may be entitled to Pupil Premium. This is extra government funding paid to the school to support these specific children's learning.

Child Tax Credit with a family income below £16,190

Income Support

Job Seeker's Allowance (Income Based)

Employment Support Allowance (Income Based)

Support under part IV of the Immigration and Asylum Act 1999

Guarantee element of the state pension credit

A form is included in your pack, if you are in receipt of any of these benefits and think you may be entitled to Pupil Premium, please fill it in and return it to the school office.

# Please let us know...

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A reminder that drop off in the morning is between 8:40 and 8:50 and pick up in the afternoon is at 3.20

We kindly ask that you let us know if there are any changes in your usual pick up arrangements. This will help us to ensure pick ups run smoothly and safely.

If your child regularly goes home with a grandparent or child care provider, we would be very grateful if you could let us know. In the current climate, we are attempting to reduce our sharing of paper notes and ask that you call or email the school office to inform us of these arrangements.

Tel: 01202 659179

E mail: [office@henburyview.dorset.sch.uk](mailto:office@henburyview.dorset.sch.uk)

# General

- We ask that no toys are brought into school unless requested by the staff.
- If your child brings home school equipment or other children's uniform by accident please return it, they will not get into trouble!
- If your child borrows spare clothes, please ensure that these are returned, especially socks!
- We are a Healthy School, please do not send cakes or sweets into school for birthdays.
- Our school website is a valuable source for term dates, newsletters, policies and other information such as sudden calendar changes eg) snow closures!  
[www.henburyview.dorset.sch.uk/](http://www.henburyview.dorset.sch.uk/)
- Name labels can be bought from [www.easi2name.com](http://www.easi2name.com) and other websites. Some school uniform stockists (e.g. M&S) also sell labels.

Feel free to ask questions!

Thank  
you!

# Thank You!

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If you have further questions, please don't hesitate in emailing the office.

[office@henburyview.dorset.sch.uk](mailto:office@henburyview.dorset.sch.uk)