

Love, Learn, Discover



Love, Learn, Discover



Lewis Street  
Primary School

Love, Learn, Discover



# Reception Induction Pack

Lewis Street Primary School

Lewis Street

Eccles

M30 OPU

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# Love, Learn, Discover



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Christ Church CE  
Primary School

Love, Learn, Discover



Lark Hill Community  
Primary School

Love, Learn, Discover



Lewis Street  
Primary School

# Christ Church CE, Lark Hill and Lewis Street Partnership

## Welcome from the Executive Headteacher

Welcome to Lewis Street Primary School. My name is Wendy McCormack and I am the Executive Headteacher of Christ Church CE, Lark Hill and Lewis Street Primary Schools. I consider the role of Headteacher as being a great privilege and I hope to serve you well, listening and responding to your views and working in partnership with you in order to best meet the needs of your child and the community that is Patricroft, Eccles. My time is split equally across all three schools and the Head of School, Miss Claire Kinch, is available in school every day.

At Lewis Street we believe that education is a partnership between home and school and we place a great deal of emphasis on our partnership with parents and carers. We believe that children learn best when home and school work together. For this to happen effectively, communication between school and home is essential. At Lewis Street there are always staff available to chat both formally and informally with you and deal with any concerns you may have. Confidentiality is respected.

We aim to provide a safe, happy and stimulating environment for every child in our care. We recognise that the welfare of every child is paramount and we work hard to ensure that any needs arising from race, culture, language and religion are met. We treat all children as individuals and seek to provide opportunities for all children to develop at an appropriate rate that is comfortable for them.

This 'Reception Induction Pack' is provided to help you and your child settle in at Lewis Street and have the best possible start to school. We understand that this can sometimes be a difficult time for parents and carers and we would like to support you as much as possible to make this an enjoyable experience for you and your family. We hope you find this pack beneficial. If there is anything left unanswered please do not hesitate to ask a member of the Reception staff.

A handwritten signature in cursive script that reads "Wendy McCormack".

**Wendy McCormack**

**Executive Headteacher**

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Please also refer to the **school prospectus** for further **information**.



# Transition from Home to School

A very important part of our work at Lewis Street is in helping to make the transition from home to school as positive as possible. We do this through:

## Home Visits

At the beginning of the term in which your child starts Reception, your child's key person and another member of staff would usually visit you and your child at home. This may not be possible this year due to Covid 19 restrictions; therefore this may take place in the form of a zoom meeting. More information will be provided regarding once official guidance has been shared. The purpose of the visit is to get to know you and your child better and to share information about your child's interests, experiences and particular needs. The visit will last about half an hour during which time one member of staff will talk with you whilst the other member of staff spends the time talking and playing with your child. We hope that this will help both you and your child to feel more comfortable when s/he starts at school.

## Stay and Play

The first and most important part of our work in Reception is to help make the first day at school as happy and enjoyable as possible. We do need your help with this and ask you to set aside some time when your child is starting school to stay in the classroom with him/her. There are five stay and play sessions on offer and we ask that you attend a minimum of three. You will find information including dates of stay and play sessions in this pack. We feel this is important for a variety of reasons: for him/her to get to know and trust a new group of adults and children, for you to see how the school works and be familiar with the things he/she will talk about at home, and for you to be around to tell us about your child and the things he/she enjoys doing (or doesn't).

## Part Time

In consultation with your child's Key Person, the length of the visit will increase gradually until your child is able to stay happily for all of the morning or afternoon sessions. Please refer to the stay and play session information sheet for dates and times although full time attendance will be reviewed on an individual basis.

**Please don't get anxious if this seems to take a while. Our experience has shown that it is important to take this stage slowly.**

# Staff in Reception

The Reception Team are:

**Ms Sabea Ali** – Reception Teacher

**Ms Daisy Robinson** – Reception Teacher (part-time)

**Ms Yvonne Brady** - Learning Support Assistant

**Ms Claire Toft** - Learning Support Assistant

**Ms Vicky Harris** - Learning Support Assistant

**Ms Marjana Neziri** - Learning Support Assistant

Additional Adults:

**Ms Claire Kinch** - Head of school

**Ms Michelle Johnson** - Assistant Head, Phase 1 Leader and Reception Teacher (part-time).

**Ms Charlene Skeels** - Assistant Head and SENDCo



# The School Day

We keep a register of the attendance of children in Reception. We ask that your child attends every day as the learning experiences provided will help your child to become a competent learner. If your child is absent please ring the school on the telephone number below as soon as possible. At Lewis Street we are committed to teaching children how to be punctual and expect your child to be in school on time and picked up from school on time.

**The school day is 8.40am to 3:15pm.**

School telephone number: 0161 921 1810

Email address: [lewisstreetprimaryschool@salford.gov.uk](mailto:lewisstreetprimaryschool@salford.gov.uk)

Website: <https://www.lewisstreetprimary.co.uk/>

## Snack and School Fund

Each half term we ask Parents/Carers to pay £1.00 per week for snack. Children are offered a snack every day in Reception and we collect this payment half termly so depending on the number of weeks it is between £5 and £8 per half term. This is to be paid via 'Parent Pay' using a unique bar coded letter available from the office or online (passwords and accounts will be set up in September). This covers the cost of breadsticks and snacks, which are provided daily. The remainder is used to fund extra activities such as baking, play dough, role play resources, food tasting etc.

Milk - children are entitled to 1/3rd pint of milk per day free of charge up to their 5th birthday which will be provided during the session. Water will also always be available.

We are part of the Government's free fruit scheme, under which every child in Reception is entitled to a piece of fruit each day.

During the year there are occasions where families are asked to help raise funds towards larger projects and/or named charities, any ideas for fund raising will be gratefully received.

## School Lunches

Lunch time for Reception children is at 11.45am. Children sit together in the school hall to eat their lunch. We encourage children to have school dinners as they are hot and healthy and set them up ready for a busy afternoon. If you do wish for your child to have a packed lunch, this must be a healthy and balanced meal. This will be monitored - please no chocolate bars or fizzy/energy drinks. **All Reception children are entitled to Universal School Meals which are FREE.** . If you know you are entitled to free school meals please apply in the usual way so that the school receive the free school meal allowance for your child. Meals are ordered through the Evolve system. Please see link below for more information.

[Parents | Citywide \(citywideservices.co.uk\)](https://www.citywideservices.co.uk)

# What can my child wear for Reception?

We do lots of enjoyable and messy activities in Reception, and inevitably the children will get dirty. For this reason, we require children to wear a **school uniform**. We also ask that parents and carers provide a **spare set of clothes** which must stay on your child's peg. These clothes do not have to be uniform, but they allow us to easily change your child should they have an accident or get wet. **Please ensure all uniform/spare clothes are labelled. The school will not take responsibility for any lost items of clothing. Every child is required to have a Lewis Street Reading Book bag. PE kits are essential, further information will be provided about this once your child starts school.**

The school uniform for Lewis Street is as follows:

## Girls

- White polo shirt
- Black or grey skirt/ trousers/ pinafores
- Navy blue sweatshirt/ jumper/ cardigan with or without logo
- *Summer Months:* Optional Blue & White Summer dress



## Boys

- White polo shirt
- Black or grey trousers
- Navy blue sweatshirt/ jumper with or without logo
- *Summer Months:* Black/ grey shorts



**All children need to wear black shoes - no laces please.**

We also ask that your child brings in a named pair of wellies to keep in school for when playing in messy/muddy areas.

# What will my child do in Reception?

We follow the DfE 'Statutory Framework for the Early Years Foundation Stage' and Development Matters Curriculum guidance for the Early Years Foundation Stage. For more information, please go to the 'Curriculum' section of our website.

Here at Lewis Street, we promote the Seven Features of Effective Practice which are: the best for every child; high-quality care; the curriculum (what we want the children to learn); pedagogy (helping the children to learn); assessment (checking what the children have learnt); self-regulation and executive function; partnership with parents.

Using the Development Matters guidance document, we carefully plan a curriculum to provide a variety of activities to enhance and encourage your child's emotional, physical and social development. An emphasis on the prime areas of learning is important throughout the Nursery year as the prime areas are fundamental to a broad and balanced base of learning for children. The EYFS states that they are 'crucial for igniting children's curiosity and enthusiasm for learning, for building their capacity to learn, form relationships and thrive.' This is continued throughout the Reception year with an additional focus on specific areas of learning also as all areas of learning and development are important and interconnected. Activities your child will participate in include sand and water play; creative activities; themes and topics to promote awareness of the diversity of the world about us; books and music which encourage speaking and listening skills; a chance to experiment with dough, paste and paper, puzzles and construction toys! Your child will receive a reading book in the first few weeks of the new school term. They will be listened to read in school at least once a week; however we do ask that you listen to them read at home at least 3 times a week.

**Personal, Social and Emotional Development** – Your child will begin to understand their own feelings and those of others. They will be able to self-regulate their behaviour and impulses. They can follow instructions and give attention to activities they are engaged in. They can manage their own personal hygiene and dress themselves. They will play cooperatively and form positive relationships with adults and children alike. They will show sensitivity to their own and other's needs.

**Communication and Language** - Your child can listen attentively and respond to what they hear. They may make comments and ask questions to clarify their understanding. Your child can speak in full sentences to express their ideas and offer explanations for why things may happen in stories, poems and rhymes.

**Physical Development** - Your child can negotiate space and obstacles showing increasing strength, balance and coordination. They will hold a pencil effectively in readiness for fluent writing. They will manipulate small tools including scissors, paintbrushes and cutlery. They begin to show more accuracy in drawing and holding a tripod grip on pencils/crayons.

**Literacy** - Your child will begin to understand stories and narratives being read to them, by retelling parts to you. They develop more vocabulary by being exposed to a wide variety of texts. They begin to say a sound for each letter of the alphabet and start to blend these to create words. They read simple sentences from books as they develop. Skills grow in letter formation and they begin to write simple words which grow into sentences which can be read by others.

**Mathematics** - Your child will learn skills in number and number patterns. They can count to at least 10 and understand the composition of each number. They learn number bonds to 10 and begin to recognise number patterns by journaling their own workings out. They know which numbers are greater/less than another and those which are the same.

**Understanding of the World** - Your child will learn about life past and present by looking into the people around them and their roles. They will learn about people and cultures within their local community so we can discuss similarities and differences in our lives. Children also learn facts about the natural world around them, and discuss processes and changes which happen, like seasons and life cycles.

**Expressive Arts and Design** - Your child will be exploring a range of materials, tools and techniques so they can experiment with colour, design and textures as they create. They explore their imagination and how to express themselves through songs, music and stories.

# How will my child be observed in Reception?

Your child's learning and progression of skills will be documented using an app called Seesaw. All staff have been trained to use Seesaw to record observations of learning, linking with the EYFS Framework.

Parents/Carers with a computer or smartphone will be able to look at the exciting things your child has been doing at school. This method of assessment not only tracks the progress your child but allows you to add photographs, videos and observations of your child at home. Seesaw is used by teachers and parents to send home and submit homework and also as part of our show and tell sessions, where children come to the front of the class to share their weekend news with photographs and videos. Seesaw is not only used in EYFS here at Christ Church, we use it throughout the whole school all the way into Year 6 as it is valuable in fostering relationships with parents and carers and is an additional means of communication.

Please provide your email address during your stay and play sessions and we can then set you up with a Seesaw account and log in. Further information and workshops to will be available in the Autumn term to ensure that you are getting the most out of the Seesaw app.



# How to encourage your child to talk

*Children don't learn to talk by accident*—they need adults to nurture and support their language and communication. The more adults know and understand about language and how it develops, the easier it is for them to help children improve their talking, understanding and listening skills.

A lot of language development happens between ages 0-5, but the following top tips apply to babies, children and young people of all ages. Make it easier for them to talk. Dummies can get in the way of talking. Try to keep them just for sleep times. Take a dummy out if a baby is babbling, a toddler talking or a child chatting.

## Tips to get your child talking!

- 1. Get their attention.** When children are absorbed in an activity it can be hard to get their attention. Say their name first and make sure they are listening.
- 2. Get down to the level of the child.** Conversations are easier with children if you get down to their level. Encourage eye contact.
- 3. Give children time to respond.** Children process language slower than you, so allow plenty of time to think and formulate a response.
- 4. Be careful with questions.** When adults use comments and prompts rather than questions, babies and children join in and talk a lot more.
- 5. Make it easier for babies and children learn to listen.** Children find it harder to focus their attention than adults. Turn background music, radio or TV off.
- 6. Show them the right way.** Young children often make mistakes. Rather than asking them to repeat words correctly, say the word or sentence again correctly for your child.
- 7. Use simple language.** Keep your sentences short e.g. "Food time now" or "Wow, you're building a tower".
- 8. Copy what they say.** Repeat back sounds, words and sentences. Whether its "la, la" or "Oh, you like the banana?" it shows you're interested and that sounds and words are important.



For more information please speak to a member of school staff.



# How to encourage mark making and early writing skills

To be able to draw and write successfully a child needs to develop the muscles in their hands. You can help at home by providing the following toys and opportunities

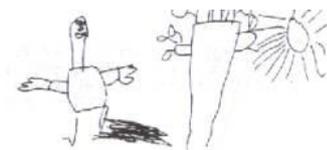
-  Lacing cards, threading beads etc
-  Peg boards
-  Construction such as Duplo and stickle bricks
-  Modelling dough
-  Jigsaws
-  Finger rhymes
-  Card games
-  Cutting with scissors
-  Doing up buttons
-  Using eating utensils such as spoons, knives and forks
-  Pegging out the washing



Provide lots of different writing and drawing materials, preferably somewhere your child can access independently. Make it appealing and get involved yourself to further encourage your child.

-  Pens, pencils, felt tips, crayons, chalks, paints
-  Variety of paper and cardboard in different colours including lined and plain
-  Notebooks and pads
-  Envelopes and cards

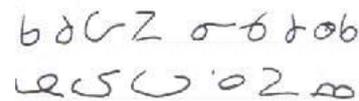
It is not important that your child is drawing or writing anything recognisable. Always encourage them to have a go by themselves and praise their efforts. A child will usually draw pictures before they understand that print has meaning. Once your child has good pencil control and can draw a variety of lines, circles, squares and triangles they will be ready for writing letters. Their early writing will usually be scribbles from left to right on a page. Later they will start to form individual symbols to represent their writing, often with letters from their own name.



drawing



mark making



letter-like forms

**Remember to have fun!**

# How to encourage early reading skills

Before your child actually begins to read, they will develop a set of skills known as pre reading skills. These pre reading skills are the signs of early literacy and, though it may look as though your child is merely playing, he or she is organizing what they know about books and language and how they work together to form this magical skill known as "reading." It's actually quite a lot of fun to work on pre reading skills with your child. It's not hard at all and can capture your imagination right alongside hers.

## 1. Read, read, read, read, read!



It is important to read a variety of books with your child. You can share the story together and talk about looking after the books. When sharing a book, you can talk about the story and ask questions about it. Maybe your child will be able to retell the story by looking at the pictures.

## 2. Picture Books

Buy an inexpensive second copy of your child's favourite picture book and separate the pages from the binding. If you think he/she's up to the challenge and the text is underneath or above the pictures, you may even want to cut the text from the illustrations. Have your child recreate the story from memory and, if possible, place the text with the pictures. He may not be able to read it, but if you've read the book together enough times, he/she's bound to recognise the look of the words for each page.

## 3. Environmental Print is Pre-Reading



Make an environmental print book. It's not as complicated as it sounds. Environmental print refers to the signs, logos, symbols and words that children see every day and recognise without being able to read them. For example, few children need to be able to read to recognise that the Golden Arches means a McDonald's is nearby. Provide your child with newspapers, magazines, scissors, glue and blank paper stapled together. They can then cut out the familiar logos and symbols, paste one of each page and read you the book.

## 4. Make a Rhyming Box



Make a rhyming box. Once you find small items that rhyme, such as a pan and a fan or a shell and a bell, place approximately ten sets of them in a shoebox and give it a shake. Have your child open the box and match up the rhyming items. To extend this activity, you can provide an item that does not have a rhyming match and have your child draw a picture of something that would rhyme with it.

### 5. Practice Sequencing as a Pre Reading-Skill

Practice sequencing with your child. Though you can buy sequencing cards, it's just as easy to print or make sets of them (and practice cutting at the same time). Once the cards have been sequenced, ask to hear the story that goes with them. It may not always be what you expect, but as long as the story and the pictures are in a sensible order, your child is learning that stories have a beginning, middle and end.



### 6. Telling Stories about Pictures

Encourage your child to tell you stories about random pictures. It doesn't matter whether you use a photo or an advertisement in a magazine, simply ask your child to tell you who the characters are, what they are doing and why they are doing it. Assure them that there is no right answer; it's a story from their imagination.

### 7. Singing Nursery Rhymes

Regularly singing nursery rhymes with your child supports their development in several ways. It will help with their speech development and language acquisition as they often introduce new words into your child's vocabulary as they build to talking in sentences and eventually reading. They support auditory discrimination of sounds, rhythm and rhyme and the development of your child's memory skills which will lead to a stronger reader.

# Making the most of television

Like adults, children sometimes feel tired or stressed and want to relax by watching television. Used in the right way, television can be beneficial. But too much can be harmful, so it's important to find the right balance.

- Try to limit your child's daily TV or tablet 'screen time' to no more than half an hour for under-twos and an hour for three to five-year-olds. This will give you time for important activities like playing.

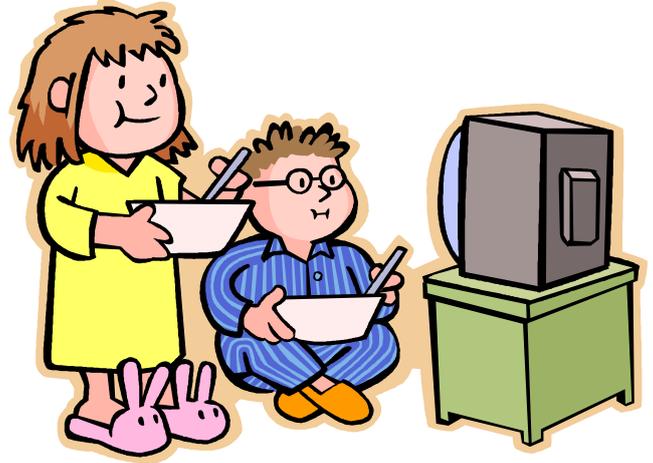
- Always turn off the TV when no one is watching because constant background noise can distract you and your children from playing, listening and talking to each other.

- Try to limit your child's viewing to programmes that have been designed for their age-group.

- Allow your child to watch the same DVD again and again. This can be better than television as the repetition and familiarity of words and phrases make it easier for children to learn from them.

- Try to watch TV or videos together so you can talk about what happens.

- Don't put a television in your child's bedroom. This gives you less control over what and how much television they watch. If your child does have a TV in their room, make sure it is closely monitored.



## A parent's guide to: Television

Too much television can affect your child's ability to talk, listen and concentrate. Watching TV involves one-way communication - your child is passive and can 'switch off' from what they are viewing. Two-way communication, on the other hand, where your child is interacting with somebody, requires them to listen and express themselves and helps to develop their communication and social skills.

# Homemade modelling dough Recipe



Modelling dough is a fun and enjoyable experience for young children. It is a material which they can mould into shapes, squash and squeeze. Playing with modelling dough can lead to improved arm and hand movements which is an important step that comes before writing. Modelling dough can also be used to model sharing and turn taking.

Here is a recipe that makes quick and easy modelling dough that you can make together with your child.

## Recipe

- 2 cups of flour
- 1 cup of salt
- food colouring
- 2 cups of water
- 1 tbsp of oil
- 2 tbsp of cream of tartar (optional)



## Method

Mix the above ingredients in a bowl, and stir adding in small amounts of water until it has been mixed in. Continue to add water until you get a dough consistency. Alternatively, you can mix this in a pan, on a low light, stirring constantly.

Store in an airtight container and enjoy smooth, malleable modelling dough for weeks.

## Make your modelling dough more exciting...

- For textured modelling dough, add some oats, dried lavender or herbs.
- Add a few drops of natural cooking essence like orange, peppermint or almond for a pleasant smell.
- If the children manage to eat some, don't be alarmed, it won't hurt them, they'll just be very thirsty (due to the salt content)
- Once the modelling dough starts to smell rancid, dries out or gets very dirty, it's time to make another batch.

