

# WELCOME TO KINETON PRIMARY SCHOOL



# INFORMATION BOOKLET 2022-2023

*'Live life in all its fullness' John 10:10*

# WELCOME...

We are delighted to welcome you and your child to Kineton Primary School. As parents you have already been instrumental in supporting your child's development through their early years.

This booklet is intended to inform you how best to help prepare your child for school and their year in Reception. We hope you find it useful. Please keep hold of it so you can refer to it at a later date. There is also lots of information about the day to day running of the school in the Parent Handbook which will be available on the school website in September.



Between now and September there are lots of things you can do to help your child feel ready to learn. The most important thing you can do is to ensure your child feels positive about school and that they understand it is a fun, exciting and safe place to be. When your child starts school there will be lots for them to take on and it is likely they will be very tired by the end of the day. Please help them to learn better by ensuring they have a good night's sleep! Preparing for school is a very exciting time for everyone but we understand it can also be a bit scary for you and your child.

# STAFF



**Mrs Pollard**  
Headteacher



**Mrs Mitchell-Hilton**  
Deputy Headteacher



**Mrs Field**  
Class Teacher  
Mon, Tues, Wed



**Mrs West**  
Class Teacher  
Wed, Thurs, Fri



**Mrs Faulkner**  
Teaching Assistant



**Mrs Lalande-Villemin**  
School Business  
Manager



**Mrs McCabe**  
Finance and  
Administration

We try our best to make school a happy, fun place, both in the classroom and on the playground. If at any time you feel your child is unhappy or if there is anything you would like to find out more about please come and talk to us.

# SCHOOL UNIFORM



V-necked red sweatshirt or cardigan



White collared polo shirt (or shirt or blouse)



Knee length grey skirt or grey pinafore with grey tights or white socks



Grey shorts or trousers with grey socks



Sensible black school shoes (no trainers, boots or open-toed sandals)

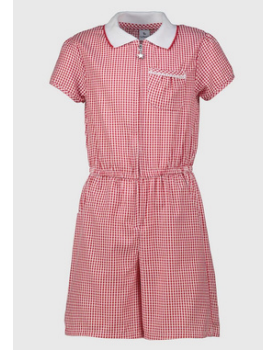


# OPTIONAL SUMMER UNIFORM

(can be worn through the summer term until October half-term)



Red and white gingham dress or play suit with white socks



School uniform and book bags embroidered with the school logo may be purchased from [www.yourschooluniform.com](http://www.yourschooluniform.com)

Please ensure all items of clothing are clearly named. Name stickers, stamps or pens work well to help us return any lost uniform to the right child.

# P.E. KIT



Red polo shirt



Black shorts or jogging bottoms



Plain black hoodie



Black velcro trainers

Your child should come to school dressed in their P.E. kits on P.E. days

Do encourage children to try to dress themselves. Try not to automatically do it for them because it is quicker! Skills like getting coats on and off, taking their own jumper off and putting wellies on will be essential in their first year at school.

## BRING TO SCHOOL...

### Leave in school



Wellies



Waterproof trousers or suit

### Bring to and from school everyday

Book bag for letters, learning log



Named water bottle (sports cap, water only)



# SCHOOL MEALS AND SNACKS

## School Dinners

There really is such a thing as a free lunch and it comes with extras as well! In line with the government's pledge for universal free school meals all children will be provided with a hot meal. Meals are cooked to order every day. In the morning, children will choose between the green or red meal or the jacket potato option. The menu works on a three weekly rolling programme. A copy of the menu will be sent home and available on the school website. Please talk about this before your child comes to school in the morning to help them choose.

## Fruit

Fruit is provided free of charge for all infants (Reception - Year 2). Children can choose when to eat their fruit during the morning session, sitting with their friends.



## Milk

Children who are under 5 years old will be registered by the school for free, daily milk. Once your child reaches their fifth birthday you will be offered the option by 'Cool Milk' to continue on the parent payment scheme.



## Free trips and clubs

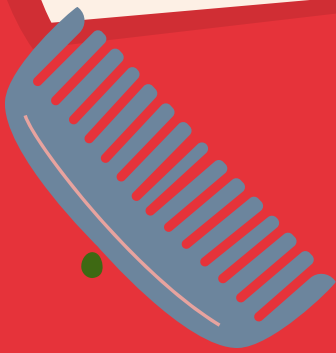
Would you like free school trips and after school clubs? The Government gives schools extra money to help children from lower income families. This funding is called a 'Pupil Premium'. Children who are eligible will have their school trips paid for in addition to one paid club each term. It is simple to check whether you are entitled, you just need to call Warwickshire County Council on 01926 358 189 or visit their website at [www.warwickshire.gov.uk/freeschoolmeals](http://www.warwickshire.gov.uk/freeschoolmeals)

# HEALTH

**Please inform the teacher of any medical needs that your child has on the school admission form.**

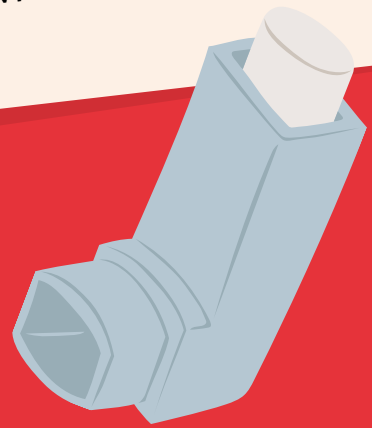
## Headlice

You should also check your child's scalp for head lice regularly. This is a common problem in schools but can be quite easily treated. Ask the staff or a doctor or pharmacist for advice, if necessary. Regular combing with a special head lice detection comb and conditioner is required. If you find your child does have headlice, you should treat your child (and all members of the family) before they come back to school. Please let us know so we can anonymously inform other parents so they can check and treat their children if necessary.



## Asthma

If your child is asthmatic, please supply us with a named inhaler with instructions on frequency of use. We encourage children to use inhalers independently under adult supervision. Inhalers will be kept in the classroom for easy access. Please check regularly that there is sufficient medication and that it is still within its 'use by' date.



## Sickness and diarrhoea

If your child is sick or has diarrhoea, please keep them at home for 48 hours after the last bout of sickness/ diarrhoea, even if they appear to have recovered. It is so easy for infection to spread in the school unless we all take care. Please note the suggested times for keeping your child away from school if they suffer from any of the following illnesses:

# ABSENCE

Infectious Disease	Child should remain at home for
Chickenpox	5 days from the appearance of rash and when all spots are completely dry and crusted over.
Measles	4 days from the appearance of rash
German Measles	4 days from the appearance of rash
Scarlet fever	24 hours after commencing antibiotic treatment
Mumps	5 days from the onset of swelling
Whooping Cough	48 hours from the commencement of antibiotic treatment
Scabies	until the first treatment
Impetigo	until lesions have healed or crusted or until 48 hours after commencing antibiotic treatment

Headteachers only have the legal authority to grant leave of absence (including holiday) during the school term in exceptional circumstances. Absence request forms are available from the office and should be completed and returned to the school via the school office, giving a minimum of 6 weeks' notice. Once your request has been dealt with you will receive a letter informing you as to whether your request has been approved. Please ensure holidays are taken within the thirteen weeks of school holidays.

**If your child is absent, please contact the school office on or before their first day of absence. We are obliged to contact parents of children who are not in school.**



# TOILETING

We anticipate that when children come to school they will be able to go to the toilet on their own and know when to excuse themselves without leaving it too late.

If you have any concerns about your child's toileting, please do let us know. You may also like to keep a spare change of clothes in your child's book bag just in case!


Accidents do happen however; if a child has an accident and doesn't have their own spare clothes, we will provide him/her with clean clothes. Please wash and return these promptly for others to use. If your child does start to grow out of any of their school uniform or pants and socks, we would be grateful if you could pass it our way so we can use it as spares.

# MEDICINES

If your child needs medication for any reason, we would recommend that you aim to time their doses around school hours. If it is absolutely necessary for your child to have medicine administered during the school day, please speak to the office and fill in the appropriate consent form.

Children's height, weight and vision are usually checked during the Reception year.

Children are offered the nasal flu vaccine during the autumn term, provided by the school health service in school.



# THE SCHOOL DAY

School starts	8:55am
Morning break	10:30am
Lunchtime	11:55-12:55pm
Hometime	3:15pm

Pupils may arrive on to the school playground from 8:45am from which time supervision will be provided. It is essential that your child is in school on time every day as coming in late can be unsettling and affects their learning. So as not to affect your child's learning, where at all possible please book medical appointments outside school time

## TERM DATES 2022-2023

### Autumn Term

INSET dates	Monday 05/09/22 & Tuesday 06/09/22 & Friday 21/10/2022
Term Commences	Wednesday 07/09/2022
Half term	Monday 24/10/2022 - Friday 28/10
Term finishes	Friday 16/12/2022

### Spring Term

INSET dates	Tuesday 03/01/23
Term Commences	Wednesday 04/01/23
Half term	Monday 20/02 - Friday 24/02
Term finishes	Friday 31/03/2023

### Summer Term

INSET dates	Monday 17/04/2023
Term commences	Tuesday 18/04/23
Bank holiday	Monday 01/05/23
Half term	Monday 29/05 - Friday 02/06
Term finishes	Tuesday 25/7/23



# JUST PLAYING...?

Play is an essential part of development and learning for young children. Through play, children develop intellectually, creatively, physically, socially and emotionally. At school we plan a whole range of experiences based on children's interests and ideas, both indoors and outdoors. Play is an important way in which we support your child to learn with enjoyment and challenge.

In playing, children behave in different ways: sometimes their play will be responsive or boisterous, sometimes they may describe and discuss what they are doing, sometimes they will be quiet and reflective as they play.



## How can you support your child's play?

- Value play - give them plenty of time to extend their play.
- Allow them opportunities to be messy.
- Help them to talk through their play without asking too many questions. Wondering out loud is a great way to prompt explanation/thinking. Join in!
- This will give you a chance to model language and behaviour

# AREAS OF LEARNING



There are seven areas of learning and development in the Early Years Foundation Stage. All are important and inter-connected. Three areas are particularly crucial for igniting children's curiosity, enthusiasm and building capacity to learn: Communication and Language, Personal, Social and Emotional Development and Physical Development.

These prime areas are strengthened and applied through four specific areas: Literacy, Mathematics, Understanding the World and Expressive Arts and Design.

We aim for our children to be happy - and to enjoy themselves

## Parent/teacher Liaison

- Teachers are always available to chat to you at the beginning or end of the day. If you have any questions or concerns, please get in touch through Tapestry or send a message via the office.
- During the year, there will be formal occasions when you will be invited to discuss your child's progress with the teachers. Parents are usually invited to attend assemblies, sports days etc. You will be advised of these through newsletters.
- We hope to be able to invite parents in once a half-term for sharing afternoons; an opportunity to share your child's learning journey with them.

**Contact us:**

**School Office:**

**01926 640397**

**E-Mail:**

**[admin3308@welearn365.com](mailto:admin3308@welearn365.com)**



# COMMUNICATION AND LANGUAGE

The best way to help your child prepare for reading and writing is to help them be a good speaker and listener

## What is good listening?

- Look at the person who is speaking.
- Keep your lips closed.
- Ask questions.
- Keep still.



## What is good speaking?

- Speaking in sentences.
- Speaking clearly.
- Looking at the person you are speaking to.

## How can you help?

- Model good listening - stop and take time to listen to what your child has to say.
- Ask them questions to show them you are interested but not so often that you interrupt their flow.
- Give your child time to think. It may take them longer to collect their thoughts together when telling you something exciting or if you ask them a question.

## How can you help?

- Model good speaking.
- Encourage elaboration of one word answers by saying 'and' or 'because' after what they have said.
- Don't speak for your child or let others speak for them. This will not help them to be confident in themselves.
- Give your child lots of opportunities to explore language through play.
- Sometimes use grown up words and explain words that your child doesn't understand.
- Children love long, complicated words! Model correct pronunciation of words and use of the correct tense.







# PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Some of the most important skills children learn at school are how to interact with others, how to become independent, confident learners and how to look after themselves. Your child will already have made huge progress in this area of learning. To help ease their transition into school you can support them in many ways:





## INDEPENDENCE

**Encourage your child to do as much as they can for themselves.**

-  **Toileting** - we expect your child to be going to the toilet and wiping their bottom independently - this only comes with practice! Children should also be able to wash their hands with soap and dry them.
-  **Dressing** - it would be a great help if your child could dress themselves - knowing which order their clothes go on, how to turn them the right way round and be able to do up zips and buttons. Try not to do it for them - even if it might be quicker!
-  **Keeping Healthy** - try and get your child into the habit of putting their hand over their mouth if they cough and using a tissue to blow their nose by themselves - to keep us all healthy!
-  **Eating** - practise using a knife and fork. It would be great if they could cut up their own food and feed themselves using cutlery.

## SOCIALISING

-  **Taking turns** - in games and conversations. It is important for children to realise they cannot have their own way and that they won't always win! Encourage your child to wait their turn to talk rather than interrupting when others are speaking.
-  **Making Friends** - there will be lots of opportunities for making friends at school. Try to help your child realise that others have different ways of doing things and that this is ok.

# PHYSICAL DEVELOPMENT

Physical Development takes place across the curriculum. It is essential that children develop their skills of coordination, control, manipulation and movement in order to be successful in other areas of the curriculum

## Developing Fine Motor Control

To help your child get ready for writing they need to develop the ability to hold a pencil appropriately. They can develop their fine motor control in lots of different ways including:

- 🌱 Threading Puzzles
- 🌱 Building with bricks, sand, sticks - anything they can find!
- 🌱 Tracing, drawing, mark making
- 🌱 Cutting and sticking - using scissors is an essential skill
- 🌱 Working with malleable materials such as Playdough and Plasticene

## Gross-motor Skills

- 🌱 Give your child plenty of opportunities for moving around in large spaces; at the park, in the garden or even walks across the fields.
- 🌱 Show your child how to move in lots of different ways: climb, run, dig, skip, hop, crawl, jump, slither, roll and walk!
- 🌱 Encourage children to move with controlled effort, and use associated vocabulary such as 'strong', 'firm', 'gentle', 'heavy', 'stretch', 'reach', 'tense' and 'floppy'.



## Health and Body awareness








- 🌱 Talk to children about why you encourage them to rest when they are tired, wash their hands before cooking or why they need to wear wellingtons when it is muddy outdoors. This will help them to make these choices independently.
- 🌱 Discuss what healthy food is and why their body needs it - perhaps pack a healthy school lunch box together. Think about and discuss what happens to their body during and after exercise.



# LITERACY – BECOMING A READER

As a parent, you have a vital role to play in helping your child learn to read. You are probably already helping them by modelling reading stories to them. If you have plenty of books, magazines, catalogues, etc around your home you are giving your child lots of opportunities to familiarise themselves with print.



-  **Read, read, read** - one of the most important ways to help your child be ready for school is to share books together - enjoy talking about what is happening in the pictures and encourage them to join in with familiar stories. Discuss the story and make predictions. What do you think is going to happen next? Why did the characters do what they did?
-  **Make up your own stories.** Encourage your child to give ideas about what might happen. Use puppets, pictures, people you know.
-  **Singing rhymes and songs** is a fantastic way of preparing your child for reading - why not try and learn a whole repertoire of songs?
-  **Play 'I Spy'** - use initial sounds, colours or descriptions.
-  **Take your child to the library.** Kineton library has a range of books for children that can be borrowed.
-  **Point out signs and notices and tell your child what they say.**
-  **Point out your child's name and other familiar names and words.**  
**Read stories several times encouraging your child to remember and join in with familiar phrases.**

# READ, READ, READ

# LITERACY – BECOMING A WRITER

Use large scale writing equipment inside and outside to develop early writing skills e.g. thick paintbrushes, crayons, chalks, paint rollers, stamps and sponges.

Encourage your child to give meaning to what they are writing/drawing (even if it looks nothing like their description)! Comment without leading 'I wonder what that might be...!'



Give writing a real purpose in their world. Where possible bring writing and drawing into their play; signs, lists, invitations, cards. Have paper and pencils on hand where they are playing.

Praise your child for putting pen to paper. At first it may be lines, squiggles, symbols or letters. This is an important part of early writing which should be valued.

# PRAISE, PRAISE, PRAISE

# PHONICS






























Throughout your child's first year in school, your child will become familiar with the English phonetic code through our phonics lessons. First, children learn the 44 sounds and match them to letters/letter groups. Then, they quickly learn to blend words and by the end of the year, they will be reading sentences and books.

To teach phonics at Kington, we use a systematic scheme called Read Write Inc. Each sound is represented by a saying and picture. The first set of sounds is shown below.

Read Write Inc.  
Phonics





Desktop Speed Sounds Chart

Speed Sounds Set 1

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 

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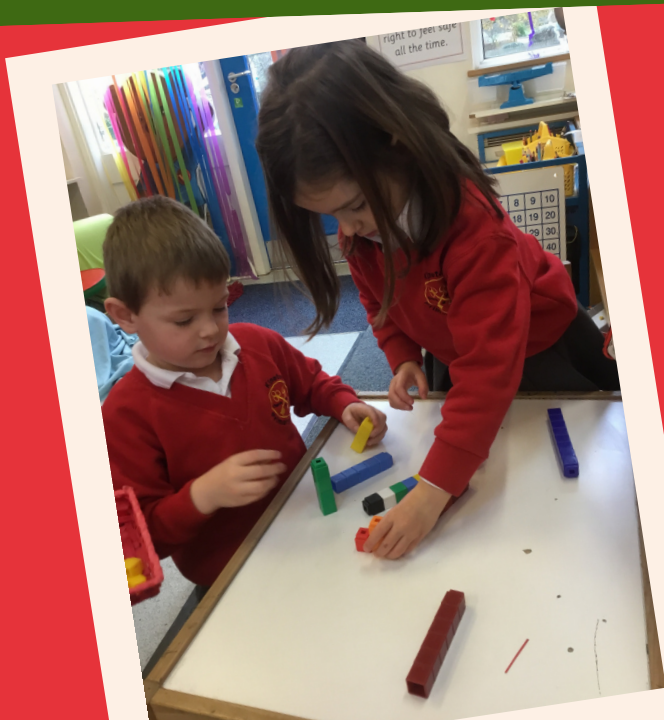
## How can you help?

-  Pronounce sounds purely e.g. mmmmm not muh.
-  Play games segmenting words e.g. find your c-oa-t, touch your l-e-g.
-  Find rhyming words, play rhyming games.
-  Emphasise the first sounds of words e.g. This aaaaapple is yummy.

Our curriculum evening in September will give more detail about how we teach phonics and how you can support your child.














# MATHEMATICS - NUMBER



**Numbers are everywhere**  
You probably don't realise how much you already do to help your child learn about numbers. Playing games, looking at number plates and counting out their pennies all help to practise their number skills. But there's more to numbers than just counting.....

## HELPFUL HINTS

-  **Counting** forwards, backwards and starting at different numbers
-  **Number recognition** - have the numerals 0-10 displayed around the house to refer to when talking about numbers. Recognise them in and out of sequence.
-  **Setting the table** - wonderful for counting and matching
-  **Looking for patterns in numbers** e.g. 0,2,4,6,8, or 10,9,8,7, - what would be next?
-  **Play dice games** - Identifying numbers of spots on the dice without counting.
-  **Quickly hold up the right number of fingers without counting.**
-  **Make sensible estimates** about the number of objects, then count to check.
-  **Play lots of games which involve counting forwards and backwards** - Ludo, Snakes and Ladders, Hop Scotch.
-  **Use stories** to discuss what happened first, next and last - this helps children to understand sequence.
-  **Encourage your child to recognise how many in a small group without counting.**
-  **Compare groups** - which pile has the most/least/the same?

# MATHS - CALCULATING

Children are logical thinkers from birth and soon develop an understanding of quantity - especially when it comes to more! In Reception, we are progressing to secure a firm understanding of the concepts of more and less, addition and subtraction. There is no need to worry about written calculations until your child is confident with solving problems - maybe towards the end of this year.

## Ideas to develop number concepts

- ✿ Encourage your child to work out how many altogether by counting all.
- ✿ Encourage use of fingers to solve simple problems Sing number songs such as 10 green bottles, 5 little ducks etc
- ✿ Encourage your child to make up their own number problem e.g. 6 socks on a washing line, Daddy pegs two more on, how many altogether?
- ✿ Simple dice games - roll and collect that number - first to 5 or 10.
- ✿ Sharing objects fairly and counting how many in each group
- ✿ Ask questions to extend thinking e.g. what if there were 5 sweets could we all have 2?



## Important vocabulary to use

= altogether, total, equals

+ add, more, plus,






- take away, subtract,  
less, fewer

# MATHEMATICAL LANGUAGE





A great way to build mathematical understanding and develop language is to use numbers and counting in real contexts. The more opportunities children have to experience and explore, the quicker they will make links between written numbers and their understanding of number and quantity. Using open-ended questions and encouraging them to consider possibilities or to try out solutions will help them to better their thinking and reasoning skills.



## IDEAS FOR PLAY

-  **Cooking** - weighing and counting
-  **Sand and water play** - using containers of varying sizes, some tall and thin others short and fat.
-  **Create shape pictures** by drawing around objects
-  **Junk modelling** - encouraging discussion of shapes  
Making patterns with shells, beads, fingerprints etc.
-  **Height** - have a height chart (or piece of paper)

## HOW TO HELP







-  Help by modelling mathematical vocabulary during play, especially comparative language e.g. more, less, bigger, shorter, taller, lighter, heavier, narrower, wider, curved straight etc.
-  Display numbers and number lines around the home and refer to numerals when talking about numbers in context
-  Notice patterns when out and about e.g. lines on a zebra crossing, patterns on a table cloth, make simple patterns with objects.
-  Listen to the vocabulary your child uses – be encouraging, but correct misuses, for example: don't overlook statements like 'the biggest half'.

# UNDERSTANDING THE WORLD



Understanding of the world is a very broad area of the curriculum. It includes the subjects we might know as: history, geography, design and technology, RE and technology. In school, your child will have a wealth of opportunities to help them develop curiosity and ask questions about the world around them

## HELPFUL HINTS

-  Allow and even encourage (!) your child to touch, feel, smell things safely in their natural environment.
-  Ask open ended questions that encourage your child to consider possibilities and how things might change e.g. What would happen if...? How could we...? Why do you think...?
-  Use the correct language e.g. if you are looking at plants explain that there are roots, shoots, buds, leaves and a stem.
-  Give your child accurate information which challenges cultural, racial, social and gender stereotypes. Help them to understand that everybody is unique but we also have lots of similarities.
-  Provide lots of materials for your child with which to be creative e.g. boxes, lollipop sticks, toilet rolls, tissue paper, leaves, sticks and different ways to join them e.g. glue, Sellotape, staples, split pins, paper clips - you'll be amazed what they can create!
-  Encourage your child to think about time - look at pictures from the past, explain when things happened and will happen.

# EXPRESSIVE ARTS AND DESIGN



## Numbers are everywhere

Expressive arts and design gives children an opportunity to respond to what they think and feel through a variety of art, music, movement, dance, imaginative and role-play activities, mathematics, and design and technology. Often the focus is on the process, the discussion and reflection involved, rather than the finished product - so don't get too hung up on seeing a finished 'masterpiece'. It is about taking risks - so let your child's (and your) imagination run wild!

## MESSY, MESSY!

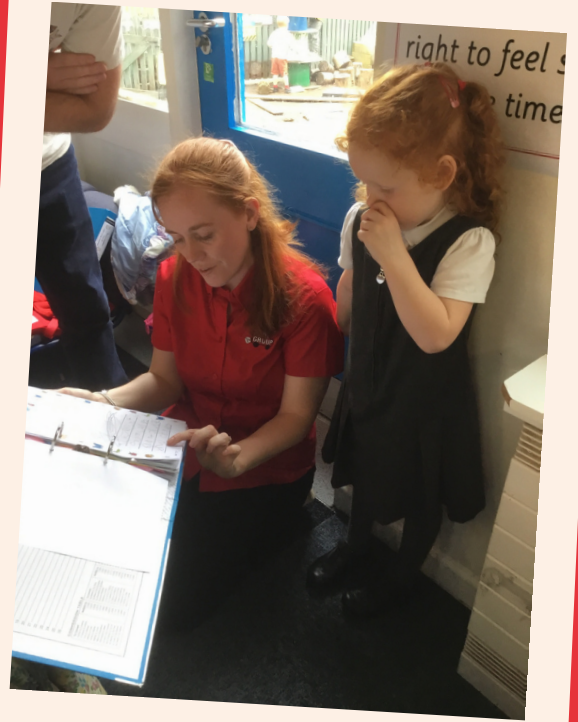
**Being creative does not always (just sometimes) need to involve making mess and getting paint everywhere. Inspire your child to be creative by:**

- 🌱 Modelling a 'have a go' approach - even if you don't feel like an artist yourself, encourage your child to be confident in their own abilities by praising and celebrating their creations.
- 🌱 Provide your child with opportunities to listen and respond to different types of music allowing them to move with imagination.
- 🌱 Sing songs and rhymes together or clap, stamp or dance along - this will help your child to develop a sense of rhythm.
- 🌱 Pen paints (available in The Works etc.) are an easy way for children to paint without the mess!
- 🌱 Take your child to an art gallery - many are free! Talk with them about what they like/dislike and why.
- 🌱 Tell your child made up stories and encourage them to do the same - you could use puppets, cuddly toys, people you know as characters.
- 🌱 Use a range of voices and props to develop their imagination.
- 🌱 Join in with your child's role play. Take on different roles e.g. a waitress/doctor/dinosaur/builder (the possibilities are endless) and act and speak as these people might.
- 🌱 Use natural materials such as leaves, sticks, cones and stones to make patterns, pictures of things they have seen.

# YOU CAN MAKE THE DIFFERENCE

**“Parental involvement in children’s education from an early age has a significant effect on educational achievement, and continues to do so into adolescence and adulthood.”**

The Impact of Parental Involvement in Children’s Education DCSF



**“Good parenting and high quality early learning together provide the foundation children need to make the most of their abilities and talents as they grow up”** Statutory Framework for Early Years Foundation Stage (2017)

