

# Welcome to Red Wing

September 2025



Firstly thank you for all your support, for preparing the children to start school and for helping the children to settle. We are so pleased the children have come into us in such a calm and positive way. It is lovely to see all their smiles in the morning and we enjoy chatting to them all as they share their news!



# Our Curriculum

- In Red Wing we follow the EYFS curriculum, which your child would have been working through last year at nursery / preschool.
- This is the fourth year we are using an updated version of the EYFS Framework. It is largely similar to the previous version with some adaptations to the content and wording of curriculum statements and Early Learning Goals.
- Our objectives and key skills are taken from Development Matters, which you can find online at [https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/1007446/6.7534\\_DfE\\_Development\\_Matters\\_Report\\_and\\_illustrations\\_web\\_2\\_.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1007446/6.7534_DfE_Development_Matters_Report_and_illustrations_web_2_.pdf)



# Areas of Learning

- The EYFS is divided into 7 areas of learning.

## Prime Areas

### Personal, Social and Emotional Development:

Self-Regulation

Managing Self

Building Relationships

### Communication and Language:

Listening, Attention and Understanding

Speaking

### Physical Development:

Gross Motor Skills

Fine Motor Skills



# Areas of Learning

## Core Areas

### Literacy:

Comprehension

Word Reading

Writing

### Mathematics:

Number

Numerical Patterns

### Understanding the World:

Past and Present

People, Culture and Communities

The Natural World

### Expressive Arts

#### and Design:

Creating with Materials

Being Imaginative and Expressive



# Characteristics of Effective Teaching and Learning

- We also observe and encourage the children's characteristics of learning.

## **Playing and Exploring:**

Finding out and Exploring

Using what they know in their play

Being willing to 'have a go'

## **Active Learning:**

Being Involved and concentrating

Keeping on trying

Enjoying achieving what they set out to do

## **Creating and Thinking critically:**

Having their own ideas

Using what they already know to learn new things

Choosing ways to do things and finding new ways



# *Reception Baseline Assessment*

- This year we will again be legally required to carry out a Reception Baseline Assessment with each child during their first six weeks at school. This will involve your child's class teacher sitting down with your child and asking them to answer various questions to demonstrate their understanding in the areas of Mathematics and Literacy, Communication & Language.
- This will be done in a very informal and friendly way as part of the school day and your child will already be used to 1:1 tasks of a similar nature with their teacher.
- If you have any questions regarding this (or indeed anything else!) please do come and speak to us.



# Our Themes

- We have chosen themes that we feel will motivate and encourage the children to succeed as successful hands-on learners here at The Southwater Infant Academy.

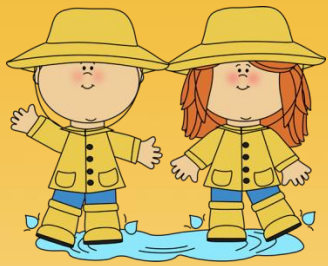
**Autumn** – Winston's World (Fairy Tales)



**Spring** – Southwater Stars (The village we are in and jobs people do, comparing our village to a Japanese city and life for a Japanese child)

**Summer** – Into the Blue (The seaside, pirates and oceans)





# Outdoor Learning



- Here at The Southwater Infant Academy we are passionate about outdoor learning.
- As well as set playtimes each class has access to our outdoor classroom which they will be able to use in the mornings. Each afternoon, all three classes will be able to 'Free flow' between their own classroom and the larger, shared outdoor classroom space where they will be able to mix as a year group.
- We actively encourage the children to be 'hands-on' so please don't expect them to come home spotless!
- Please ensure your child has a suitable, **named coat in school at all times**. They will need to be independent at putting on and fastening their coat – please practise at home!
- Wellies and aprons do not need to be provided - we have these available at school to be used as needed.



# Writing



- In the EYFS your child will learn to:
  - Experiment with making marks
  - Write their own name and other words from memory
  - Hold a pencil and use it effectively to form recognisable letters
  - Attempt writing for a variety of different purposes e.g. letters, lists, stories...
  - Communicate meaning through phrases and simple sentences.



# Writing

- You can help by:

- Developing their fine motor control through playing with playdough, Lego, Hama beads, pegging out the washing etc...
- Encouraging correct letter formation (To follow in Phonics Pack)
- Practising writing their name (with a capital letter at the beginning then lower case letters please!)
- Asking your child to help you write cards, shopping lists etc.
- Showing them that you write for a purpose too.



# Reading



- Reading is an extremely important tool in all learning and your encouragement of reading at home is essential to ensure your child enjoys reading and makes progress.
- ***It is our expectation that all children will spend at least 10 minutes reading each day at home.***
- Your child will soon begin bringing home a book for **them** to read to **you** each week.
- Most children will begin on ‘wordless’ books. These will encourage your child to learn to use the pictures and their imagination to tell stories of their own.
- There are great examples of this on the **Oxford Owl** website which is free to sign up to.

<https://www.oxfordowl.co.uk/>



# Reading

- Once we have begun phonics teaching, we will assess the children's phonic knowledge on a weekly basis. As and when we see that they are recognising and applying the first and then subsequent sets of phonics they will start to bring home books from that phonic phase.
- Your child will usually change their phonic book weekly when they read with us at school.
- Please encourage your child to read this book using phonics as their main reading strategy, alongside recognising some 'tricky' or 'common exception' words too. This book should be read daily with the aim of building up fluency, and therefore confidence.
- Your child will also bring home a library book to share with you. This will be changed twice a week. Please enjoy reading this to them and discussing it with them. This is the opportunity to talk about the pictures, setting, characters and how they might be feeling, as well as making predictions and retelling the story.

***Please ensure that books are kept in book bags which should be brought to school every day.***



# Reading Awards

- The children will also bring home a red reading journal. Please fill this in each night to let us know that your child has read their phonics book. You can also use it to communicate non-urgent messages with your child's teacher, as these will be checked daily.
- *To encourage regular reading we have a reading challenge where the children will be rewarded with a certificate for regular reading each year, across the Academy.*
- *Rainbow Award : 25 reads*
- *Bronze Award: 75 reads*
- *Silver Award: 150 reads*
- *Gold Award: 250 reads*
- Please ensure you record each night so that it can be counted the following day towards their tally.



# Phonics



- At The Southwater Infant Academy we use the DfE accredited 'Song of Sounds' phonics scheme.
- Your child will learn the names, sounds and formation of all of the letters of the alphabet as well as many digraphs.
- To support the teaching of phonics we look at lots of different letters, learn rhymes about them, play lots of games and sing our Song of Sounds song.
- Your child will have their own phonics pack in their book bag containing the song words, actions, a sound mat and set of sound cards to help them practise their phonics at home.

Further information on phonic packs to follow!

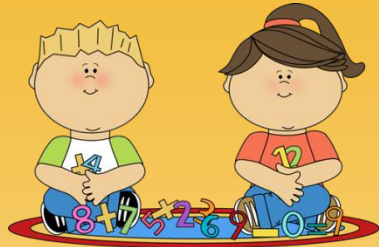
- Each fortnight we will send home a simple Phonics Challenge for you to have fun completing with your child. Please upload evidence onto Tapestry.



# Common Exception Words

- During their time in the EYFS, it is the expectation that the children will learn to read and spell 'tricky' or 'common exception' words. These are words that cannot be sounded out using phonics and therefore need to be learnt by sight.
- In school we look at these words in sets printed on houses. We will send these home in **Word House Folders** for your child to practise.
- Word Houses will be assessed weekly and a new house will be given once the child can read all words sent so far.
- It is very important that children can recognise these word house words as this is the foundation upon which they build their reading skills.
- Further information about reading, phonics and word houses will follow.





# Maths



- Maths will be taught through a very 'hands-on' approach using practical apparatus, games, stories, songs and rhymes.
- We will encourage the children to think about maths in the real world through problem solving.
- We use equipment called Numicon to support the learning of basic maths concepts.
- This has been found to be very supportive of children's learning and children who use Numicon have been shown to make more rapid progress.
- If you wish to support your child's maths learning at home we are able to offer you sets of numicon at a discounted price of £6 each or two for £11. These can be ordered via our website.
- Each fortnight we will send home a simple, fun numicon/maths challenge for your child to practice in order to support their classroom learning.



# Tapestry



- You have an online, password protected learning journal throughout your child's time at The Academy.
- This enables you to look at and contribute to your child's learning journal on a frequent basis. We would love to see families adding posts sharing children's news and achievements so that we can also celebrate them in class.
- It will consist of photographs, videos and observations made at The Academy by the EYFS team, and at home by you.
- Please do comment or at least click 'like' on posts from us so that we know you have had chance to see them. We will do the same with yours!



# Tapestry

- We use each Child's Tapestry Learning Journal as **part** of the evidence we collect to show their journey towards achieving the Early Learning Goals in each area of Learning.
- With the revised EYFS framework the requirements for evidence gathering have reduced. Therefore, for parents who have had children in the EYFS here before, you are likely to find that less evidence will now be recorded in the form of Tapestry observations. We see this as a positive change that enables staff to spend more quality time interacting with children, forming relationships and guiding their learning through play.
- As always your child's safety is paramount to us therefore you should by now have signed and returned your Tapestry contract confirming appropriate use of the site.
- You should have received your login details by now so that you can begin to track your child's learning. Any problems please speak to the office.



# Parent Overviews

- We will upload a 'Parent Overview' to the school website each week which will give you an idea of the learning planned for each area and allow you to support at home. The maths and phonics challenges will also show you our current learning.



# Behaviour Charter

At The Academy, we have a charter which reminds the children how they should behave in order to keep everyone safe and happy. As the year progresses we refer to the charter frequently, discussing behaviour choices in terms of being **READY** to learn, **RESPECTFUL** of others and of property and **SAFE** at all times.



We use kind hands 

 We use kind words

We listen 

 We try hard

We do not break or spoil things

Inside, we use our indoor voices and  
we walk calmly 

We are polite (please, thank you,  
sorry, excuse me)

 We tell the truth



# Behaviour

At The Southwater Infant Academy we believe that positive behaviour management:

- Is value led
- Sets high expectations
- Establishes and maintains clear boundaries
- Rewards positive behaviour
- Uses reasonable consequences and restorative justice

The Academy Values are known and respected by the school community and are displayed in each classroom and throughout the academy. They are taught in assemblies and throughout the PSHE programme and are revisited with the children at every opportunity.



## Rewards

At Southwater Infants all members of staff recognise, model and celebrate the academy values at all times around the academy through informal and specific praise. Wherever possible, children's best efforts will be celebrated through praise, display and performance. Rewards can be individual such as a sticker, note home, awesome wristband or mention in The Golden Book or may be a group/class reward earned as a joint effort.

Children are also able to collect individual 'value points' on a class chart. When they reach the initial target of 20 points they are invited to a tea party with Dave the hamster.

## Consequences of inappropriate behaviour and poor choices

We recognise that there are, on occasion, times that mistakes can and will be made. The children are learning their way in the world and will need help and guidance at times. Our aim is to be proactive in supporting children to learn from mistakes and take ownership of their own choices. This may mean accepting consequence for these actions.

We use a restorative approach to resolving and repairing conflict and tackling challenging behaviour. All consequences have a learning outcome and aim to teach children that there are always repercussions for poor choices and inappropriate behaviour. Our goal is to help the children learn to make informed and positive decisions and to choose a better way.



# Before and after school

- While waiting in our outdoor classroom areas to drop off or collect your children **please** support us and our EYFS environment by not allowing your children to play on or touch any of our equipment or resources that are carefully set up for use once school opens.



# Water Bottles

- It is expected that every child brings into school a named, sports type bottle each day filled with still, non-flavoured water only in line with our academy healthy eating policy.
- Any squash or flavoured water will have to be tipped away and replaced with tap water in school.
- As with **anything** bought into the academy this should be **clearly named**.
- **Please DO NOT place water bottles in book bags. We lose many books each year from water damage and cannot always afford to replace them!**



# Lunches

- Please ensure that hot lunches are ordered in advance through Easy Lunch.
- If children are bringing a packed lunch please remember these should contain a healthy balanced meal and should include no sweets or chocolate bars.
- Please be aware that we are a NUT FREE school.



# Absence and Lateness



- If your child is going to be late or absent for any reason, please ring the academy office when it opens at 8.30am so that the class teacher can be informed.
- Please do not report absence using Tapestry.
- Please be reminded that holidays during term time will not be authorised.



# PE



- In the EYFS we will do PE on a Monday, and this will start on Monday 29th September.
- Please send your child to The Academy in their PE kits every Monday from this date.
- Please consider the weather and dress the children accordingly so that they will be comfortable all day both in and outside.
- Black jogging bottoms and a black hoodie (or red school jumper) can be worn over t-shirts in cooler weather.
- Again please remember that all PE kit **must be clearly named**.



# Pupil Premium

**Your child may be eligible for Pupil Premium funding if you meet the following criteria:**

- Income Support
- income-based Jobseeker's Allowance
- income-related Employment and Support Allowance
- support under Part VI of the Immigration and Asylum Act 1999
- the guaranteed element of Pension Credit
- Child Tax Credit (provided you're not also entitled to Working Tax Credit and have an annual gross income of no more than £16,190)
- Working Tax Credit run-on - paid for 4 weeks after you stop qualifying for Working Tax Credit
- Universal Credit - if you apply on or after 1 April 2018 your household income must be less than £7,400 a year (after tax and not including any benefits you get)
- This will mean that your child is entitled to free uniform, milk, clubs, trips, Numicon etc...
- If you think you may be eligible please speak in confidence to the office staff ASAP, we are able to provide help filling in the application. Applying can be done quickly and simply either on paper or online.
- The number of pupil of pupil premium children we have in school directly affects our funding and enables us to use extra money to support your child's learning in school.



# Help Needed...!

- Once the children are settled and routines are established we will be welcoming parent helpers. This is likely to begin in the Spring term. This is usually in the form of reading volunteers who join us at the end of each day for half an hour's reading support across all classes. Please speak to us if you would like to come and join us so we can start the process.
- To ensure all children are kept safe at school all our school helpers must hold a current DBS check. The cost of the DBS check is covered by the school.
- If you are able to help please speak to the office to arrange this.

