



we
Learn



School
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Hursthead Infant School

Headteacher: Karen Grant

Headteacher from September 2026: Emma Hillyer

Rebecca Crawshaw – Deputy Headteacher and SENDCO

Danielle Walton– Assistant Headteacher

Kathy Prescott – Head of EYFS

Elm Cottage – before and after school club

Dolce – lunchtime provider

PSA

Reception teachers – Kathy Prescott and Jessica Newson



Hursthead Infant School

We Care, We Learn, We Belong

GLD	HHIS GLD 2025	National 2025
All	84%	68%

Year 1 Phonics Screening Check	HHIS Pass 2025	National 2025
All	97%	80%



Hursthead Infant School

We Care, We Learn, We Belong

- Sports coaches
- Music teachers
- Forest School teacher
- Speech and Language
- Piano lessons in year 2
- Wider school offer – tennis, football, golf, boxercise, dance, drama, art and crafts, netball, coding, sewing, cookery, ukulele , recorder



Hursthead Infant School

Ofsted In November 23

- Graded Outstanding in Personal Development
- Good in all other areas.
- Strengths included:
 - Inclusive practice and provision for children with SEND
 - Teacher training and expertise
 - Children are prepared well for Key Stage 2
 - Reading Curriculum
 - Curriculum represents people from different backgrounds and cultures
 - Respect of ourselves and each other
 - Pupil responsibility
 - Strong leadership and Governance

‘exceptionally well informed about how to be a helpful and responsible citizen in a diverse society’



Michael Cullen, CEO of Stockport Council, and Tim Bowman, Director of Education, visit Hursthead Infant School June, 2026 to celebrate the school's success.



Hursthead Infant School

Form emailed - please return by 10/7/26

Welcome Pack emailed

Take a look at our reception area on the website



Restorative Approaches

Hursthead Infant School

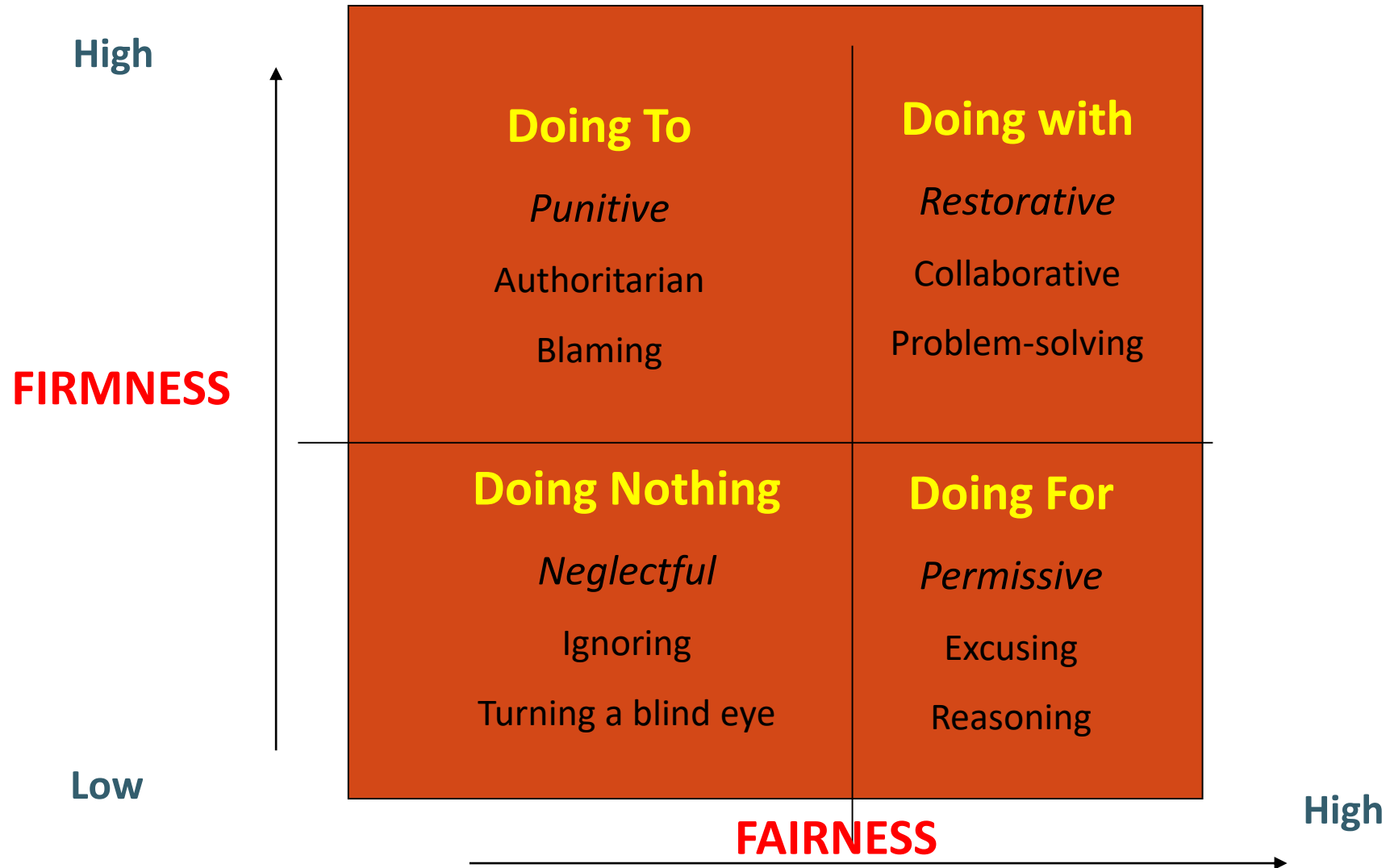
Rebecca Crawshaw - Deputy Headteacher and SENDCo

Kathy Prescott - EYFS Lead

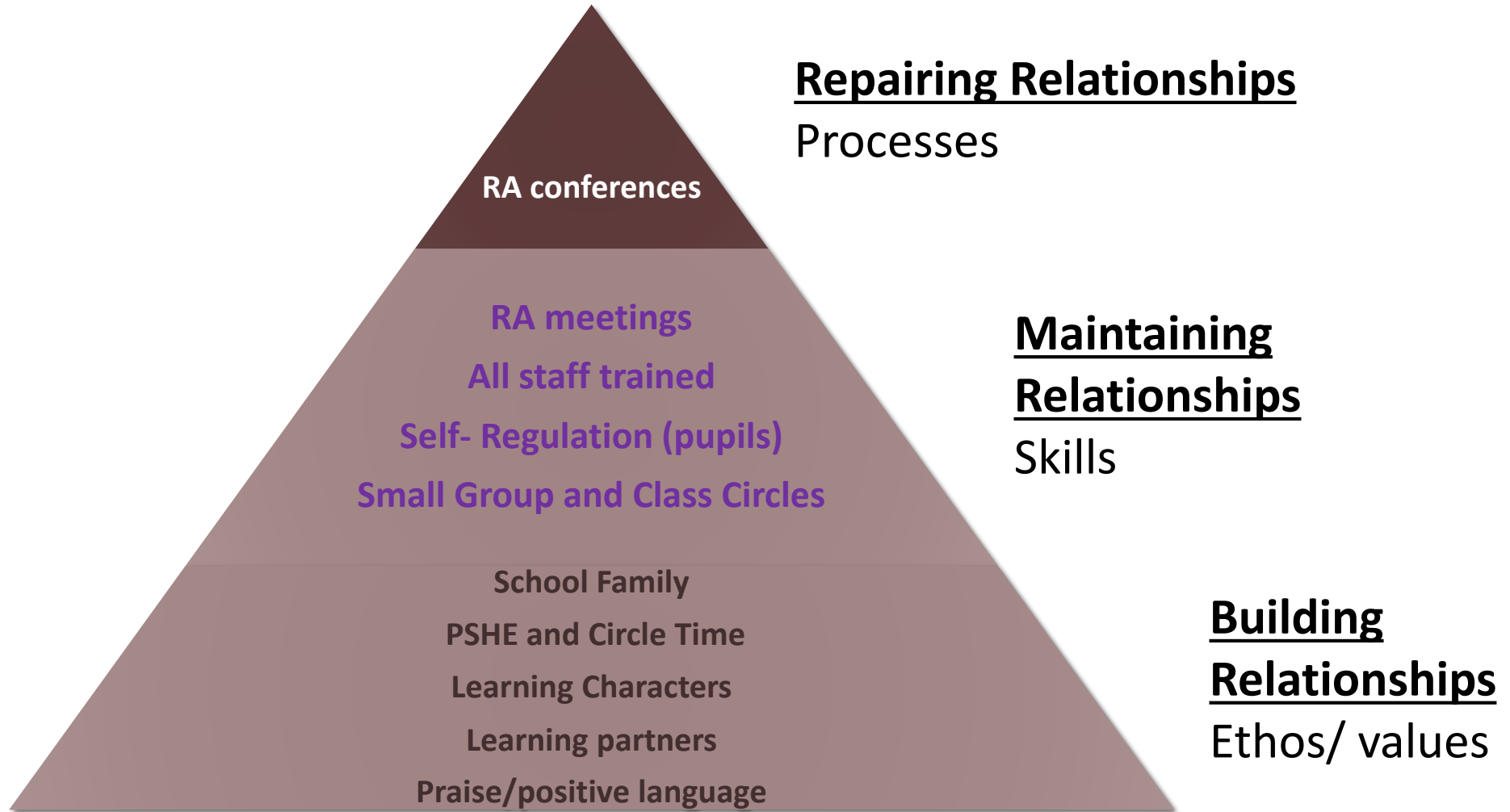
What do we mean by Restorative Approaches?

Restorative Approaches is a whole school ethos which aims to build positive relationships and provides the tools to maintain and restore these relationships when conflicts arise.

Four Choices Window - Blood and Thorsborne 2005



How do we develop RA in our school?



How to use the RA Script for conflict resolution

- * Unique Perspective
- * What happened?
- * How are you feeling?
- * What needs to happen to put things right?
- * We use the visuals found in the red file in each classroom.



Self-Regulation

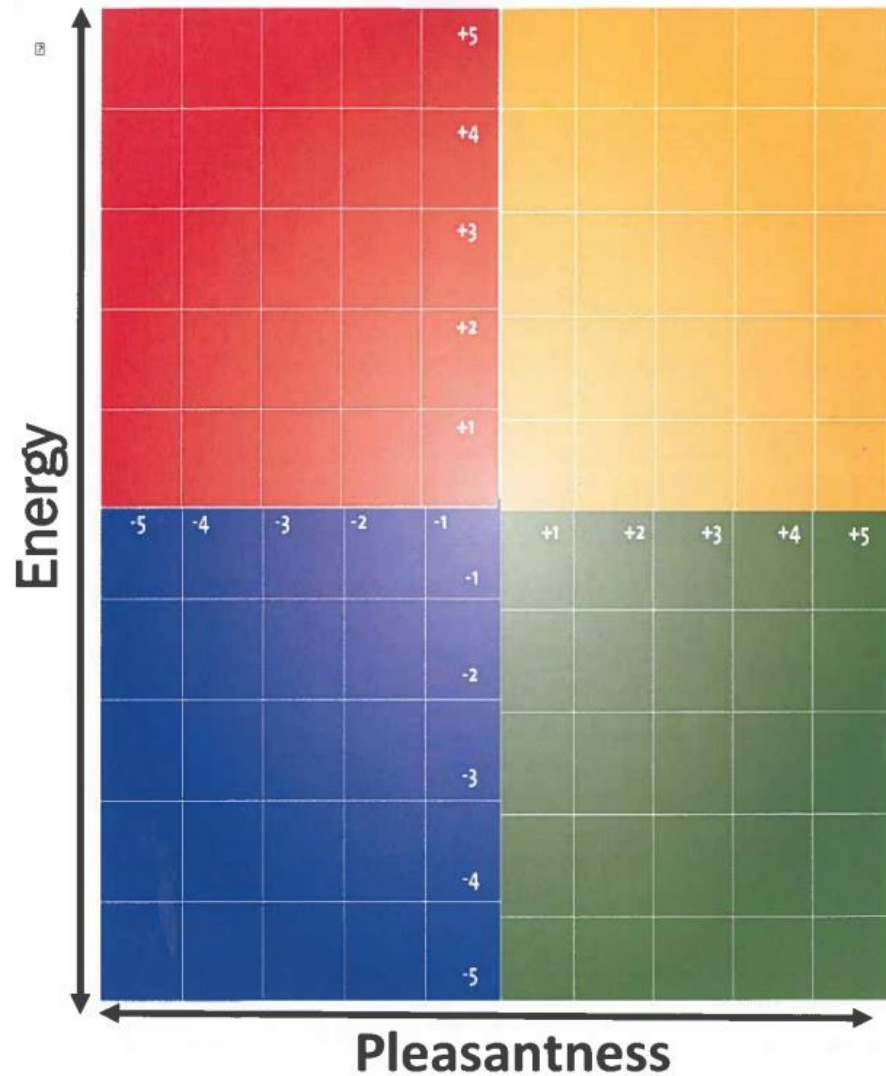
Self-regulation is the ability to understand and manage your behaviour and your reactions to feelings and things happening around you.

It includes being able to:

1. regulate reactions to strong emotions like frustration, excitement, anger and embarrassment
2. calm down after something exciting or upsetting
3. the ability to focus on a challenging task

The Mood Metre

Mood Meter Example



The ZONES of Regulation™

BLUE ZONE Sad Sick Tired Bored Moving Slowly	GREEN ZONE Happy Calm Feeling Okay Focused Relaxed	YELLOW ZONE Frustrated Worried Silly/Wiggly Excited Loss of Some Control	RED ZONE Mad/Angry Terrified Elated/Ecstatic Devastated Out of Control

The Teaching of Phonics

- Phonics is the primary way in which we teach your children to read and write.
- Phonics is how we teach the alphabetic code - phonemes (sounds) and graphemes (letters) which make up the words we read and write
- At Hursthead Infant school we use the government approved scheme “Rocket Phonics”

The Daily Phonics Lesson

- Each week 2 new phonemes (sounds) are taught with their corresponding graphemes (letters)
- Day 1 Read new phoneme
- Day 2 Write new phoneme
- Day 3 Read new Phoneme
- Day 4 Write new phoneme
- Day 5 Read and Write a Common Exception word

The Daily Phonics Lesson

- Each lesson starts by reading flashcards to revise known phonemes and introduce new ones.



The Daily Phonics Lesson

- The new phoneme is then identified in an interactive big book as part of a reading day.



As they floated over the icy landscape, Nip and Nap saw a group of igloos in the snow. And, for the first time ... a person.

The person was called Nan and she was sipping a hot drink outside her home.



Nip and Nap watched as Nan filled her flask from a tap, grabbed her tin lunchbox, and put them in the back of her skidoo. She was about to go fishing for the afternoon.

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The Daily Phonics Lesson

- On a reading day the left hand side of the pupil booklet is completed.
- On a writing day the right hand side of the pupil booklet is completed.



1. Revisit and review: Say and tick each sound.

i t I a p P S T

2. Grapheme search: Find and circle all the **p** letters.

Pip has a pink pen.

How many did you spot?

3. Blending practice: Decode and match the words to the pictures.

sip

tip

tap



4. Apply: Tick the sentence that matches the picture.

It is a pit.

It is a pip.



1. Revisit and review: Listen to the sounds and point to the letters.

t s a i p I P A

2. Grapheme write: Copy the letters and say the sound as you write.

p p p
P P P

3. Segmenting practice: Look and write the words.



p t a

i p p

4. Apply: Let's write a sentence.

The Daily Phonics Lesson

- On a common exception word day the children are shown tricky words that cannot automatically be sounded out, but are read as sight vocabulary.
- We also send these words home on word sheets for the children to practise at home to increase their exposure to these tricky words.

Reading Books

- Once the children have learnt enough of the alphabetic code we will send home reading books for them to practise their sounding out and blending skills within the context of a simple book.