



Welcome to  
St Paul's CofE Primary School

**NEW INTAKE  
INFORMATION EVENING**

EYFS Reception Class of 2026



# Our Vision Statement at St Paul's CofE Primary School

For all in our school to flourish in body, mind and spirit and to experience, 'life in all its fullness' (John 10:10) in a nurturing community, rooted in our Christian values.

## Our Christian Values

love, respect, compassion, forgiveness, courage, perseverance and truthfulness

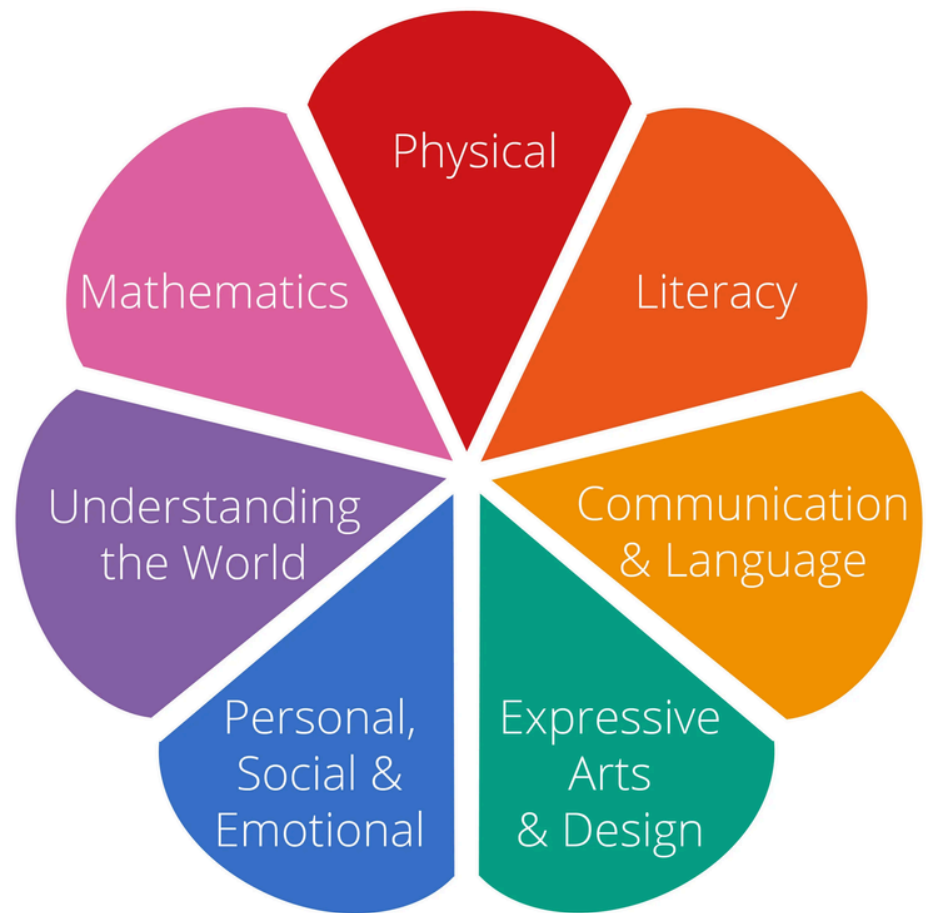




# THE EYFS CURRICULUM

The Early Years curriculum from the DfE sets standard of learning expectations for children aged birth to 5. By the end of reception children will be assessed against early learning goals in 7 areas of learning.

The design for our curriculum at St Paul's allows our children to flourish in all areas of the curriculum, supported through topics, links to books and quality key texts, and a continuous strive to nurture our children into confident, independent learners.



Children will learn through play, discovery learning and adult taught lessons. Their learning will display different characteristics of learning, categorised as: Playing and exploring, Active learning, Creating and thinking critically



# LEARNING THROUGH CONTINUOUS PROVISION

Learning through play is at the heart of the Early Years Foundation Stage and takes place both indoors and outdoors. Early years staff will interact, enhance and scaffold children's learning in all areas to provide a rich and thriving learning environment.

Some of our favourite areas/zones are:

- Home corner and imagination station
- Message centre/writing station
- Reading garden
- Magical maths
- Workshop
- Construction Kingdom
- Builders shed (outside)
- Funky fingers (play dough and fine motor activities)
- Painting Studio (easel)
- Large construction, sand and water world (outside)
- Mud kitchen (outside)
- Story telling and performance (outside)



# PRIME AREA: PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT (PSED)

- Become independent learners
- Build resilience, perseverance and self-confidence
- Make friends and have conversations
- Have awareness of their own feelings and feelings of others and be sensitive to this.
- Manage own hygiene and personal needs



**SELF-REGULATION  
MANAGING SELF  
BUILDING  
RELATIONSHIPS**





## PRIME AREA: COMMUNICATION AND LANGUAGE

- Talk confidently and clearly
- Show awareness of the listener and have conversations
- Enjoy listening to stories, songs and poems, showing good attention
- Follow instructions
- Explore new vocabulary



**SPEAKING**

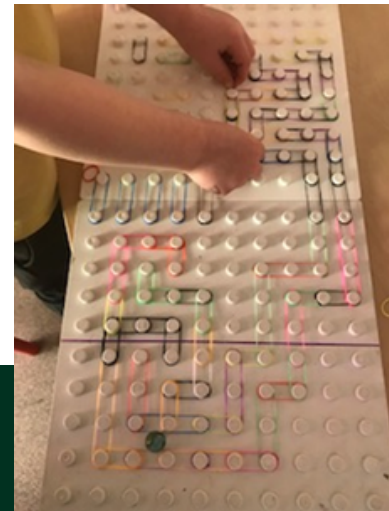
**LISTENING,  
ATTENTION AND  
UNDERSTANDING**



How Every Child Can  
Thrive by Five | Molly  
Wright | TED

## PRIME AREA: PHYSICAL

- Move confidently and control their body,
- Handle mark making equipment and tools such as scissors and tweezers,
- Thread beads and manipulate dough.
- Use large arm movements,
- Dance, climb and use wheeled vehicles.



FINE MOTOR  
GROSS MOTOR



## SPECIFIC AREA: LITERACY



- Building phonic knowledge to help us begin to read words and sentences.
- Write words and labels for our pictures, moving on to writing captions and sentences
- Explore and use a wide variety of vocabulary
- Tell stories, change them and reinvent them.



**WORD READING**  
**COMPREHENSION**  
**WRITING**





# PHONICS

Phonics is the method by which we teach children to read by recognising the connections between the sounds of spoken words (phonemes) and the letters that are used to write them down (graphemes).

The scheme we use to teach phonics is *Little Wandle Letters and Sounds Revised*. Children learn new new sounds every week and begin to read words, progressing through the phases and building fluency and decoding skills for reading and writing. Phonics sessions will occur daily in both reception and Year 1.

Children will also be issued a reading book at a level they are able to decode. Please try and read as much as you can at home.

There is a phonics page on the school website dedicated to explaining all things phonics, please have a look!



## SPECIFIC AREA: MATHEMATICS

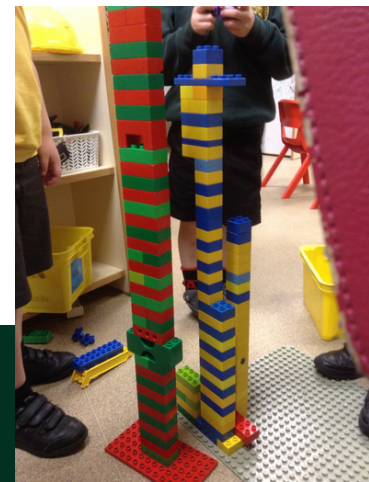


- Developing a deep understanding of number concepts through stories, problem solving, songs, games and imaginative play;
- Exploring shapes, measures and time.
- Representing numbers in a variety of ways and recording using numerals, tallies or graphs.
- Interpreting and creating maps



**NUMBERS**

**NUMERICAL PATTERNS**



# SPECIFIC AREA: UNDERSTANDING THE WORLD



**THE NATURAL  
WORLD**

**PAST AND PRESENT**



- Explore and find out about the world around them, asking questions about it,
- Explore living things, seasons and changes.
- Learn about historical figures and events,
- Find out about the local community and local environment.
- Look at the world map and find out where we live.
- Explore different cultures and celebrations
- Educational visits and visitors





# SPECIFIC AREA: EXPRESSIVE ARTS AND DESIGN



- Explore colours and shapes, textures, materials and media.
- looking at different artists and exploring skills in drawing, sculpture and printing.
- Build models and representations of real-life experiences.
- Perform music, songs and story telling
- Imaginary role play
- Small world play - bringing stories to life

**EXPLORING WITH MATERIALS**

**BEING IMAGINATIVE AND EXPRESSIVE**



# SCHOOL DAYS

8:45am - 3:15pm

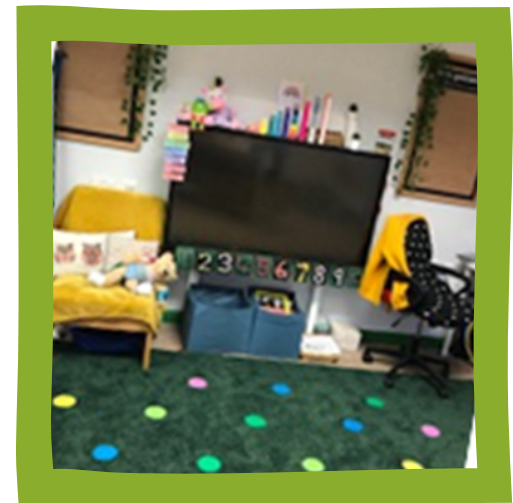
We have daily Phonics, Maths and English whole class teaching inputs (carpet times). Usually followed by linked learning, either adult led or independent.

Access to continuous provision indoor and outdoor all day. Some areas of provision might have a challenge or specific task that children need to complete, as well as resources and enhancements to support current learning.

Weekly PE sessions and sports coach sessions  
Weekly Collective Worship and RE sessions.

Lunch time is 11:45am.

We finish our days with story time, celebrations or songs.





# Lunch time

11:45 - 12:45




Our team of experienced Midday Assistants care for children during the lunch break.

Children can have school dinners or bring a packed lunch.

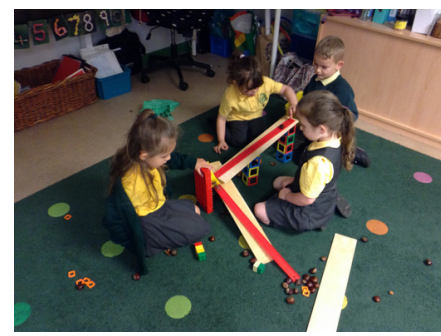
All EYFS and KS1 children are entitled to a free school meal (regardless of circumstance).

The rest of the lunch break is spent outside in the playground. During the summer months they also have access to the field. If it is raining the children remain in their classrooms and enjoy wet play activities.



# THE FIRST HALF TERM

Typically our first half term would involve:



- Baseline assessments - as well as statutory reception baseline assessments, we will make observations of your child during their play. We will engage in their games, talk and model language and behaviours, and generally get to know them and find out what they are interested in.
- Establishing daily routines and behavioural expectations.
- Getting to know each other - making relationships with new friends and adults.
- Building confidence and self esteem - developing their "can do" attitude to learning and enjoying the challenge.
- Promoting lots of independence! Zipping up coats, finding trays and coat pegs, and doing lots of things by themselves.



# GETTING READY FOR SCHOOL

- Help them to recognise their own name - Finding their name is key to finding their stuff!
- Work with your child on dressing and undressing independently, especially zipping up coats and putting on shoes (Velcro is best).
- Children should practise going to the toilet by themselves, wiping bottoms and washing hands. I have Toilet training handouts if you would like one!
- Children may bring a bag to school - this can contain spare underwear and socks, their water bottle and lunch box, if they bring one.
- After half term they will receive a waterproof reading folder which can also be carried in their bag.
- They will need a separate bag for their PE kit as this stays in school.
- Getting Ready for Reception Leaflet in packs.





# UNIFORM

- Please ensure that your child's name is in all items of clothing, including shoes. Get some name stickers, stamps, a sharpie or even a biro!
- Look for school shoes and PE pumps that are easy to fasten by themselves. Try to avoid shoes with laces.
- Please visit the 'School Office' page on the website for details on where to buy uniform and uniform requirements.
- Children are not permitted to wear any jewellery, including earrings.
- P.E. kit must be kept in school, so that it is available when needed. It can be taken home half termly to be washed, and to check it still fits. EYFS children only need black shorts, yellow t-shirt and pumps.
- Your child will be taking part in lots of interesting and sometimes messy experiences, so may come home dirty! It is all part of the fun!



# MEDICAL MATTERS



- Please update us about any dietary requirements, asthma and allergies, plus any admittances to hospital need to be reported to staff.
- If your child needs to be given prescription medication at school (including inhalers), you will need to speak to a member of the EYFS team and complete a permission form at the office.
- Any injuries (cuts/grazes/bumps/bruises) will be reported to you at the end of the day. If a child needs sending home due to sickness or injury we will telephone your child's nominated emergency contact. Please ensure these contact numbers are kept up to date.



# SEND - Special Educational Needs and Disabilities

At St Paul's we support children, families and staff in a variety of ways to ensure children who have special educational needs get the right support at the right time, ensuring that they feel fully involved in school and the community.

We believe in working in partnership with families and professionals to achieve the best possible outcomes for our children.

Part of Mrs Regan's role is to work with many outside agencies who can support our children in school; coordinating the provision they may need to be successful learners.



## My contact information

*eee*  
I can be contacted via the school office by email or phone  
Email: [admin@cdatstpaulsprimary.co.uk](mailto:admin@cdatstpaulsprimary.co.uk)  
Phone: 0161 338 2060  
I am often on the playground in the morning or after school for an informal chat.



# Inclusion Support

If you have any SEND concerns about your child your first conversations will be with the class teacher. It may be decided that they require inclusion support.

If your child is identified as requiring inclusion support, they will be added to our inclusion register and they will be set targets on our 'At the Heart' Document.

Child  
ABCD

WHAT YOU NEED TO KNOW ABOUT ME...

I love playing outside and PE! I love running around and am really good at sport! I need to be sat at the front of the carpet so I can hear the teacher and keep focus. I need words recasting and said correctly as a model for good talking. When I can't use my words, I use gesture or take you to show you what I need.

Social, Emotional & Mental Health (SEMH)

Communication & Interaction (CI)

Sensory & Physical (SP)

Cognition & Learning (CL)

OVERVIEW	ASSESS	PLAN	DO	REVIEW
<p>XXXXX is on inclusion support in school. He has SALT targets which he works on with an adult. XXXX struggles with phonics and reading.</p>	<p><b>STRENGTHS</b></p> <p>XXXXX loves listening to stories. He tries very hard with his SALT targets. He tries very hard to repeat and recast words. He is getting better at focussing on a piece of work without adult support.</p> <p><b>NEEDS</b></p> <p>XXXXX is struggling with his phonics and reading. He scored 2 on the Year 1 phonics screening.</p>	<p>1. XXXX to be able to say 'k' and 'g' at the beginning/middle/end of words on 7/10 occasions this half term. (See SALT guidance)</p> <p>2. XXXX to spell phase 3 words with <b>ck</b> and <b>qu</b> sound scoring 5/6 on spelling test on 5 occasions this term.</p> <p>3. XXXX to move onto red book band (phase 3) after reading 'Jazz and Jet' 'Ding Dong' 'Dash to dig' 'cubs' and 'Jig and jog' in his guided reading sessions by the end of this term.</p>	<p>XXXXX will have extra phonics sessions with a TA in a group of three focussing on early Phase 3 phonics.</p> <p>XXXXX to have guided reading in a small group with a TA focussing on phonics phase 2 books.</p> <p>We will continue to work on XXXX SALT targets using guidance from SALT.</p>	<p>1.</p> <p>2.</p> <p>3.</p>
<p><b>EXTERNAL AGENCIES</b></p> <p>SALT - discharged April 25</p>	TERM/YEAR Autumn Term September 2025			DATE REVIEWED:

# ATTENDANCE



- School gates open at 8.40am, Children enter school at 8.45am.
- Any absence, such as illness or attending appointments, requires a telephone call or email to school by no later than 9.30am on the day of absence.
- If your child has attended a medical appointment, we will need a copy of the letter or appointment card to be presented to the office.

Holidays taken in term time are not permitted, this could lead to penalty notices/prosecution  
Please visit the attendance page on our school website for further information



# PUPIL PREMIUM

Introduced in 2011, the Pupil Premium is a sum of money given to schools each year by the Government to improve the attainment of all children who qualify for free school meals.

Schools are given a Pupil Premium for:

- Families that receive universal credit.
- Children who have qualified for free school meals at any point in the past six years.
  - Children who are or have been looked after under local authority care for more than one day.
- Children from service families who receive a child pension from the Ministry of Defence.

This money is invaluable to school funds as it helps us to provide a richer learning experience for all children.

Information on qualifying criteria for Pupil Premium will be sent out via email, but please contact the school office if you have any further questions.

# COMMUNICATION

As well as keeping you up to date with our learning through our webpage, we send weekly newsletters, have two formal parent's evenings a year, plus a written report is sent home in July.



Our website has lots of information about our school, plus galleries, links and newsletters.



School spider is an app we ask families to download to keep up to date with important messages, reminders and online forms.



We have a school twitter/X feed!



Dolce is the company we use to provide school dinners. orders are placed online. (Further info in pack)



**BEFORE AND AFTER  
SCHOOL CLUBS**





# DIARY DATES



1 hour solo Taster session

**Thursday 2<sup>nd</sup> July - Golden Ticket Visit!**

The ticket with time slot for your child will be in your pack, we have split the class into three groups throughout the day.

**3 Family Stay and play sessions!**

3:30 - 4:00pm

Wednesday 24<sup>th</sup> June, Tuesday 7<sup>th</sup> July,

Thurs 16<sup>th</sup> July

**Starting school! Induction Days in September**

Please refer to the letter in your pack.



# WELCOME TO CDAT PARENT WORKSHOP 30 JUNE 5PM

Link to the zoom will be emailed out to you.  
If you havent recived it be the 30<sup>th</sup>, please email  
school and we can resend the link.

- Please complete any electronic forms we send via email as soon as possible. Please check your junk folders as our emails can sometimes hide there.
- We send newsletters home every Friday and update our gallery pages regularly, you can view these on our web page.
- Do not hesitate to get in contact if you if have any questions or queries about Stay and Play, Golden ticket visits or Induction days.

We are really looking forward to getting to know you and your children, and we cant wait for them to begin their primary school journey at St Paul's.



Virtual office

# THANK YOU!

