

# WELCOME TO GWLADYS STREET COMMUNITY PRIMARY AND NURSERY SCHOOL



## Our vision statement

"To provide the stepping stones for a successful and fulfilling future with the Gwladys Street Family, celebrating generations of success."



# Our aims for today ..

- To become more familiar with the EYFS team and the learning environment
- To understand our school expectations
- To learn about how you can support your child with phonics and reading
- To understand the importance of attendance and good communication with school
- To give you an overview of the Reception Year
- To help you prepare for September
- To answer any questions or queries you may have

# WELCOME TO GWLADYS STREET COMMUNITY PRIMARY AND NURSERY FOUNDATION BASE...



# KEY PEOPLE – LEADERSHIP AND MANAGEMENT



MS BOOTH  
HEAD TEACHER



MR MOORE  
DEPUTY HEAD TEACHER



MISS HENNESSEY  
EARLY YEARS LEAD TEACHER



MR MORRIS  
ASSISTANT HEAD TEACHER



MR JONES  
SENCO / ASSISTANT HEAD TEACHER



MRS UPTON  
DESIGNATED SAFEGUARDING LEAD



# RECEPTION STAFF



MISS HENNESSEY  
EYES LEAD TEACHER



MISS O'TOOLE  
RECEPTION CLASS TEACHER



MRS RIMMER  
RECEPTION CLASS TEACHER



MISS RICHARDSON  
KEY WORKER



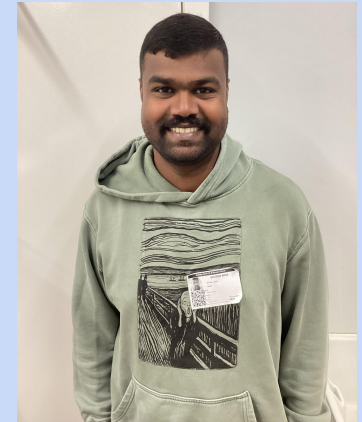
MISS BRIERLY  
KEY WORKER



MISS PERRY  
KEY WORKER



MISS MANUEL  
KEY WORKER



MR BINIL  
KEY WORKER

# OUR OFFICE STAFF



MRS GREENALL



MISS CUNNINGHAM



MRS HARGREAVES

# INDUCTION PROCESS

PRIOR TO STARTING RECEPTION WHO ARE NEW TO GWLADYS STREET:

- ➔ HOME VISIT FOR ALL CHILDREN
- ➔ NURSERY VISIT FOR ALL CHILDREN WHO CURRENTLY ATTEND ANOTHER SETTING
- ➔ WEEKLY STAY AND PLAY SESSIONS

FOR CHILDREN WHO CURRENTLY ATTEND GWLADYS STREET NURSERY:

- ➔ ATTENDING NEW CLASSROOMS WITH MISS GALLIE
- ➔ ATTENDING NEW CLASSROOMS WITH RECEPTION STAFF

SEPTEMBER...

- ➔ CHILDREN FROM GWLADYS STREET NURSERY ATTEND THE SAME HOURS AS NURSERY FOR THE FIRST WEEK.
- ➔ CHILDREN NEW TO GWLADYS STREET WILL ATTEND FROM 8.50-12.00 FOR THE FIRST WEEK.

# EYFS VALUES AND VISION

- STIMULATING LEARNING OPPORTUNITIES BOTH INDOORS AND OUTDOORS THROUGH OUR ENABLING ENVIRONMENT.
- HIGH QUALITY INTERACTIONS THROUGH EXCELLENT PRACTICE AND PROVISION.
- SUPPORT PARENTS WITH INFORMATION TO SUPPORT LEARNING AT HOME THROUGH STAY AND PLAY SESSIONS, PARENTS EVENING AND WEEKLY UPDATES.
- EVERY CHILD FEELS VALUED AS AN INDIVIDUAL.
- SUPPORT THE WELLBEING OF OUR CHILDREN AND ENABLE THEM TO BECOME CONFIDENT, RESILIENT AND INDEPENDENT LEARNERS.
- FOSTER A LIFE TIME LOVE OF LEARNING THROUGH AND INCLUSIVE AND PERSONALISED CURRICULUM



# EARLY YEARS FOUNDATION STAGE CURRICULUM

## THE PRIME AREAS:

- COMMUNICATION AND LANGUAGE
- PHYSICAL DEVELOPMENT
- PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

## THE SPECIFIC AREAS ARE:

- LITERACY
- MATHEMATICS
- UNDERSTANDING THE WORLD
- EXPRESSIVE ARTS AND DESIGN

# Early Learning Goals

## Early Learning Goals

### Communication and Language

#### Listening, Attention and Understanding

- Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions.
- Make comments about what they have heard and ask questions to clarify their understanding.
- Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.

#### Speaking

- Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.
- Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.
- Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.

### Understanding the World

#### Past and Present

- Talk about the lives of the people around them and their roles in society.
- Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.
- Understand the past through settings, characters and events encountered in books read in class and storytelling.

#### People, Culture and Communities

- Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.
- Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class.
- Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and (when appropriate) maps.

#### The Natural World

- Explore the natural world around them, making observations and drawing pictures of animals and plants.
- Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class.
- Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.

### Personal, Social and Emotional Development

#### Self-Regulation

- Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly.
- Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate.
- Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.

#### Managing Self

- Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.
- Explain the reasons for rules, know right from wrong and try to behave accordingly.
- Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.

#### Building Relationships

- Work and play cooperatively and take turns with others.
- Form positive attachments to adults and friendships with peers.
- Show sensitivity to their own and to others' needs.

### Expressive Arts and Design

#### Creating with Materials

- Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.
- Share their creations, explaining the process they have used.
- Make use of props and materials when role playing characters in narratives and stories.

#### Being Imaginative and Expressive

- Invent, adapt and recount narratives and stories with peers and their teacher.
- Sing a range of well-known nursery rhymes and songs.
- Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music.

### Mathematics

#### Number

- Have a deep understanding of number to 10, including the composition of each number.
- Subitise (recognise quantities without counting) up to 5.
- Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts.

#### Numerical Patterns

- Verbally count beyond 20, recognising the pattern of the counting system.
- Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity.
- Explore and represent patterns within numbers up to 10, including even and odd, double facts and how quantities can be distributed equally.

### Physical Development

#### Gross Motor Skills

- Negotiate space and obstacles safely, with consideration for themselves and others.
- Demonstrate strength, balance and coordination when playing.
- Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.

#### Fine Motor Skills

- Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases.
- Use a range of small tools, including scissors, paintbrushes and cutlery.
- Begin to show accuracy and care when drawing.

### Literacy

#### Comprehension

- Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.
- Anticipate (where appropriate) key events in stories.
- Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.

#### Word Reading

- Say a sound for each letter in the alphabet and at least 10 digraphs.
- Read words consistent with their phonic knowledge by sound blending.
- Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.

#### Writing

- Write recognisable letters, most of which are correctly formed.
- Spell words by identifying sounds in them and representing the sounds with a letter or letters.
- Write simple phrases and sentences that can be read by others.

Please find a copy of the Early Learning Goals that your child is expected to meet at the end of July 2026.

# Our expectations..

- Children attend school every day
- Children arrive to school at 8.50
- Children come to school dressed in full school uniform
- Your child reads at least five times per week
- Attend our termly stay and plays

# WAYS TO SUPPORT READING, WRITING AND STORYTELLING

- PLEASE READ DAILY WITH YOUR CHILDREN.
- ASK YOUR CHILDREN TO TURN THE PAGES AND TALK ABOUT WHAT THEY CAN SEE HAPPENING IN THE PICTURES.
- ASK THEM TO SPOT LETTERS FROM THEIR NAME.
- MAKE UP STORIES WITH YOUR CHILDREN WHEN YOU ARE WALKING TO SCHOOL.
- SING NURSERY RHYMES REGULARLY.
- USE TOYS AND PUPPETS AS CHARACTERS TO BRING STORIES ALIVE.
- PLEASE SPEAK TO YOUR CHILD'S KEY PERSON OR CLASS TEACHER IF YOU WOULD LIKE ANY SUPPORT WITH READING.

# Read, Write, Inc.

- Phonics - the sounds that our alphabet represent.
- We have 26 letters, 44 sounds and many more ways of writing those sounds.

**or**

for



**au**

Paul



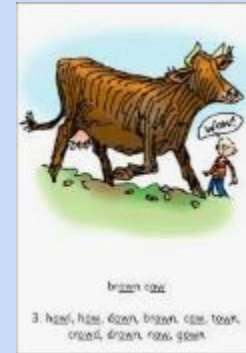
**aw**

yawn



**ow**

cow



**ow**

snow





# Blending Sounds

Once the children have learnt some sounds they can start to blend them to begin to read words.

- Fred the Frog helps us to learn our sounds!
- He only speaks in sounds!
- He helps the children listen to the sounds and begin to blend the words without reading them.

• Try 'Fred talking' at home to  
Prepare your child for September.



# HOME READING

5-10 MINUTES



TAKE TURNS

MAKE READING ENJOYABLE

QUIET PLACE

# HOME LEARNING- WHEN AND WHAT?

HOME LEARNING WILL BE:

## DAILY

- TO READ FOR 5 TO 10 MINUTES EVERY NIGHT.
- READ TO YOUR CHILD EACH NIGHT.

## EVERY FRIDAY

- AN UPDATE OF WHAT WE HAVE BEEN LEARNING IN SCHOOL WITH IDEAS HOW TO SUPPORT AT HOME.
- MATHS / LITERACY HOMEWORK

# EARLY YEARS PUPIL PREMIUM

WOULD ALL RECEPTION PARENTS PLEASE VISIT:

[HTTPS://LIVERPOOL.GOV.UK/CHILDREN-AND-FAMILIES/EARLY-YEARS-AND-CHILDCARE/EARLY-YEARS-PUPIL-PREMIUM-EYPP/](https://liverpool.gov.uk/children-and-families/early-years-and-childcare/early-years-pupil-premium-eypp/)

AND FOLLOW THE INSTRUCTIONS TO FIND OUT IF YOUR CHILD IS ENTITLED TO PUPIL PREMIUM.

THE PURPOSE OF COMPLETING THE REGISTRATION IS TO ENSURE THAT THE SCHOOL RECEIVES ADDITIONAL FUNDING (UP TO £300) TO SUPPORT YOUR CHILD WHILST IN SCHOOL I.E. ADDITIONAL TEACHING ASSISTANTS, RESOURCES AND MORE!

# SCHOOL MEALS

- AS OF SEPTEMBER 2014 ALL CHILDREN IN RECEPTION – YEAR 2 HAVE BEEN ENTITLED TO A SCHOOL MEAL WHICH IS FUNDED UNDER THE NEW GOVERNMENT SCHEME.
- IF YOU ARE ENTITLED TO CERTAIN BENEFITS, THEN IT IS STILL IMPORTANT TO APPLY AT THE SCHOOL OFFICE AS THIS WILL ENTITLE YOUR CHILD TO CERTAIN BENEFITS IN SCHOOL THROUGH THE PUPIL PREMIUM FUND.
- OUR SCHOOL MEAL PROVIDER IS ABSOLUTELY CATERING. ALL MENUS ARE AVAILABLE ON OUR WEBSITE.



# ABSENCE



- IF YOUR CHILD IS ILL, PLEASE CALL THE SCHOOL OFFICE.
- MISS CUNNINGHAM OR A MEMBER OF THE OFFICE STAFF WILL CALL.
- HOME VISITS WILL BE MADE.
- WHEN YOUR CHILD RETURNS, A LETTER AND MEDICAL EVIDENCE MUST BE HANDED IN.
- **ALL CHILDREN MUST BE IN SCHOOL EVERY DAY.**
- WE DO NOT ROUTINELY AUTHORISE HOLIDAYS DURING TERM TIME.  
UNAUTHORISED HOLIDAYS MAY RESULT IN A FIXED PENALTY NOTICE.

# ATTENDANCE



'EVERY SECOND OF EVERY DAY COUNTS!'

97% - 100% ATTENDANCE GREEN LETTER

BEST CHANCES OF SUCCESS. FANTASTIC!

91% - 96% ATTENDANCE AMBER LETTER

POOR WITH CAUSE FOR CONCERN. NEED FOR IMPROVEMENT

90% AND BELOW ATTENDANCE RED LETTER

VERY POOR WITH SERIOUS CONCERN

DANGER ZONE PERSISTENT ABSENTEE.

## APPOINTMENTS

- PLEASE INFORM THE SCHOOL OFFICE AND THE CLASS TEACHER.
- PLEASE TRY AND GET APPOINTMENTS OUTSIDE OF SCHOOL HOURS.
- PARENTS/CARERS SHOULD PROVIDE PROOF OF THE APPOINTMENT E.G. BY PRESENTING A LETTER OR APPOINTMENT CARD.
- PARENTS/CARERS WILL BE GIVEN A PASS BY THE SCHOOL OFFICE WHICH SHOWS AUTHORISATION/KNOWLEDGE OF BEING OUT OF SCHOOL.

# BEHAVIOUR

AT GWLADYS STREET WE USE TEAM

- T – TRUST, LISTEN AND RESPECT
- E – ENJOY EVERYDAY
- A – ACHIEVEMENT FOR ALL
- M – MAKING EVERYONE FEEL

WELCOME

# SECURITY / SAFEGUARDING



- SCHOOL HAS ROBUST SECURITY PROCEDURES.
- ALL GATES LOCKS DURING THE SCHOOL DAY.
- IF YOU NEED TO COME INTO THE SCHOOL DURING THE DAY, YOU SHOULD ENTER THE SITE VIA THE GATE AT THE TOP OF GWLADYS STREET (THERE IS A VIDEO INTERCOM SYSTEM ON THIS GATE). PARENTS/CARERS SHOULD THEN REPORT IMMEDIATELY TO THE MAIN OFFICE IN THE INFANT BUILDING.
- ALL CHILDREN LEAVING EARLY MUST BE SIGNED OUT AT THE OFFICE BEFORE LEAVING SCHOOL.
- ALL SCHOOL STAFF HAVE AN OBLIGATION TO CHALLENGE PEOPLE THEY SEE ON OR AROUND SCHOOL PROPERTY.
- IF A DIFFERENT PERSON IS COLLECTING YOUR CHILD, PLEASE INFORM YOUR CLASS TEACHER OR CALL THE OFFICE. **YOU MUST PROVIDE THE ADULTS FULL NAME AND RELATIONSHIP TO THE CHILD.** STAFF WILL NOT LET YOUR CHILD GO WITH ANYBODY UNLESS THEY HAVE BEEN INFORMED.
- **PASSWORD SYSTEM:** SCHOOL OPERATES A PASSWORD SYSTEM. IF SOMEONE DIFFERENT IS COLLECTING YOUR CHILD FROM SCHOOL THE CLASS TEACHER MUST HAVE BEEN GIVEN A MESSAGE AND THE UNFAMILIAR PERSON MUST PROVIDE A PASSWORD, WITHOUT THE PASSWORD YOUR CHILD WILL NOT BE ALLOWED TO GO HOME WITH SOMEONE DIFFERENT



# SCHOOL UNIFORM

## Reception (F2)

pupil's uniform will be:

- Royal blue jogging suit consisting of round neck jumper and royal blue jogging bottoms.
- White polo shirt.
- Velcro black shoes with black soles.
- Grey socks or tights.



# WHAT MIGHT THIS MEAN FOR YOU?



WE ALWAYS TRY  
TO ENCOURAGE  
CHILDREN TO  
USE AN APRON!



# BREAKFAST CLUB

- BREAKFAST CLUB ON SITE (REGISTER YOUR INTEREST WITH THE SCHOOL OFFICE)



# CONTACT NUMBERS

- IT IS VITAL THAT IF YOU CHANGE ANY TELEPHONE NUMBERS OR ADDRESS DETAILS THAT YOU INFORM YOUR KEY WORKER AND THE OFFICE.



## PARENT/ CARER CONDUCT

- IF YOU HAVE AN ISSUE THAT YOU WISH TO DISCUSS THEN PLEASE INFORM YOUR CHILD'S KEY WORKER IMMEDIATELY SO THAT THE APPROPRIATE SUPPORT AND ACTIONS CAN BE TAKEN. A MEETING WILL BE SET UP WITHIN 48 HOURS
- PLEASE DO NOT DISCUSS ISSUES REGARDING OTHER CHILDREN ON THE PLAYGROUND.



# LET'S TALK TOILET!



TO MEET YOUR CHILD'S DEVELOPMENTAL NEEDS IT IS EXPECTED THAT ALL CHILDREN ARE FULLY TOILET TRAINED BY THE TIME THEY START SCHOOL. IF YOUR CHILD ISN'T, THEN YOU HAVE THE WHOLE SUMMER HOLIDAY TO GET THAT SORTED!

HERE'S WHAT WE ASSESS YOUR CHILD ON WITH REGARD TO YOUR CHILD'S TOILETING;

RANGE 5 - F1 - *"WORKING TOWARDS A CONSTANT DAILY PATTERN IN RELATION TO ... TOILETING ..."*

RANGE 6 - F2 - *"USUALLY DRY AND CLEAN DURING THE DAY."*

IF YOUR CHILD HAS A MEDICAL CONDITION REGARDING TOILETING PLEASE CONTACT THE OFFICE AND PROVIDE THE NECESSARY PAPERWORK SO WE CAN PUT A *INTIMATE CARE PLAN* IN PLACE FOR THEM!

PLEASE NOTE THE WORDS *"WORKING TOWARDS"* AND *"USUALLY"*, IT IS NOT UNCOMMON FOR YOUR CHILD TO HAVE ACCIDENTS SO DON'T WORRY! WE'RE GOOD AT SUPPORTING THEM TO CHANGE THEMSELVES AND MEET THEIR OWN PERSONAL HYGIENE NEEDS.

# SETTING YOUR CHILD UP FOR SUCCESS!

LABEL  
EVERYTHING  
WITH YOUR  
CHILD'S  
NAME.

NO SHOE LACES  
YOUR CHILD WILL BE  
ASSESSED ON THEIR  
INDEPENDENCE  
SKILLS

BUY A  
UNIFORM  
THAT'S A LITTLE  
BIT BIGGER FOR  
YOUR CHILD.

ENCOURAGE  
YOUR CHILD TO  
LEAVE ALL  
THEIR TOYS AT  
HOME.

INCREASE YOUR  
CHILD'S  
INDEPENDENCE  
WITH DRESSING  
AND ZIPPING UP  
COATS.

# DON'T FORGET!

TO MAKE SURE  
YOUR CHILD COMES  
TO SCHOOL WITH A  
JUMPER ON.

REMEMBER THE  
WEATHER CHANGES  
QUICKLY SO SEND  
YOUR CHILD IN WITH  
A COAT OR JACKET.

IF IT'S GOING TO BE  
SUNNY AND HOT PLEASE  
MAKE SURE YOUR CHILD  
COMES TO SCHOOL WITH  
SUNBLOCK *ALREADY*  
APPLIED.

WE GO OUT IN *ALL* WEATHER  
SO MAKE SURE YOUR CHILD  
HAS WARM CLOTHES IN  
WINTER. HOWEVER, WE  
PROVIDE WATERPROOFS AND  
WELLINGTONS.

IF YOUR CHILD IS  
PRONE TO TOILET  
ACCIDENTS, THEN  
PLEASE SEND IN A  
CHANGE OF CLOTHES.

[WWW.GWLADYSSTREET.COM](http://WWW.GWLADYSSTREET.COM)

PARENTS APP

INSTAGRAM

SEESAW

THANK YOU FOR CHOOSING GWLADYS STREET. WE ARE SURE THAT YOUR CHILDREN WILL GO ON TO ACHIEVE THEIR BEST, MAKE FRIENDS, HAVE FUN AND DEVELOP A LIFE-LONG LOVE OF LEARNING!