



Welcome to Benhurst Primary School

A Guide for Reception Parents

'Only my best is good enough for me'



We hope you find this booklet useful. It is designed to answer some of the many questions you are likely to have regarding Reception at Benhurst.

If you have any additional questions that are not covered in this booklet, please do not hesitate to contact us - we are happy to help where we can! Please contact the school office where a member of staff will be happy to advise you.

Address	Benhurst Primary School Benhurst Avenue Elm Park Essex. RM12 4QS
Telephone	01708 450 807
Email	office@benhurst.havering.sch.uk
Website	www.benhurst.havering.sch.uk
Twitter	@BenhurstPrimary



Dear Parents and Carers,

On behalf of the Staff, Governors, children and parents, it gives me great pleasure to welcome you and your family to our school. We are delighted you have chosen our school as the foundation stone for your child's educational journey and trust that the next seven years will be ones of enjoyment, opportunity and learning for your child, as well as ones of partnership with you.

We are a school with dedicated, skilled and enthusiastic staff who are committed to high standards of education and behaviour. The school has a warm 'family' atmosphere that gives children a secure and happy environment in which they will thrive.

As parents, you have a vital role to play in your child's education and we look forward to working with you to ensure we all strive to fulfil our school motto of *'only my best is good enough for me'*.

Although this guide may seem daunting in size, we wanted to provide you with an overview of our school, which includes important procedures we have in place to ensure your child's academic, social and pastoral development. Our school website is full of key information and our Twitter account is a lovely way to see what actually happens in school - we love to share pictures of our children's amazing learning!

As we begin our partnership, I would like to reiterate that our work as teachers begins by building upon the numerous qualities and skills you have fostered in your child at home. Our aim is to encourage children to work to the best of their abilities, especially in the essential basic skills, whilst still providing plenty of opportunity for broadening their experiences in other fields. As well as encouraging intellectual growth, we shall work with you to develop in them an independence of outlook, which will help them to solve problems and give reasoned opinions. Our hope is that, by working together, as parents and staff, we will ensure your child has the best possible opportunity to achieve their full potential.

Once again, I wish you and your child every success and happiness during their time at Benhurst, and we look forward to working with you and your child.

Yours sincerely,

A Larkman
(Headteacher)

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School Aims

The aims of the school are to:

- Create a happy, stimulating and challenging learning environment, providing equal opportunities for all.
- Enable every pupil to fulfil their maximum potential within a safe, caring environment.
- Provide a broad and balanced education for all pupils, which fulfils National Curriculum requirements.
- Encourage each pupil to be responsible, confident, self-sufficient and self-motivated.
- Develop social and environmental awareness both within school and in the wider community.
- Enable pupils to acquire the knowledge, skills and practical abilities, which will be relevant to them in later life.
- Help pupils understand the world in which they live and to recognise the interdependence of individual groups and nations.
- Nurture self-respect, respect for each other and for those of all abilities, races, religions and ways of life.
- Enable pupils to appreciate all forms of human achievement and to strive for excellence themselves.
- Identify special educational needs and make provision for all pupils of all abilities.
- Maintain an environment where staff, governors and parents can work together for the successful achievement of these aims.

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The People Who Care for Your Children

Head teacher	Ms A Larkman
Deputy Head teacher (Maternity Leave)	Mrs K Hart
Acting Deputy Head teacher	Mrs K Garratty (Wed, Thurs, Fri)
Acting Deputy Head teacher and SENDCo	Ms J Fisher (Mon, Tues, Wed)
Acting Assistant Headteacher and EYFS Lead	Miss H Thorpe
School Office	Mrs E Halls Mrs M Kaur Mrs T Hatton
Mid-Day Assistants	Mrs C Maney (Senior MDA) Mrs L Gibson Mrs H Evans Mrs L Joseph Mrs A Harlen Mrs S Roe Mrs S Litwin Mrs D Regan
School site team and cleaning staff	Mr K Bains Mrs A Harlen Mrs D Regan Mrs H Evans
Catering Team	Provided by Caterlink

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Brief History of the School

Benhurst Primary School is a school for children aged from 4 to 11 years. We are situated in Elm Park in the London Borough of Havering.

Benhurst was opened in April 1939 to serve the local community in the Elm Park area of the London Borough of Havering. The school's name originated from 'Ben', a room of a cottage, and 'Hurst', a wooded hillside or glade. This area was once an orchard and hunting reserve and all roads around the school have names connected with forestry (Warren, Northwood, Woodcote etc). Its foundation was necessary with the development of the Elm Park estate by Richard Costain in the 1930s.

In September 2014, the school increased its capacity from 315 to 420 children to provide 60 places in every year group. Our outstanding children, excellent staff, supportive parents and impressive resources have meant the additional places have quickly filled and we are now oversubscribed in most year groups.

In October 2016, we were delighted to convert to an academy and join The LIFE Education Trust. This is a local Trust that prides itself on a strong ethos underpinned by excellence and opportunity in all we do. To discover more about our Trust please see the 'Message from LIFE' clip <https://youtu.be/9QCy4Aid1SU>

The School Logo

The school's logo, a bull's head, is derived from Horn-church and can be seen at St. Andrew's church. This is a link with the tanning industry which was once prevalent in the area. We have a school motto which we strive for in our daily school life:

'Only my best is good enough for me'

The School Building

Our school building is continually developing to meet the needs of our local community. In 2007, new Reception classrooms, an extended staffroom, a new canteen and ICT suite were completed. In 2014, the school expanded to a two-form entry school and included extensions to both Reception classrooms and building two additional classrooms. We also had four small group teaching rooms built to further support children's learning. The Reception area is spacious and allows for free-flow learning between the two classrooms. In Spring 2022, a new outdoor climbing frame and play equipment was built which is freely accessed from the Reception classrooms.

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The Early Years Foundation Stage

Within LIFE Education Trust, the EYFS is delivered in the Reception classes of our primary schools.

We believe:

- primary schools are places where everyone is treated equally, encouraged and respected
- all children should be able to achieve their full potential academically, socially and emotionally
- our schools will be safe and inclusive places where learning is nurtured and encouraged in a happy, caring and fun environment
- our schools will be happy places where good behaviour is expected and all children enjoy their educational journey

We follow the curriculum as outlined in the latest version of the EYFS statutory framework that applied from September 2021. This framework includes seven areas of learning and development that are equally important and interconnected.

Personal, Social and Emotional Development (Self-regulation / Managing self/ Building relationships)

This involves understanding their own feelings and those of others and managing their behaviour, including being able to focus attention and respond to instructions and behaviour expectations. Children will be able to set themselves simple goals to work towards and build their confidence whilst doing so. Children will be encouraged to form positive relationships with their peers and adults and understand the importance of taking turns and playing cooperatively. Children will be able to manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.

Communication and Language (Listening, attention and understanding/ Speaking)

This involves listening attentively and responding to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions. Children will be encouraged to hold two-way conversations. Children will be participating in small group, whole class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary. Children will be focussing on expressing 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.

Physical Development (Gross motor skills / Fine motor skills)

Physical development encompasses both the gross motor skills e.g. running, jumping, dancing, climbing and negotiating space and obstacles safely, with consideration for themselves and others. This will promote their strength, balance and coordination when playing. These skills are essential to help develop the fine motor skills which include holding a pencil effectively in preparation for fluent writing - using the tripod grip in almost all cases. It also involves using a range of small tools, including scissors, paintbrushes and cutlery with greater care.

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Literacy (Comprehension/ Word reading/ Writing)

Literacy development involves encouraging children to link sounds and letters and to begin to read and write. Children will be exposed to a range of reading materials to ignite their interests. Children will learn letter sounds and names from a phased phonic programme which teaches them to recognise and blend sounds for word reading. They also learn to segment words for writing. Emphasis will also be given to their understanding of what they have read and the texts they have listened to. Writing skills begin with mark making. This can be a pen and paper, a stick in sand or using a paintbrush. Children learn how to grip writing tools effectively and to form letters in the correct direction (see diagrams at the back of this handbook). As children become 'writers' they begin to think about the purpose of writing. Writing is developed through adult models and a range of real-life context opportunities e.g. shopping lists, signs.

Mathematics (Number/ Numerical patterns)

Maths involves rich opportunities to develop skills in counting beyond 10, understanding and using numbers, recognising patterns with numbers, calculating simple addition and subtraction problems particularly with numbers to 10. Maths in the EYFS is mostly taught practically. Children will experience oral and practical counting opportunities in their play. They will learn to recognise numbers and to compare and order them. They will sort, match and begin to estimate. Children will learn language associated with addition, subtraction, ordinal numbers, position, weight, length, capacity and time. Cooking, shopping and journeys are rich opportunities to develop language concepts and understanding.

Understanding the World (Past and present/ People, culture and communities/The natural world)

This involves guiding children to make sense of their physical world and community, both in the present and in the past, through opportunities to explore, observe and find out about people, places, animals and the environment. We provide opportunities to use tools safely and encounter creatures and objects in natural environments. Through stories, maps and experiences, children develop awareness of different cultures and beliefs, learning to make comparisons between different communities and places.

Expressive Arts and Design (Creating with materials/ Being imaginative and expressive)

This involves enabling children to explore and play with a wide range of media and materials, as well as providing opportunities and encouragement for sharing their thoughts, ideas and feelings through a variety of activities on art, music, movement, dance, role-play and design and technology. Through our provision, we aim to extend children's creativity, supporting their curiosity and exploration in play.

Reception pupils work towards achieving the Early Learning Goals. The National Expectation is that most children will reach the Early Learning Goals by the end of the Reception Year.

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Assessment

Ongoing assessment is an integral part of the learning and development processes. Staff observe pupils to identify their level of achievement, interests and learning styles. These observations are used to shape future planning. Staff also consider observations shared by parents and/or carers. When child starts reception, staff will administer the Reception Baseline Assessment (RBA) and at the end of the year staff complete the EYFS profile for each child, where pupils are assessed against the 17 early learning goals, indicating whether they are:

- Meeting expected levels of development
- Not yet reaching expected levels

The profile reflects ongoing observations, and discussions with parents and/or carers and the results are shared with parents and/or carers for their child.

General Information about Reception

We have two Reception classes with up to 30 children in each class. We have four qualified and experienced Reception staff.

Home and School Visits

To prepare your child for Reception, the teachers and teaching assistants will visit you and your child in their home setting. Home visits will take place on Monday 5th, 6th or 7th September 2022. You will be advised of your date and time via email.

Pupils and one parent/carer are invited to visit the school the week beginning Monday 4th July 2022. All visits will be from 1:45-2:30. This will be an opportunity for your child to come to school to familiarise themselves with their new environment and meet some of their soon-to-be friends. You will be informed of your child's visit day by email.

Starting Reception in September

To support an effective transition, children will attend either morning or afternoon sessions for 2 days (Thursday 8th and Friday 9th September 2022).

The children attending the morning sessions, will be from 9.00 am to 11.30 am. Children should be brought to the Reception entry gate where the class teachers and teaching assistants will meet them. When collecting your child, please go to the main School Office where the children will be dismissed by their teacher.

The children who will be attending the afternoon sessions, will attend from 1.00 pm to 3.30 pm. Children should be brought to the main School Office, where the class teachers and teaching assistants will meet them. When collecting your child, please go to the Reception area gate where the children will be dismissed by their teacher.

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All children will attend the morning session for the week beginning 12th September 2022 and will stay for lunch. They will attend school from 8.50 am and will be collected at 12.50 pm. Children should be brought to the Reception area gate for 8.50 and collected from the main School Office at 12.50.

All Reception children will be **full-time** from Monday 19th September 2022. The school day starts at 8.50 am and ends at 3.30 pm.

Coming to school for the first time is a big step for a small child and we work hard to make it a reassuring and happy experience. In our experience, although some children may find it unsettling to begin with, children love coming into our Reception class and it never ceases to amaze us how rapidly they learn the routines and expectations.

On the first **full** day, please bring the children to the Reception gate at 8.50 am where their class teacher and teaching assistant will collect them. We ask that you let the class teacher take the children into the classroom and you say goodbye in the playground. Your child may be a little unsettled at this point but in our experience as soon as they have seen the wealth of activities provided for them in the classroom their mind becomes occupied. If you are still worried about your child please feel free to ring the school office, but, please be assured that we would ring you if it was necessary.

Lunches

Lunchtime is from 11.45 am until 12.45 pm. We offer an excellent selection of school dinners prepared on the premises. There will be opportunity for your child to have a free school dinner. The daily choice includes a meat or fish dish and a vegetarian dish. These are accompanied by a selection of fresh vegetables, salads and a choice of fruit or freshly made desserts.

Please see our current school dinner menu- <https://benhurst.havering.sch.uk/school-dinners/>

Alternatively, parents can provide a packed lunch from home. Please see our packed lunch policy which can be found on the school website - <https://benhurst.havering.sch.uk/school-policies/>

Children are supervised by Mid-Day Assistants during lunchtime.

Snacks

Benhurst Primary School is a healthy school and encourages all children to make healthy choices about their diet. As part of our commitment to this we take part in the National Fruit Scheme. This entitles every child under the age of seven to have a free piece of fruit each day. All Reception children receive this. Alternatively, parents can provide an alternative piece of fruit or vegetable as a snack e.g. a small pack of raisins, a satsuma etc.

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Educational and Enrichment Visits

Reception children will have the opportunity to take part in offsite educational visits throughout the year to support what they are learning in school. Permission is sought from parents before taking children out of school. We sometimes ask for a voluntary contribution for educational visits which is paid through our cashless parent pay system, sQuid. Squid login details will be given to you when your child starts school.

The School Day for Children in Reception

8.50am	Children come into class and register
9.00am - 10.30am	Learning and free flow
10.30am-10.40am	Snack
10.40am -11.45am	Learning and free flow
11.45am - 12.45pm	Lunchtime
12.45pm - 2pm	Learning and free flow
2pm - 2.15pm	Afternoon playtime with KS1 children
2.15pm - 3.30pm	Learning and free flow
3.30pm	Home time

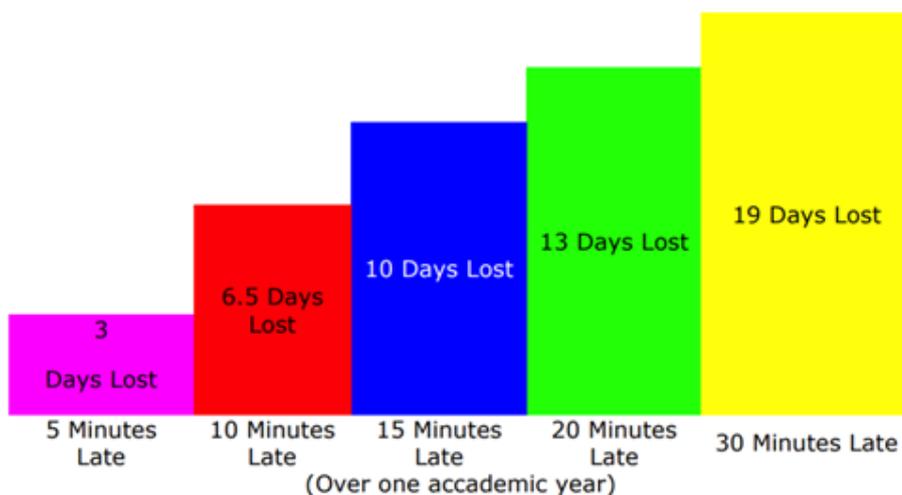
Attendance and Absences

At Benhurst Primary School, we believe that to become successful learners and achieve to their full potential, all pupils must attend school daily and punctually. All parents are actively encouraged to consider the following when booking routine medical appointments and term time holidays.

Please see detailed information on the school website- <https://benhurst.havering.sch.uk/attendance/>

Every Minute Counts

If you arrive late to school everyday your learning begins to suffer. Below is a graph showing how being late to school everyday over a school year adds up to lost learning time.



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Health

Please let us know about anything that may affect your child's physical health or emotional well-being. Please inform us about any allergies particularly relating to food. We are a 'no nuts' school due to other children's allergies. If your child has a serious medical condition for which they need medication or special consideration, it may be necessary to draw up a Health Care Plan. This would be compiled at a meeting with parents, school nurse and appropriate school staff.

Medicines

If your child becomes unwell during the school day, you will be contacted. It is essential that our records are kept up to date with emergency telephone numbers.

In normal circumstances medicines **are not** administered by staff in accordance with national guidelines. Parents should administer medicine to their children themselves by visiting school. In some circumstances a request can be made for medicine to be administered in school. If medicine needs to be in school, it should be brought to the main School Office by the parent. A written indemnity form must be signed by the parent when they bring the medicine into school. Medicines must be clearly labelled with contents, owner's name, class, dosage and expiry date and must be kept in a locked cupboard, away from the children.

Children should not carry items such as throat/cough sweets, lip salve etc. on them in school. If they need them, they should be kept in the first aid cupboard at the office.

If your child suffers with a more chronic illness such as asthma, diabetes, epilepsy or can suffer with an anaphylactic reaction they may require a health care plan and all medicines will also be kept in the school office.

Behaviour

At Benhurst Primary School we expect every child to demonstrate high standards of behaviour at all times to ensure that:

- Every child has the right to feel safe and secure at school and have the opportunity to enjoy learning without distraction from others.
- Every teacher and adult to be able to teach without obstruction and to work in a mutually respectful and professional environment.
- Every parent/carer know that their child is safe, treated fairly and will be supported to develop the skills to enable them to engage positively in our school community

Rewards

- Verbal praise to the individual child.
- Verbal praise drawn to the attention of the whole class or whole school.

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- Written praise.
- Team points for good behaviour, kindness etc.
- 5 tier traffic light system where silver and gold are used for excellent behaviour and a child on the gold traffic light will be communicated with parent/carer.
- Stickers are used for academic learning: children collect stickers in a sticker book and are given a certificate in Celebration Assembly for a completed book.
- A child is nominated weekly during Celebration Assembly from each class to receive a sunshine badge for good learning.
- Children demonstrating our Core Values consistently may be given additional responsibilities.

To support children who experience difficulty in adopting successful learning behaviours the school uses a range of support strategies. The most important aspect of this is to have full parental support in the wider aims and ethos of the school in correcting behaviour, which is to the learning detriment of pupils. Other such strategies include:

- A system for logging incidents which allows for an analysis and tracking of issues and the identification of pupils at risk of exclusion, as well as any patterns of bullying.
- Weekly/Daily behaviour reports with individual targets that are monitored by senior members of staff and communicated home.
- Pastoral Support Programmes for children who are identified to be at risk of exclusion including the involvement of external.
- Social skills groups for children who present particular difficulties.
- Restorative justice meetings for pupils facilitated by a member of school staff.
- Re-integration meetings with pupils returning from exclusion.
- Organised/'Zoned' playground activities with adult led and supervised team games as well as resourced quiet areas.
- Alternative play opportunities at lunchtime for children who find the long period difficult.
- Engaging with outside agencies for support.

Pupils with Special Educational Needs and Disabilities

All children are unique individuals and they do not all progress at the same rate and in the same way. We aim to help every child in our school to achieve the best they can, and see themselves as succeeding and feeling they are valued members of our school.

A great deal of evidence suggests that early intervention is the most effective way of assisting any child who needs extra help and we endeavour to identify children early and provide the support they need. If we have concerns about your child, we will tell you and discuss your child's needs with you. Equally we will identify and nurture the unique strengths, interests, aptitudes and passions of individual children.

Safeguarding Children

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Section 175 of the Education Act 2002 gives schools a statutory duty to promote and safeguard the welfare of children, and have due regard to guidance issued by the Secretary of State.

The governors and staff at Benhurst fully recognise the contribution it makes to safeguarding children. We recognise that all staff, including volunteers, visitors and parents, have a full and active part to play in protecting our pupils from harm. If you have any concerns regarding a child, please contact one of the designated officers which can be found at

<https://benhurst.havering.sch.uk/safeguarding/>

Security

All visitors to the school are requested to report to the school office. All external doors are fitted with security locks. These enable children and staff to exit the building in the event of an emergency. Entry has to be gained by the door being opened from the inside. The security of the children, staff and school community is a priority for the Governors.

Equality and Diversity

LIFE Trust is committed to a policy of equality and aims to ensure that no employee, job applicant, student or other member of its community is treated less favourably on the grounds of sex, race, colour, ethnic or national origin, marital status, age, sexual orientation, disability or religious belief. Any behaviour, comments or attitudes that undermine or threaten an individual's self-esteem on these grounds will not be tolerated. The Trust aims to provide equal access to high quality educational opportunities and to ensure that everyone feels that they are a valued member. It seeks to provide a safe and happy environment where all can flourish and where cultural diversity is celebrated.

School Uniform

The children at Benhurst wear their uniform with pride and distinction. We believe our uniform policy:

- helps to foster positive attitudes and high standards;
- helps our pupils develop and identify a sense of belonging to the whole School community;
- ensures all children are seen as equal, in dress at least, regardless of individual families' financial circumstances;
- enhances our security. The wearing of the School uniform enables staff to readily recognise our pupils, especially when pupils are out of the School during educational visits or otherwise representing the School at events;
- assures both parents and teaching staff that the child is wearing clothes that are suitable for work in the School, thus removing any potential problems that changes in fashion could bring about;
- encourages every child to take pride in his/her appearance and of Benhurst Primary School;

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- enables the local community of Elm Park and Hornchurch to readily identify and associate with our successful School;
- is in keeping with the School's ethos, the wearing of the School's smart and practical uniform is an integral part in reflecting the School's high standards and consistent approach to the delivery of sound, educational values.

A copy of our uniform policy and uniform options can be found on our website.

<https://benhurst.haveringsch.uk/school-policies/>

Please ensure all clothing worn at school is clearly marked with your child's name (coats, scarves, trousers, polo tops, jumpers etc).

The Friends of Benhurst provide your child's first book bag. Parents are advised to check the book bags every day for updates to home reading records and any other communication. Whilst in school, children are encouraged to develop independence by getting things from their book bags.

For children in Reception, Benhurst book bags and Benhurst P.E. bags are permitted but we would politely request no other bags or holdalls are used.

Uniform may be purchased in three ways:

- 1) Directly from Havering Schoolwear, 160-162 Hornchurch Road, Hornchurch, Essex. RM11 1QH or via <https://www.haveringschoolwear.co.uk/>.
- 2) Directly from <https://myclothing.com/>
- 3) TopNotch Uniforms Telephone number (call, text or WhatsApp): 07306 808029
Email: topnotchuniforms@yahoo.com

Bringing and Collecting Your Child from School

Please ensure to drop off and collect your child punctually at the start and end of the school day.

This will enable your child to establish clear and consistent routines, particularly if they find saying goodbye unsettling.

We will never let your child leave school with an unknown adult. At the beginning of the year we will ask you for names and relationships of adults that are allowed to collect your child (this must be someone over 16) or whether they will be attending the After School Club, (called ABACUS). Please be patient in the first few days as staff learn to identify you. If for any reason an adult that is not on this list has to collect your child, please either inform the class teacher in the morning or the office, advising us of the name of the adult who will be responsible for collecting/dropping off your child.

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Travel at Benhurst

Sustainable travel and road safety is a priority at our school. This is recognised by our Gold TFL Stars accreditation.

Sustainable Travel

We encourage all pupils to walk, scoot or cycle to school. We offer different reward schemes e.g. the Golden Lock and Walk to School Badges. We understand that walking from home isn't always an option, so we recognise and praise children for parking in nearby carparks and walking the remainder of the journey. Suggested park and stride locations are Harrow Lodge Park or St Nicholas Avenue East. Every year we offer the Borrow a Bike Scheme, which is an opportunity for your child to borrow a bike from Benhurst free of charge.

Road Safety

From Reception through to Year 6, road safety is taught every year. It covers a range of age-appropriate issues. We regularly have theatre performances in school to help teach children road safety awareness and skills. We help children put this in to practise when travelling to and from school trips.

Home/School Partnership

Each year we have two parent teacher consultations, which provide an opportunity for you to review your child's progress. In addition to these formal meetings, you are always welcome to contact your child's class teacher regarding any queries you may have. There will be opportunities throughout the year to visit the school for curriculum workshops and open class events. At the end of each year, you will receive an End of Year Report which will summarise your child's achievements.

The school will keep you well informed about what is happening by sending a fortnightly newsletter and regular communication letters. These are shared via email and on the school website. The school website (www.benhurst.havering.sch.uk) and Twitter page (@Benhurst Primary) both provide an excellent way of keeping up to date with our school.

As part of the Early Years Curriculum, we need to know about skills demonstrated at home that pupils may not show us at school. In order to do this, please take photographs of any home learning achievements and share this with your child's class teacher via EvidenceMe (you will receive log in details when your child starts school). This can include learning to write their name, riding a bike, being courageous when trying new foods, helping you to tidy up and so forth, the list is endless!

You and your child's class teacher should work in partnership to ensure your child is achieving their full potential.

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How You Can Help

We are often asked by parents what they can do to prepare their child for school. The school will be able to continue and build upon the wonderful opportunities and experience you have already shared with your child.

To be happy and successful at school, your child needs to be socially and emotionally secure. It would be very helpful if you could encourage your child:

- to be able to play happily and co-operatively with other children of a similar age
- to talk with and show trust in other familiar adults
- to share people and things with each other
- to learn to listen and follow simple instructions
- to ask lots of questions and be curious and alert
- to stay intent on a task until it is complete, overcoming little difficulties if necessary
- to dress and undress by themselves and to practise fastening buttons and zips
- to use the toilet without assistance
- Use a knife and fork correctly
- Recognise their name by sight
- To not be worried about making mistakes; model how to manage when something goes wrong

Reading

Each week, your child will receive **two home reading books**. When we begin phonic teaching in school, one reading book will be a **phonetically decodable book** to support your child to develop word reading skills through their use of decoding and blending sounds to read words. The other reading book will be a **contextual book** to support your child to develop comprehension skills and understanding of different texts and vocabulary. To begin with, your child will receive a wordless book to promote storytelling.

To support your child's progress, it is our school policy and expectation that you **read each book twice at home, totalling to reading at least four times each week**. To support your child's progress and ensure effective communication, please record you've read at home by dating, signing and adding any comments about your child's reading in their yellow home/school comment book. This video further explains reading in reception: <https://drive.google.com/file/d/1LJz1wae5zdr-pGACWpUCUQfopeFq8ET1/view?usp=sharing>

Phonics in school

At Benhurst, we follow Letters and Sounds to teach phonics. We use 'Read, Write Inc' resources to deliver the programme.

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Children need to learn the sounds letters make as well as their names. This can be through games like 'I spy' & 'Guess what sound I start with'. Talk about letters in the environment, i.e. names of shops, films, signposts, how many letters from your name can we find in the environment?

When learning to write letters it is important to know where each letter starts. Children need to be shown and gently reminded each time. (Please refer to the sheet at the back of the booklet)

Outdoor Environment

Using the outdoor environment is an integral part of school life. Opportunities arise, and are planned for, to enable children to show curiosity and interest, Children are encouraged to use all the senses as appropriate to investigate places, objects, materials and living things; encouraging children to identify similarities and differences about how things work and how things happen, and listening to responses, will promote and develop children's thinking skills.

At Benhurst, we actively promote the importance of keeping healthy and the things that contribute to this. Therefore, children will spend a lot of quality educational time using the playground equipment, large spaces, and local environment, and so need to come to school with appropriate outdoor wear.

Out of Hours School Care

Our before and after school provider is ABACUS. They have been supporting the children and parents at Benhurst since September 2008 and are very popular.

ABACUS is based in our Dining Hall and provide the children with a range of small world toys, games, computer consoles, Lego, creative activities, home corner, books, larger equipment and use of our lovely outdoor space. Only Benhurst children may attend this club.

For further information please visit <http://www.abacusafterschoolclubs.com/>.

Friends of Benhurst (FOB)

The school has a very active Parent Teacher Association called Friends of Benhurst Association. The Friends of Benhurst Association is a charity fundraising committee run by parents of children in the school. All parents are automatically members. Social, fund raising and educational events are organised regularly. The aims of the Friends are best explained by quoting from their constitution:

"We are a group of ordinary parents who get together to organise fund-raising events and social activities for parents and children alike. The funds we raise are at the disposal of the school to provide equipment. Our aim is not only to raise money but to promote good relations between all parents and teachers and we really do get pleasure and satisfaction from our activities. The school is

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small and a focal point of the local community, there is a genuine friendly atmosphere which is what it's all about."

Events take place throughout the year and include:

- Bounce Day
- Summer Fete
- Ladies Pamper & Shopping Evening
- Christmas Bazaar
- Family Disco

Through such events we have raised thousands of pounds over the years. These funds have enabled the school to provide extra, valuable resources for the children to use.

The Friends of Benhurst is always looking for people who would like to help out at an event or join the committee. If you are interested in finding out more, please contact fob@benhurst.havering.sch.uk.

Thank you for spending time reading this booklet. If you have any questions, please ask your child's teacher. Together we can make the transition into Reception as smooth as possible.

'Only my best is good enough for me'

Tripod grip for right hand



Tripod grip for left hand



'Only my best is good enough for me'

Rhymes for letter formation - taken from Read Write Inc.

<p>a</p>  <p>Around the apple and down the leaf.</p>	<p>b</p>  <p>Down the laces to the heel and around the toe.</p>	<p>c</p>  <p>Curl around the caterpillar.</p>	<p>d</p>  <p>Around the dinosaurs bottom, up his tall neck & down to his toes.</p>	<p>e</p>  <p>Lift off the top and scoop out the egg.</p>	<p>f</p>  <p>Down the stem and draw the leaves.</p>
<p>g</p>  <p>Around the girls face, down her hair and give her a curl.</p>	<p>h</p>  <p>Down the head, to his hooves and over his back.</p>	<p>i</p>  <p>Down the body and dot for the head.</p>	<p>j</p>  <p>Down his body, curl, dot for his head.</p>	<p>k</p>  <p>Down the kangaroo's body tail and leg.</p>	<p>l</p>  <p>Down the long leg.</p>
<p>m</p>  <p>Down Maisie, mountain, mountain.</p>	<p>n</p>  <p>Down Nobby and over his net.</p>	<p>o</p>  <p>All around the orange.</p>	<p>p</p>  <p>Down the pirates plait and around his face.</p>	<p>qu</p>  <p>Round her head, up past her earring, down her hair and flick.</p>	<p>r</p>  <p>Down the robots back and curl over his arm.</p>
<p>s</p>  <p>Slither down the snake.</p>	<p>t</p>  <p>Down the tower, across the tower.</p>	<p>u</p>  <p>Down and under, up to the top and draw the puddle.</p>	<p>v</p>  <p>Down a wing, up a wing.</p>	<p>w</p>  <p>Down, up, down, up.</p>	<p>x</p>  <p>Down the arm and leg, repeat the other side.</p>
<p>y</p>  <p>Down a horn, up a horn and under head.</p>	<p>z</p>  <p>Zig-zag-zig.</p>				