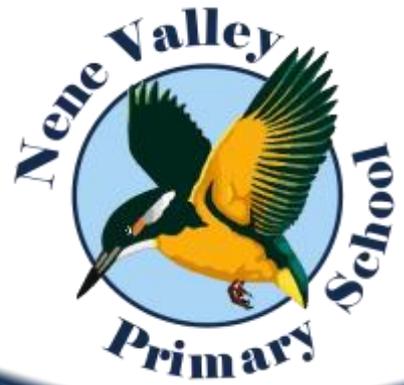


# Success for All



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Dear Parents/Carers,

Thank you all for all your support over these first few weeks of term. Despite these challenging and unprecedented times, your children have had an extremely successful start to their school life; coming in with big smiles and settling quickly into their new routines. You should all be very proud of them – as we are!

I am writing with some gentle reminders and helpful information.

## Reading Books

In Reception, reading books can be changed on a **Tuesday and Friday**. Please put the reading book inside the cover of your child's reading record and hand it to them before approaching the gate so they are ready to put it in their class box. We monitor how often children change their books.

We encourage you to write the date and a short comment in the reading record every time you read together at home.

As we begin to teach phonics, you will notice that any books sent home correspond to the letters and sounds being learned. If you are familiar with the book banding system, we split the pink, red and earlier yellow books into more specific categories to give children the opportunity to apply what they have learned and not become overwhelmed with unfamiliar sounds and words which might affect their confidence. We closely monitor progress in phonics and match this closely to reading book sets. If you have any further questions, please let us know.

Shortly, children will bring home a pink phonics book which includes a guide in the front cover. Each week, we will send home phonics sheets to let you know which new phonemes have been taught with details of the grapheme, song, action and handwriting pattern. You may wish to stick the sheets in the pink phonics book at home to keep them organised.

## Clothing

Please name **all** items of clothing and ensure that your child has a spare set of clothes in a bag on their peg **AND** a pair of wellies to be kept in school. Children will wear waterproof suits in the water play and mud kitchen areas, but **all children** will be expected to wear wellies outdoors in wet weather. Our classroom doors are kept open at all times to aid ventilation, so please ensure your child has a **jumper** and **coat** in school every day.



## Tapestry

A few parents/relatives have not yet activated their Tapestry accounts. The links will expire shortly – we encourage you to activate them as soon as possible so that we can keep you informed of your child's learning in school.

We may have noticed some codes in the titles of observations. They stand for: AI (adult initiated), AD (adult directed) and CI (child initiated). This helps us to monitor the balance of observations that we make.

## Changes to the EYFS Curriculum – Early Adopters

As we discussed in the parent workshop, we have committed to adopt changes to the EYFS curriculum and end of year assessment a year before they become statutory, along with many other schools nationally. As such we are obliged to inform you that:

*Under the Early Years Foundation Stage (Exemption from Learning and Development Requirements) and Childcare (Exemption from Registration) (Amendment) Regulations 2020, the Secretary of State for Education grants exemption from the following sections of the 2017 Early Years Foundation Stage statutory framework:*

- i) The educational programmes under EYFS paragraph 1.5; and*
- ii) The early learning goals set out on pages 10 to 12 of the EYFS; and*
- iii) The requirements set out in paragraph 2.6 to 2.11 of the EYFS relating to Assessments and moderation at the end of the reception year – the Early Years Foundation Stage Profile – which requires settings to complete the Profile and submit the same to the local authority.*

Instead, we are following the EYFS reforms early adopter framework which includes a new curriculum document and EYFS Profile with 17 new early learning goals. These are the goals that children are expected to achieve by the end of their Reception year. If you are interested to view them now, they can be found here:

<https://www.gov.uk/government/publications/early-adopter-schools-eyfs-profile-handbook>

## Capital Letters

We have noticed that many children are writing their names using capital letters. We don't want to discourage their enthusiasm to write, but would ask for your support in teaching them to use lower case letters please – with the exception of the first letter of course!

Over the next couple of weeks, you will be receiving information about parents evenings and I will also be sending a questionnaire to get your feedback on our procedures for transition into school.

Kind regards,

Mrs Carly Pearson  
EYFS Leader

