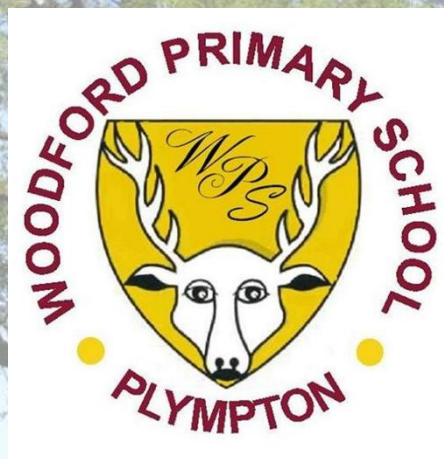
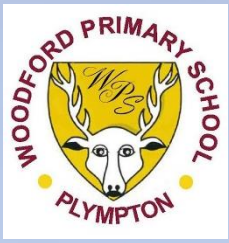


Getting to know Foundation Stage

Oak and Elm Class
2025 / 2026





Welcome



A Message from Mrs Patrick...

Welcome to the new academic year. Starting school this September, our number one priority is ensuring that the children build strong connections with their new teaching team so that they feel safe, respectful and ready to learn in their new environments. The first days and week have been centred around relationship building, learning new routines and expectations. This ensures children build confidence in their understanding of a new curriculum, enhanced expectations and their new year group. This strong foundation enables a love of learning and strong personal wellbeing to grow.

Our aim for all children is to grow their potential, enabling them to achieve high personal performance through our knowledge-rich curriculum. The curriculum is supported by our strong behaviour culture; an ethos of wellbeing and care; our STRIVE values; promotion of positive mental health and having high expectations for all our children so they achieve maximum success in all aspects of school life.

Please do message me on class dojo or email woodford.primary.school@plymouth.gov.uk should you wish to get in touch. Alternatively, I am at the main entrance in the mornings to welcome the children into school.

We look forward to working positively in partnership to achieve the very best for your child.



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Meet the Foundation Team



Mrs Marples
Oak Teacher



Miss Riggs
Elm Teacher



Miss Baptie
Foundation TA



Mrs Hewer
Foundation TA



Miss Brenton
Foundation TA

Children will work with all staff across the Foundation Stage team. During PPA times this first half term Mr Robinson from Arena will be teaching PE and a HLTA Mrs Mumford along with our class TA will be introducing children to the library and teaching them music.



Meet the Safeguarding Team



Mrs Patrick
Headteacher



Miss Ritchie
Assistant
Headteacher
and SENCo



Mr Bennett
EYFS/KS1 Phase
Leader



Mrs Milbourn
PSA



Mrs Latham
Attendance
Officer

Should you have any concerns about a child, please talk to a member of staff or alternatively email safeguarding@wps.plymouth.sch.uk.

Safeguarding a child is everyone's responsibility.



Attendance



We welcome your child into school every day. Strong attendance supports strong academic success and positive social and emotional learning.

Attendance is monitored by our school attendance team on a regular basis so that we can ensure that every child has the maximum opportunity to receive their education. We offer support when needed to work with families for the best outcomes.

If for any reason your child cannot attend school on a particular day, please inform the school office at the start of the day. Please do not message class teachers on dojo regarding attendance. We must follow the attendance policy.



Excellent attendance grows potential for all.

Woodford Primary School

Attendance Ladder



At Woodford Primary School, we promote excellent attendance.

Attendance is important for attainment, wellbeing and wider outcomes for children.

Excellent attendance promotes high expectations.

Attendance is everyone's responsibility.

Communication and relationships are key in supporting excellent attendance.

Parents have a legal duty to ensure their child has an appropriate education.

Schools have a legal duty to take an attendance register twice daily.

INFORMATION

The school day starts at 8:50.

Morning registration is open for 10 minutes.

Telephone the main office 01752 336228 if your child cannot attend school on that day.

Medical appointments, wherever possible, should be arranged out of school hours.

Westcountry Schools Trust does not support authorisation of term-time holidays.

Fixed-term penalty notices will be issued.

ATTENDANCE CHAMPIONS



Mrs Latham
Attendance Officer



Mrs Patrick
Head Teacher



Mrs Milbourn
PSA





STRIVE for Success



These are our values in school that help us to be responsible and informed citizens who have a positive impact on the world that we live in.

Self-motivation

- Set goals and take positive risks.
- Be brave and believe!
- STRIVE to achieve the end goal.

Resilience

- Persevere and make mistakes to learn.
- Self-reflect to improve performance.
- Listen and act on feedback.

Valued Collaboration

- Negotiate, listen carefully and learn to compromise.
- Build and maintain healthy relationships.
- Contribute to team learning.



Thinking

- Ask questions.
- Experiment with own and others' ideas.
- Articulate, reflect and respectfully challenge attitudes and viewpoints.

Independence

- Be ready for learning - sit on the carpet
- Collect your own belongings at the end of the day
- Get the resources they need for their play/activities e.g. glue, blocks etc

Empathy

- Be self-aware with feelings, emotions and actions.
- Show compassion.
- Understand the feelings of others.

Behaviour in School

Woodford Primary School is committed to creating an environment where exemplary behaviour is at the heart of productive learning. Everyone is expected to maintain the highest standards of personal conduct, to accept responsibility for their behaviour and encourage others to do the same. Positive relationships and behaviour make our school a safe, respectful environment to enable effective learning to take place.

Structures, routines, positive norms, taught behaviour, high expectations and consistent consequences are fundamental to the success of our school behaviour culture. Calm and orderly classrooms requires the dedication, persistence and consistency of all staff to support children to achieve maximum success.

How we celebrate positive behaviours.



Positive Noticing



Praise
Stickers

Dojo points
Merits

Star of the day
Messages home

Whole class dojo reward
Woodford Wonders
Headteacher's Awards



Safe



Respectful



Ready to Learn



WESTCOUNTRY
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+1

Empathy



+1

Independence



+1

Ready to learn



+1

Resilience



+1

Thinking



+1

Valued
Collaboration






+1

Self
Motivation

We hold boundaries, limits and expectations firmly but are gentle and relational with the child.

Information for Parents ~ Behaviour in School

Behaviour Success 'Safe, Respectful and Ready to Learn'		
Reminder	 reminder	An adult will remind me of the behaviour that is expected so that I can focus on learning and make the right choice.
Reflect Year Team	 discuss	I have not made the right choice with the expected behaviour. My adults will talk with me to help me correct it. A 'Needs Work' Dojo will be added to inform my parents/carers.
Reflect Phase Team	 plan	I am finding it difficult to make the right choices. My Phase Leader will help me to improve this and make a plan of support. They will monitor this and let my parents/carers know my progress.

How we respond to behaviours that do not meet our school expectations, teaching and coaching responsibility for actions, choices and consequences.

- Reminder
- 'Needs Work' Dojo notification
 - Message home
 - Reflection - time to talk with an adult to fix the behaviour
 - Reflection - discussion with key stage phase leader to set a plan
 - Parent and school meetings
 - Meeting with external agencies
 - Internal seclusion
 - Suspensions
 - Permanent exclusions

This are the steps used when children need support to demonstrate a safe, respectful and ready to learn attitude. They are consistent across the whole school.

We hold boundaries, limits and expectations firmly but are gentle and relational with the child.



Meet the Wellbeing Team



Miss Ritchie



Mr Howarth

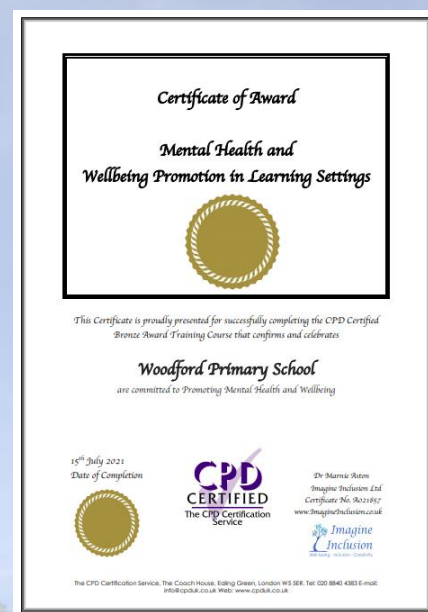


Mrs Milbourn



Mrs Eames

We recognise the importance of promoting **positive wellbeing** for all children and staff. We have a dedicated team to support this in school. Please feel free to make contact if you feel there is any support you require. Our school website also has a dedicated wellbeing page which has many support links that you may find useful. [Woodford Primary School - Mental Health and Wellbeing](#)





Daily Routines



- Start of day – 8.40-8.50. Doors close at 8.50
- End of day – 3.20

- PE day: Thursday (Wear PE kit and plimsolls/trainers to school – **no earrings**)
- Outdoor learning: Thursday (Wellies to be left on the welly wall outside class – this can be on the day or left for the term.)

- Snack – 1 piece of fruit/healthy snack – nothing containing nuts
- Drinks – water/flavoured water only
- Clothes/Book bags/lunch boxes/drinks bottles – Please name everything in a visible place
- If your child has medication please ensure the correct forms have been completed. These forms can be downloaded from the school website.



All children are expected to wear school uniform.
It consists of the following items:



**School uniform/
PE kit**

In Winter our uniform is a white polo shirt, maroon sweatshirts/ jumpers/cardigans and grey skirts/pinafores or trousers.

In Summer, children can wear shorts and summer dresses (maroon and white striped or checked).



Foundation Stage children wear white t-shirts (these can have the school logo) and black shorts, along with black plimsolls/velcro trainers.

Black jogging bottoms or leggings can be worn for P.E /outdoor learning sessions.

PE Kits will be worn to school on class PE days and Outdoor Learning days.

In KS1 and 2 P.E. kit consists of t-shirt in your child's team colours Red (Plym) Yellow (Tamar) Blue (Dart) Green (Tavy).



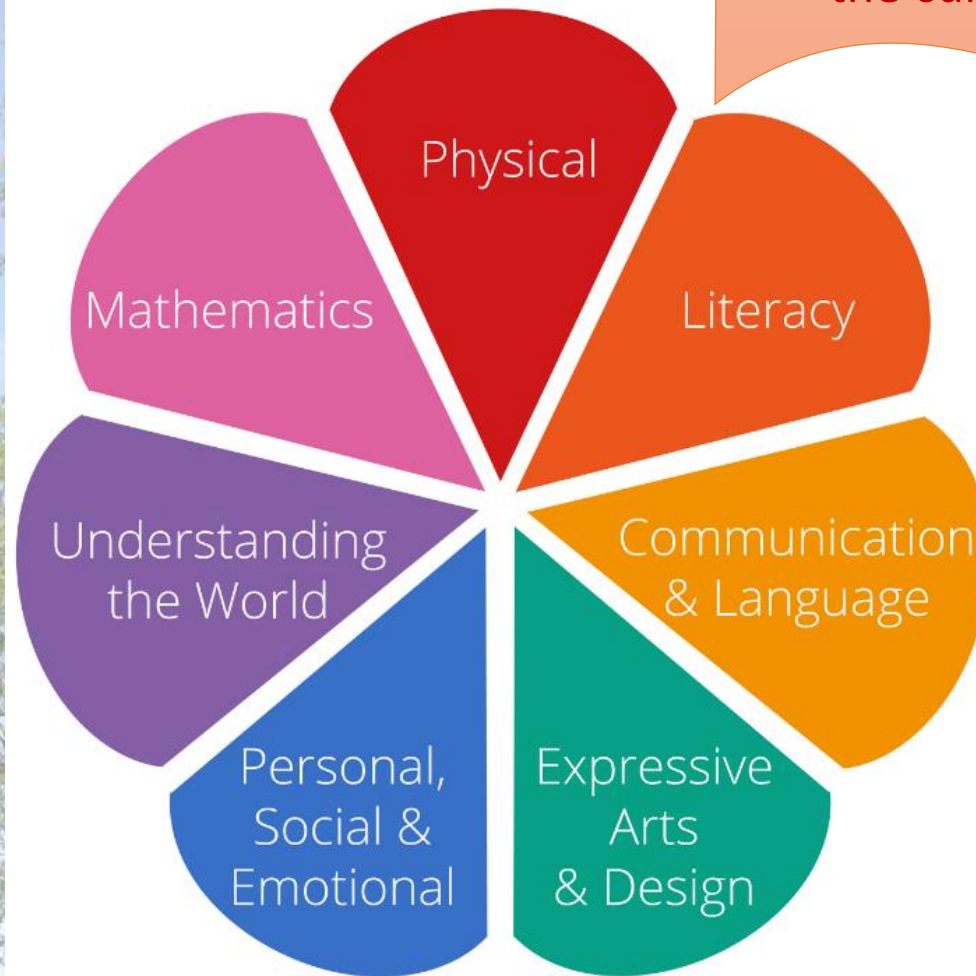


Our Curriculum

We use the Early Years Curriculum and the following resources support the curriculum planning and learning:

Maths

Mastering Number
Spring - Numbots



Phonics

Read, Write Inc

English

Talk for Writing

PSHE

Think Equal



Reading

Learning to read is the most important thing your child will learn at our school. Everything else depends on it, so we put as much energy as we possibly can into making sure that every single child learns to read as quickly as possible.

We want your child to love reading - and to want to read for themselves. This is why we put our efforts into making sure they develop a love of books as well as simply learning to read. Parent's support with regular reading at home can really make a difference!

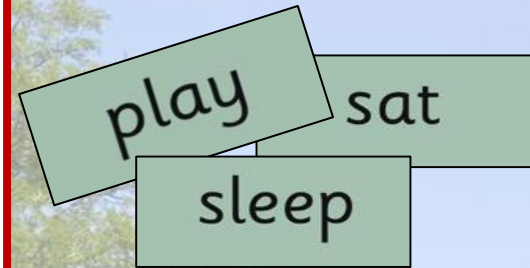




Read Write Inc



Read Write Inc (RWI) is a rigorous phonics programme which helps all children learn to read fluently and at speed. In RWI sessions, children will learn different sounds and will read words containing these sounds. They will then move onto reading decodable books containing sounds and words they can read independently. They read each storybook three times at school. At the end of the week, this book will be sent home, along with a new book that the child has not read in school containing the same sounds. On each reading, children's fluency increases and they have a better understanding of what the story is about. Children are assessed and re-grouped every half term. Extra intervention is given to children to ensure they keep up if and when this is needed.





At Woodford we begin writing with print using the Read, Write Inc rhymes and sayings for formation. As we progress through the school we use a scheme called *Letterjoin* for cursive writing.



Handwriting...

m – Maisie,
mountain,
mountain





We will send these sheets home as children's first homework.

Help your child to say the sound of the letter – m.

Help them to say the words using that sound – mouse, mountain, mirror, moon.

Sit with your child and support their pen grip, finding the correct starting point and direction. Say the rhyme to help them.

It is harder for children to unlearn if they are using incorrect formation.



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m m m

mouse mountain mirror moon

Practise handwriting

Maisie, mountain, mountain

m m m m m

Say the sound as you write


m





Learning Partnership planners



Woodford
Primary School



Learning Partnership
Planner

Name	
Class	
Year	

'STRIVE for Success'









Learning Partnership Planners, will be sent out later in Autumn. These promote the high value we put on home/school links and continuing school learning at home.

Our reading home learning must be recorded in them each week and planners sent into school to share with the class teacher.

These are purchased by the school so it's important to help children to learn to value and look after. Replacements will need to be purchased by parents should they become lost or damaged.

Our Learning this term

Each term, you will receive a parent overview of the curriculum. This helps support the learning partnership.

	WOODFORD PRIMARY SCHOOL	Curriculum Overview for Parents 2024-2025	Year: Foundation	Term: Autumn 1
Curriculum Areas				
<p>Phonics: This term we will be teaching daily phonics sessions using the Read, Write Inc scheme. We will start the term teaching whole class lessons focusing on learning to recognise, blend and write the alphabet sounds. Each week we will share on class dojo the sounds we have learnt along with their associated rhyme, letter formation and a cued articulation action to act as a prompt for how to say the sound. Just before half term, we will assess the sounds that children know, and they will then be placed into smaller phonics groups.</p> 		<p>Literacy: This term we will be reading a range of stories. We will begin to learn to retell some familiar stories in a more simplified format. Children will begin to learn how to retell a familiar story using story maps, words and actions. We will introduce vocabulary sessions focussing on vocabulary from our key texts. Story time will be a daily part of our routine with a range of stories read to the children to develop their vocabulary and to foster a love of books and reading. Some key texts will be: Elmer and The Little Red Hen.</p>		<p>Maths: We will begin the term by focussing on numbers to 5 – matching numbers to quantities and sorting different amounts and objects in different ways. We will look at representing these numbers in a range of ways and learning how these numbers can be made e.g. number bonds to 5. We will also be introducing children to the concept of subitising (recognising quantities to 5 in different arrangements without counting).</p>
<p>Personal, Social and Emotional Development: This year we will be following the Jigsaw scheme of learning. Our cuddly toy Jigsaw Jennie will help the children to explore their feelings, talk about how to use kind hands and words with others and how to consider the feelings of others during play situations.</p> 		<p>Communication and Language: We always encourage children to speak in full sentences. We will be encouraging the children to talk about their emotions and how different situations make them feel. We will be teaching children a range of new vocabulary and encouraging them to use these words in their daily interactions. Children will be encouraged to spot these words being used throughout the day and hopefully this will continue into their home life.</p>		<p>Understanding the World: We will begin the term by talking about our families and our own experiences using our green 'Bear Books' as a prompt. As part of our Welcome to Woodford topic we will be exploring our school grounds and we will create our own simple maps using photos and resources that we collect on our journeys around the school. We will also be learning about people who help us in school and in our wider community.</p> 
<p>Physical Development: Children have daily opportunities to develop their gross and fine motor skills by accessing a range of resources. These include the use of balancing equipment for gross motor development and tweezers and threading and for fine motor development. We will also deliver daily squiggle while you wiggle sessions which will develop the children's gross and fine motor skills. We will have weekly PE sessions which will focus on developing our core strength, coordination and balance skills. In our weekly Outdoor learning sessions we will be learning to use a range of tools and equipment safely.</p> 		<p>Expressive Arts and Design: Throughout this term we will be learning a range of different creative skills and exploring different materials and resources. This will include using poster paints to create recognisable pictures including self-portraits. We will begin to explore transient art both indoors and outdoors and design and create our own models using recycled materials. Imaginative play will be developed through various areas of our classrooms including the stage area, storytelling areas, small world and role play. We will also be learning to sing a range of familiar songs and rhymes and exploring sounds using a range of musical instruments.</p> 		
<p>How I can support my child this term:</p> <ul style="list-style-type: none"> • Please help your child to practise forming the letters that they have learnt each week correctly using the letter formation sheets. (These will be provided weekly). • Watch Phonics virtual classroom videos with your child (links will be sent later on in the term). • Please message the class teacher on Class Dojo should you have any questions or queries about the curriculum, learning, wellbeing or behaviour. 		<p>My child's timetable: Outdoor learning will be on a Monday; this will start on Monday 23rd of September. Please send your child to school in their PE kit, wellies can be left on the welly rack outside your child's class or taken home each week. Please can these be named. PE will be on a Thursday, please send your child to school in their PE kit. Our library day will also be on a Thursday. Please can children return their library books to school on Wednesday so that we can check them back into the system ready for our library visit on the following day. Planners will be given out later in the term for Foundation children.</p>		
STRIVE for Success				



Our Timetable



In a typical day we will do some:

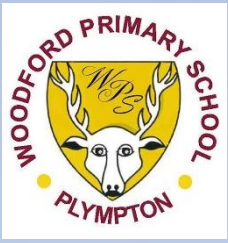
-Phonics

-Maths

- Story time

-Literacy/vocabulary

-Alternating days: PE, Music, Topics, PSHE



This document shows you what your children will be aiming to achieve by the end of Foundation stage in reading, writing and mathematics. These are called the Early Learning Goals. These are available on our school website. <https://www.woodfordprimary.co.uk/page/?title=Foundation&pid=54>

Foundation Stage Standards

Literacy/English

Comprehension
Children at the expected level of development will:

- 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
Children at the expected level of development will:

- 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
Children at the expected level of development will:

- 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.

WHAT I CAN DO TO HELP MY CHILD:

- Encourage your child to want to write. Let them use crayons, pencils, felt-tips & paints to make patterns and pictures.
- Read books with your child and talk about the story, the poems or the information in them. What parts of the book have they enjoyed the most and why?
- Daily reading gives children the best advantage, rereading is vital to building confidence and understanding.

Maths

Number
Children at the expected level of development will:

- Have a deep understanding of number to 10, including the composition of each number;
- Subitize (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
Children at the expected level of development will:

- 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 evens and odds, double facts and how quantities can be distributed equally.

WHAT I CAN DO TO HELP MY CHILD:

- Counting objects in their daily life, supporting children to understand that they can touch objects and say one number for each that they touch.
- Make use of our online resources to support your child's learning.
- Involve children in every day opportunities like cooking, laying tables, shopping, counting stairs and spotting shapes, house numbers and license plates.
- Playing board games to support subitising numbers on the dice, counting on and number order.

Communication and Language

Listening, Attention and Understanding
Children at the expected level of development will:

- 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 teacher and peers.

Speaking
Children at the expected level of development will:

- 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 on conjunctions, with modelling and support from their teacher

WHAT I CAN DO TO HELP MY CHILD:

- Talk about their day, using Tapestry or Dojo to help if they can't remember what they've done
- Talk about stories you've read looking at the thoughts and feelings of the characters. Perhaps think about when you might have felt the same.
- When listening to your child talk, model back any incorrect grammar and pronunciations. Try to add new vocabulary e.g. Child – "I gotted the cat" You – "Oh really? You got the fluffy cat"



Parent partnership

We are very keen to promote positive parent/school partnership.

Our main form of communication between the classroom and home is through Class Dojo, so please ensure you are signed up to this.

Communication will take place weekdays between 8:00 and 6:00 for family and staff wellbeing.



Throughout the year, we will have opportunities to discuss your child and their learning. To do this we use Dojo, Teams, telephone calls and face-to-face meetings.

AUT-Dojo review SPR-mid year virtual learning reviews SUM-annual reports

There will also be opportunities throughout the year for your children to share their learning with you through our learning open afternoons.



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Class Dojo

We will use Class Dojo for showing whole class learning and the Dojo portfolio for individual learning.

If you are having difficulties accessing these please let us know.





School
website

Our school website is an excellent place to find out key information about the school. We hope you find it helpful.

Our parent handbook can also be found on the website.



[Woodford Primary School – Home](#)

[Parent Handbook](#)



OUR SCHOOL NEEDS YOU

ANNUAL GENERAL MEETING

Wednesday 17th September,
7.30pm at School
Refreshments provided

The current Committee are stepping down from their roles - volunteers are needed to keep the PTFA running for 2025/2026

Join us on Facebook -
Woodford PTFA Members Group



All parents, carers, grandparents, friends and staff are part of the PTFA. EVERY child in school benefits from the funds we raise.

Anyone and everyone can help with organising and planning and putting on events **but** the PTFA cannot exist without a Committee.

There are 3 roles needed for the PTFA to continue: Chair, Treasurer and Secretary

This year we have organised:
3 discos, Pumpkin Hunt, Christmas cards, Christmas Fayre, World Book Day Chocolate, Summer Colour Run, plus the Pre-Loved Uniform Shop and Bags 2 School



WHY DO WE NEED A PTFA?

We have funded the first stage of renovations for the Reflective Garden, Virtual Santa and Advent Calendar, Falconry Display, donations to Year 6 Leavers books and hoodies, New Starter teddies, and more!

Without volunteers to put on events, none of this will be possible next year

Please consider stepping up for 2025/2026

Speak to a current Committee member to find out more about their role -
email woodfordptfa@gmail.com

If you cannot join the Committee - can you:

- commit to practically support at least one event this school year?
- give 30 minutes per week to serve in the Pre-Loved Uniform Shop?
- Ask your employer about Match Funding?
- Contact local businesses for sponsorship or donations



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Any questions?

If you have any further questions please contact the teaching team in the first instance.

Thank you 😊