

# The Upper Foundation Stage at Callington Primary School

## A Parent or Carer's Guide



Respect

Happiness

Creativity

Friendship

Perseverance

# Parents Guide the Upper Foundation Stage

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## Welcome to the Upper Foundation Stage

We would like to welcome you and your family to our setting. For each child and parent the step-up from home to school is a very important one. We want your child to settle quickly into a happy, productive school life. We hope this booklet offers you an insight into what we do and how you can support your child's learning journey through the year. We believe that a parent is a child's first teacher and so we hope this booklet will give you invaluable information and support a productive and positive home/school partnership.

Red One and Red Two are the two classes in the Upper Foundation Stage and the children regularly get to explore all areas of the setting in a free flow environment. We feel this helps build your child's confidence to try new things and interact with a range of their peers. Activities are planned to stimulate the children's interests and build on their developmental needs across the foundation stage curriculum.

The children are exposed to a vast array of purposeful learning experiences. They have many opportunities to develop their own ideas and imagination in our extensive indoor and outdoor areas, with lots of wonderful provision to explore. Children are given the opportunity to be artists, explorers, encouragers, writers, mathematicians, scientists, athletes, actors, team players, problem solvers, designers, environmentalists, motivators and achievers (to name a few).

It is in this year that children start to become confident readers and writers as they apply their phonics knowledge in a range of scenarios. Through meaningful opportunities, children solve a range of problems by applying their ever growing mathematical knowledge which is stimulated in this experiential environment. Throughout these opportunities, children are praised and encouraged to use an array of invaluable life-long learning skills that they take on their journey throughout education.





## What is the Early Years Foundation Stage (EYFS)?

The Early Years Foundation Stage (EYFS) is the national provision for two to five year old children. It starts with Pre-schools or Nurseries and finishes in the Reception year of in Primary School.

### The Curriculum—How will my child be learning?

We follow the new EYFS Framework which comes into force in September 2021.

Your child will be learning skills, acquiring new knowledge and demonstrating their understanding through **7 areas of learning and development**.

Children should mostly develop the **3 prime areas** first. These prime areas are those most essential for your child's healthy development and future learning. These are:

- Communication and language**
- Physical development**
- Personal, social and emotional development**

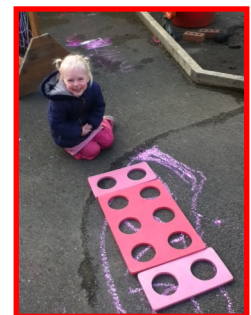
As children grow, the prime areas will help them to develop skills in **4 specific areas**. These are:

- Literacy**
- Mathematics**
- Understanding the world**
- Expressive arts and design.**

An overview of our curriculum is available on the 'Curriculum' section of our website and outlines some of the learning and experiences your child may take part in. As all children develop differently, we will also use what we know about your child to cater to their unique needs.

### Learning Through Play and Experiences

Each area of learning is delivered through meaningful and purposeful play based experiences. These experiences may be led by adults or by your child. Adults observe, play with and support your child in a range of ways. We call our play-based learning sessions 'Busy Bee Time'. Play is essential for children's development, building their confidence as they learn to explore, think about problems and relate to others. Children learn by leading their own play, and by taking part in play which is guided by adults.



## Daily Routine for the Children in September



**8:40am** The Cricket Club gate opens. The school day begins at 8.55 so please make sure your child is here by this time. Your child will be welcomed in by a member of staff and directed to their classroom by other friendly members of staff. This is where you will say goodbye to your child.

Your child will independently put their belongings away and will need their Book Bag everyday.

**8.55am** Time for the register.

**9.00** Phonics sessions where you child will learn to read and spell.

**9.20** Busy Bee Times morning begins and the children will take part in various activities linked to the Early Years Foundation Stage Curriculum (EYFS). This will be a mixture of both adult directed and child initiated learning opportunities.

**12:00pm** Lunch time. Children will be escorted by staff members to eat their lunch and then have supervised play in the playground.

**School meals are FREE for children in Upper Foundation Stage as your child is entitled to a Universal Free School Meals.**



**12:45 – 2:50pm** During the afternoon session children will take part in further activities linked to the EYFS curriculum, in both indoor and outdoor contexts.

On some days we do the 'Daily Mile'- This is when we spend 15 minutes walking or running around the playground. This gets our circulation going and helps us to get energised.

**2:50pm** Please wait for your child at the Cricket Club gate (full details in the school Newsletter and on the school website). Please stand well back of where the children are standing. We will dismiss your child to you when we have seen you. Children will be dismissed only to their parent or carer. Please notify the school office if anyone different will be picking up your child.

**Other activities your child will take part in throughout the week/term** – Hall time, time, Daily Mile, cookery, library time and forest schools.

## What will my child need in school?

Below is a list of items your child will need for the foundation stage.

Equipment for school:

- School uniform (please see the following page).
- Suitable black school shoes.
- Packed lunch (if appropriate).
- Book bag (**essential** for transferring letters, books and homework).
- Wellies for outdoor play (**Children will have access to the outdoor area in most weather conditions**).
- Waterproof coat and bottoms/all in one. This is used for Forest School sessions and outdoor learning.
- Trainers or plimsolls, in school **every day** for the Daily Mile.
- Spare uniform/clothes to keep in school (if you think your child will need it).
- Sun cream if you would like them to apply this throughout the day. Please note they will need to do this themselves.
- A sun hat for sunny days (available to buy from school).
- A labelled water bottle, each day.
- PE kit is not required until later in the year. We will let you know when your child needs to have one in school.

**It is highly recommended that all of this equipment is fully labelled with your child's full name as the children tend to misplace items frequently in the first half term. This will help your child to identify their own clothing.**

We operate a cashless system at CPS—please see the following pages on how this works.

***Please ensure your child does not bring any toys to school with them as it is likely they could get lost or misplaced.***



## Uniform



Our school uniform is made up of the following items:

- Red school sweatshirt.
- Grey skirt or standard grey or black trousers.
- White blouse or polo shirt.
- Red / white check dress.
- Plain socks.
- Plain black shoes.

The items are available from many shops although sweatshirts and PE t-shirts are printed with the school logo may be purchased from the school office.

### PE Kit (not needed for the first term)

- Coloured t-shirt (in your child's house colour - available from the office with CPS logo)
- Black shorts
- Trainers or plimsolls
- PE Bags and shorts are also available to order.



### Book Bags

- Book bags with the school logo are available in the school office. **Your child will need a Book Bag in school everyday.**



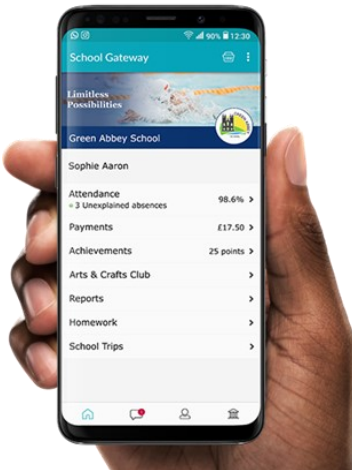
If you would like to order a jumper, book bag or sun hat please print an order form from our school website at <https://www.callington-ji.cornwall.sch.uk/important-information/>

You will also find an order form included with your welcome pack. Please return to the school office at your earliest convenience or phone the school office on **01579 386160** or to place your order.



## Daily Communications and Payments

Schoolgateway



For our communication to parents and all payments we use School Gateway. We would encourage Parents and Carers to [download this](#) from Google Play Store or the App Store depending on your device type. It'll work on phones, tablets, laptops and even smart watches.

Two-way messaging through the app - You can use School Gateway instead of receiving texts or printed letters from school. App messages cost nothing to send so using the app helps your school to save money by cutting down on bulk texts and printing. It also makes it easier for school to confirm messages have been received and you can reply right away through the app.

### Cashless Payments

We operate a cashless system at CPS, you'll be able to use School Gateway to pay for dinners, clubs, trips and more. You can use credit/debit cards, Bank Transfer or PayPoint from more than 28,000 shops. You can track your payment history and receive either digital or request printed receipts.

Safe and secure, always - School Gateway is a safe and secure way to stay connected with your school. All communication is protected behind a pin code that you set yourself.

If you have any questions or need support please call the office on 01579 386160.

## Keeping Informed

### The School Newsletter

The school newsletter is sent by email weekly. It contains important dates for your diary, whole school news, important information and much more. The newsletter is sent out to your email address and it is your responsibility to check this, in order to stay informed. We are an eco friendly school and this helps us use less paper.

The sign up form for the newsletter is contained in your welcome pack.

*If you are unable to access the email version, please let us know and a paper copy will be sent home with your eldest child.*





## Breakfast Club



Breakfast club runs every day. Why not drop your child off at school at 7:45am where they will be able to choose from a variety of tasty options; different sorts of cereals, yogurt, fruit, bagels and juice? There are also fun activities to do during breakfast.

The cost of **each session costs £2.50 or £10 for 5 sessions**. If your child is eligible for pupil premium funding, then they can come to breakfast club for free.

Mrs Harrison runs Breakfast Club and she can be contacted directly for bookings on **07867 129838**.

## After School Club

After school club runs every day from 3pm to 6pm. Sessions cost £8 or if your child is entitled to pupil premium please contact the office.

Children will be able to spend their time after school participating in craft activities, games, socialising with other children in the club and having time to relax after a day of learning.



You can book in and pay on the School Gateway App or speak to the office about booking your child's place.

## Family Support Advisor

Our Family Support Advisor is Debbie Spurr.

The role of the Family Support Advisor (FSA) is to enhance children's achievement in school by working in partnership with families, parents and carers. Part of Debbie's role is to encourage parents to be actively involved in their child's school life to ensure that both parent and child get the very best from the school. She is also here to deal with any major concerns or worries that you may have in relation to parenting or your child's mental health- if she doesn't know the answer herself she will find someone who does. Her role is "Parent Led" and her door is always open.



### As a Family Support Advisor, Debbie can provide:

- Direct and confidential support for parent/carers.
- Offer support with your child's behavior.
- Information about school matters.
- Provide opportunities to meet with other parents/carers through regular events.
- Provide learning opportunities for families.
- Offer a home visit.
- Access to parenting programmes.
- Find outside services to help with specific issues.
- Offer help with finding the right school for your child.

Debbie is available on [07979 127687](tel:07979127687) or via the school office on 01579 386160

## Pupil Premium

### What is the Pupil Premium?



The Pupil Premium was introduced by the Government in April 2011. It was designed to give additional money to support schools in raising the attainment of children who receive free school meals, children whose parents serve in the Armed Forces and those children in local authority care. These groups of children have been identified nationally as achieving at a lower level than children from less disadvantaged backgrounds. For example, national figures show that 11 year olds who are eligible for Free School Meals are around twice as likely not to achieve Level 4 in maths and English as other 11 year olds.

All Key Stage 1 (Reception, Year 1 and Year 2) pupils are entitled to receive a free school meal as part of the Universal Infant Free School Meals (UIFSM) initiative, regardless of what benefits are being claimed.

However, some children in Reception, Year 1 and Year 2 and receiving Universal Infant Free School Meals may have an underlying entitlement to benefits-related Free School Meals. Your child may be eligible for benefits-related free school meals if you, or the child themselves in their own right, receives of any of the following benefits:

- Income Support (IS)
- Job Seekers' Allowance (Income-Based) and equal based Job Seekers Allowance
- Income Related Employment and Support Allowance (ESA-IR) and equal based Employment and Support Allowance
- Child Tax Credit (CTC) with an annual income of less than £16,190
- Working Tax Credit run-on - paid for 4 weeks after you stop qualifying for Working Tax Credit
- Guarantee Element of Pension Credit (GPC)
- Immigration and Asylum Act 1999 (IAA) Support
- Universal Credit - Your household income must be less than £7,400 a year (after tax and not including any benefits you get) as assessed by earnings from up to three of your most recent assessment periods

If you are claiming the benefits listed below you are **NOT** eligible for free school meals, regardless of what other benefits/credits are being claimed.

- Working Tax Credit
- Contribution-Based Job Seeker's Allowance and/or Contribution-Based Employment and Support Allowance

However, you will be temporarily eligible to claim free school meals if you receive a **Working Tax Credit run-on**, which is the payment you may receive for a further four weeks after you stop qualifying for Working Tax Credit.

### How to apply

You can apply for free school meals, and Pupil Premium online with Cornwall Council.

[Apply for Free School Meals and Pupil Premium](#)

Once the application has been processed the council will notify you and the school if you are eligible for Free School Meals or Pupil Premium.

## Communicating with you about your child's learning and progress

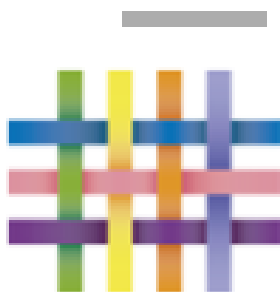
Soon after your child starts in our setting, you will be informed of their starting points and how they have settled into school. We will work in partnership with you to make these assessments.

### **Tapestry**

We know that the parent/school relationship is vital so we use an app called Tapestry to keep parents informed about their child's development. One of the biggest changes to the EYFS Framework is the need to minimise unnecessary paper work and assessments which aren't useful to your child or the adults they work with. We know that the time spent having conversations with children and supporting them with their learning is so important. Tapestry will be used as a tool to keep you informed of your child's development in ways that are important for you and your child.

### **How we use Tapestry**

- We will send you photos of your child's learning at school—These photos will act as talking points at home and will support conversations you have at home with your child. You can comment on these with what your child and you have talked about.
- We will send you reports about how your child is settling into the setting, which you can comment on and contribute to as part of the team around your child.
- We may send you next steps to support your child's development which you can comment on and ask questions about.
- We will record key observations/milestones of progress with you so you know how your child is developing.



TAPESTRY  
ONLINE LEARNING JOURNAL

## The Early Learning Goals

The Early Learning Goals are the national expectations for achievement, for children when they leave the Upper Foundation Stage.

We refer to a child who is working at the level of the first five sections of their Early Learning Goals as achieving a 'Good Level of Development'. We understand that children all develop at different rates and so teaching and provision will be carefully tailored to suit the needs of your child and their journey towards the Early Learning Goals. Throughout the year, we will be providing your children with every opportunity to make progress towards or achieve each early learning goal and therefore what is referred to as a 'good level of development'.

### What to expect, when?

Guidance to your child's learning and development in the early years foundation stage



Supported by  
Department for Education



### **Recommended Resource**

The guide—What to expect, when? This is a downloadable booklet which explain how to support your child's learning at every stage of their development. This is available on the **Reception 2020-2021** webpage

#### Mathematics

##### Numbers

- Plan a picnic with me and let me decide how many sandwiches and bananas we will need.
- Make a number line with me using birthday cards.
- Play number snap or bingo with numbers that we've cut out of a magazine.
- Sing number songs where I have to count backwards like "Five Little Ducks" or "Ten Fat Sausages".

##### Shape, space and measure

- Let me sort out the pairs of shoes so that they go from small to big.
- Let me make patterns with buttons or lids, like "big, small, big".
- Let me give you instructions for an obstacle course, like "Go under the blanket", "Go through the tunnel" and "Go behind the chair".

#### Expressive Arts and Design

##### Exploring and using media and materials

- Pretend stories with me like "Going on a Bear Hunt" or "Walking Through the Jungle".
- Sing and dance with me to my favourite songs.
- Give me string, scissors, sticky tape, glue and boxes to make a model, like a castle or a car.

##### Being imaginative

- Let me tell you a story about what I'm doing when I'm dressing up and pretending to be a pirate or a doctor.

#### Literacy

##### Reading

- Make a puppet theatre with me from a cardboard box and puppets, cut out of comics or pictures from websites, to help me make up new stories.
- Make and play games with me that use letters or words.
- Play games where you give me an instruction like "Can you j-u-m-p?" or "Can you h-o-p?" and I have to put the sounds of the word together and show you the action.

##### Writing

- Make a pretend shop with me and let me write the price lists.
- Make number plates with me for my cars.
- Make a photo book of our family or when we went to the park and let me write my own words in it.

#### Understanding the World

##### People and communities

- Let me help you find the things we need in the shop.
- Have a pretend party for my dolls and teddies with me.

##### The world

- Make a map with me to show how we get from our house to nursery or the library.
- Draw a road for my cars or a track for my trains with me on a big piece of paper.
- Let me help you water the plants.
- Make coloured ice cubes with me and let me use them to paint with.

##### Technology

- Let me listen to a story or a song on our radio, CD player, app or website.
- Let me take photos of my favourite toys, special grown ups or when we walk to the bus stop.





## Examples of Early Learning Goals

Area of Learning	Aspect	Early Learning Goals
Communication and Language (C&L)	Listening, Attention and Understanding	<ul style="list-style-type: none"> <li>• 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.</li> <li>• Make comments about what they have heard and ask questions to clarify their understanding.</li> <li>• Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.</li> </ul>
	Speaking	<ul style="list-style-type: none"> <li>• Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.</li> <li>• Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.</li> <li>• 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.</li> </ul>
Personal, Social and Emotional Development (PSED)	Self-Regulation	<ul style="list-style-type: none"> <li>• Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly.</li> <li>• Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate.</li> <li>• 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.</li> </ul>
	Managing Self	<ul style="list-style-type: none"> <li>• Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.</li> <li>• Explain the reasons for rules, know right from wrong and try to behave accordingly.</li> <li>• Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.</li> </ul>
	Building Relationships	<ul style="list-style-type: none"> <li>• Work and play cooperatively and take turns with others.</li> <li>• Form positive attachments to adults and friendships with peers.</li> <li>• Show sensitivity to their own and to others' needs.</li> </ul>

## The Characteristics of Effective Learning

The Characteristics of Effective Learning are vital learning skills that we aim to enable your child to achieve. These learning characteristics are incredibly important for your child to gain because they will set your child up to be a skilful learner for the rest of their lives. Every activity provided is aimed at giving your child the opportunity to practise these vital skills. Additionally, through adult led teaching and sporadic 'grab the moment' opportunities, your child will learn how to talk about these skills in relation to animal names. For example, your child will talk about being a 'Go For it Gorilla' which means they have had a go at activity and displayed a 'can do attitude'. Below are examples of the learning characteristic animals that we use in the Upper Foundation Stage. Feel free to talk about them at home too!

<p><b>Exploring Elephant</b></p> <p>I explore and plan my ideas.</p> <p>Playing and Exploring</p> 	<p><b>Go-For-It-Gorilla</b></p> <p>I try new activities based on my interests.</p> <p>Playing and Exploring</p> 
<p><b>I Know Rhino</b></p> <p>I use things I have learnt before.</p> <p>Playing and Exploring</p> 	<p><b>Persevering Parrot</b></p> <p>I keep trying.</p> <p>Active Learning</p> 
<p><b>Proud Peacock</b></p> <p>I achieve my goals.</p> <p>Active Learning</p> 	<p><b>Concentrating Crocodile</b></p> <p>I join in with activities and routines.</p> <p>Active Learning</p> 
<p><b>Slinky-Linky Snake</b></p> <p>I can make links between ideas.</p> <p>Creating and Thinking Critically</p> 	<p><b>Choosing Chimp</b></p> <p>I try different ideas to reach a goal.</p> <p>Creating and Thinking Critically</p> 
<p><b>Creative Chameleon</b></p> <p>I have my own ideas.</p> <p>Creating and Thinking Critically</p> 	<p><b>Exploring Elephant</b></p> <p>I explore and plan my ideas.</p> <p>Playing and Exploring</p> 

## Phonics



Phonics helps to build firm foundations for early reading and writing. In UFS, it is the prime approach used in helping the children to access their early reading and writing. Each day, the children will participate in daily phonics sessions. To begin, we will focus on revising and consolidating the learning the children have done in Nursery or Pre School (phase 1).

## Writing

### Pre-writing Stage

In the early stages of handwriting development, children are introduced to activities to establish fine motor skills. Patterning, drawing and colouring helps establish the feeling of continuous flow and teaches the hands the most frequently used movements. Multi-sensory experiences ensure that the techniques are not only fun to learn, but that the skill is learnt effectively by pupils with a variety of learning styles.



### How we practise these skills;

- Create patterns using a variety of tools e.g. felt tips, paint, chalk, glitter pens.
- Go outside and use playground chalks or water from squeeze bottles to create patterns on the ground.
- Introduce finger painting, painting over pre-drawn spirals and wavy lines.
- Develop fine motor control by embellishing the finished patterns with felt tip pens.
- Use a variety of surfaces e.g. white boards, black boards, different coloured paper on a horizontal or vertical surface,
- Stimulate touch by using different materials such as textured boards made of velour, carpet, sandpaper.
- Use trays containing sand, salt, shaving foam to practise patterns.
- Encourage motor memory by using blindfolds, tracing in the air or on other children's backs.
- Verbalise the movements with the children to encourage auditory and kinaesthetic links in memory.
- Encourage the children to produce big patterns. Large movements relax the hand and arm muscles and release a tense, tight grip.
- Trace large patterns on the floor in P.E. using hands and feet.
- Develop physical strength and co-ordination by teaching finger rhymes and games.
- Introduce play-dough activities involving pulling, shaping and squeezing.
- Strengthen pencil grip via fine motor activities e.g. nuts and bolts.
- Develop confident pencil control through fun activities such as dot to dot, tracing, driving through mazes, drawing and colouring.

In the upper foundation stage, we give the children ample opportunities to practice their fine motor skills. When the children are ready to write letters, they learn printed letters as detailed below.

**To begin with, your child will learn lowercase letters. They will only learn the capital letter that starts their name.**

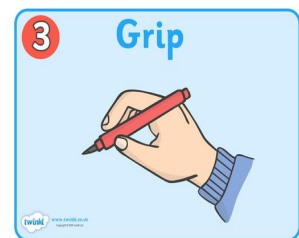
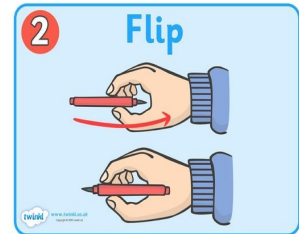
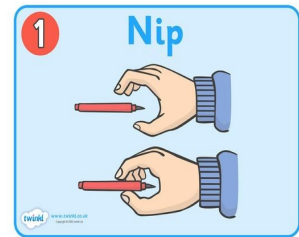




## Teaching the Correct Pencil Grip

At the beginning of the term, we work towards the children using the correct pencil grip. If your child is almost ready, then the 'Nip, Flip and Grip' routine is what we will be teaching them in class. If your child still needs to refine their pencil grip ready to use the 'Tripod Grasp' then there are lots of activities they can do to help.

Pencil-control with correct grip heavily relies on a child's "pincer grip" ability. To help your child develop in this area, we suggest lots of fine-motor play before focusing on pencil grip. For example, manipulating small objects (such as small threading beads), peg-boards that need finger and thumb use, clothes pegs (standard size ones and the miniature ones), using nuts and bolts, smaller-scale 'small-world' toys and so on. Even your child helping with turning pages of the book at story time could be useful! The more practice the better.



### What is the Pincer Grip?

The Pincer Grip is the grasp used by the index finger and thumb to pinch a shoe lace, a cereal puff, or a pencil.

There are typically three different grip styles children use as they develop fine motor skills:

**Fist Grip.** Children younger than one year old typically reach for and hold items with their entire fist. When using a pencil or crayon, a young child will hold the item in their closed fist with their pinky closest to the paper and thumb on top.

**Four-finger Grip.** As children gain fine motor control, they typically progress from using a fist grip to a four-fingered grip. With a four-fingered grip, a child uses all four fingers together to hold an object against his thumb. This grip gives a child greater control when holding small items.

**Pincer Grip.** Once children develop strong fine motor skills, a true pincer grip emerges. With this grip, a child uses only his thumb and index finger to hold and manipulate small objects. With a pincer grip, a child can easily twist dials, turn the pages of a book, open and close a zipper, and use crayons or pencils with precision. This grip means a child is ready to hold a pencil using the 'Tripod Grip'.

## Tips for Left Handed Pupils

Left handed children use the same letter formation as those who are right handed except those letters which have cross stroke like a t. The cross stroke can be made from right to left instead.

- Paper should be positioned to the right for left handed children so they can see what they are writing.
- Paper can be slanted to suit your child.
- Pencils should not be held too close to the point as this can interrupt a child's line of vision.
- A left handed child should be positioned so that they can place their paper to their left side e.g. their elbow can't knock into something next to them.
- Left handed pupils should be encouraged to bring their hands down and round so a hooked, claw like style doesn't develop.
- Your child can practise mark marking and making zig zags left-to-right before they begin to form letters.



## Maths

Early Mathematics is taught in daily adult led sessions and embedded into play based learning around the setting. We plan our maths learning using a 'mastery' approach. This makes sure that children have lots of chances to deepen their understanding of a concept using lots of different resources.

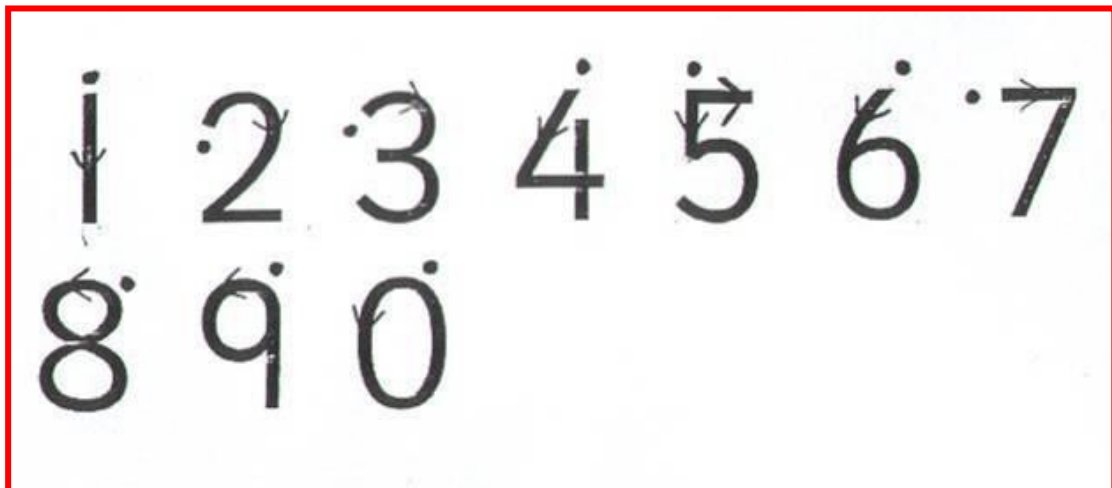
The mastery approach makes sure children have a secure and confident understanding of number in a range of contexts. We avoid moving onto bigger numbers or concepts without mastering fundamentals. During Busy Bee time and in every day contexts, the children will be given ample opportunity to apply this knowledge in purposeful and experiential ways.

Children will gain a deep understanding of amounts to 10 and the number system, calculating (simple addition and subtraction), 2D and 3D shapes, measures, and more.

There are many ways you can reinforce mathematical skills at home through shopping, cooking, counting, ordering, drawing, looking at things around you, playing games, sharing things into halves & quarters, matching, using scales, estimating, playing with water containers, comparing and number spotting etc.



Helping your child to write numbers – use the dot as a starting point and follow the arrow.



## **That's all folks!**

That's the Upper Foundation Stage in a nutshell. We will give you lots more information about your child's learning as their year commences in September.

This will include information about:

- Our topics
- How phonics is taught
- Early Reading
- Upcoming events

We hope that this information is useful for you and your child. If you have any questions, then please do not hesitate to phone the school office or email: **office@callingtonprimary.co.uk**

Have a lovely summer and we will see you in September!