



If you have any queries regarding the content of this booklet or want support in knowing how best to help your child, please contact Mrs Simonds or Mrs Henry.

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This leaflet will also be available on our website at [www.holbrookprimary.com](http://www.holbrookprimary.com)

## **A guide to a good start for children joining Nursery**

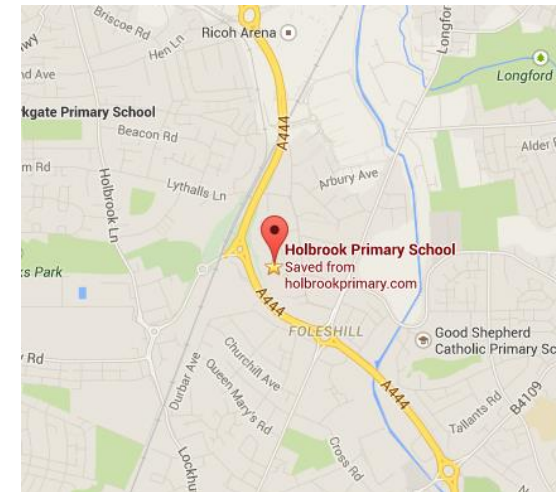


All of the staff are looking forward to welcoming your child into our school. We recognise that all children are unique. We respect cultural diversity and understand that families have different traditions. We hope that the following information is helpful in giving you some understanding of our expectations of what most children should be able to do upon entry into Nursery.

There is much that you as a parent can do to give your child a good start to nursery life, helping him or her to meet new experiences with confidence and with an enquiring mind.



## **How to find us!**



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## **Dates For your Diary!**

### **Tuesday 13<sup>th</sup> June**

Parent meeting for all parents of children starting Nursery  
9.00 -10.00am

### **Week beginning 18<sup>th</sup> June**

Parents meet key worker to register their child with school, please bring relevant paper work including birth certificate.  
Date will be given at the Parent meeting

### **Wednesday 4<sup>th</sup> July**

Induction morning or afternoon  
Please see accompanying letter for more details

### **Week beginning 3rd September**

Nursery children start a phased entry to school  
Details of your child's start will be given at the parent meeting 13<sup>th</sup> June



### **Getting Into a routine**

Sleeping patterns will change when your child starts nursery. Your child will typically be more active at nursery and so may be tired when they return home. Establish a good bedtime routine. It is important you follow this especially during term time

Please ensure you bring your child to nursery every day to help them settle into Nursery quickly. One of the benefits of coming (although parents may not always see this as a positive) is your child's immune system is being built as they become exposed to other children and illnesses.

## Literacy

### Reading

- **Sing nursery rhymes and song.**  
This supports the enjoyment of rhythm and rhyme.
- **Read everything and anything!**  
Labels on packets, road signs, and house names, shop names.
- **If not already a member, consider joining the local library.**
- **Children like repetition and will often go back to their favourite stories or rhymes again and again encourage them to do this.**
- **Make up simple stories or rhymes with your child about everyday things.**
- **Show your child how to use a book properly**
  - Which is the right way up?
  - Where does the story start?
  - Talk about what is happening in the pictures. (Remember picture books without words are proper books!)
  - Ask your child to point to different objects and talk about them in words.
  - Follow the words and pictures with your finger as you read or talk to your child.
  - Where does the story end?

## Growing independent

It will help your child if he/she can manage these tasks independently before they start Nursery

- **I know and recognise my name**
- **I can take myself to the toilet and flush it**  
Most children are toilet trained (through the day) by age 3, becoming dry through the night between the ages of 3 and 5, they should also be able to wipe themselves and pull up their own pants
- **I can wash and dry my hands**
- **I will leave my dummy at home**  
Health professionals recommend that by age 3 children should no longer be using a dummy, sucking a thumb or drinking from a bottle. They recommend children drink from a cup. Continued use of dummies/ bottles or thumb sucking affects children's speech development.
- **I can put on and take off my coat**  
Zips may be easier and quicker for young children to manage.
- **I can put my shoes on the right feet**
- **I can drink from a cup**
- **I can blow my own nose then wash my hands**

## Getting used to separation

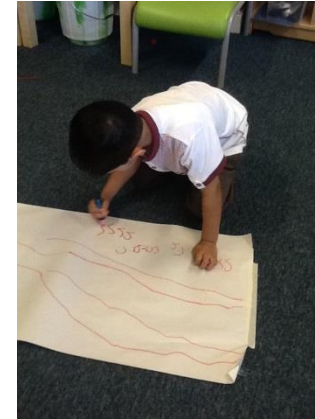
If your child isn't used to being apart from you it can take a few weeks for your child to settle. Children have no concept of time and will not understand that you may only be apart for a short time.

You may feel that tears mean your child is unhappy at nursery but, usually, the opposite is the case. The tears are just for you.

Children soon stop crying once you have left the nursery as they become occupied with activities and others around them.

Do not be surprised if your child cries when they see you again! They are just pleased to see you!

Your child may experience some anxiety through being separated for the first time. While your child is settling in you may experience attention seeking behaviour or they may be generally irritable due to tiredness.



## Writing

- **Make marks in a variety of ways.**  
Paint, chalk, felt tips, pencils and crayons
- **Make a variety of marks**  
Lines, circle, dots, etc
- **Hold a pencil with a pinch of the fingers.**
- **Talk about what they have drawn.**
- **Practice writing a few letters from their name.**

## Early Learning

Before a child starts Nursery there are several activities parents can help their children with:-

### Early Mathematics Number

- **Count everything!**

Counting steps as you walk up them, count peas on a plate, count how many people are at lunch today, how many spoons will we need, how many people want a drink, how many cups will we need?

This will help your child to develop an understanding of number

- **Talk about who has more, less or the same number of objects**

- **Numbers are everywhere**

Numbers are everywhere. Find numbers on cars, houses etc. Point out numbers and set your child a challenge to see how many they can find! Guess who has the most sweets, potatoes, chips or sausages. Sing counting rhymes together.

## Shape space and measure

- **Help your child to recognise simple shapes;**

Squares, circles, rectangles and triangles.

Point out different shapes around the home. Count how many circles you can find on a walk to the shop

- **Try to use mathematical talk such as:**

- How many?
- First, next, last, pointed, round, tall,
- Longer-shorter, bigger-smaller, heavier-lighter.
- Short, long, tall, medium and large.
- Up, down,



