Manorcroft Primary School

Year R Welcome Meeting

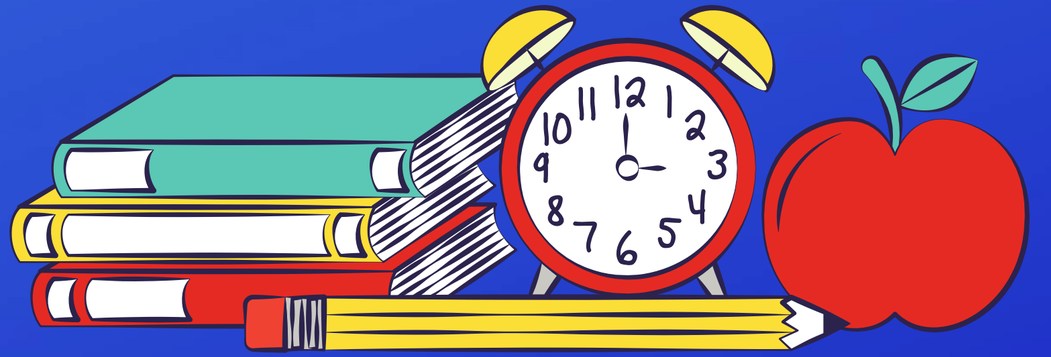
Meet the team

YR London

Miss Marshall
Mrs Williams
Mrs Davies

YR York

Mrs Hitchen-Hoy
Mrs White
Mrs Davies



Expectations

Attendance

Communication

Home learning

Please name uniform

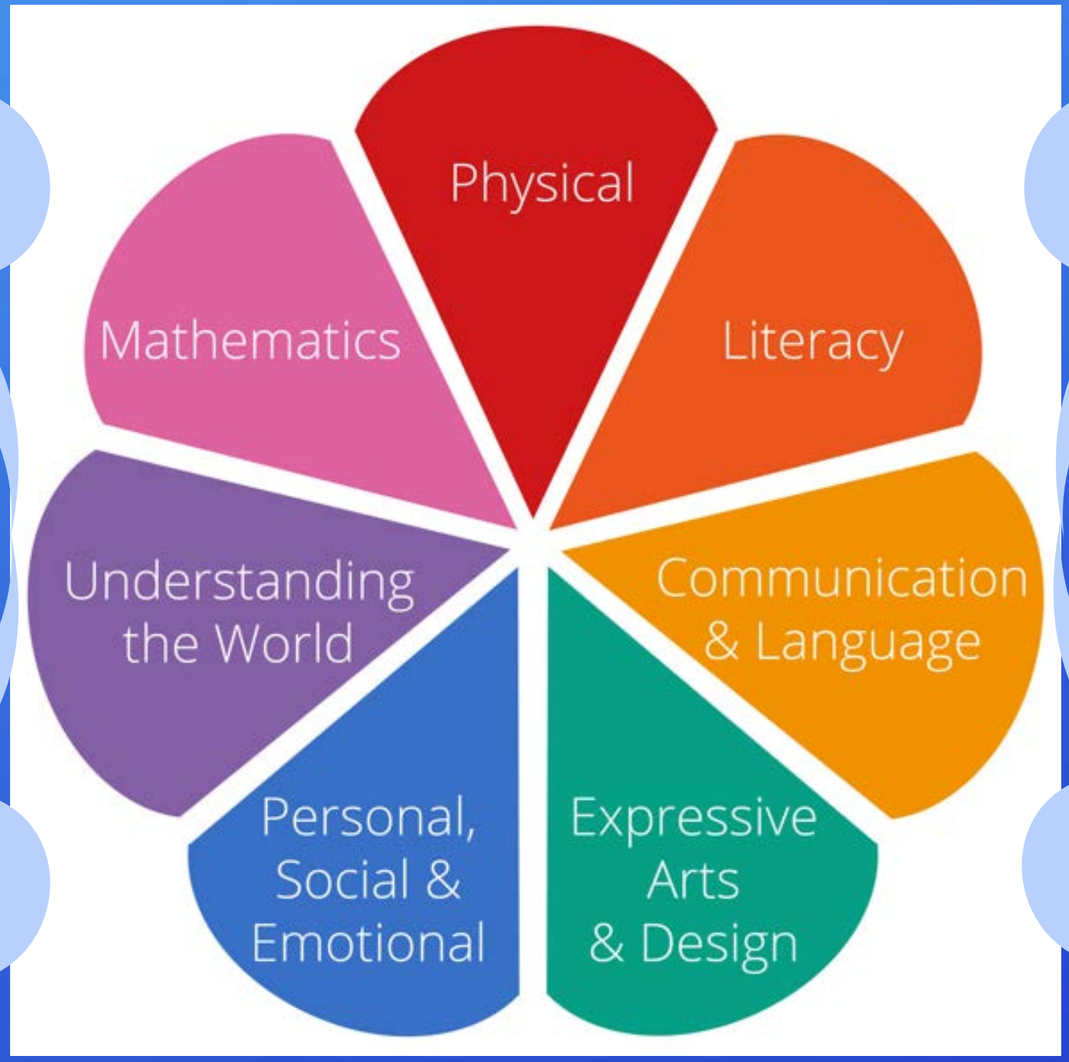
Uniform

Reading record

Early Years Foundation Stage

Unique child

Positive relationships



Enabling environment

Broad curriculum

Projects

Projects this year:

- Me and my community
- Once upon a time / Sparkle and shine
- Starry Night / Winter wonderland
- Dangerous dinosaurs / Puppets and pop-ups
- Sunshine and flowers / Shadows and reflections
- On the beach / Moving on

Possible Visits and Experiences:

- EYFS Nativity
- Forest Night Walk
- Dinosaur and fossil workshop
- Beach day
- Graduation

All learning is project based.

Literacy – Reading

Phonics

Little Wandle
LETTERS AND SOUNDS
REVISED
TM

Little Wandle Letters and sounds revised is our systematic, synthetic phonics program (SSP)

Literacy – Reading

What is phonics?

Making connections between the sounds of our spoken words and the letters that are used to write them down.

Literacy – Reading

Terminology

Phoneme: The smallest unit of sound that can be identified in words. 'sound'

Grapheme: A letter or group of letters used to represent a particular phoneme when writing. 'a sound written down'

Digraph: A grapheme using two letters to represent one phoneme. 'two letters, one sound' e.g. 'sh'

Trigraph: A grapheme using three letters to represent one phoneme. 'three letters, one sound' e.g. 'igh'

Literacy – Reading

Terminology

Blend: Phonemes joined into one continuous stream of sound to make a word

Segment: Identify each of the individual sounds in a word from left to write.

CVC: consonant, vowel, consonant e.g. hop

CVCC: consonant, wowel, consonant e.g. jump

Literacy – Reading

Blending

Literacy – Reading

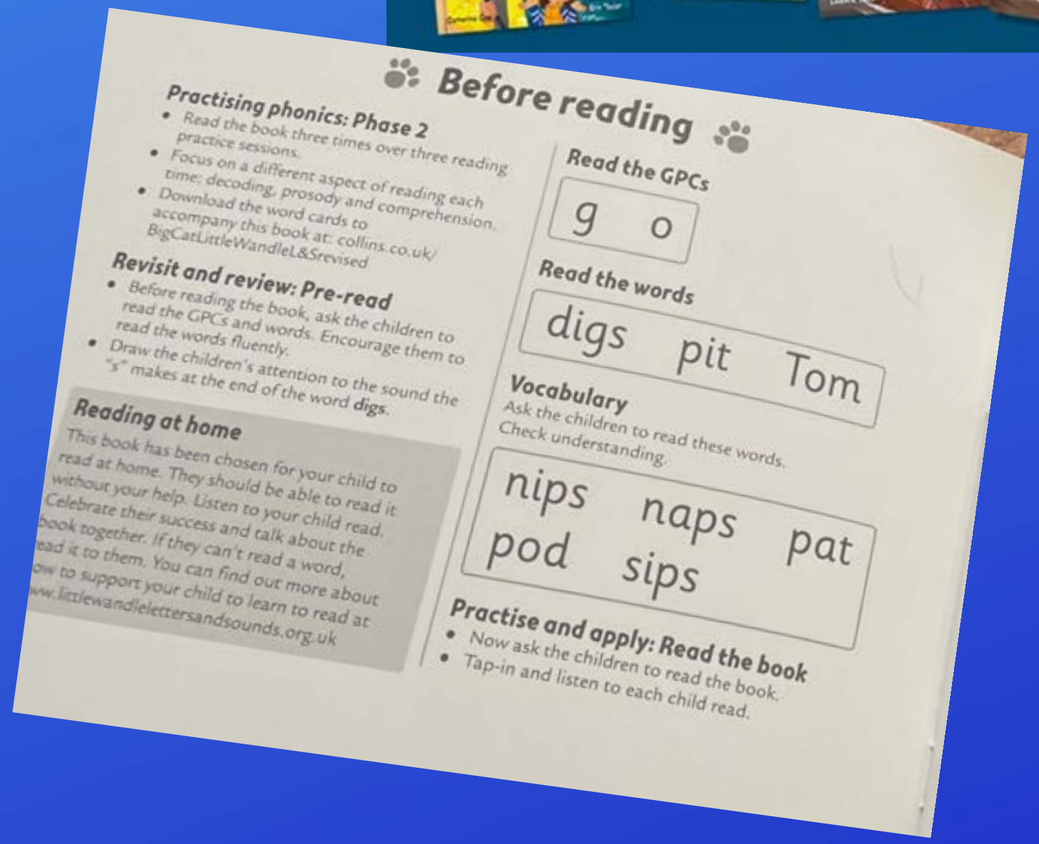
Short, succinct sounds

Literacy – Reading

- Daily whole class phonics sessions
- Once children blending - they will have a reading book
- Group reading practice sessions 3 times a week
- Fluency/Prosody/Comprehension
- Keep up sessions- no child is left behind
- Consistent resources

Literacy– Reading

Fully decodable books. Children should be reading at 95% fluency - this may feel too easy but it develops their confidence.



Before reading

Practising phonics: Phase 2

- Read the book three times over three reading practice sessions.
- Focus on a different aspect of reading each time: decoding, prosody and comprehension.
- Download the word cards to accompany this book at: collins.co.uk/BigCatLittleWandleL&Srevised

Revisit and review: Pre-read

- Before reading the book, ask the children to read the GPCs and words. Encourage them to read the words fluently.
- Draw the children's attention to the sound the "s" makes at the end of the word **digs**.

Reading at home

This book has been chosen for your child to read at home. They should be able to read it without your help. Listen to your child read. Celebrate their success and talk about the book together. If they can't read a word, read it to them. You can find out more about how to support your child to learn to read at www.littlewandlelettersandsounds.org.uk

Read the GPCs

g o

Read the words

digs pit Tom

Vocabulary

Ask the children to read these words. Check understanding.

nips naps pat
pod sips

Practise and apply: Read the book

- Now ask the children to read the book.
- Tap-in and listen to each child read.

English – Reading

FACT

Reading enjoyment has been reported as more important for children's educational success than their family's socio-economic status.

FACT

Regularly reading stories or novels outside of school is associated with higher scores in reading assessments.

FACT

Reading for pleasure can improve general knowledge and help with other subject areas.

FACT

Reading for pleasure has emotional benefits.

- **We want every child to read every night.**
- **10 –15 minutes**
- **It can be a mixture of reading activities – child reading, adult reading to the child, listening to an audiobook, reading a comic etc.**
- **Record in Weekly diary**

Literacy– Writing

Before children write they need to speak. We focus on:

- listening to and learning stories
- using and understanding new vocabulary

Literacy– Writing

- Children learn how to form the letters correctly

Spelling process:

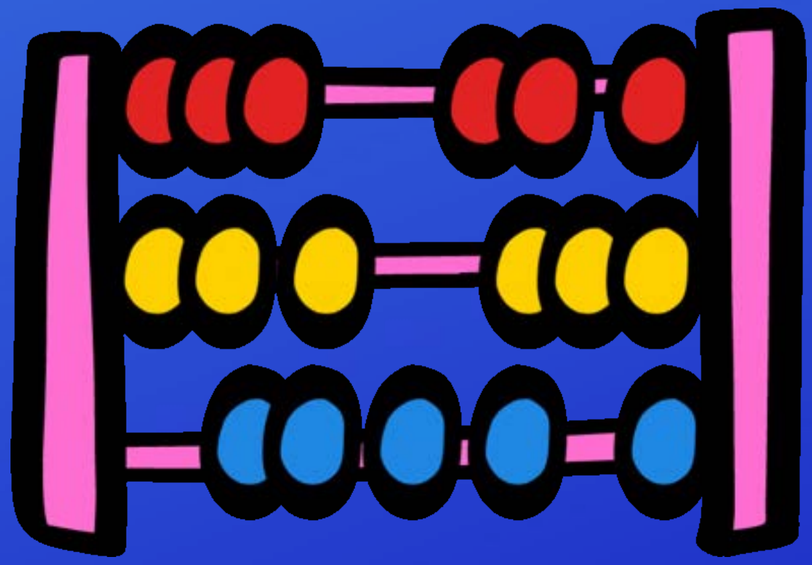
- Say the word
- Segment the sounds
- Count the sounds
- Write them down

Let's watch an example...

Maths

Use White Rose scheme to cover all areas of the curriculum.
Focus on:
Number and numerical language
Numerical patterns
Shape, space and measure

Using a practical and play-based approach.



Other curriculum areas

- PSED
- EAD
- RE
- PE
- Computing
- Outdoor learning

School Values

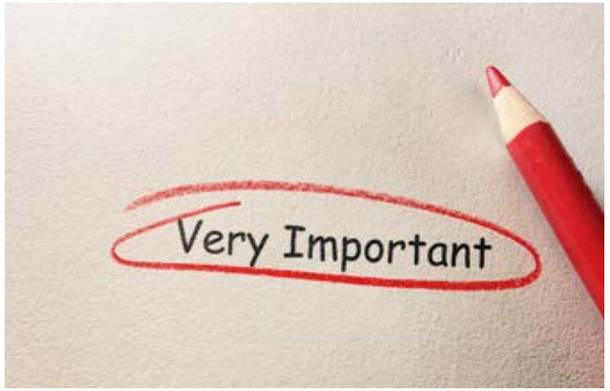
Respect
Responsibility
Resilience

End of year expectations

Reception Baseline Assessment

EYFS Profile

Home learning



Phonics
& Reading every night

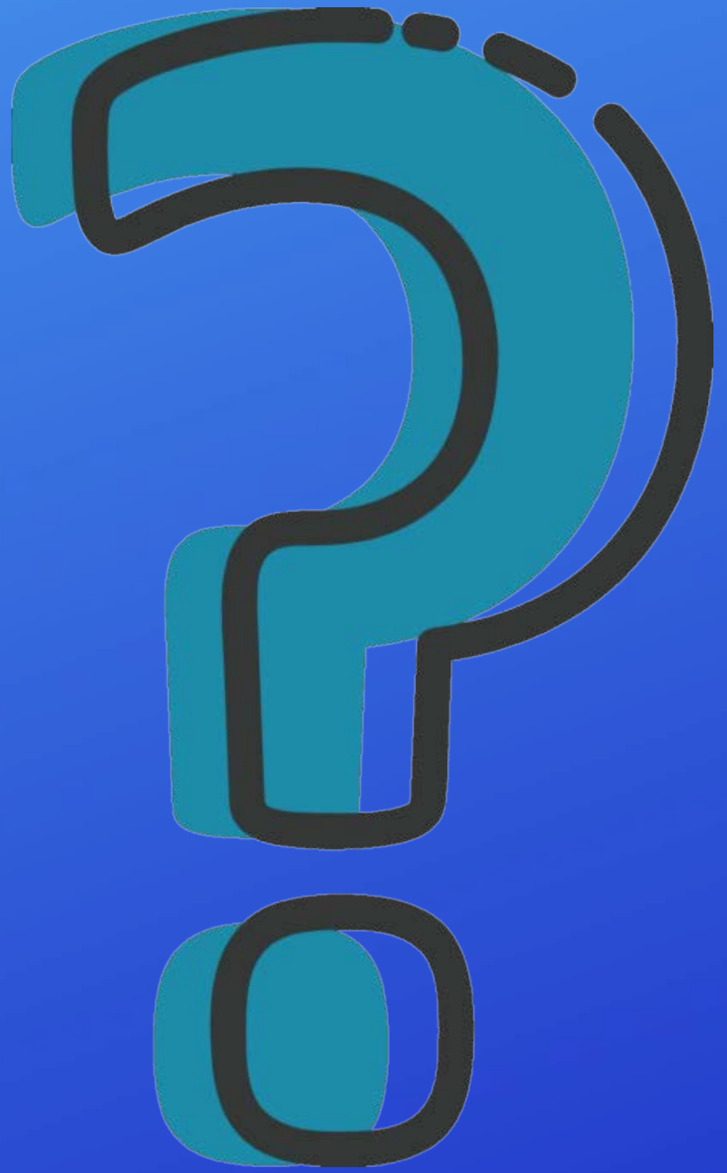
Home learning

- Sent home half-termly
- Activities linked to the project
- Send in any learning you have done at home

Birthday books

Why not buy a book to celebrate your child's birthday?

Find our Amazon wishlist on the school website.

The book will have a bookplate inside and will be presented to your child in assembly.

THANK
YOU