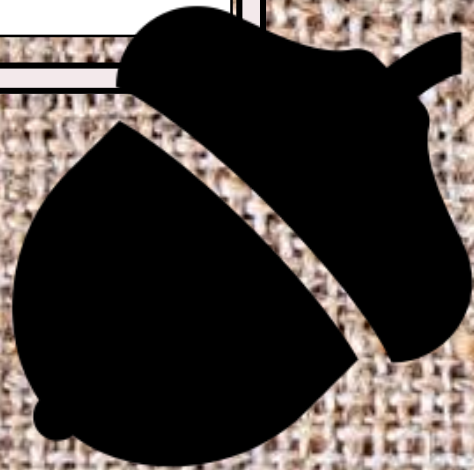


A C O R N C L A S S




Meet the Team

- Mrs Cooksley- Monday, Tuesday, Wednesday
- Mrs Jones – Thursday and Friday
- Miss Stone – All Week



PE

Please come dressed for PE on a Wednesday.



As the days get cooler please make sure the children have something warm to wear.

- Forest School

Tuesday afternoons.

Children can come to school in their Forest School clothes.

Wellies can stay in school.

Arms and legs need to be covered.

Hats, gloves and warm clothing in cold weather.





Personal Responsibility


AIMS

Becoming more independent throughout the year

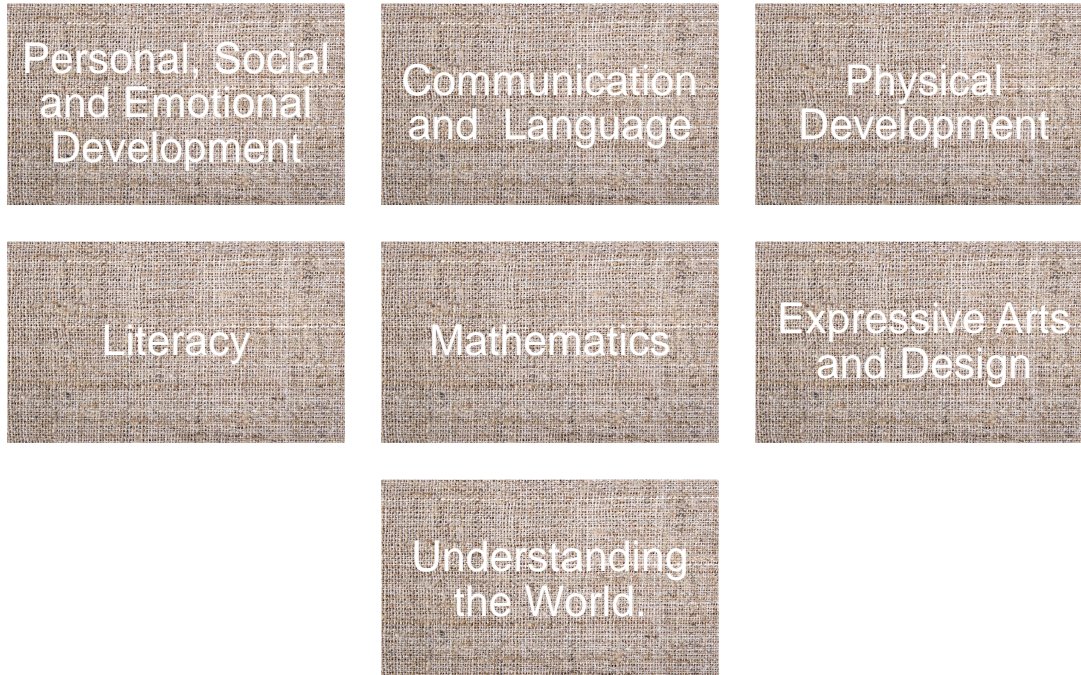
Responsible for own book bags, wellies etc

Responsible for organising their belongings at the start
and the end of the day

Please help with this by labelling your child's
belongings



○ The Early Years Foundation Stage



- Children are assessed against the Early Learning Goals at the end of the Reception year. However, assessment is ongoing and informs the next step of your child's development.



Learning Through Play

- Continuous Provision
- Structured play activities, independent or adult assisted
- Adult led group work
- One to one work



The Reception Classroom

- Short carpet time sessions
- Free flow
- Inside and outside learning
- Child led, and child initiated activities
- Children's interests used in planning and always taken into account

- Most of all we encourage FUN!**



○ Tapestry:

Celebrates learning experiences

Over time it will tell a story of your child's learning, friends and the activities they enjoy

Staff watch, interact and record each child at play. This helps us to understand how they learn and what their next steps in learning are.

Parents can comment and contribute to their child's learning journey



Reading in the Foundation Stage

What is reading?

Context- children use the context of the sentence to 'guess' an unknown word.

Picture cues- children learn to use pictures to read unknown words.

Prediction-children comprehend what they are reading and are able to make valid predictions about the text.

Phonics-Children use phonic knowledge in order to sound out words.

Sight Vocabulary- Children learn 'tricky' words. Some children have very good memories and can learn these words very quickly.



○ Letters and Sounds

Phase 2:
Introduces 23 letter names and sounds

s a t p
i n m d
g o c k
c k e u r
h b f ff l ll ss









































Blending for reading, and segmenting for writing starts (high frequency words)



Children begin to learn some 'tricky words' the, to, no, l, go, into



 Source: a-a-a-apple Handwrite: Round the apple, down the leaf	 Source: b-b-b-bee Handwrite: Down the body to the feet, round the bee	 Source: c-c-c-caterpillar Handwrite: Curl around the caterpillar	 Source: d-d-d-dinosaur Handwrite: Round his bottom, up his tall neck, down to his feet	 Source: e-e-e-egg Handwrite: Lift off the top and scrape out the egg	 Stretch:  Handwrite: Down the stem and draw the leaves	 Source: g-g-g-girl Handwrite: Round her face, down her hair and give her a curl	 Source: h-h-h-horse Handwrite: Down the head to the hooves and over his back
Ii  Source: i-i-i-insect Handwrite: Down the body, dot for the head	Jj  Source: j-j-j-jelly Handwrite: down his body, curl and dot	Kk  Source: k-k-k-kangaroo Handwrite: Down the kangaroo's body, tail and leg	Ll  Stretch:  Handwrite: Down the long leg	Mm  Stretch:  Handwrite: Make, mountain, mountain	Nn  Stretch:  Handwrite: Down Nobby, over his hat	Oo  Source: o-o-o-orange Handwrite: All around the orange	Pp  Source: p-p-p-pig Handwrite: Down the pig and over the pig's face
Qq  Source: q-q-q-queen Handwrite: Round her head, up point her earrings and down her hair	Rr  Stretch:  Handwrite: Down his back, then curl over his ears	Ss  Stretch:  Handwrite: Slither down the snake	Tt  Source: t-t-t-tower Handwrite: Down the tower, across the tower	Uu  Source: u-u-u-umbrella Handwrite: Down and under, up to the top and draw the handle	Vv  Stretch:  Handwrite: Down a wing, up a wing	Ww  Source: w-w-w-worm Handwrite: Down, up, down, up	Xx  Source: x-x-x-x-ray Handwrite: Down the arm and leg and repeat the other side
Yy 	Zz 	nk 	ng 	th 	sh 	ch 	

Phase 3



Introduces another 20 graphemes, including digraphs.

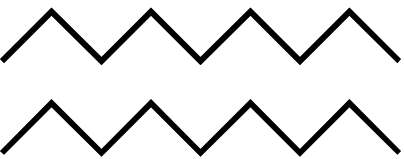
j v w x
y z zz qu
sh ch th ng
ai ee oo oa
ar or igh ur
ow oi ear er
air ure

- Introduction of digraphs
- Begin to read and spell two syllable words. Learn to read some common words automatically
- Learn more 'Tricky' words.
- He, she, we, me, be, was, you, they, all, are, my, her



G A M E S

[H T T P : / / W W W . P H
O N I C S P L A Y . C O .
U K / B U R I E D T R E A
S U R E 2 . H T M L](http://www.phonicsplay.co.uk/buriedtreasure2.html)



Strategies to Use



Look at the book together. Point to and read the title of the book.



Find somewhere comfortable.



Look at the front cover and discuss.



Get them to point to each word as they read.




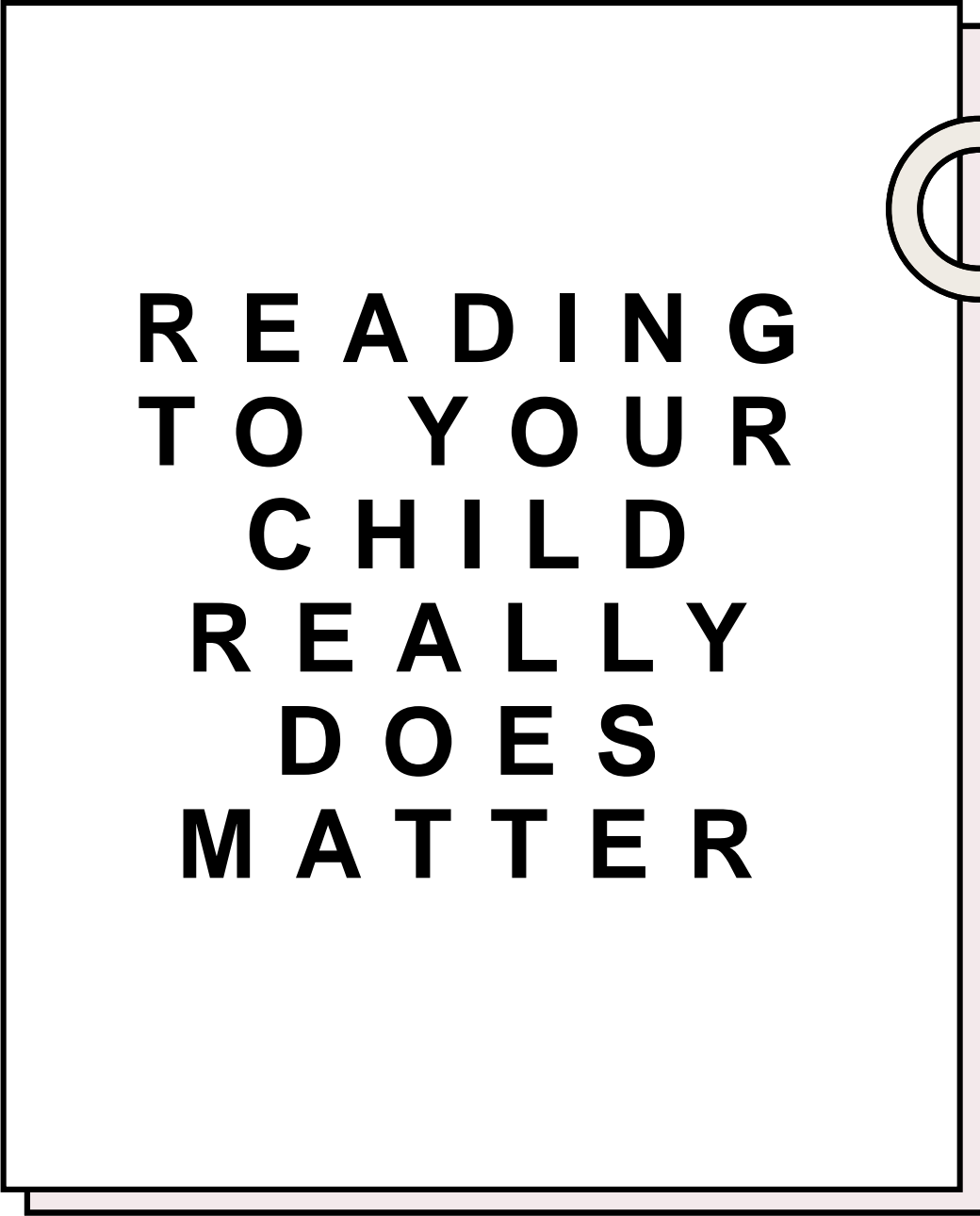
Use phonic skills. Start with the initial letter and continue to work through the word e.g. c-a-t, cat, do not use letter names at this stage as it will not help with sounding out.



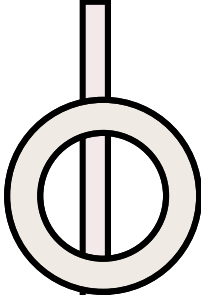
Some words often used cannot be sounded out, e.g. the, where, you. These are words that children have to **learn** and **remember**.



Many of these are learnt as tricky words.



**READING
TO YOUR
CHILD
REALLY
DOES
MATTER**



READ ALOUD TO YOUR CHILD
REGULARLY AND CONTINUE TO
DO SO AFTER THEY HAVE
STARTED TO READ FOR
THEMSELVES.

MAKE THIS A SPECIAL,
ENJOYABLE TIME FOR BOTH OF
YOU

YOUR CHILD WILL LEARN HOW
WRITTEN LANGUAGE WORKS BY
HEARING IT E.G A STORY HAS A
BEGINNING, A PROBLEM AND A
SOLUTION.

IT WILL ALSO GIVE THEM THE
CHANCE TO HEAR STORIES THAT
ARE TOO DIFFICULT FOR THEM
TO READ FOR THEMSELVES AND
HELP INSPIRE THEM WITH IDEAS
WHICH THEY CAN USE IN THEIR
OWN WRITING.

