



Welcome to Ash Class  
Curriculum Evening

Mrs Johnson  
and  
Mrs Hall

# Classroom Schedule

This is what a typical day in our classroom looks like.

8:45 - 9:00	School starts, SODA, Register
9:00 - 9:30	Phonics and Story
9:30 - 11:15	Choosing time
10:00 - 10:45	Snack time
11:15 - 11:25	Tidy up time
11:25 - 11:45	Singing/ready for lunch
11:45 - 1:00	Lunch
1:00 - 1:10	Register
1:10 - 1:30	Show and Tell
1:30 - 2:15	Choosing time
2:15 - 2:30	Assembly
2:30 - 2:45	Break time



# Book Bags

Please send your child to school with a book bag only. Unfortunately we do not have space for rucksacks.

Please ensure drinks are carried into school and are not put in book bags to avoid damaging their property as they often leak. Thank you.





# Snacks

Children are entitled to healthy snacks provided by the school at break times. However, if you do wish to send in additional snacks, please remember healthy snacks only. This includes dried fruit, yoghurts or cheese.



We also have a child in school with a nut allergy so please do not send any nuts or food containing nuts into school- Thank you.



# Class Dojo

Due to its success, we will be continuing to use Class Dojo this year. The children are able to earn dojo points with the aim of winning individual, team and whole class rewards. The children will start from 0 at the beginning of the year and will work to achieve the following awards by the end of reception:

250- Bronze Award

600- Silver Award

1000- Gold Award

You will have already been provided with a login, any problems please let us know.



# Reading

- This week we'll be sending out reading books and reading diaries. On the front of your child's diary will be the day they will change their books. It is really important that books are in school everyday but your child's book will only be changed on their designated day.
- Please read as often as possible with your child and help them to develop a 'love of reading'.
- As a school we subscribe to both Bug Club and Mathletics. Please engage with these online resources as often as you like at home. All Bug Club logins are in the front of reading diaries. We will let you know when Mathletics is set up.

# Phonics - Key principles

Sounds (phonemes) are represented by letters (graphemes)

A phoneme can be represented by one letter (grapheme) or by a group of 2 or more letters.  
e.g. *sh, igh.*

The same sound (phoneme) can be spelt in more than one way.

e.g. *cat, kennel, choir, sack*

The same grapheme (spelling) may represent more than one phoneme

*Mean - deaf*

*Crown - flown*



# Skills used in phonics

## Blending for reading

Merging phonemes together to pronounce a word.

In order to read an unfamiliar word, a child must link a phoneme to each letter or letter group in a word and then merge them together to say the word.

sh - o - p

t - ai - l





# Segmentation for spelling

Hearing individual phonemes within a word.

E.g. crash has 4 phonemes

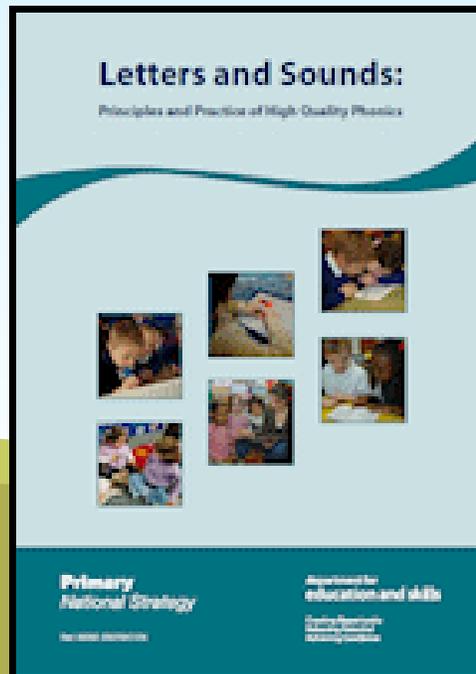
*c - r - a - sh*

In order to spell a word a child must segment a word into the individual phonemes and choose a letter or letter combination to represent the phonemes.



# Letters and Sounds

'Letters and Sounds' was published following the Rose Report. It is a very straightforward document in which the programme for teaching children to read is set out in Six phases.



# Phase progression

Phase 1 - preparing the ground (phonic awareness - listening, alliteration, oral blending and segmenting, learning letter names, rhythm and rhyme)

Phase 2 - knowledge of common consonants and vowels, blending and segmenting CVC words. Learning to read some tricky words.

Phase 3 - Knowledge of one grapheme for each of the 44 phonemes, blending and segmenting CVC words. Learning to read and spell tricky words.

Phase 4 - Blending and segmenting previously learnt graphemes. Revision phase.

Phase 5 - Learning alternative graphemes. Learning to spell and read tricky words.

Phase 6 - Revision, consolidation, building fluency in reading. Focus on spelling (suffixes, past tense, spelling strategies - spelling tests)



# High frequency and tricky words

Alongside the teaching of phonics  
“tricky” high frequency words are not  
segmented but taught as whole words,  
recognised on sight.



Eg: was, you, her, they, are, all, the,  
little, said, there, when, what, have,  
like





# Typical lesson

4 part lesson - usually up to 20 minutes.

1. Revisit/Review - practise previously learned letters or graphemes
  2. Teach - Teach new graphemes. Teach one or two new tricky words.
  3. Practise - Practise blending and reading words. Practise segmenting for spelling.
  4. Apply - Read or write a caption or sentence using one or more tricky words and words containing the grapheme.
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# Things to remember...

- Please ensure your child has a coat with a hood in school at all times - the British weather is very unpredictable!
  - Wellies can be kept in school and we will send them home during holidays.
  - Please ensure all uniform, PE kits, wellies, coats and drinks bottles have clear name labels on them.
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# Things to remember...

- If you are not collecting your child from school, please do let us or the school office know.
- We will continue to send fortnightly newsletters via email - these have important dates and information about all of the things happening within school.
- Please continue to check your child's book bag for other letters or information you might need.
- It is very important that your child arrives at school on time each morning. It can be very unsettling for them to arrive once everyone is settled and completing work.

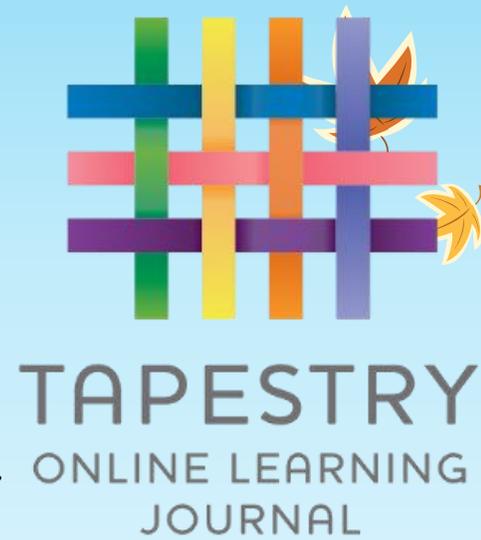


# How to help at home

- Ensure your child speaks in full sentences and responds to questions fully.
  - Practice getting dressed and undressed including turning clothes round the correct way.
  - Ensure your child can put on their coat and zip it up independently.
  - Encourage your child to try new things.
  - Use a knife and fork correctly.
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# Tapestry

- We use tapestry as our online learning system.
- All parents have access to this system and you can add your own observations from home.
- All observations from school are put onto tapestry and staff will publish these every few weeks.
- Please interact with system and like, comment and add observations. We try to build a whole view of what your child is learning and lots of this will happen at home too.



Questions?

