

Welcome to Potten End C of E Primary School

Parents Meeting: Wednesday
11th September 2024



Today's Meeting

- To help your child make the best possible start to school.
- To help you to understand the curriculum that your child will be covering in the reception class.
- To understand how we teach in order to cover the requirements of the curriculum.
- To identify the key ways in which you can help your child at home and in school.
- Housekeeping information

What is the Early Years Foundation Stage?

- The Early Years Foundation Stage (EYFS) is the stage of education for children from birth to the end of the Reception year.
- It is based on the recognition that children learn best through play and active learning.

Reception Staff

- **Mrs Melanie Hall**- Reception Class Teacher(Monday-Thursday) & EYFS Leader
- **Mrs Abby Deacon** Reception Class Teacher(Friday)
- **Miss Helen Sturgess**-Early Years Practitioner

Three prime areas of learning and development

- Communication and Language
- Physical Development
- Personal, Social and Emotional Development

Four specific areas of learning and development

- Literacy
- Mathematics
- Understanding the World
- Expressive Arts and Design



The three characteristics of effective learning- how young children learn- these are taken into account when we plan and guide children's activities.

1 Playing and exploring

2 Active learning

3 Creating and thinking critically

Information

- Reading Record and Reading Book
- Curriculum Letter
- Rhythm of the day
- Numbots Log in
- Purple Mash Log in
- Google Classroom Log in

A typical morning in Reception...

- 8.40-8.45 am Come in, hang coat up and join in busy fingers activities
- 8.50 am Welcome and Good morning
- 9.00-9.45 am Phonics
- 9.45-10.00 am Story & Singing
- 10 am -11 am COOL Time & snack, children with fruit and milk/water (provided)
- 11.00am Guided Learning adult focused tasks (inside and outside)
- 11.30am Story & Singing
- 11.50am Lunch

A typical afternoon in Reception...

- 12.50 Story & singing
- 1-1.30 Guided Learning adult focused tasks
- 1.30-2.30 COOL time (inside and outside)
- 2.30-2.50 Story time
- 2.55-3.15 Getting ready for home time
- 3.15 Home time

Reception Learning is not always clean!
Please be understanding!

Forest School

- On a Thursday on alternate weeks the children will enjoy a session of Forest School in our school grounds.
- Wellington boots & waterproof trousers
- Hats, gloves & sun hats

WE GO OUT IN ALL WEATHERS

The first few weeks

We are finding out what the children
already know and can do
and use this information to help us develop an
individual learning programme
for each child.

We spend lots of our time working and talking to the children about what they are learning. We may record some 'Wow' moments formally but largely we assess and move children on 'in the moment' and so not everything gets recorded.



You will be invited to discuss
how your child has settled in
and their progress at
parents evening.

Medical Matters

- Any sickness, diarrhoea, must be followed by 48 hours absence.
- Any absence requires a note or telephone call explaining why.
- Head lice are common! Please check regularly and treat as recommended.
- Any medicines can only be administered by prior arrangement

NO PEANUTS

Or products containing peanuts to be brought into school.

No peanut butter, cereal bars with peanuts, chocolate with peanuts etc

Attendance

- Please ensure your child is in school on time. Classroom door opens at 8:40am and closes at 8.45.
- It is important your child is in school everyday.
- If your child has any appointments please inform the office.



What is phonics?

<https://www.ruthmiskin.com/en/find-out-more/parents/#lg=1&slide=0>

Phonics is a way of teaching children how to read and write. It helps children hear, identify and use different sounds that distinguish one word from another in the English language.

What is Read Write Inc?

<https://www.ruthmiskin.com/en/find-out-more/parents/#lg=1&slide=1>

Read Write Inc. (RWI) is a phonics based programme, developed by Ruth Miskin, which helps children learn to read whilst also developing a wide range of vocabulary and encouraging a love of stories.

The RWI programme is for primary school children learning to read. Children will begin the programme in Reception and will remain on the programme until they are reading fluently. Our aim is for most children to be off the scheme by the end of Year 2.

How will it work?

In Reception, children will be taught 4-5 sounds a week and will be assessed regularly. When they have reached an appropriate level they will be grouped according to their reading level, and will be taught for up to an hour, when they will start reading and writing alongside the new sounds.

What does the RWI teaching process look like at Potten End Primary School?

Children are first taught the pure 'Set 1 sounds' so that they will be able to blend the sounds in words more easily. In school, we call this 'Fred Talk'. We do not use letter names at this stage; we simply focus on the sounds that are used to sound out words. At this stage, the children are not only taught the 'sound' the letter makes but also how to form the letter using a rhyme and a picture prompt. When using these sounds to sound out words in 'Fred Talk' we do so like this: m-a-t (mat) c-a-t (cat) f-r-o-g (frog)

Set 1 Sounds (Please view the RWI website for a helpful pronunciation guide)

Consonants: stretchy

l	m	n	r	s	v	z	sh	th	ng
									nk

Consonants: bouncy

b	c	d	g	h	j	p	qu	t	w	x	y	ch
	k											

Vowels: bouncy

a	e	i	o	u
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Once your child knows all the Set 1 sounds and is able to read words using 'Fred Talk' they will move into a group where they will begin reading simple 'ditties' and storybooks and completing writing activities to challenge them further. Your child will also begin to learn 'Set 2 sounds'.

Set 2 Sounds (digraphs and trigraphs)

Vowels: stretchy

oo	oo	ar	or	air	ir	ou	oy
----	----	----	----	-----	----	----	----

zoo look car door fair twirl shout boy

ay	ee	igh	ow
----	----	-----	----

play see high snow

Each Set 2 sound has a phrase to accompany it when the sound is taught, e.g. "ay - May I play?"

The word 'play' cannot be sounded out as 'p-l-a-y'. The word contains the 'ay' sound so will be sounded out as 'p-l-ay'. When 2 or more letters make one sound together we call them 'Special friends'.



Set 3 Sounds

After Set 2 your child will move onto Set 3 sounds and continue to be challenged with story books and writing activities to stimulate them further. The Set 3 sounds are alternative spellings for the sounds the children have previously learnt e.g. ee = y/ea/e ir = ur/er



<https://www.ruthmiskin.com/en/find-out-more/parents/#lg=1&slide=2>

What are Red and Green Words?

Green words are regular words which are spelt phonetically such as 'cat' or 'hop'. Red words are unable to be sounded out and so are irregular (common exception words). Children simply must learn to recognise, read and spell these words as they cannot be sounded out using any sort of phonics strategy. These words are printed in red ink in the RWI books.

Examples of Red Words:

I	the	my	you
said	your	of	no

How can you help at home?

<https://www.ruthmiskin.com/en/find-out-more/parents/#lg=1&slide=3>

Establish a routine to include reading regularly throughout the day and the week.

Have fun with 'Fred Talk' at home e.g. "Where is your s-o-ck? Time for b-e-d!"

Encourage your child to 'Fred Talk' or 'sound out' any unfamiliar words.

Recognise 'Red Words' together by sight.

Use the 'Questions for Reading' to help deepen understanding of the books you read together.

Fill in the 'comments' section of your child's reading record to keep a dialogue with the class teacher.

Read as many different stories and books to your child as you can; traditional tales, stories from other cultures, poetry, non-fiction texts etc.

Explain the meaning of new words.

Most importantly though, show the fun that can be gained by listening to stories!

A silver metal spiral binding is visible along the left edge of the page, with the wire looping through a series of holes.

Any questions?

Other matters

- PE kit
- Forest School
- Books
- Google Classroom
- PE-Jewellery
- Coats
- Home Learning

What does my child need at school?

- **Coat-** can leave a water proof coat at school
- **Wellies & Waterproof Trousers-** please leave these in school
- **Book bag-** please bring everyday so letters, library and reading books can be transported safely
- **Water bottle-** We can fill it at school-
PLEASE DON'T LEAVE IN BOOKBAGS

What can I do to help my child ?

- Coats
- Toilet
- Count
- Read lots of stories and poems
- Go quickly in the morning
- Talk to your child about what they have been doing in school

Name all of their uniform
and Lunchboxes and
waterbottles

And Finally...

- If you have any worries or concerns please come in and see us and we will do our best to help you 😊
- Thank you for joining - any questions ?

