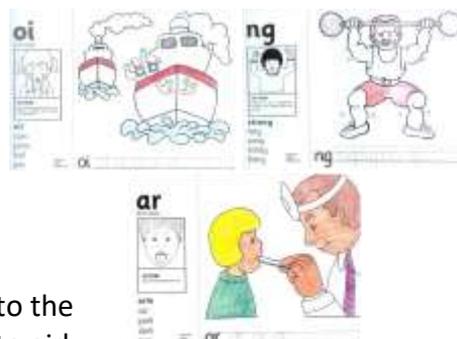


Foundation Curriculum Talk

It is important to ensure you understand our approach to teaching reading, writing and numeracy, so that when you are supporting your child at home there is continuity.

Teaching phonics

- This takes place 3 times a day for 8 minutes and is called 'Letters and Sounds'.
- The children are introduced to groups of letters at a time. The letters are grouped to allow the children to build words straight away.
- We teach the letter sounds as opposed to the letter names. Each sound has an action to aid memory. These will be sent home on a weekly basis
- We also teach letter formation through handwriting sentences which ensures that the children start and finish their letters in the correct place. We write in the style of cursive script so ALL lower case letters start at the bottom. By writing in this style, it supports the flow of writing and aids spelling.
- We blend letters together to read the word. Children are encouraged to press their sound buttons on their chin as they read.
- There is also a section on tricky words. These are words that can not be sounded out. These words we just have to remember.
- The session also includes segmenting which helps with writing. We ask the children to pull the words apart saying each sound as they go e.g. p-a-n. We promote independence in writing by segmenting and using their phonic knowledge in spelling. If your child was writing 'elephant' for example we would expect to see 'elifant'.
- As the year progresses and the children become more competent readers and writers we then begin to teach letter names. We will also teach digraphs which are 2 letters that go together to make 1 sound i.e. 'ee' 'or' and trigraphs 3 letters that go together to make 1 sound i.e. 'igh'.



Writing

- In Foundation we believe emergent writing is the most successful way to enable children to become successful writers. Emergent writing are marks on a page that your child can ascribe meaning to. This may be a series of small dots and squiggles or letters that they know. As children begin to learn more sounds we would encourage children to use these in their writing.
- All attempts at writing should be praised. We want your children to see themselves as writers and have the confidence to have a go.



- At home encourage your child to engage in purposeful writing activities: writing birthday cards, Christmas cards, invitations, shopping lists, reminders/memos DON'T FORGET PE KIT! Buy them notepads/pens
- Use bath crayons, they are a fun way to practise formation and spelling/reading tricky words.
- Please remember that the class bear's diary is another vehicle for writing for a purpose. It is for the children to write in so let them have a go!

End of Year Expectations in Writing

Children use their phonic knowledge to write words in ways which match their spoken sounds.

They also write some irregular common words.

They write simple sentences which can be read by themselves and others.

Some words are spelt correctly and others are phonetically plausible.

Reading

- At the front of the reading diary there is some guidance – talk about the front cover, what may the book be about, read the title, give your child plenty of time to look at the pictures as these give important clues to the words. Initially we would expect you to read the book together pointing to each word as you go and modelling reading. At this point you may want to pick out letters or words that have been taught at school or letters that occur in their name. When your child begins to read independently and they come across difficult words, some of the strategies you might use are – sounding out, looking at the picture, what would make sense.
- The diary is a means of communication between home and school. We will be informing you if you when your child has read and how they got on. You should aim to hear your child read their reading book on a daily basis and we would advocate little and often. A short comment is useful about how your child got on. It can also include other messages.
- Books will be changed on a weekly basis if you feel that your child has exhausted this book there are some other options such as Stamford Library, weekly comics any books from home remembering to include non-fiction and poetry. Books with repetition are particularly good because children can



learn these words off by heart and then start to make the connection between the written and spoken word.

- Reading at school will be done on an individual basis. The teacher models the reading process and works on specific objectives that the child needs to take them forward. We also pick out 'tricky words', sounds and blends and so on.
- The library book is a personal choice to your child and therefore they may bring the same book home twice. This book is for you to read to them or share together.
- Finally make children aware of print all around them. Street names, destinations on the front of buses, road signs, writing on food packaging, cereal, sweets! Make learning fun, play word snap or lotto, I spy.

End of year expectation in Reading

Children read and understand simple sentences.

They use phonic knowledge to decode regular words and read them aloud accurately.

They read some common irregular words.

They demonstrate understanding when talking with others about what they have read.

Numeracy

We teach number recognition through Jolly numbers. These are numbers with actions. They encourage the child to hold up the correct amount of fingers as they do the action.

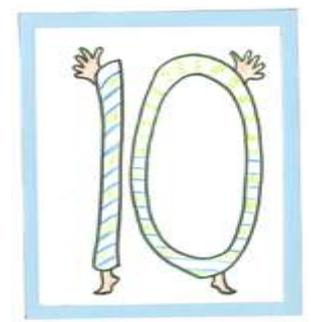
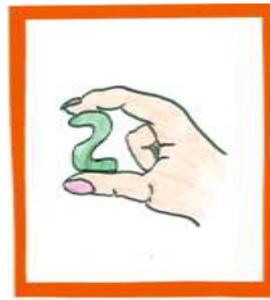
At school we teach the children to touch count, find one more and less than any given number to 20, add, take away and work with shapes. It is important to look at numbers all around in the environment, use opportunities to count, cooking at home, and solving problems such as;



- Are there enough bowls around the table, how many more forks do we need?
- How many stairs can you count on the way to bed? If there was one less how many would there be?

You can use Tapestry to record any learning linked to these areas to go in children's Learning Journeys.

1	Winning One
2	Tiny Two
3	Thirsty Three
4	Fast Four
5	Fat Five
6	Sleepy Six
7	Stick Seven
8	Racing Eight
9	Nice Nine
10	Tall Ten



Number Formation Sentences

- 0 – Around and round and round we go, when we get home we have a zero.
- 1- Start at the top and down we run. That's the way to make a one
- 2 – Around and back on a railroad track 'two, two, two'
- 3 – Around the tree and around the tree, that's the way we make a three.
- 4 – Down and over down some more, that's the way we make a four.
- 5 – Down and around then a flag on high, that's the way we make a five.
- 6 – Down we go and make a loop, number six makes a hoop!
- 7 – Across the sky and down from heaven, that's the way we make a seven
- 8 – Start with an 'S' and do not wait, When it's joined up you have an eight.
- 9 – Make a loop and then a line, that's the way we make a nine!

End of Year Expectations

Number:

Children count reliably with numbers from 1-20, place them in order and say which number is one more or one less than a given number. Using quantities and objects, they add and subtract two single-digit numbers and count on or back to find the answer. They solve problems, including doubling, halving and sharing.

Shape, Space and Measures:

Children use everyday language to talk about size, weight, capacity, position, distance, time and money to compare quantities and objects and to solve problems. They recognise, create and describe patterns. They explore characteristics of everyday objects and shapes and use mathematical language to describe them.

Behaviour Strategies

We all try our best to follow the behaviour expectations which is the 'Malcolm Sargent Way'

Our Golden Rules!

- ★ We are kind and helpful
- ★ We are gentle
- ★ We play well with others
- ★ We listen
- ★ We are honest
- ★ We work hard
- ★ We look after our property

Traffic Light System



Green = All children start the day on Green for good behaviour.



Asked to **stop** and given a verbal warning.



Yellow = Ignore warning and carry on, lose 5 minutes play time.



Red = Keep on disturbing learning, removed from class. Lose 10 minutes choosing or playtime.



Purple = Removed from class by Senior leadership team and parents

informed.



Tapestry is an online learning journal which allows us to capture videos, photographs and text of your child's achievements.

Why?

- Regular uploading of 'real time' observations
- Parent/teacher communication
- Tracking progress
- Additional family member access
- Wonderful access into your child's school experience

Parent/carer contributions to learning Journal

London's burning

Authored by Chantelle Challis added 23 Apr 2019 10:51 AM
Approved by Malcolm Sargent Year 1 Staff on 24 Apr 2019 10:23 AM

Harrison Challis Export

Like



Notes

During the holidays we went to London and Harrison was very keen to see pudding lane and the memorial

- You will have received a permission slip enabling us to set up an online learning journey for your child.
- You should now have access to your children's tapestry; viewing or adding observations.

- We encourage you to view your child's learning journey on a regular basis and we love seeing what you have to say about their learning!
- We love to see your child's achievements outside of school.
- Any problems: Please contact your class teacher providing them with your child's name, your full name and email address, along with an idea of the problem.



House Keeping

- Encourage your children to independently get dressed including putting on your own coats.
- Please be patient in the early days of PE.
- Name EVERYTHING!
- Water not juice.
- Just 1 small healthy snack (preferably no nuts).
- Please teach boys how to use a urinal.
- Please send spare pants back in.
- Please wait until all the children have left the classroom to talk to your class teacher
- Dojo not to be used as a messaging device. Use diaries and Tapestry.
- Queries or concerns should be brought up with the teacher in the first instance.