

The Laurels Primary School Six Weeks In Meeting



Believe

Achieve

Succeed

Agenda

- Our first six weeks in Explorer Class
- Phonics
- Hand skills
- Maths
- What can you do at home?
- Reading with your child
- Observing your child at home
- Feedback on the first six weeks

Settling in and Learning to work together



Reception curriculum

Personal social and emotional development



Making relationships, self confidence and self awareness, managing feelings and behaviour

Communication and language



Listening and attention and understanding, speaking

Physical development



Gross Motor Skills, Fine Motor skills

Literacy



Comprehension, Reading, and writing

Mathematics



Numbers, Numerical patterns

Understanding the world



People and communities, the world, past and present

Expressive arts and design



Creating with Materials, being imaginative and expressive

Learning

Learning in the Early Years is about the whole child, social and emotional skills are just as important as reading, writing and maths. We teach through experience and play, following their interests and bringing what we want them to learn into what they are doing already. We know that this is the most effective way for young children to learn. It may look like it is 'just playing' but there will lots of learning happening.

Teaching in the early years should not be a formal way of working. It is a broad term that covers the many different ways in which adults help young children learn. It takes account of the equipment adults provide and the attention given to the physical environment, as well as the structure and routines of the day that establish expectations.

Integral to teaching is how practitioners assess what children know, understand and can do, as well as taking account of their interests and dispositions to learn (characteristics of effective learning), and how practitioners use this information to plan children's next steps in learning and monitor their progress.'

- Ofsted Framework

Learning Outdoors



Phonics

We have learnt the first 20 sounds in phonics.

Each sound also has a picture that goes with it to help the children to remember it.








We are beginning to blend sounds to read simple words.

We also learn 'tricky words' which are words which don't follow the phonetic pattern.

More information can be found on Little Wandle Letters and Sounds. [Little Wandle Resources for Parents](#)

It is really important that children are saying 'pure' sounds: mm not muh and ss not suh. The parents section has videos of the sounds being pronounced correctly



Phase 2 grapheme information sheet		Autumn 1	
Grapheme and mnemonic	Picture used	Pronunciation phrase	Formation phrase
s s		Open your mouth and pull in the air. Put your tongue on the roof of your mouth.	Slide the mouth into the shape and round to roll.
a a		Open your mouth wide and make the 'a' sound at the back of your mouth. Round your tongue and pull.	Around the ant's mouth, and straighten your tongue.
t t		Open your lips and put the tip of your tongue on the back of your teeth and pull.	Push the tiger's nose to the left, then slide the tongue across the roof.
p p		Bring your lips together and push the air through. P P P	Open the pig's back, up and round to roll.
i i		Put your lips back and make the 'i' sound at the back of your mouth. I I I	Open the iguana's body, then close it and put the tongue at the top.
n n		Open your lips and make the 'n' sound. N N N	Open the nose, up and over the roof.
m m		Put your lips together and make the 'm' sound. M M M	Close, up and over the mouth, then roll a ball on the roof.

Phonics

Phonics at home can be fun and game based. You can use the cards sent home to play bingo, to match the sounds, to hide around the house and collect, to find objects beginning with each phoneme, or take the mat on a walk and see how many you can find of each grapheme. The packs need to be returned to school on a Thursday ready to be changed on Friday. Sometimes your child may have two packs if they need to practise previous sounds.

Phoneme = sound

Grapheme = letter

Digraph = two letters making one sound

Trigraph = three letters making one sound

Blend = putting sounds together to read.

Segment = breaking a word up into sounds for spelling.







Phase 2 grapheme information sheet		Autumn 1	
Grapheme and mnemonic	Picture used	Pronunciation phrase	Formation phrase
s s		Open your mouth and say 'ss' as you snake.	Slide the mouth open, slide down and round to tail.
a a		Open your mouth wide and make the 'a' sound at the back of your mouth.	Around the ant's mouth, and down to its feet.
t t		Open your lips and put the tip of your tongue at the back of your mouth and push.	Push the tiger's nose to the left, then follow the tiger across the mat.
p p		Open your lips together and push them apart.	Open the pig's back, up and round to tail.
i i		Put your lips back and make the 'i' sound at the back of your mouth.	Open the iguana's body, then close it and let the tail to the top.
n n		Open your lips and push your tongue against the roof of your mouth and make the 'nnnnnn' sound.	Open the nose, up and over the nose.
m m		Put your lips together and make the 'mmmmmm' sound.	Down, up and over the moose's nose, then walk a little on the nose.

Tricky words and Reading books

Tricky words: They are words which do not work phonetically such as I, no, go, is, said. We teach children to spot the tricky part of the word and sound out the rest.



We will also start to send reading books home. Children will read a book in school with an adult three times in a week until they are reading quite fluently. They will bring home a book which is matched to the same phonics level. They need to read the book at least three times. The first time you can encourage your child to sound out and blend. At this stage you may wish to take it in turns or you may need to show them and get them to repeat each word. Reading the same book over and over teaches fluency. However, these books can be boring, especially at first, so your child will also bring home a library book for you to read to them.





Phase 2 grapheme information sheet		Autumn 1	
Grapheme and mnemonic	Picture and	Pronunciation phrase	Formation phrase
s s		Open your mouth wide and make the sound of your snake. s s s	Slide the snake's tail, then down and round to tail.
a a		Open your mouth wide and make the sound of your ant. a a a	Round the ant's mouth, and down to the ant.
t t		Open your lips and put the tip of your tongue on the back of your teeth. t t t	Push the tiger's nose to the left, then push the tongue across the top.
p p		Open your lips together and push your air out. p p p	Down the pig's back, up and round to tail.
i i		Put your lips back and make the sound of your iguana. i i i	Down the iguana's body, then down to the tail at the top.
n n		Open your lips together and make the sound of your nose. n n n	Down the nose, up and over the nose.
m m		Put your lips together and make the sound of your moose. m m m	Down, up and over the moose's nose, then back to the top.

Tricky words and Reading books

Please record in the reading record when you have done any reading. This may be going through the cards sent home, or the sheets, the reading book or a book you have shared together. Teachers do not write comments in this book, but we will read them to help us to assess next steps.



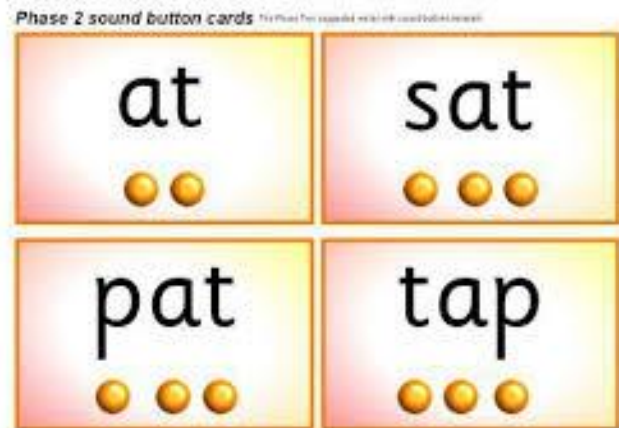
We will listen to your child read in school three times a week in a small group, and this is recorded on a group reading sheet.

Phase 2 grapheme information sheet		Autumn 1	
Grapheme and mnemonic	Picture card	Pre-writing phrase	Finalised phrase
s s		Draw your snake and add 's' to the top of your snake's neck.	
a a		Open your mouth wide and make the 'a' sound in the back of your mouth 'a a'.	Around the ant's mouth, and draw its legs.
t t		Open your lips and the top of your mouth and make the 't' sound 't t'.	Push the tiger's nose to the left, then draw the stripes across the top.
p p		Bring your lips together and push them forward and make the 'p' sound 'p p'.	Draw the pig's back, up and round its head.
i i		Put your lips back and make the 'i' sound in the back of your mouth 'i i'.	Draw the iguana's body, then draw a dot for the tail at the top.
n n		Open your lips and make the 'n' sound while your tongue and mouth are in the same place as when you say 'm'.	Draw the nose, up and over the top.
m m		Put your lips together and make the 'm' sound 'm m'.	Draw, up and over the moose's ears, then add a dot for the nose.

Wordless books; These are used before children can blend. You will be helping your child with important skills around comprehension and inference at this stage.

Blending

- Blending is the way we put sounds together to read words. They have a word and press the sound button underneath as they say each sound. Then they run their finger along the word to read it.



Getting the most out of a book

Understanding and discussing is what makes reading fun!

Decoding words is only the beginning!

Can you think of three words to describe the main character or setting?

Get involved in the text through imagining, questioning and predicting.

Find me the word that tells the character is feeling...

What other books have you read like this one?



What is happening in the picture?

What would you like to ask the character?

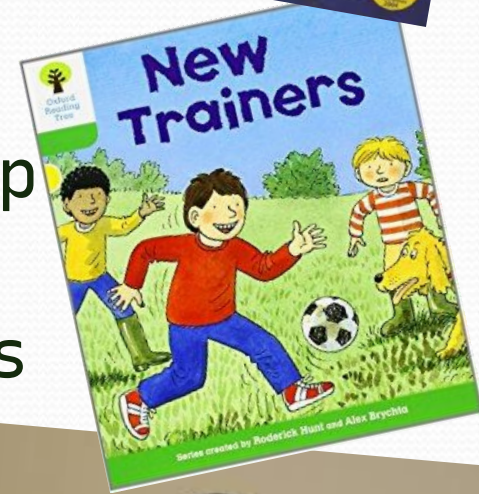
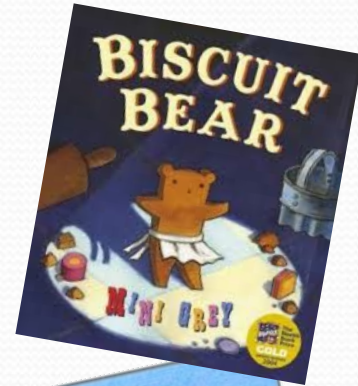
Draw a map of where the character lives.

Can you think of a different ending to the story?

What did you like/dislike about the story?

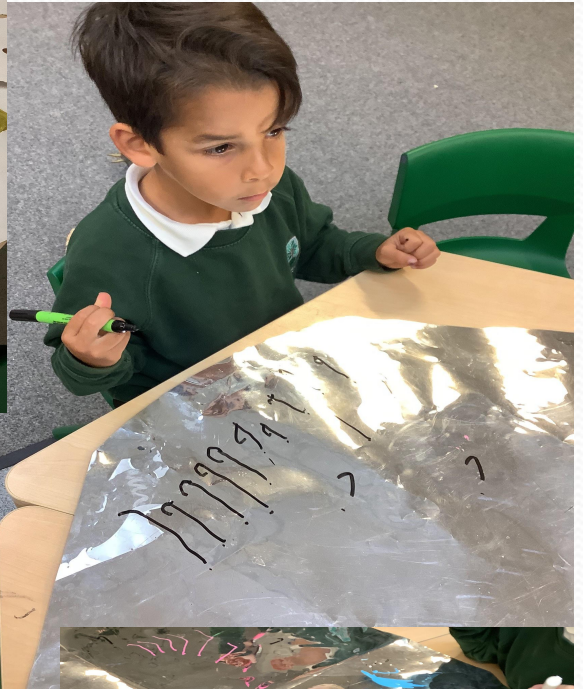
Reading with your child

- Research shows that children who read at home with their parents or carers make better progress at school, even in subjects like maths.
- Practising high frequency words help with fluent reading.
- Children who know 8 nursery rhymes by heart at the age of 4 are often better readers.
- Read anything and everything!
- Tell us about it!



Reading and Writing

- We are focussing on retelling stories, talking about the pictures and listening to rhyme and rhythm.
- At this stage, reading should be about having fun and enjoying books, and discovering the range of books available.
- Writing should have meaning, and it will probably look like scribbles to us at this stage but if the children can talk about what they want to write and what the marks say then they are early writers. Gradually you will see recognisable letters appear and then children will begin to write words which are spelled phonetically.



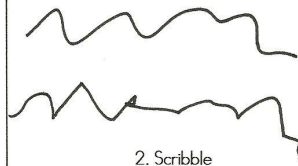
These are the steps a child goes through when they are learning to write. 🖋️ It is a *PROCESS!*

EVOLUTION OF A CHILD'S WRITING

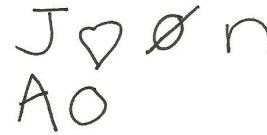
(Drawings are an important part of a child's writing and often a child will repeat the theme of his/her drawing on subsequent pages)



1. Scribble Stage
(Starting point any place on the page)



2. Scribble
(Left to right progression)



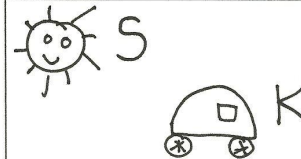
3. Mock Letters
(Can be personal or conventional)



4. Letter String
(Left to right and progressively downward)



5. Groups of letters with space in between to resemble words



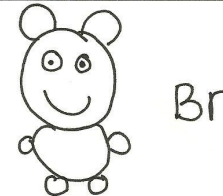
6. Picture Labeling
(Matching beginning letter to sound)



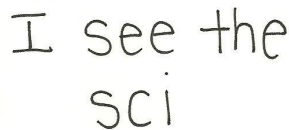
7. Copies Environmental Print



8. Uses first letter of a word to represent the word



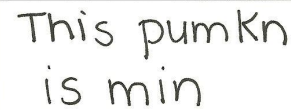
9. Uses beginning letter and ending letter to represent the word



10. Hears Medial Sounds
(Writes word with beginning, medial and ending letters)



11. Phrase Writing



12. Whole Sentence Writing

Hand skills

Children develop gross motor skills first, then their fine motor skills.

- Monkey bars, climbing frames, climbing trees.
- Carrying objects down and up stairs or slopes.
- Riding bikes and scooters.
- Lego/ construction bricks
- Playdough
- Threading
- Sand/ water play
- Finger rhymes and exercises
- Mark making in different ways.
- Washing windows, pegging up washing, baking.

Your child may not have chosen a preferred hand yet.



**Pulmar
Supinate**



Digital Pronate



Four Finger



Static Tripod

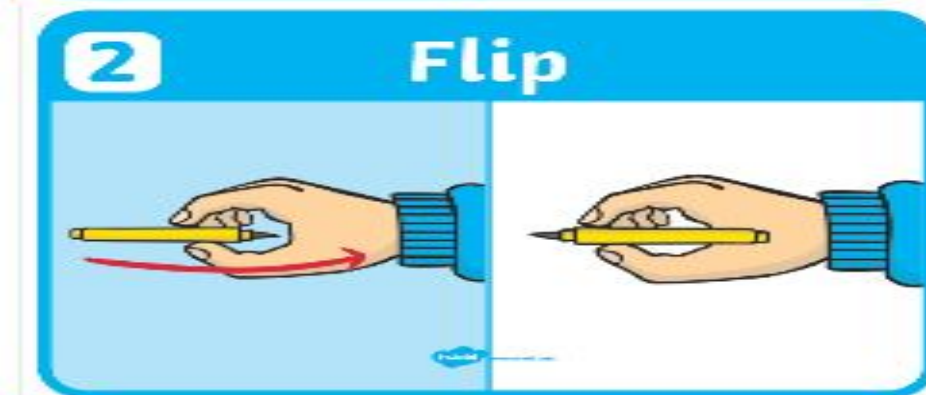
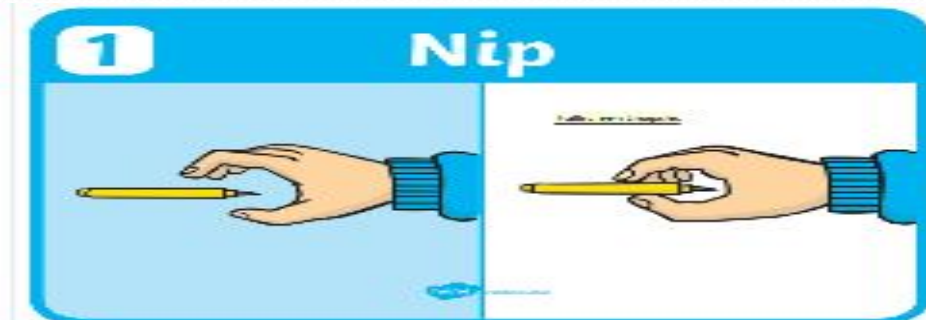
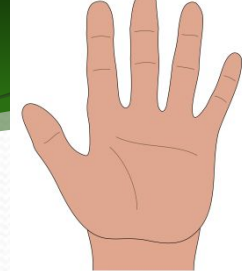


**Static
Quadropod**



Dynamic Tripod

Pencil grip



Nip, Flip, Grip

If your child is left handed we encourage them to hold the pencil further up to allow them to see what is written.

Maths

- We have been focussing on careful and accurate counting.
- The scheme we use may feel slow but it builds up the children's full and deep understanding of each number. Rote counting is an important skill but doesn't show and understanding of number.
- We have been using the Numberblocks series alongside our teaching to learn each of the numbers to ten and give the children a strong understanding of what a number means.
- Shape and measure is taught alongside number.
- Count everything! Setting the table for dinner, counting out sweets, sharing things equally. Who has more?
- Spot numbers house numbers, number plates, page numbers, football scores, instructions...



We use physical apparatus such as numicon, as well as natural materials or topic-related resources.



What can we do at home?

Support your child to dress themselves, including zipping up their own coat. Ensure they can put their own socks on. Velcro shoes are easier for children to master.

Daily reading.

Help them to take turns, play games and also learn how to lose.

Notice the maths and phonics all around us (door numbers, signs labels)

Pencil grip

Sounds Packs.

Local walks and trips, talking about what you notice and do.

Observing your child at home

- You know your child best, they spend most of their time with you.
- You can contribute to your child's Learning Journal either by writing down or taking a photo of what you see at home, and sending it to us on Tapestry.

Tapestry

You can download Tapestry onto your phone or tablet and you will be able to add observations to it. You will be given a log on code so that only you can access your child's Learning Journal. You can then add photos and comments.

For example:

" We went to the beach at the weekend and found 5 shells. Jane counted them and then sorted them by size. She pretended one was a phone and made up a conversation with her friend."

"Sam achieved his stage 2 swimming badge at the weekend and can swim one width with a float."

"Freddie noticed the letters on the cereal box were p,o,p,s and read 'pops'"

How do you feel?

- Is there anything that you have really liked about your child's first six weeks at The Laurels?
- How could we make it better?
- Any questions?