

# Manorcroft Primary School



## Year R Welcome Meeting



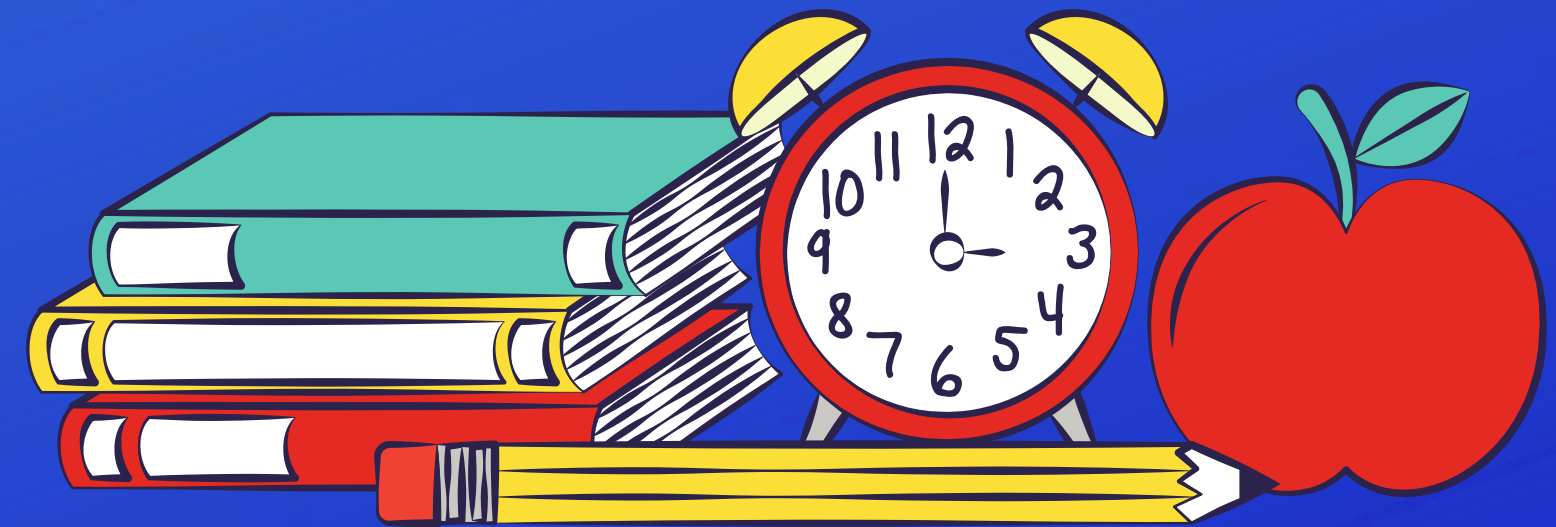
# Meet the team

**YR London**

**Mrs Jordan**

**YR York**

**Miss Fuller**



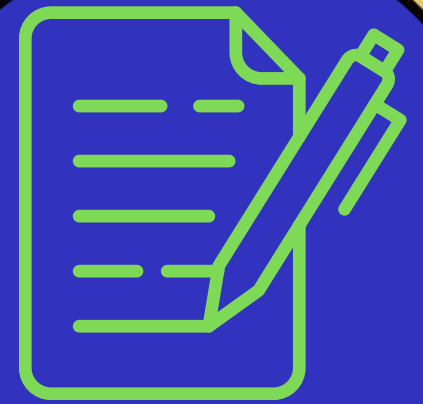
# Expectations



**Attendance**



**Communication**



**Home  
learning**



**Uniform**

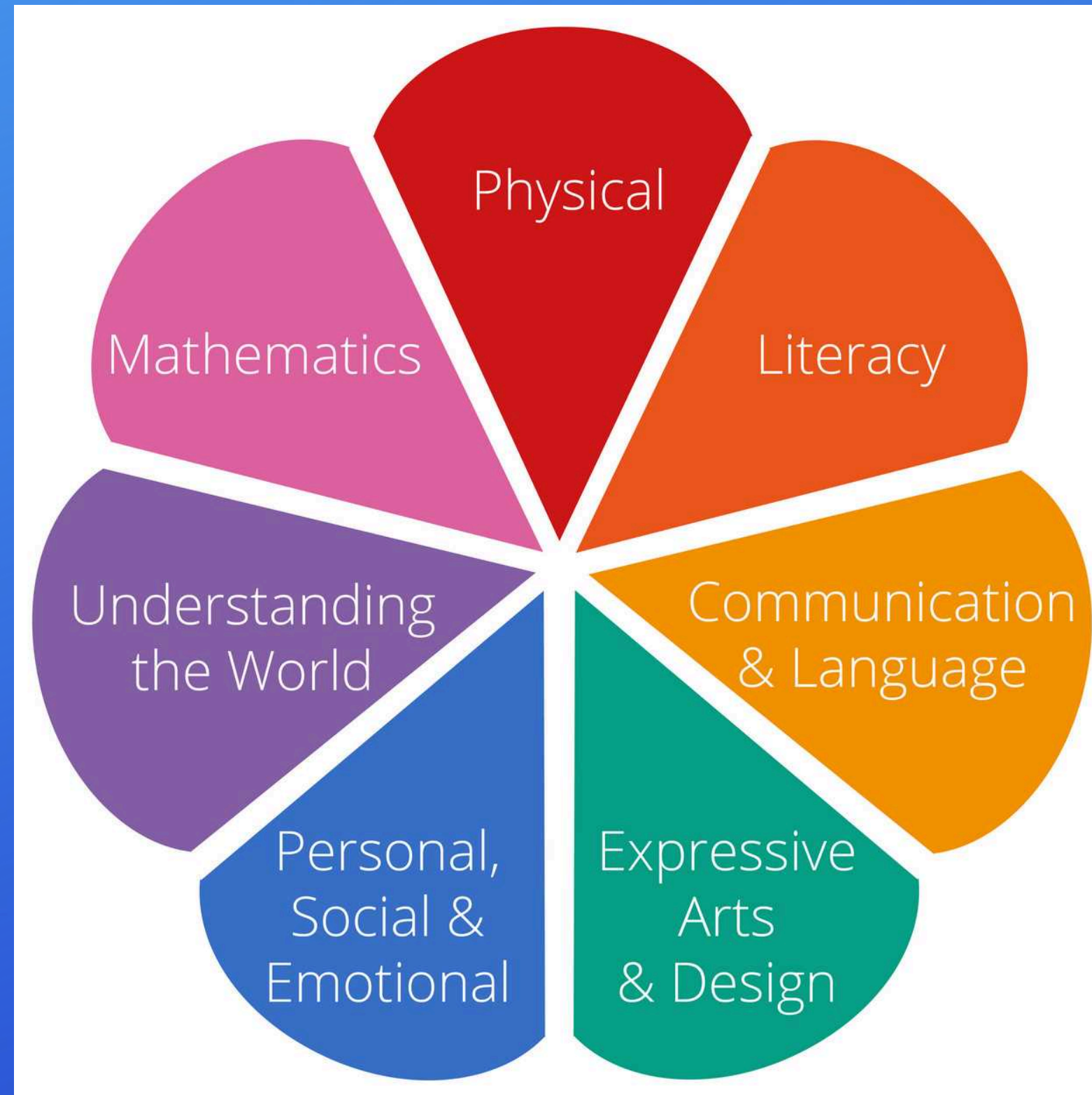


**Reading  
record**



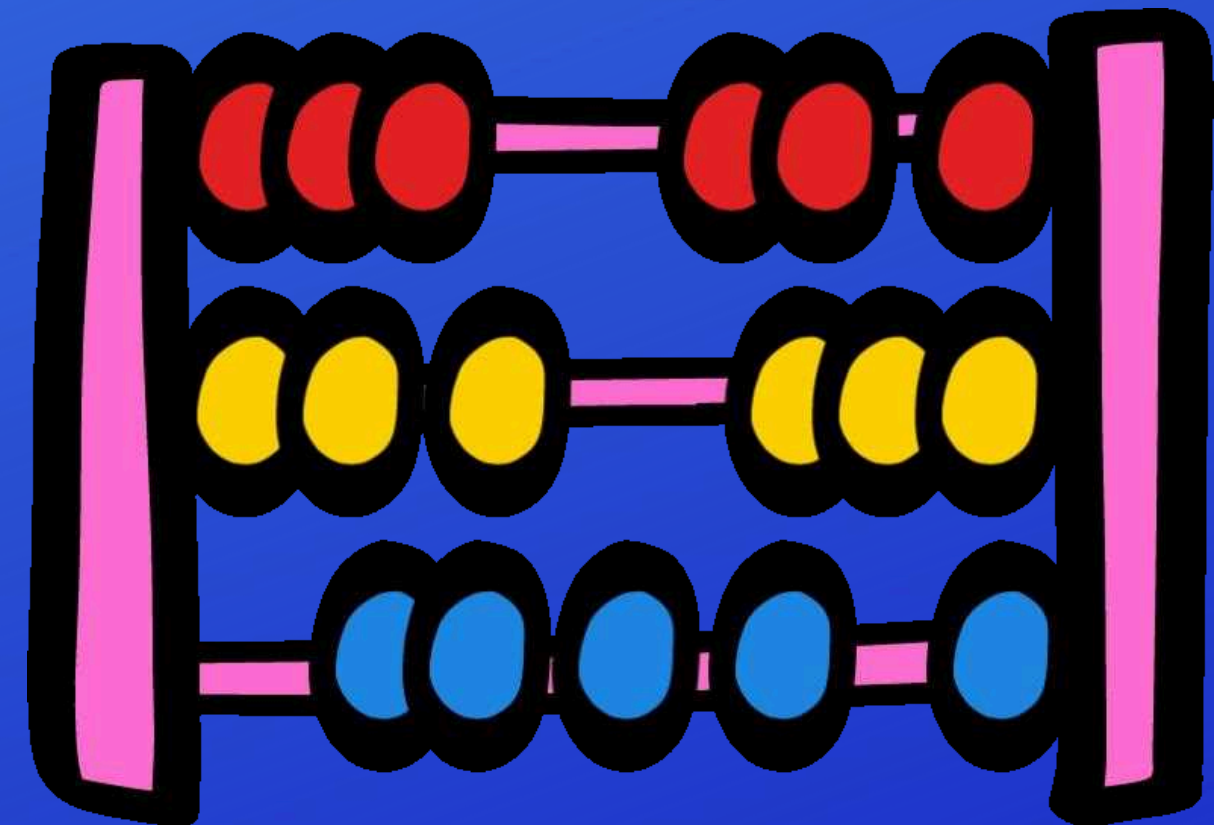
Please name  
uniform

# Early Years Foundation Stage



# Maths

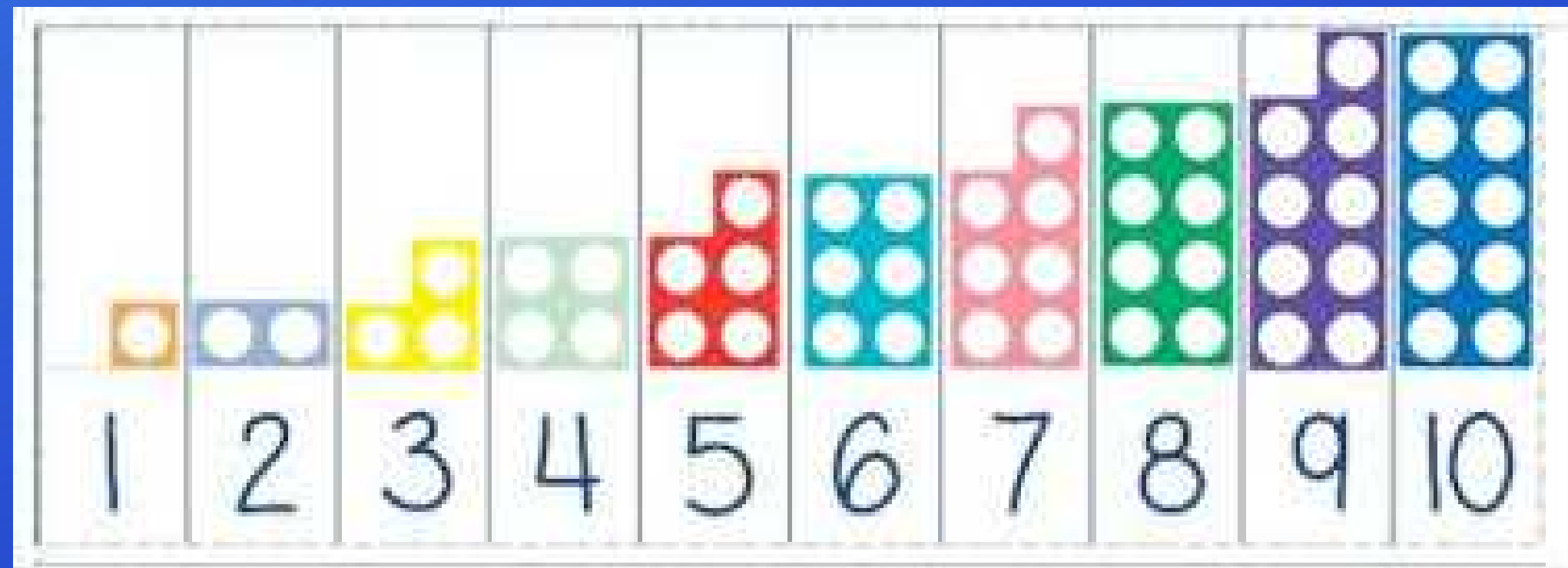
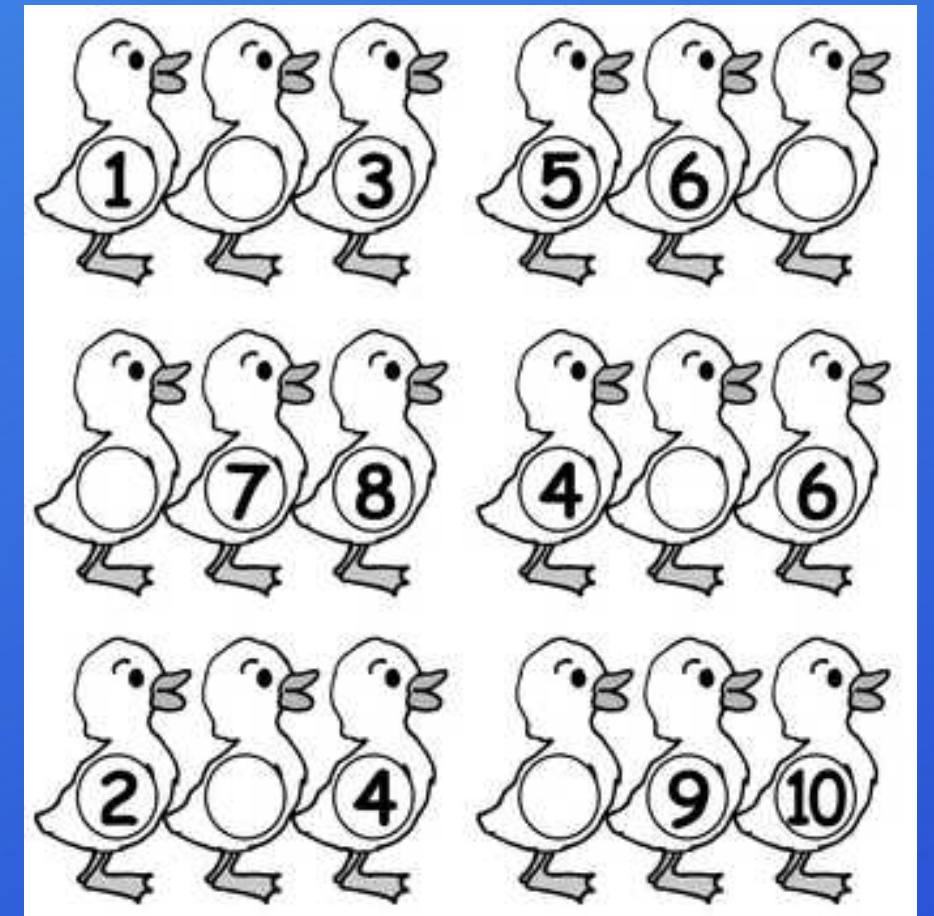
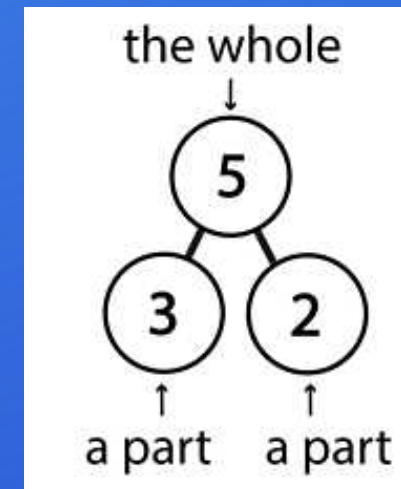
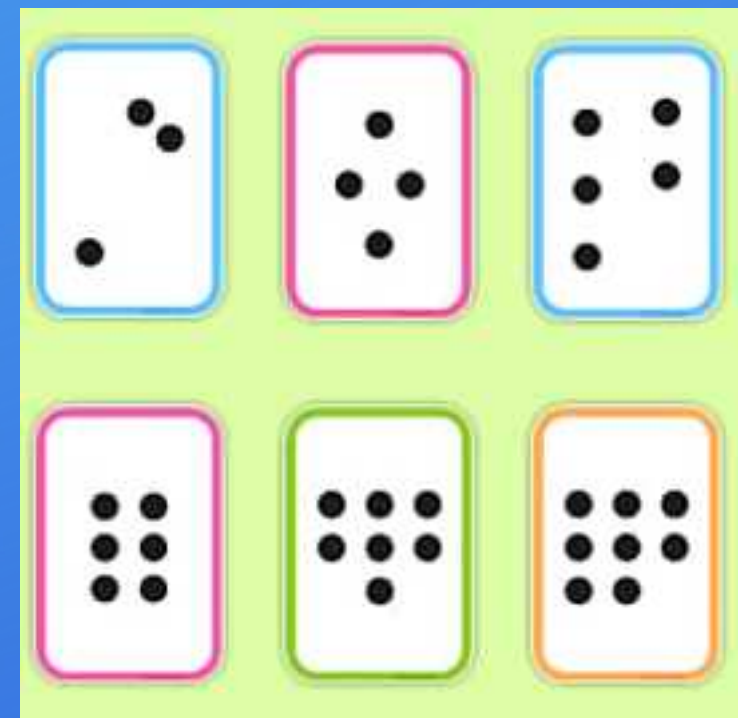
- Regular maths teacher inputs across the week
- Maths activities during busy time
- Adult led focus tasks
- Practical and play-based approach



# Maths

Skills we are learning:

- subitising
- counting / ordering
- more / less
- knowing number facts
- adding and subtracting using objects



# Projects

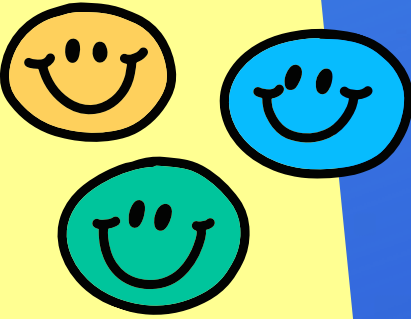
Projects this year:

- Me and my community
- Starry Night / Sparkle and shine
- Once upon a time / Winter wonderland
- Dangerous dinosaurs / Puppets and pop-ups
- Sunshine and flowers / Shadows and reflections
- On the beach / Moving on



**Possible Visits and Experiences:**

- **EYFS Nativity**
- **Forest Night Walk**
- **Dinosaur and fossil experience**
- **The Savill garden**
- **Beach day**
- **Graduation**



**All learning is project based.**



Jigsaw!

MUSIC EXPRESS

purple mash



Gold LOTC Mark



# Literacy – Reading & Phonics



Little Wandle Letters and sounds revised is our systematic, synthetic phonics program (SSP)



# Literacy – Reading & Phonics



Making connections between the sounds of our spoken words and the letters that are used to write them down.

# Literacy – Reading & Phonics

Phoneme: The smallest unit of sound that can be identified in words. 'sound'

Terminology

Grapheme: A letter or group of letters used to represent a particular phoneme when writing. 'a sound written down'

Digraph: A grapheme using two letters to represent one phoneme. 'two letters, one sound' e.g. 'sh'

Trigraph: A grapheme using three letters to represent one phoneme. 'three letters, one sound' e.g. 'igh'

**WHAT?!**

# Literacy – Reading & Phonics

## Terminology

Blend: Phonemes joined into one continuous stream of sound to make a word

Segment: Identify each of the individual sounds in a word from left to right.

CVC: consonant, vowel, consonant e.g. hop

CVCC: consonant, vowel, consonant e.g. jump

**WHAT?!**

# Literacy – Reading & Phonics

Blending

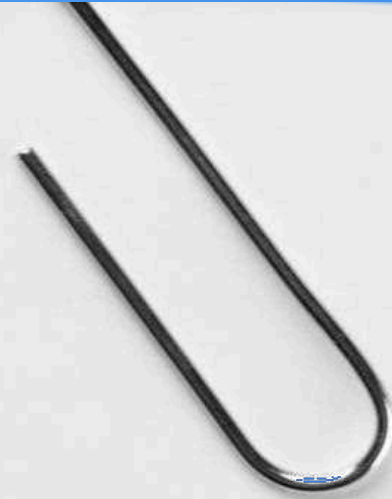


# Literacy – Reading & Phonics

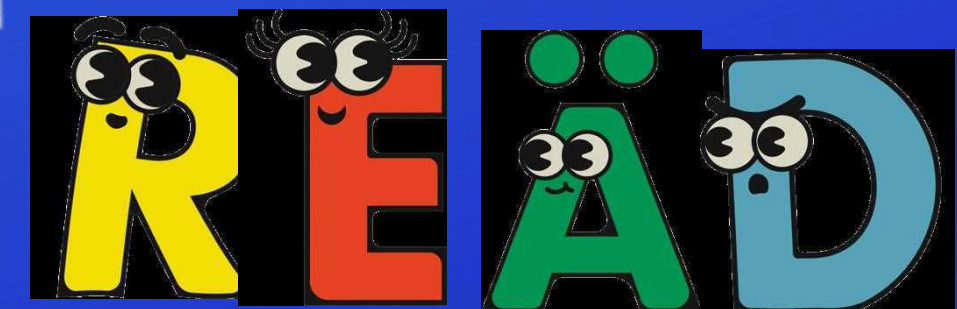
Short, succinct  
sounds



# Literacy – Reading



- Daily whole class phonics sessions
- Once children blending - they will have a reading book
- Group reading practice sessions 3 times a week
- Fluency/Prosody/Comprehension
- Keep up sessions- no child is left behind
- Consistent resources



# Literacy – Reading

Fully decodable books.  
Children should be reading  
at 95% fluency - this may  
feel too easy but it develops  
their confidence.



**Before reading**

**Practising phonics: Phase 2**

- Read the book three times over three reading practice sessions.
- Focus on a different aspect of reading each time: decoding, prosody and comprehension.
- Download the word cards to accompany this book at: [collins.co.uk/BigCatLittleWandleL&Srevised](http://collins.co.uk/BigCatLittleWandleL&Srevised)

**Read the GPCs**

g o

**Read the words**

digs pit Tom

**Vocabulary**

Ask the children to read these words. Check understanding.

nips naps pat  
pod sips

**Practise and apply: Read the book**

- Now ask the children to read the book.
- Tap-in and listen to each child read.

**Revisit and review: Pre-read**

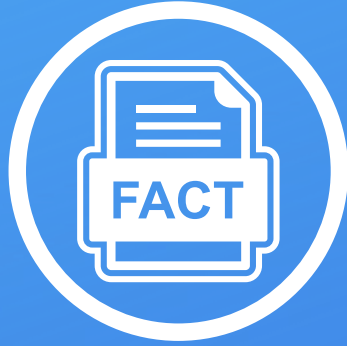
- Before reading the book, ask the children to read the GPCs and words. Encourage them to read the words fluently.
- Draw the children's attention to the sound the "s" makes at the end of the word **digs**.

**Reading at home**

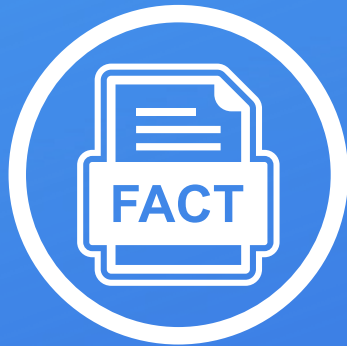
This book has been chosen for your child to read at home. They should be able to read it without your help. Listen to your child read. Celebrate their success and talk about the book together. If they can't read a word, read it to them. You can find out more about how to support your child to learn to read at [www.littlewandlelettersandsounds.org.uk](http://www.littlewandlelettersandsounds.org.uk)



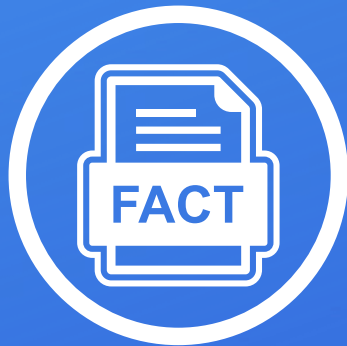
# English – Reading



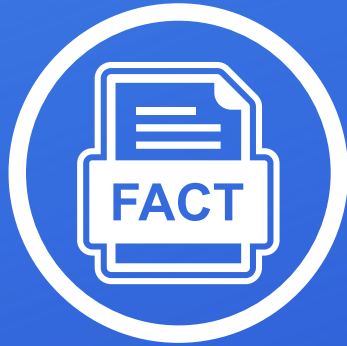
Reading enjoyment has been reported as more important for children's educational success than their family's socio-economic status.



Regularly reading stories or novels outside of school is associated with higher scores in reading assessments.



Reading for pleasure can improve general knowledge and help with other subject areas.



Reading for pleasure has emotional benefits.



- **We want every child to read every night.**
- **10 –15 minutes**
- **It can be a mixture of reading activities – child reading, adult reading to the child, listening to an audiobook, reading a comic etc.**
- **Record in Weekly diary**

**Help at home**



# Literacy– Writing



TalkforWriting

“

Before children write they need to speak.

We focus on:

- listening to and learning stories
- using and understanding new vocabulary
- constructing sentences

”



# Literacy– Writing

- Children learn how to form the letters correctly

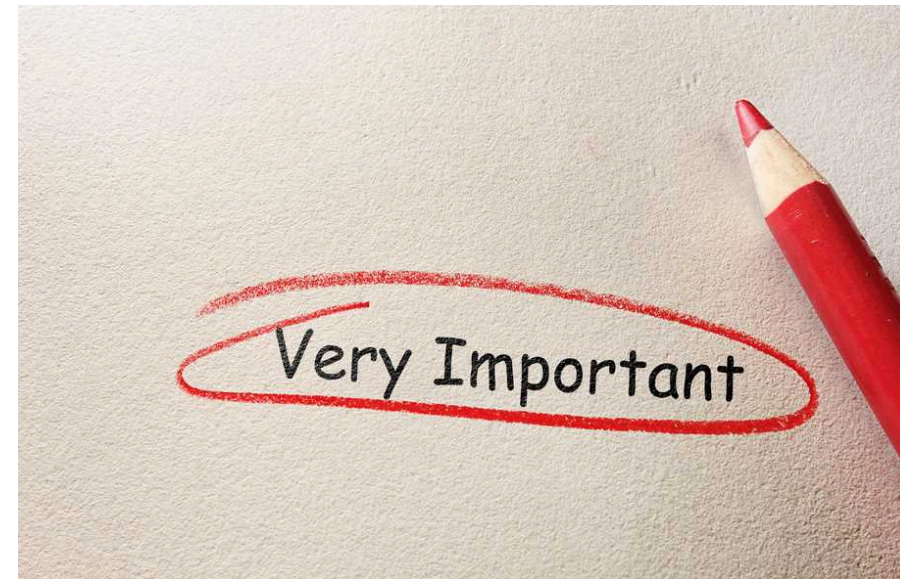
Spelling process:

- Say the word
- Segment the sounds
- Count the sounds
- Write them down

Let's watch an example...



# Home learning



Phonics  
& Reading every  
night

# Home learning

From next half-term:

- Sent home half-termly
- Activities linked to the project
- Send in any learning you have done at home

### What will you choose to do?

- Go outside and see if you can spot any of these things in your garden or local park. Draw a picture of the place you visited.

|  |   |  |
|--|---|--|
| <br>sunshine  | <br>ladybird | <br>bumblebee   |
| <br>butterfly | <br>flowers  | <br>caterpillar |

- Pick a daisy. Dismantle the daisy by pulling the flower off the stem. Then carefully remove the petals from the flower. Draw a picture of the daisy's parts and label them or stick the parts on some paper and label them.

**Useful words**

- flower
- leaf
- petal
- stem

- Sow some cress seeds in an empty eggshell filled with compost. You can even decorate the shell with a face. Observe the cress as it grows. Draw pictures/take photographs of the changes you see happening.
- Look at this picture of beautiful sunflowers. Create a sunflower painting or picture. You could visit the [CBeebies website](#) and listen to [Enna Gee's Adventures podcast](#). [Here comes the sunflower](#), as you paint or draw.



Upload pictures of your learning to Tapestry or bring it in to school to show your teacher.

### What will you choose to do?

- Go on a short walk somewhere familiar during the day and then go on the same walk after dark. Take a torch on your night walk so you can shine it at different features. What did you see and hear on each of your walks? What was the same and what was different?








Talk about bedtime routines and the importance of a good night's sleep. Draw bedtime pictures, make a list of bedtime activities or create a bedtime routine chart.

Use a mirror to look inside your mouth. What can you see? How do you look after your teeth? Write a list and draw some pictures of the things that you need to do.

Lullabies are soothing, quiet songs that help us get to sleep. Find some lullabies to listen to together and choose your favourite. What lullabies did you listen to? What is your favourite lullaby?

Turn a room dark. Shine a torch onto a wall and make shadows by putting objects in front of the torch. You could play a guess the object game or trace words onto paper.

Nocturnal animals are awake during the night time and sleep during the day. Diurnal animals are awake during the day and sleep at night time. Tick the animals that are nocturnal. Choose one of the nocturnal animals and find out more about it.

|   |   |   |   |
|---|---|---|---|
| <br>blackbird <input type="checkbox"/> | <br>fox <input type="checkbox"/> | <br>cow <input type="checkbox"/>   |   |
| <br>dog <input type="checkbox"/>       | <br>bat <input type="checkbox"/> | <br>sheep <input type="checkbox"/> | <br>owl <input type="checkbox"/> |

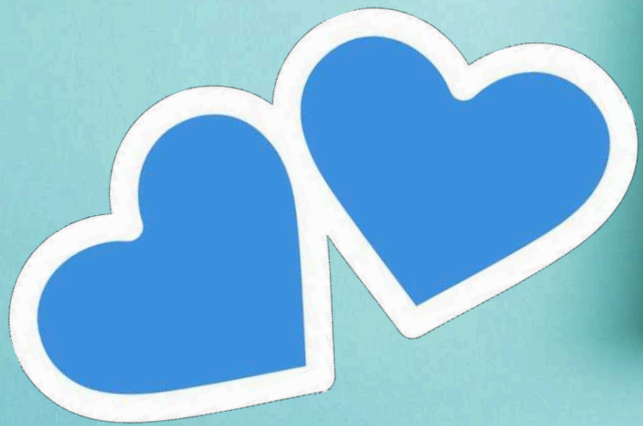
# End of year expectations

**Reception  
Baseline  
Assessment  
EYFS Profile**



# School Values

Respect  
Responsibility  
Resilience











TODAY  
is a fresh  
START

it's okay to feel



your feelings

|   |   |   |  |
|---|---|---|--|
|  <p>Red zone</p>    |  <p>Mad/Angry<br/>Terrified<br/>Elated/Ecstatic<br/>Devastated<br/>Out of control</p> |  <p>Yellow zone</p> |  <p>Frustrated<br/>Worried<br/>Silly/Wiggly<br/>Excited<br/>Loss of some control</p> |
|  <p>Green zone</p> |  <p>Happy<br/>Calm<br/>Feeling Okay<br/>Focused<br/>Relaxed</p>                      |  <p>Blue zone</p>  |  <p>Sad<br/>Sick<br/>Tired<br/>Bored<br/>Moving slowly</p>                          |



# Birthday books

Why not buy a book to celebrate your child's birthday?

Find our Amazon wishlist on the school website.

The book will have a bookplate inside and will be presented to your child in assembly.



