

# Welcome Evening



# Who's Who?

Executive Head of BFS & BMS- Dawn Wilks

Head of School – Rebecca Wood

Directors of Curriculum- Dani Goulding & Aimee Lancaster

Deputy Head- Donna Swann

SLT- Hayley Winwood

SENDCO- Fiona Utley

Inclusion Manager- Nadine Bowra

SEND and Wellbeing Lead- Lisa Thompspon Purvis

## **Year R Team**

Mrs Tanya White- Class Teacher

Mr Tom Ball– Class Teacher

Mrs Sarah Wright– Learning Support Assistant

Mrs Jessica Morris – Learning Support Assistant



**To prepare children for  
'a life well lived'**

# To prepare children for 'a life well lived'

KNOWLEDGE ACQUISITION	PREPARATION FOR WORK	SELF-AGENCY	TAKING POSITIVE ACTION
<p>The disciplinary and substantive knowledge to make sense of the world around us</p> 			

# To prepare children for 'a life well lived'

KNOWLEDGE ACQUISITION	PREPARATION FOR WORK	SELF-AGENCY	TAKING POSITIVE ACTION
<p>The disciplinary and substantive knowledge to make sense of the world around us</p> 	<p>Being ready to successfully contribute to the economy</p> 		

# To prepare children for 'a life well lived'

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<p>The disciplinary and substantive knowledge to make sense of the world around us</p> 	<p>Being ready to successfully contribute to the economy</p> 	<p>The feeling of being in control of our actions and the consequences they have on our lives</p> 	

# To prepare children for 'a life well lived'

KNOWLEDGE ACQUISITION	PREPARATION FOR WORK	SELF-AGENCY	TAKING POSITIVE ACTION
<p>The disciplinary and substantive knowledge to make sense of the world around us</p> 	<p>Being ready to successfully contribute to the economy</p> 	<p>The feeling of being in control of our actions and the consequences they have on our lives</p> 	<p>Understand our place and impact on the world</p> 

# To prepare children for 'a life well lived'

<b>KNOWLEDGE ACQUISITION</b>	<b>PREPARATION FOR WORK</b>	<b>SELF-AGENCY</b>	<b>TAKING POSITIVE ACTION</b>
<p>The disciplinary and substantive knowledge to make sense of the world around us</p> 	<p>Being ready to successfully contribute to the economy</p> 	<p>The feeling of being in control of our actions and the consequences they have on our lives</p> 	<p>Understand our place and impact on the world</p> 
<b>'Knowing it'</b>	<b>'Doing it'</b>	<b>'Owning it'</b>	<b>'Nurturing it'</b>
<p>Love to learn Knowledge</p>	<p>Confident Experienced</p>	<p>Happy Safe</p>	<p>Responsible Kind</p>

**Welcome to...**

**RECEPTION**



# Yearly Overview

Module	THE INCREDIBLES!	LET'S CELEBRATE	FROM THE INSIDE OUT	WHAT A WONDERFUL WORLD	ARE YOU SITTING COMFORTABLY?	COAST TO COAST
Duration	8 Weeks	7 Weeks	5 Weeks	7 Weeks	6 Weeks	5 Weeks
Focus 1	Expressive Arts and Design	Expressive Arts and Design	Physical Development	Understanding the World	Understanding the World	Understanding the World
Focus 2	Communication and Language	Communication and Language	PSED	Communication and Language		Expressive Arts and Design
Focus 3	Literacy	Literacy	Literacy	Literacy	Literacy	Literacy
Quality Texts	Grandad's Secret Giant David Litchfield Traction Man Mini Grey Elmer the Patchwork Elephant David McKee	Christmas Comes to Moomin Valley Tove Jansson Baboushka Dawn Casey Riley Knows He Can Davina Hamilton Tales from Moomin Valley Tove Jansson	What Do You Do with A Tail Like This? Steve Jenkins That Is Not My Hat Jon Klassen	Footpath Flowers Jon Arno Lawson and Sydney Smith The Tin Forest Helen Ward	Odd Dog Out Rob Biddulph The Detective Dog Julia Donaldson The Adventures of Harold and the Purple Crayon Crockett Johnson The Boy Who Grew Dragons Andy Shepherd	The Lighthouse Keeper's Lunch Ronda and David Armitage The Town is by the Sea Joanne Schwartz
PE	Games (7 Weeks)	Gymnastics (7 Weeks)	Games (7 Weeks)	Dancing (6 Weeks)	Games (5 Weeks)	Sports Skills (7 Weeks)
Music	Me!	My Stories	Everyone!	Our World	Big Bear Funk	Reflect, Rewind and Replay
PSHE	Being me in my World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
Pillar Focus	Self-Agency	Preparation for Work	Take Positive Action	Take Positive Action	Preparation for Work	Take Positive Action

This can be found on the school website-curriculum-curriculum overview

# Contacting your child's class teacher

Your child's Class Teacher is your first point of call.

Mrs White

[twhite@broadstonefirst.poole.sch.uk](mailto:twhite@broadstonefirst.poole.sch.uk)

Mr Ball

[tbball@broadstonefirst.poole.sch.uk](mailto:tbball@broadstonefirst.poole.sch.uk)

Class Teacher – Deputy Head (Donna Swann)- Head of School (Rebecca Wood)- Executive Head (Dawn Wilks)

# Reading for Pleasure is a Serious Business



# The Matthew Effect: reading

Speedy and accurate decoding at 6 years predicts success at 16.

Stanovitch, 1986

Good reading at 10 predicts GCSEs at 16 and earnings at 42.

Institute of Fiscal Studies 2015, *Read on. Get on.*

# The Matthew Effect: reading

- 9 year olds at 90<sup>th</sup> percentile read 2.5 million words a year
- 9 year olds at 10<sup>th</sup> percentile read 8000 words a year

[Anderson, Wilson & Fielding \(1988\)](#)



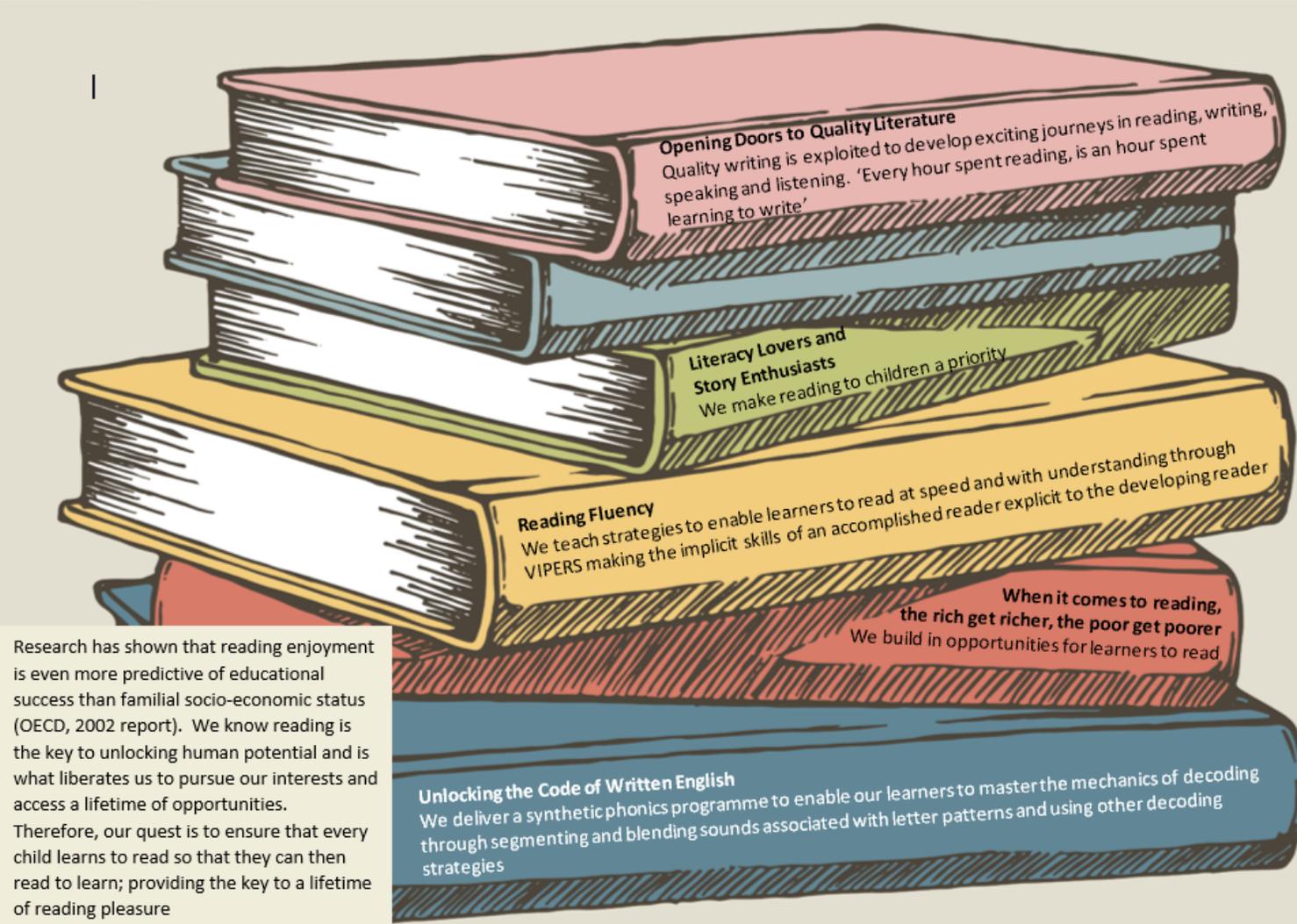
# KEY STAGE 3



# What can we do?



## Reading for Pleasure is a Serious Business at Broadstone Schools



Research has shown that reading enjoyment is even more predictive of educational success than familial socio-economic status (OECD, 2002 report). We know reading is the key to unlocking human potential and is what liberates us to pursue our interests and access a lifetime of opportunities. Therefore, our quest is to ensure that every child learns to read so that they can then read to learn; providing the key to a lifetime of reading pleasure

By the end of **Key Stage 2**, all children will have a reading age at least as old as their chronological age

By the end of **Year 4**, all children will read age appropriate texts at speed (90 words per minute)

By the end of **Year 2**, all children will be reading age appropriate books (White band)

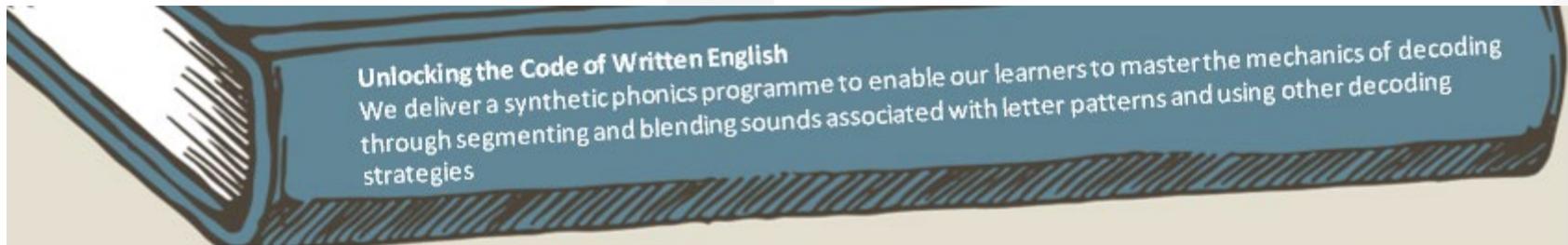
By the end of **Year 1**, all children will have passed the phonics screening check

By the end of **Reception**, all children will know set 1 and set 2 sounds and Phase 4 tricky words

# Unlocking the Code



- PRACTISE!



# The Matthew Effect



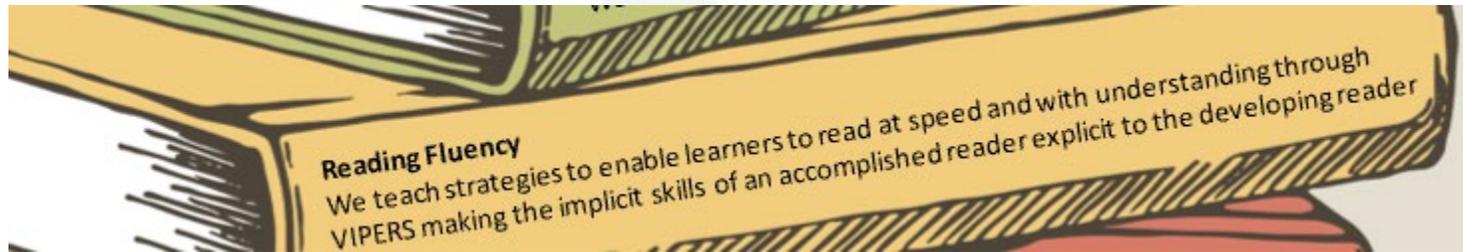
- Ask your children to: Read, Read and Read Some More



# Reading Fluency



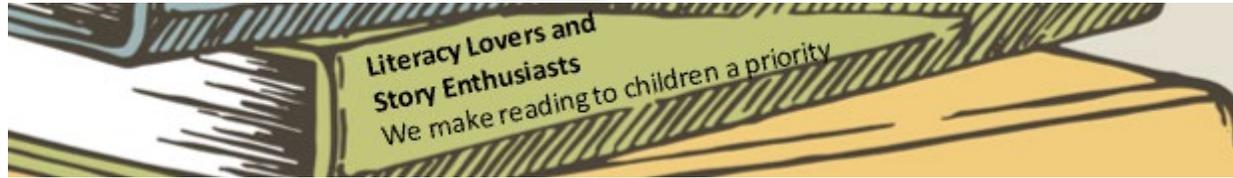
- Ask Questions



# Literacy Lovers and Story Enthusiasts



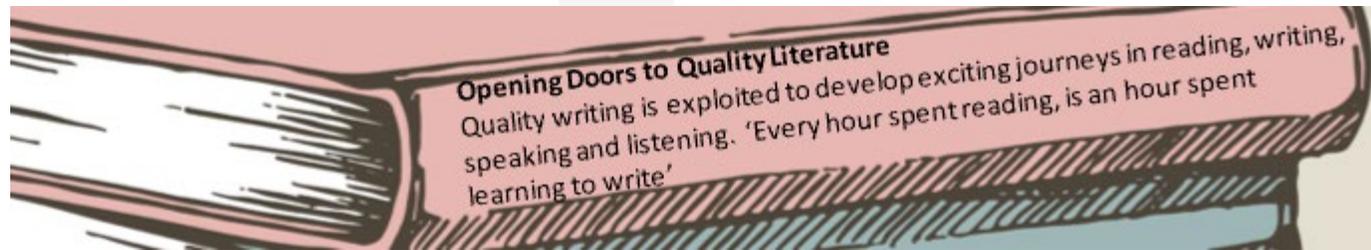
- PLEASE read to them!



# Opening Doors to Quality Literature



- Don't be scared to read the tricky stuff!



An illustration featuring six diverse individuals of various ages and ethnicities, each shown from the chest up and holding an open book. They are arranged in a circle around a central text box. The background is divided into six colored quadrants: top-left (blue), top-right (orange), middle-left (yellow and blue stripes), middle-right (green and blue stripes), bottom-left (red), and bottom-right (green). The individuals include a young boy with orange hair, an elderly man with a white beard and glasses, a woman with black hair and a flower in it, a young girl with brown hair, an elderly woman with white hair and glasses, and a young girl with brown hair. The text in the center is black on a yellow background.

We Need You!  
Join our Reading  
Army

# Unlocking the Code

- Phonics Input



# Reading is a Complex Skill to Master



The cat ¥atcøød the ¥itcε.

The ¥itcε drξξ ø a sliΠψ nøøt into a big caεldr∠ψ.

He cξξld søø a smølψ on the faψψ of the ¥itcε.

# Phonics

- 44 Sounds
- Over 150 graphemes
- We have one of the
- most complex alphabetic
- codes in the world.
  
- So we use .....Read Write Inc.
- to support the teaching and
- learning of Phonics and Reading.



# Key Vocabulary

- **Phonics** – the learning of letters and sounds
- **Phoneme** – a unit of sound
- **Grapheme** – the written letter
- **Blending** – running sounds together to make a word
- **Segmenting** – breaking a word up into sounds
- **Red Words** – words that cannot be decoded using phonics
- **Green Words** - words that can be decoded using phonics
- **CVC** – consonant vowel consonant words
- **Digraph** – a sound made with two letters e.g. sh ai oi
- **Phonetically Plausible** – written phonetically so that it can still be read although it is spelt incorrectly

# A Typical Phonics Lesson

- Phonics lessons are taught daily
- Your child will learn a new sound by:-
  - Listening and practising to say the sound correctly
  - Learning what the sound looks like
  - Learning to write the sound, using a handwriting rhyme
  - Applying what they have learnt by practising that sound in their reading and writing

# Set One:

Speed Sounds Set 1

m m	a a	s s	d d	t t
i i	n n	p p	g g	o o
c c	k k	u u	b b	f f
e e	l l	h h	sh sh	r r
j j	v v	y y	w w	th th
z z	ch ch	qu qu	x x	ng nk

Set 1: single sounds that can be blended together to make simple words, children sounding out and blending for reading.

See 'in house' video on how to say the Set One sounds.

See 'in house' video on how to segment and blend.

# Set Two:

## Speed Sounds Set 2

<p>ay</p>  <p>may I play?</p>	<p>ee</p>  <p>what can you see?</p>	<p>igh</p>  <p>fly high</p>	<p>ow</p>  <p>blow the snow</p>	<p>oo</p>  <p>poo at the zoo</p>
<p>oo</p>  <p>look at a book</p>	<p>ar</p>  <p>start the car</p>	<p>or</p>  <p>shut the door</p>	<p>air</p>  <p>that's not fair</p>	<p>ir</p>  <p>whirl and twirl</p>
<p>ou</p>  <p>shout it out</p>	<p>oy</p>  <p>toy for a boy</p>			

Set 2 , 2 or 3 letters together, digraphs and trigraphs, to form a wider range of words.

See 'in house' video on how to say the Set Two sounds.

# Oral Blending:

Oral blending is merging the sounds you hear together, in your head. This is about HEARING the sounds and merging them together to make a word, not reading them.

- E.g. d-o-g
- h-a-t
- sh-o-p

# Blending to Read:

Blending to read, is merging individual sounds together in a sequence, to make a word.

Initially this can be assisted, then independent.

E.g.    p-i-g  
          b-a-g  
          sh-ee-p  
          d-ay

It is important to draw attention to digraphs, once your child has been taught these, and will come across these in their books.

# Red Words

Red Words Set 1

I	the	my	you	said
your	are	be	of	no

Red Words Set 2

what	all	was	we	so
to	me	call	her	there
want	go	old	some	he

Red Words Set 3

does	tall	come	watch	who
were	brother	any	their	where
two	small	love	many	here
once	buy	worse	thought	talk
caught	bought	walk	could	anyone
would	great	son	water	should

These are words that are not decodable and therefore have to be learned by sight.

See 'in house' video on red words.

# Reading can be tricky

- We hope that **all** children at Broadstone First School will enjoy books and have a positive attitude to reading – but not every child finds reading easy.
- **Please Remember:**
  - Do not compare your child's progress with any other.
  - We see each child as an individual and unique.
  - Reading is not a race.
  - Do not forget how difficult a skill reading is to acquire.

# Listening to your child read

- Find a quiet time with no distractions.
- Make hearing your child read short and stress free – it should be fun, not frustrating!
- Your task as a parent is to practise reading; we will teach the children the skills they need in school.
- Read every day and talk about the book.
- Be positive about reading. Children are motivated by praise!

# Books coming home

- Next Monday
- Book bags to come into school every day
- We will change books on a **Monday**
- Children will bring home three books each week (different purposes)

# Books coming home



## **I READ to you**

As you know our learners learn to read using speed sounds as part of their Read Write Inc phonics programme. These books are directly linked to RWI and are sent home in a very specific order so your child can practise reading at home at exactly the right stage for them. They should be able to read these books without any help as they have already been taught the speed sounds and “red words” for that specific book. These books unlock the code of written English.



## **We READ together**

These are the traditional coloured book band books used in almost every school. They come from a mixed range of publishers that have been precisely levelled and skilfully written to support reading development. Children should be able to read most of the words with a good level of accuracy, but they will still need you to read alongside them to help pronounce tricky words or understanding new vocabulary. You should definitely be part of this reading experience as it is a two-way approach to reading, taking turns, talking about the text and illustrations, and of course checking for comprehension. It is best practise for you to read the book to them first with plenty of discussion about the plot, characters and new words. Your child will then experience far more success when they take their turn to then read the same book.



## **You READ to me**

A real reading treat! Our library is a special place that offers a mix of stories, poetry and non-fiction for all ages and interests. It is a cosy area of the school much like a living room stocked with hundreds of great books all lovingly chosen by our teachers and recommended by experts. These books have been chosen by the child and should be cherished and shared together as an intimate time to develop vocabulary, language comprehension, imagination and to develop a love of reading. The best thing that you can do is to foster your child's love of reading and enjoy reading great stories to them. Spending time reading is time spent investing in your child's future chances.

# Reading Hero



I'm your little reading hero,  
quiet as can be.  
I will listen to you,  
as you READ to me.  
READ to me anytime,  
anywhere you can.  
You will soon find,  
I am your biggest READING fan!

Happy SUPER Reading!



# Support

Remember, we are here to help. Please either speak to us at the door or email us if you have any queries or need some support.

*“So please, oh PLEASE, we beg, we pray, Go throw your TV set away,  
And in its place you can install, A lovely bookshelf on the wall.”*

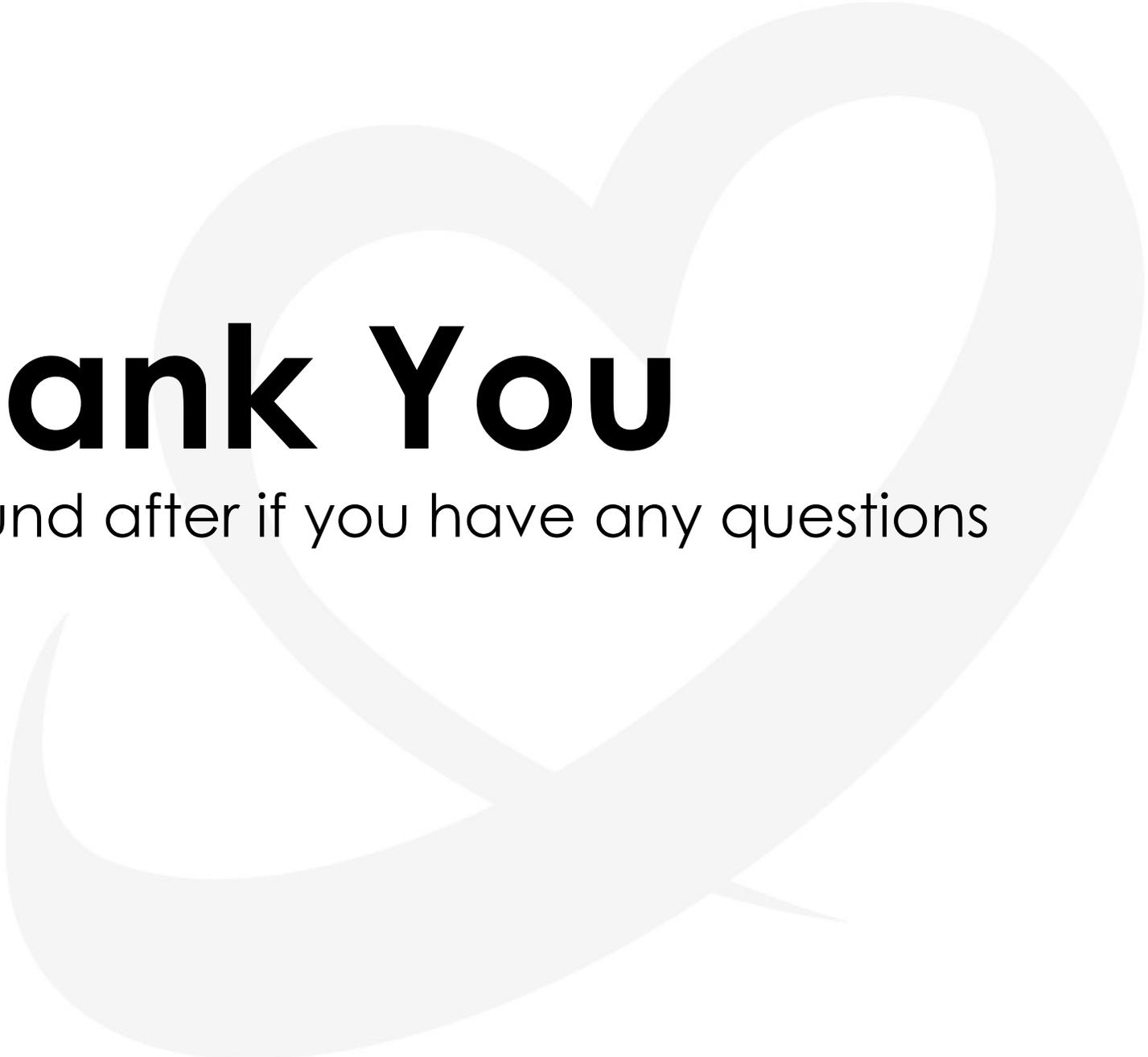
*Roald Dahl, Charlie and the Chocolate Factory*

Mrs White

[twhite@broadstonefirst.poole.sch.uk](mailto:twhite@broadstonefirst.poole.sch.uk)

Mr Ball

[tball@broadstonefirst.poole.sch.uk](mailto:tball@broadstonefirst.poole.sch.uk)



# Thank You

We will be around after if you have any questions