

# Welcome Evening





**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> 	<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> 
‘Knowing it’	‘Doing it’	‘Owning it’	‘Nurturing it’

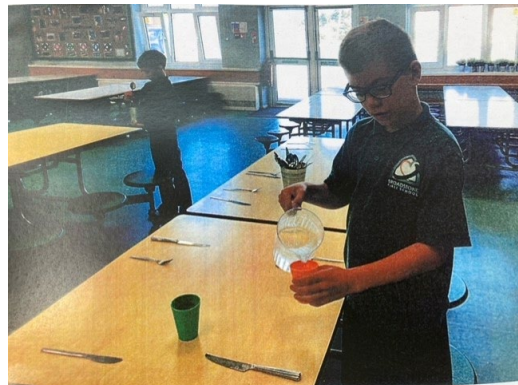
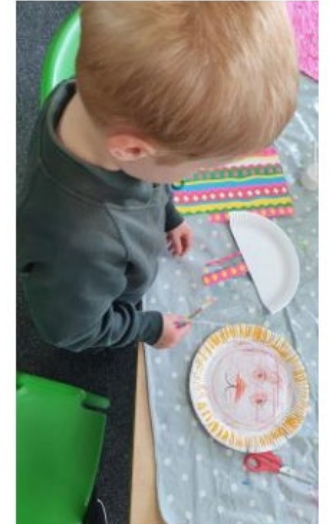
# To prepare children for 'a life well lived'



**UBC**



**Broad and Balanced Curriculum**



**Responsibilities**



**Sporting Opportunities**



**Co-Curricular Offer**

# School/Home Partnership

Effective communication is a crucial factor in ensuring all our learners achieve their best and are safe and happy at Broadstone First School. We are constantly striving to ensure we keep you updated and fully informed regarding your child's learning. Below are the main ways we communicate with you:

- Open door Policy
- School Website
- Letters, texts and emails
- Snapshot of the week- Friday!
- Official Facebook Page

# Contacting your child's class teacher

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

Mrs Tanya White

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

Mr Tom Ball

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

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

# Our PTA needs YOU!

- Be a part of our BFS team
- There is no pressure to take on responsibility – You can do as much or as little as you like
- Join our PTA volunteer mailing list





# Yearly Overview

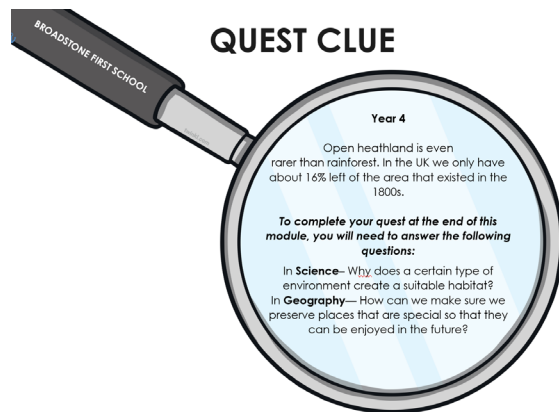
Module	THE INCREDIBLES!	LET'S CELEBRATE	FROM THE INSIDE OUT	WHAT A WONDERFUL WORLD	ARE YOU SITTING COMFORTABLY?	COAST TO COAST
Duration	8 Weeks	7 Weeks	5 Weeks	7 Weeks	6 Weeks	5 Weeks
Focus 1	Expressive Arts and Design	Expressive Arts and Design	Physical Development	Understanding the World	Understanding 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



# Module

- Discrete subjects within a module
- Children learn the disciplines of each subject
- Modules- opportunity to learn the knowledge and practice
- Quest Clue at the start- motivates and excites the children giving purpose
- Quest at end is discrete in it's itself – application opportunity in a new context
- Quest is child centred and is an opportunity to apply new learning
- Time between modules for post teach



# The Incredibles

## **MODULE CURRICULUM FOCUS AREAS**

Expressive Arts and Design

Communication and Language

## **QUEST AND QUALITY STATEMENT:**

We would like you to put on an Art Exhibition that shows us 'We Are All Incredible'

## **To be successful the children must:-**

Draw some images that are recognisable

Explain why you have chosen the images for your artwork

Speak loudly and clearly to visitors at the exhibition

# Let's Celebrate

## **MODULE CURRICULUM FOCUS AREAS**

Expressive Arts and Design

Communication and Language

## **QUEST AND QUALITY STATEMENT:**

Celebrating events and festivals helps us feel grateful for what we have and helps us to enjoy what we have. Your quest is to put on a performance to celebrate Christmas with your family.

## **To be successful the children must:-**

Speak loudly so the audience can hear

Speak clearly so the audience can follow the story

Look at the audience when you are speaking to them

Start and stop singing at the same time as everyone else

Sing together the whole way through your performance in time with everyone else

# From the Inside Out

## **MODULE CURRICULUM FOCUS AREAS**

Physical Development

PSED

## **QUEST AND QUALITY STATEMENT:**

The World Health Organisation tells us that being healthy means being physically well, mentally well and having socially well-being. Your quest is to carry out a series of challenges and tips that you can do at home help live a healthy lifestyles.

## **To be successful the children must:-**

- Talk about different ways to stay healthy in full sentences
- Explain how keeping healthy changes how you feel
- Follow instructions for each keeping healthy challenge

# What a Wonderful World

## **MODULE CURRICULUM FOCUS AREAS**

Understanding of the World (Geography)  
Communication and Language

## **QUEST AND QUALITY STATEMENT:**

There are lots of people in the UK who can't afford healthy food and so they rely on foodbanks run by charities to help them. Send A Cow is a charity that sends gifts to people in Africa to help them set up farms and grow food to eat and to sell. Your quest is to raise money for these charities.

## **To be successful the children must:-**

- Run a sponsored event that challenges your skills in PE!
- Send a leaflet home about the different places you've learnt about and how you want to help
- Remember the sentence you want to share and your finger spaces
- Perform to an audience showing your listening skills when playing in a group.

# Are you Sitting Comfortably

## **MODULE CURRICULUM FOCUS AREAS**

Understanding of the World (History)

Literacy

## **QUEST AND QUALITY STATEMENT:**

It is important for everyone to keep learning! We can all learn from each other. Your quest is to write a story to share with a member of the local residential home to share what you have learnt and find out what life was like when they were your age!

## **To be successful the children must:-**

- Innovate a story to retell
- Record full sentences
- Remember finger spaces!
- Talk about 3 ways that life was different in the past

# Coast to Coast

## **MODULE CURRICULUM FOCUS AREAS**

Expressive Arts and Design

Understanding the World (Geography)

## **QUEST AND QUALITY STATEMENT:**

Your quest is to visit Studland Bay where you will create some artwork inspired by Andy Goldsworthy to celebrate how lucky we are to have such beautiful places on our doorstep. You will need to take your lunch with you so make sure you are prepared —no-one likes their sandwiches stolen by seagulls!

## **To be successful the children must:-**

- Plan what you would like to create at the beach thinking about what you will find there
- Talk about how your lunch box design is the same and different to someone else's
- Make your lunchbox protector using tools safely and carefully



# Educational Visits and Experts

We are passionate about ensuring pupils have opportunities to learn outside the school environment.

During Reception your child will have the below opportunities

- Fire engine visit
- Visit to the theatre
- Fitness expert visit
- African drumming workshop
- Visit from residential home
- Visit to the residential home
- Trip to Studland

# 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.*

It doesn't take much to read a lot of words.

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Read **20 minutes** a  
day and you'll read  
1,800,000 words  
per year.

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# Every book counts.

If you read just **one** book  
a day to your child, they will  
have been read **1825** books  
by their 5th birthday.

**Every Day Counts.**

**Every Book Counts.**



An illustration featuring six diverse individuals of various ages and ethnicities, each sitting on a different colored rug and reading a large book. They are arranged in a circle around a central yellow text box. The background is a light blue wall with a subtle pattern of small yellow dots. The individuals include a man with a beard and glasses, a woman with dark hair and a flower in it, a woman with dark hair, an older woman with white hair and glasses, a woman with dark hair, and a man with brown hair. The books they are reading have various colored covers: green, red, orange, green, blue, and orange. The overall style is colorful and friendly, promoting a love for reading.

We Need You!  
Join our Reading  
Army

# Reading is a Complex Skill to Master



The cat ¥atcøød the ¥itc€.

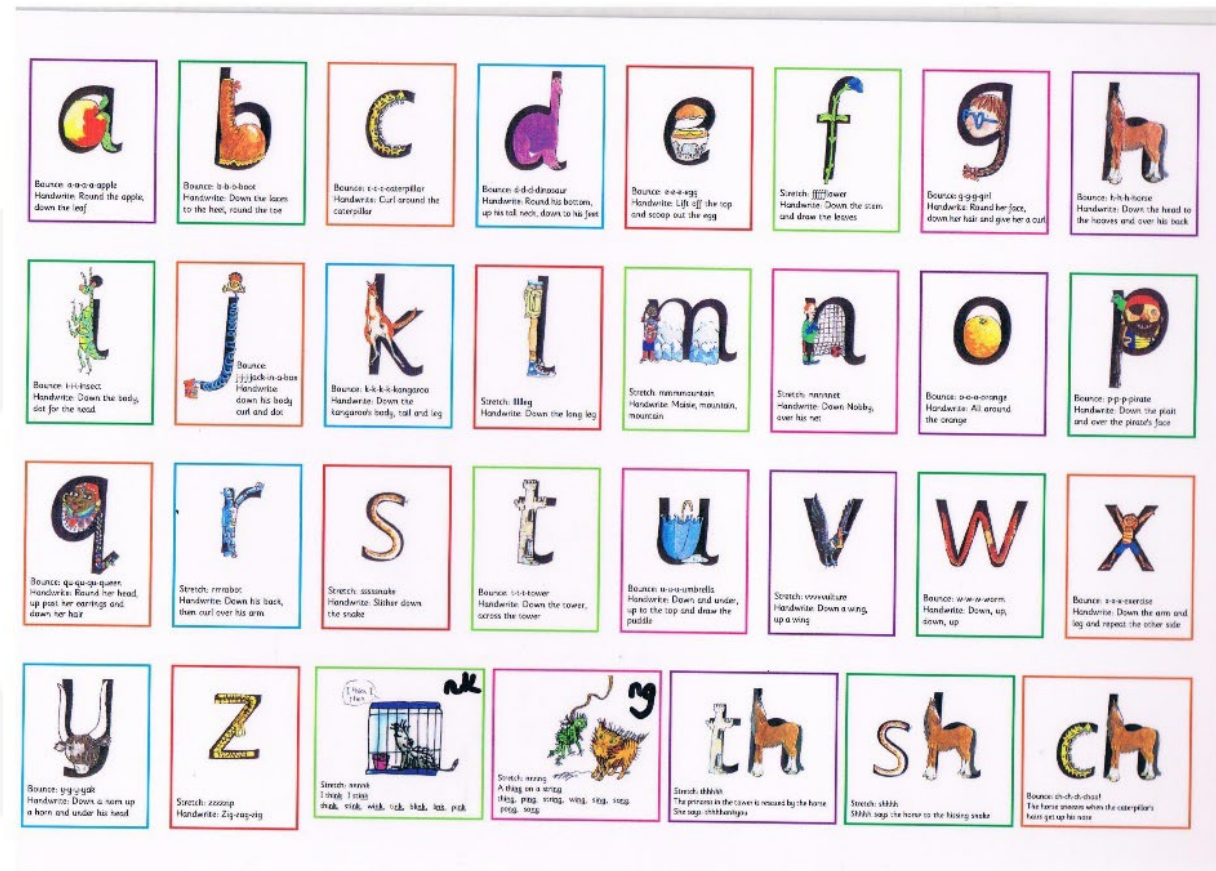
The ¥itc€ drξƧ ø┘ a sliΠψ nøøt into a  
big ca∈ldr∠ψ.

He cξξld søø a smølψ on the faψψ of  
the ¥itc€.



# 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 to read the sound
  - 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



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.



# More Complex Words with Set Two Sounds

p <u>l</u> a <u>y</u>	m <u>a</u> y	s <u>a</u> y
d <u>a</u> y	w <u>a</u> y	s <u>p</u> r <u>a</u> y

2.2

s <u>ee</u>	b <u>ee</u> n	s <u>ee</u> n
<u>th</u> r <u>ee</u>	g <u>ree</u> n	s <u>lee</u> p

2.3

h <u>i</u> g <u>h</u>	l <u>i</u> g <u>h</u> t	b <u>r</u> ig <u>h</u> t
n <u>i</u> g <u>h</u> t	f <u>r</u> ig <u>h</u> t	m <u>i</u> g <u>h</u> t

2.4

b <u>l</u> ow	l <u>ow</u>	k <u>n</u> ow
s <u>n</u> ow	s <u>h</u> ow	s <u>l</u> ow

# 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