

Welcome to Year R



Foxes Class –
Miss Humphry & Mrs Scott



Deer Class
Miss O'Donnell & Mrs Eamon



Rabbits Class
Mrs Flynn & Mrs Andrews

7 Areas of Learning





Learning to read at Stoke Park Infant School

Our reading agreement

- [Our reading agreement.pdf](#)

We believe that reading is one of the most important skills that your child will learn at school and one of the greatest gifts any adult can give to a child is to read to them. We fundamentally believe that there is no substitute for books in the life of a child. Reading accompanies you on your life journey and is a constant companion, bringing knowledge, pleasure and escapism. We work in close partnership with families to develop the children's ability to read and the love of reading.

Reading is truly at the heart of everything at our school and that is why we make sure that the children at Stoke Park Infant School learn to read as quickly and as confidently as possible. We aim to instil a life long love of reading in all children.

How will my child learn to read at Stoke Park Infant School?

We begin the journey of learning to read as soon as the children start in YR. This is done with daily high quality phonics teaching following Pearsons Bug Club Scheme. Lessons are fun and pacy and interactive and follow a clear progression of acquiring the phonological knowledge and skills to read. We teach children to segment (break up) and blend (put back together) sounds to read and write words. Alongside this phonic books are matched to the child's phonics level and allocated to your child to read at home by logging on to Bug Club. Teacher's allocate the book, inform you of the book title and sounds being taught via a sticker in the child's reading diary

Pearson Phonics – Bug Club



What is phonics?

Phonics is one method of teaching children how to read and write.

Phonics is all about sounds. There are 44 sounds in the English language, which we put together to form words.

Some are represented by one letter, like 't', and some by two or more, like 'ck' in duck and 'air' in chair.

Children are taught the sounds first, then how to match them to letters, and finally how to use the letter sounds for reading and spelling.

Synthetic phonics refers to 'synthesising', or blending, the sounds to read words. It is based on the idea that children should sound out unknown words and not rely on their context.

An introduction to phonics

<https://www.youtube.com/watch?v=0dCRWLLNXPo&t=53>

s

The importance of pronunciation

Sounds should be articulated clearly and precisely.

<https://www.youtube.com/watch?v=UCI2mu7URBc>

We also support this with cued articulation

<https://www.youtube.com/watch?v=BPLnfNciLbA>

At Stoke Park Infant School we have chosen to follow Bug Club Phonics, a comprehensive teaching programme and DFE approved systematic synthetic phonics scheme. The scheme follows a proven progression in order to teach children to read and prepare them for the Year 1 phonics screening. Not only has Bug Club been found to be successful academically for children but it also creates a positive start to the reading journey with high quality teaching resources and books.

The Bug Club phonics programme follows the teaching sequence of Letters and Sounds. All lessons are structured in the same way each day, with an introduction, revisit, teach, practise and apply element. This provides children with consistent routines that they become familiar with. The resources are multisensory in that there are visual elements, auditory elements and kinesthetic elements. In essence the children have to look, listen and do. This means that lessons are fun, interactive and engaging and help to secure essential phonic knowledge.

Daily lessons include words taught in the previous day's session. The children quickly move onto reading captions and sentences and then decodable reading books. We use whole class teaching as advocated by Bug Club. Some children may then be identified as needing additional support within these sessions. They may also need additional support alongside these sessions. Some children require extensive support to catch-up and they are taught in smaller groups or on a one to one basis to target their specific needs.

Reading books are matched to the child's phonics stage or the sounds taught that week. Books are allocated for the child to then re-read at home and can be accessed via each child's individual Bug Club log in. See the links below to help with finding the books allocated by your child's class teacher.

What we send home



Year R - Phonics - Week 2 - WB 18.9.23



s	a
t	p

Steps to help your child to recognise the sound the letter makes:

1. Adult points to the letter, child says the sound it makes. (see videos on Class Dojo if you are unsure how to pronounce the pure sound)
2. Adult says the sound, child points to the letter.
3. Practise blending the sounds to read the words below. Say each sound slowly and then model how to blend them by saying them slightly quicker to make a word. When you have modelled this a few times, encourage your child to do the same.
4. Show your child how to put a coloured dot (sound button) under each letter. Sometimes it helps to touch/prace the sound buttons under each word, to help your child to see how many sounds there are in each word before they blend the 3 sounds together to say the whole word. eg:  s a t - sat
5. Every time your child recognises the sound or can read the word give them a little lick. See if you can get 10 licks in each box.

at	pat
sat	tap



Bug Club



Username:

Password:

Code:

www.activelearnprimary.co.uk



Step 3: Open one of the books

The screenshot shows an eBook interface. On the left, a sidebar titled 'Before and during reading' contains sections for 'Say the sounds' (h, b, f, f), 'Blend the words' (t-u-b, h-o-p-s, f-i-l-l, m-e-s-s), and 'Read the tricky words' (I into). It also includes 'Meet the Alphablocks' (a, b, c), 'Talk together', 'Vocabulary check', and 'While you read' tips. A yellow bug icon is in the center. The main area shows the book cover for 'A Big Mess' with characters 't', 'u', and 'b'. The bottom navigation bar has a magnifying glass, 'Back', 'Read to me', 'Next', and a close button.

On the left of the eBook you can see which sounds and letters will be covered in the books, as well as any tricky words and top tips to help your child.

You will notice that there is a yellow circle with a bug's face in the middle. This is our hotspot icon and whenever you click on it there will be an activity to do.

In the bottom left of the screen you have a magnifying glass should you wish to zoom in.

In the bottom middle we have a Read to me function. If you click on this the narrator will read the book aloud. We advise that your child attempts to read it by themselves first if you want to use the Read to me function.

In the bottom right corner you can close the book.

Step 4: Completing an eBook

o f f

l f f i

o f f

Tip top!

o-ff, off!
The tap is off.

After reading

Story comprehension

- How do the alphabet cards help you?
- What are you doing in the story? What is the problem?
- How do the alphabet cards help you?
- How do the alphabet cards help you?

Picture detective

Ask the children to find an object in the picture that starts with the letter 'o'.

Don't necessarily do all of these activities – just those that your children need.

Follow up

Speedy reading

Return to the words on the book cover and read them aloud. Ask the children to read them aloud and then read them again. Ask them to read them again and then read them again.

Segmenting for spelling

Write the spelling on a card and use the words in the story to help the children to spell it.

- Use the words in the story to help the children to spell it.
- Use the words in the story to help the children to spell it.
- Use the words in the story to help the children to spell it.

Back Read to me Next

At the end of the book there will be an activity to do with your child. Once you are ready to finish, click the cross to close the book.

Your child's teacher will be able to see when your child has finished a book and also to see how they got on.

Step 7: Spending the coins

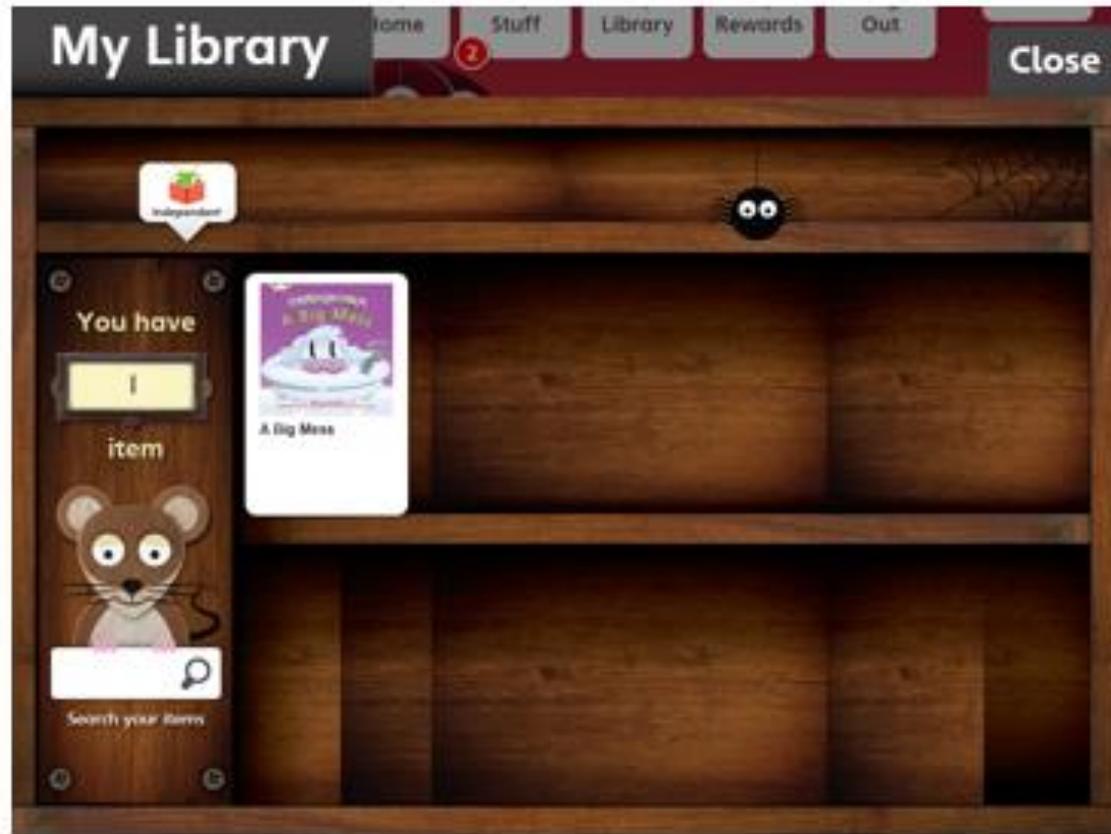


Over time, your child will accumulate more and more coins as they read more and more Bug Club Phonics books. You can see just how many coins they have on the homepage.

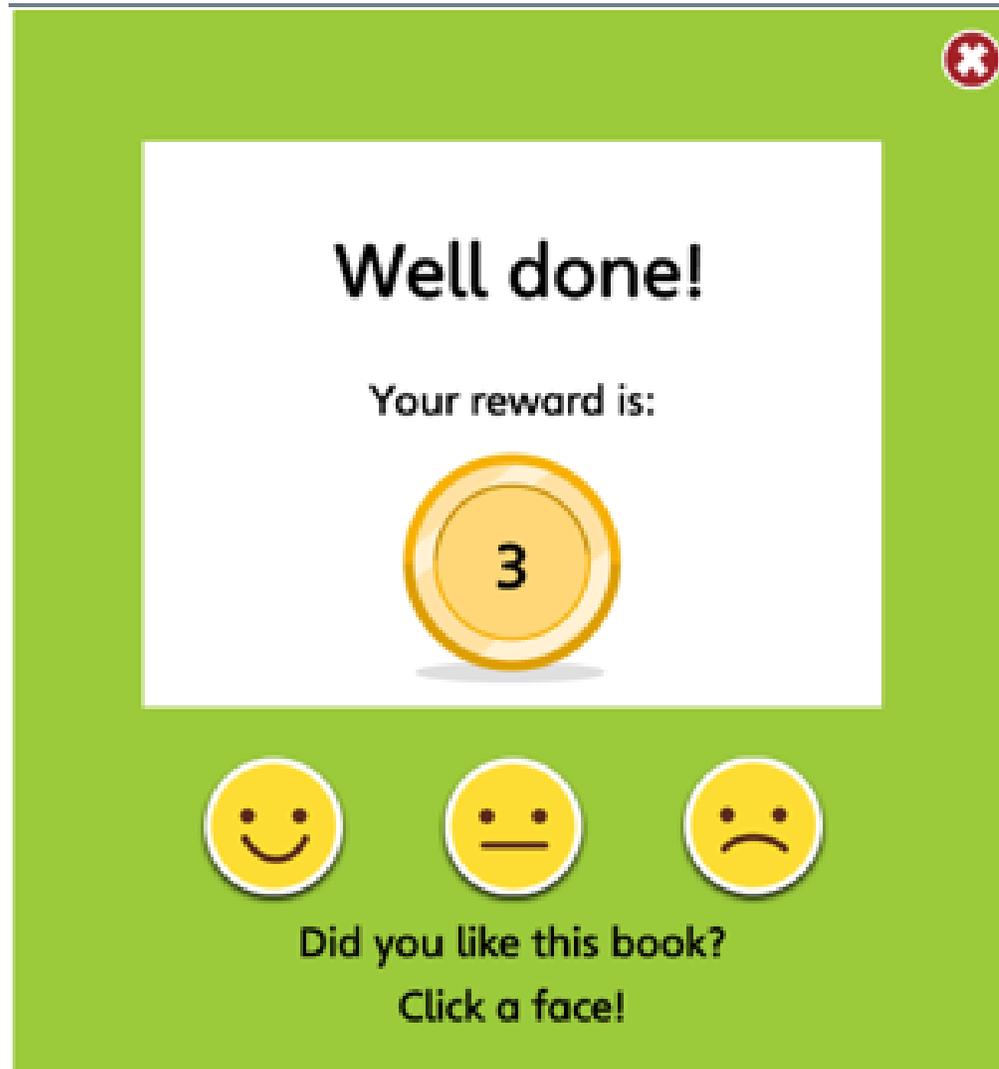
Now for their favourite part (after reading the eBooks of course), spending those coins.

Click on My Rewards to spend the coins. In the Pit Stop area children can play a racing game; in the Sticker Factory area they can buy digital stickers; finally, in The Tree House, they can decorate their tree house.

My library



Once you finish a book it will drop out of My Stuff and move into My Library. Your child can read this any time they wish, but they won't be able to earn additional coins.



For eBooks, once you read to the end and attempt all of the activities, your child will be given a reward and the opportunity to say whether they liked the book.

For games, your child will be given a reward after attempting every activity and clicking finish at the end of the game.

Tricky words

Tricky words/Common Exception words such as I, me, be, he, we etc are taught to be recognised quickly and not to be decoded. This is done through daily practise in class and tricky word lists in the back of your child's reading diary. In YR at 10.30a.m. three times a week, all teaching assistants in the school go to YR and take part in guided reading sessions with the children in small groups, with the book that they will then be allocated to read at home. We also have daily DEAR sessions - Drop everything and read where an adult reads a range of stories, poems and rhymes to the class. We also ensure that there are many opportunities for the children to discover phonics and reading in their continuous and enhanced provision whilst they are playing.

Book Bands

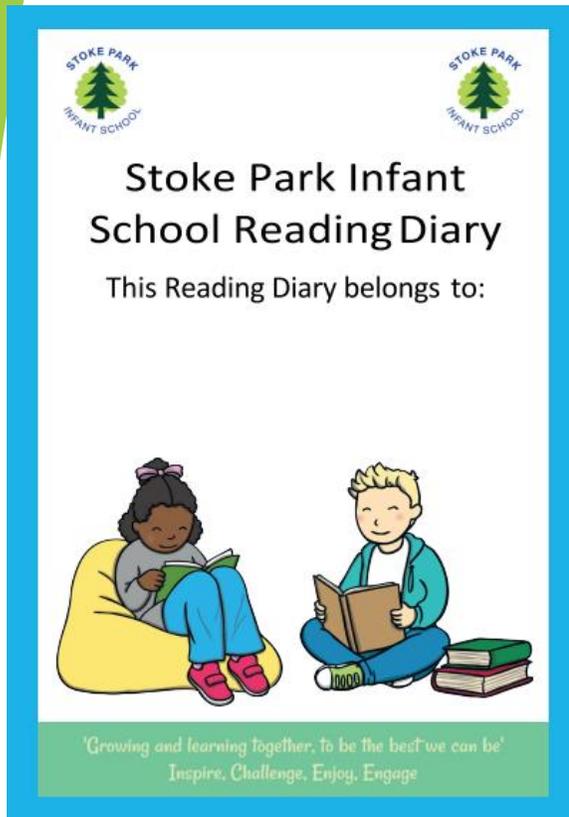
Year	Autumn Term	Spring Term	Summer Term
Foundation	Pink	Red	Yellow
Year 1	Blue	Green	Orange
Year 2	Turquoise	Purple	Gold

The books that the children take home are organised into coloured book bands. Please see below the expected book band for each term in each year

Children learn at different rates, so will have additional support if they do not meet the benchmark for each term.

This may be additional reading at school, a specific programme or they may be invited to breakfast reading club.

In YR all children are heard to read for a minimum of three times a week at school and we expect that they read four times a week at home. In the reading diary the children need to have four ticks per week and they are awarded Dojo points for every time they read at home. This adds up to a class percentage which is then shared with the school and senior leaders. All staff have a reading journal to record those children who are reading four times a week and we will support you to achieve this. All classrooms have an exciting themed reading area with a wide selection of books and a well stocked school library. Your child will also choose a book from the coloured book band boxes to read at home which contain decodable and tricky words. These can be changed as frequently as required.



<u>Year 1 Common Exception words - to learn to read & spell</u>				
the	a	do	to	today
of	said	says	are	were
was	is	his	has	you
your	they	be	me	he
she	we	I	no	so
go	by	my	here	there
were	love	some	come	one
once	ask	friend	school	put
push	pull	full	house	our

The expectation is that children read 4 times a week at home with an adult.

WB:	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
Please ✓ or initial							
Weekly learning objective:							
Date:	Comments:						

Handwriting – Kinetic Letters

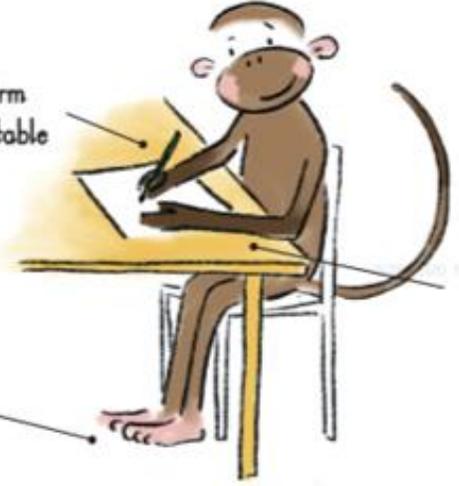
Making Bodies Stronger

 I can use my strong Table-writing position.

My Writing Arm rests on the table

My feet are flat on the floor

My Helping Hand positions my work



©Kinetic Letters® 2020

10

Writing Position (Left-handed)

©Kinetic Letters 2020 1:19:43 PM 5/2/2024 9/1/2024 19:2024



I can organise my writing position



My Helping Hand can push my whiteboard to be under my Writing Hand and slope the board downhill

Writing Position (Right-handed)



I can organise my writing position



My Helping Hand can push my whiteboard to be under my Writing Hand and slope the board uphill

Pencil Pick Up Song

You get your

Holding Fingers ready

And pick your pencil up

You tip it back

To lie across your hand

You put your Pillow Finger under, to keep poor Curly safe

That's your 3 Friends Hold



I can do my Pencil Pick Up

Pencil Checks

Holding Fingers opposite

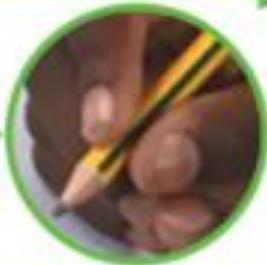


I can touch my fingers to check

Can you see some green leaf?



Pillow Finger under



Pen back



Wrist bent



Hand rests down



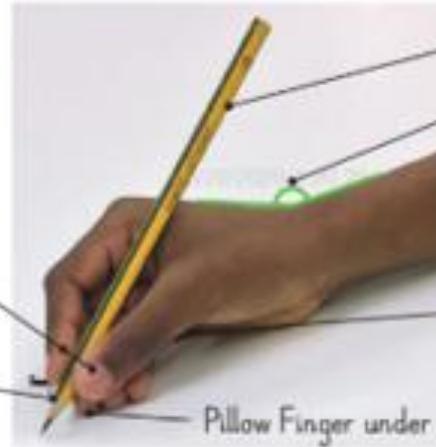
The 3 Friends Pencil Hold



I am right-handed

Holding Fingers opposite

Can you see some green leaf?



Pencil back

Wrist bent

Hand rests down

Pillow Finger under



I am left-handed

Pencil back

Wrist bent

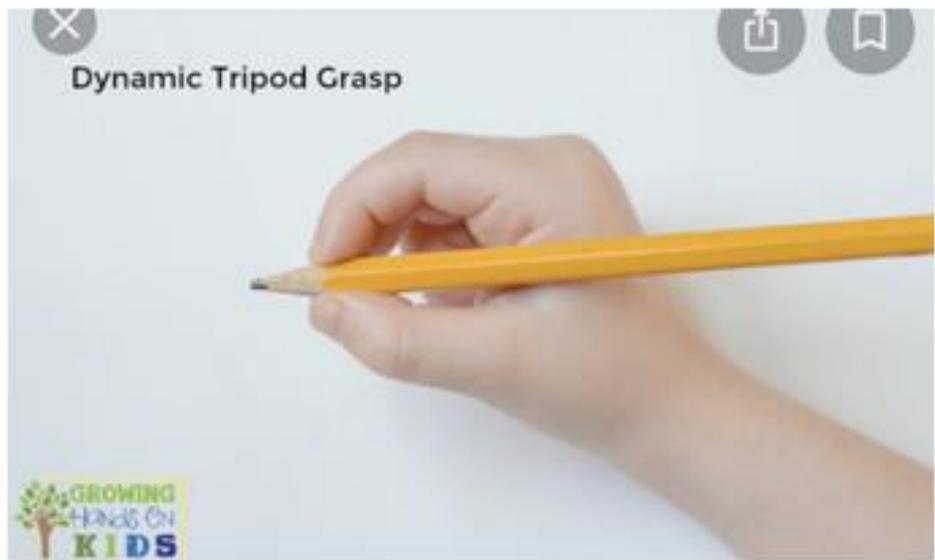
Hand rests down

Pillow Finger under

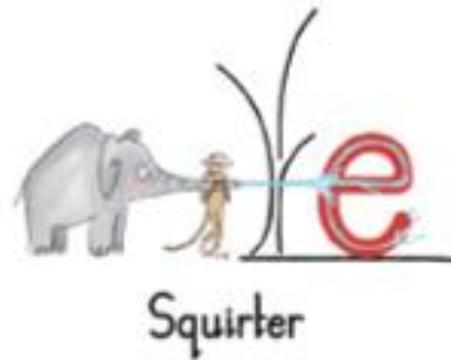
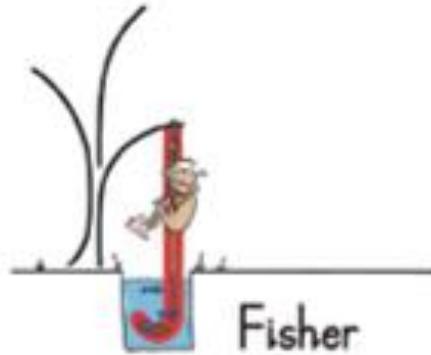
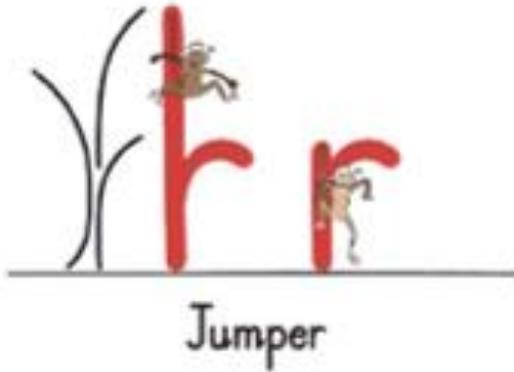


Holding Fingers opposite

Can you see some green leaf?

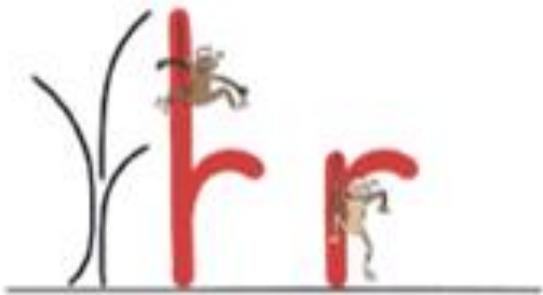


Letter Families - names

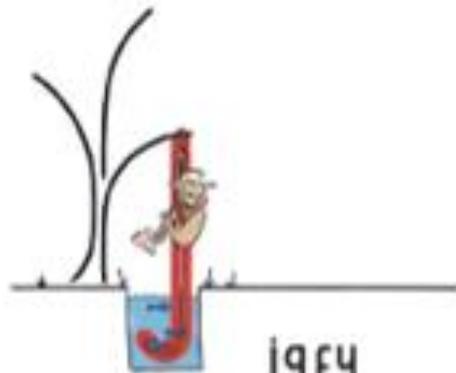


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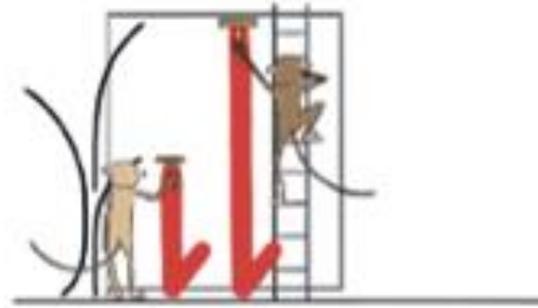
Letter Families - letters



hnmrbp



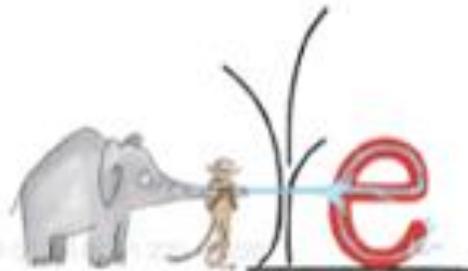
jgfy



ltiu



coadgsq



e



vwzk

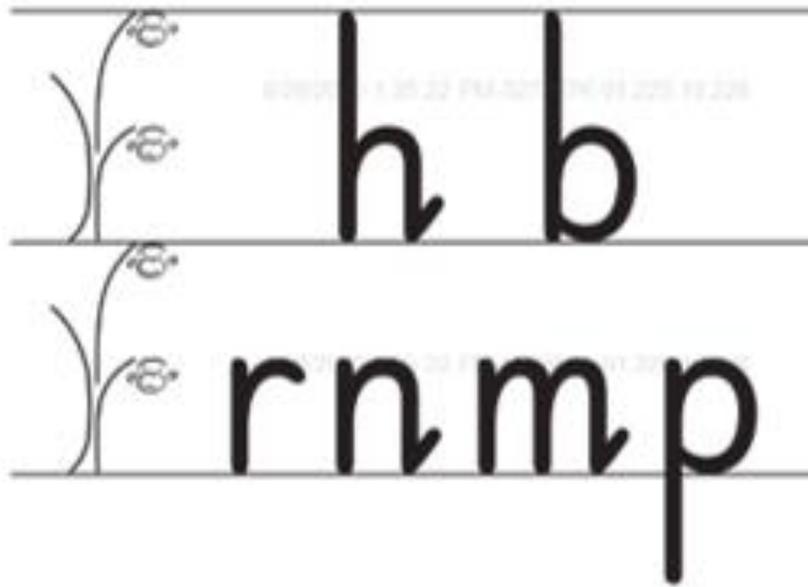
Jumper Family h n m r b p



I can write the Jumper Family letters



Down-bump. Back up. Push over.



Forest School



- ▶ Forest School
- ▶ Takes place 1 afternoon or morning every 3 weeks.
- ▶ Will take place in the local woods or school grounds.
- ▶ Will require children to bring a warm waterproof coat, waterproof trousers, wellies, a warm set of home clothes to wear into the woods.

CLASS DOJO



- ▶ Allows us to send you photos and information about your child's learning either individually or as a whole class
- ▶ As usual please continue to speak to us at the beginning or end of the day if you have any information to share
- ▶ We will share events/reminders etc
- ▶ Dojo points

Making the right choices

Our Ranger Rules



We listen
We don't interrupt



We work hard
We don't waste our own or other's



We look after our property
We don't waste or damage things

We are honest
We don't cover up the truth



We are gentle
We don't hurt others



are kind and helpful
We don't hurt anybody's feelings



- ▶ Ranger Rules – Children will stay in the treehouse if they follow them. If they do something exceptional then they may put their name on the bird and 'fly high'



Ranger Skills – behaviours for learning



Resourceful Beaver

Naturally Curious Bear



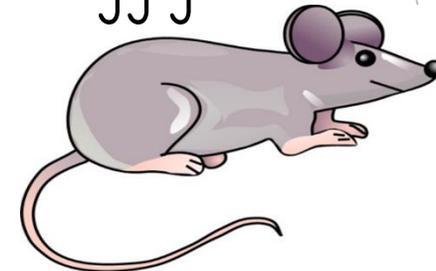
Enthusiastic Otter



Adaptable Spider



Giggly Mouse



Resilient Ant



To be a good RANGER
you need to be.....

Resourceful

Adaptable

Naturally Curious

Giggle (a lot)

Enthusiastic

Resilient

Celebrations

Dojo points

Children will collect Dojo points based on our Ranger Rules and Ranger Skills. These points work towards a 'special' certificate:

- * Red - 100
- * Yellow - 200
- * Green 300
- * Bronze - 400
- * Silver - 500
- * Gold - 600
- * Ruby - 700
- * Diamond - 8000
- * Platinum - 900
- * Head teacher's certificate - 1000



Other certificates: awarded in Friday celebration assembly

Class Ranger of the Week

Stickers:

Ranger book

Awesome Author

Maths Magician

Visiting Mrs Charles or Mrs Brennan



We look forward to working with you and your
child this year.

