



Aims

- Staff
- Curriculum Overview
- Trips
- Early Learning Goals
- Ways to support your child at home

The five circular icons represent the 5C's of SEL:

- Community:** An icon showing three stylized figures under a sun, with the text "feel part of a" and "COMMUNITY".
- Creative:** An icon of a smiling sun with a face, with the text "be" and "CREATIVE".
- Care:** An icon of two hands holding a heart, with the text "for ourselves, others and our world" and "CARE".
- Curiosity:** An icon of a magnifying glass over a question mark, with the text "develop" and "CURIOSITY".
- Communicate:** An icon of two speech bubbles, with the text "confidently" and "COMMUNICATE".

love



Learning Focus - Topics

Autumn 1

Super Duper
Me!

Spring 1

Favourite
Stories

Summer 1

Growing and
changing

Autumn 2

Let's
Celebrate!

Spring 2

Real
Superheroes

Summer 2

Let's get moving!



School Trips and Experiences

Autumn 1

Church Visit
Visit from Little Dots Role Play
Village

Spring 1

'Stay and do Maths' parent
workshop
Local visit to library/park

Summer 1

Butterflies
Local visit to library/park

Autumn 2

'Stay and Read' parent workshop
Nativity play

Spring 2

Visits from 'Real Superheroes'
Visit from Mobile Farm

Summer 2

Visit to Wythall Transport
Museum



Early Learning Goals

Communication and Language

Listening, Attention and Understanding

- Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions.
- Make comments about what they have heard and ask questions to clarify their understanding.
- Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.

Speaking

- Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.
- Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.
- Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.

Understanding the World

Past and Present

- Talk about the lives of the people around them and their roles in society.
- Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.
- Understand the past through settings, characters and events encountered in books read in class and storytelling.

People, Culture and Communities

- Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.
- Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class.
- Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and (when appropriate) maps.

The Natural World

- Explore the natural world around them, making observations and drawing pictures of animals and plants.
- Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class.
- Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.

Personal, Social and Emotional Development

Self-Regulation

- Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly.
- Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate.
- Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.

Managing Self

- Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.
- Explain the reasons for rules, know right from wrong and try to behave accordingly.
- Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.

Building Relationships

- Work and play cooperatively and take turns with others.
- Form positive attachments to adults and friendships with peers.
- Show sensitivity to their own and to others' needs.

Expressive Arts and Design

Creating with Materials

- Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.
- Share their creations, explaining the process they have used.
- Make use of props and materials when role playing characters in narratives and stories.

Being Imaginative and Expressive

- Invent, adapt and recount narratives and stories with peers and their teacher.
- Sing a range of well-known nursery rhymes and songs.
- Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music.

Mathematics

Number

- Have a deep understanding of number to 10, including the composition of each number.
- Subitise (recognise quantities without counting) up to 5.
- Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts.

Numerical Patterns

- Verbally count beyond 20, recognising the pattern of the counting system.
- Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity.
- Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.

Physical Development

Gross Motor Skills

- Negotiate space and obstacles safely, with consideration for themselves and others.
- Demonstrate strength, balance and coordination when playing.
- Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.

Fine Motor Skills

- Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases.
- Use a range of small tools, including scissors, paintbrushes and cutlery.
- Begin to show accuracy and care when drawing.

Literacy

Comprehension

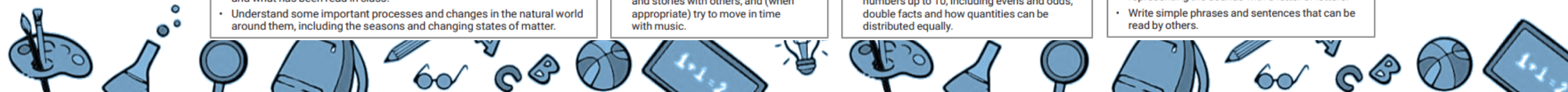
- Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.
- Anticipate (where appropriate) key events in stories.
- Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.

Word Reading

- Say a sound for each letter in the alphabet and at least 10 digraphs.
- Read words consistent with their phonic knowledge by sound-blending.
- Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.

Writing

- Write recognisable letters, most of which are correctly formed.
- Spell words by identifying sounds in them and representing the sounds with a letter or letters.
- Write simple phrases and sentences that can be read by others.



Ways to support your child at home

- Support and reassurance
- Attendance
- Talk to your child
- Weekly newsletter
- Good sleep
- Healthy breakfast
- Home school agreement



Support my child's progress by hearing them read their school reading book at least five times per week and writing a comment in the reading record.

Share books and encourage the completion of other home learning activities.

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Science Daily (2019)



Book Bag

Your child already has:

- Class library book
- Reading diary
- Protective reading bag

Next week your child will also have:

- Reading book
- Please keep books in bag at all times as we do not have set days for reading and keep water bottles outside book bag.



Reading to your child

- Nurture your child's natural love for reading
- Special time
- Find a time and place that works for you with the television and technology turned off.
- Talk about the front cover.
- Relate the story to the child's experiences as they read.
- *I wonder what would happen next..*
- *This reminds me of the time when we..*



Reading the levelled reading book

- A book for your child to read to you.
- Carefully selected to be at correct level of challenge for your child
- In reception, the book will be changed once per week.
- We will read a twinkl book in school and send a different book home with your child. Your child will not have read the book before.



Reading Diary

- Please write in the reading diary every time you hear your child read – your child will get a stamp if there are 5 comments in their diary. (No more than once per day)
- Date, title and smiley face in comment box is sufficient from parent. We want you to spend your time reading, rather than writing lots of comments.
- At the moment the book to write about is the book you have read to/ shared with them (class library book and other books from home/library)
- Once your child has their levelled reading book, this needs to be the main focus of the home reading, followed by any other books.
- Please **do not** use the reading record book for **sending other messages into school** - this is just for reading related information.



Levelled reading books

Twinkl Phonics Level	Number of Teaching Weeks	Recommended Year Group (UK schools)	Age of Children
Level 1	36	Nursery/Preschool	3-4 years
Level 2	6	Reception	4-5 years
Level 3	12	Reception	4-5 years
Level 4	4	Reception	4-5 years
Level 5	30	Year 1	5-6 years
Level 6	30	Year 2	6-7 years

Level 1 continues to be taught alongside the other levels.

This is just an overview. We understand that every child progresses at their own pace.

- Most children will receive a Level 1 book to start with. This is a book with very few/no words for your child to 'read' to you using the pictures to tell the story, turning the pages themselves.
- We will soon start to teach Level 2 of our phonics scheme. This is when the children will learnt the letters and how to read words.
- Once the children have learnt enough letters in a few weeks time, we will then give them a book they will be able to read using the letters they know.



Phoneme

Smallest unit of sound



2 phonemes



3 phonemes

Phoneme



4 phonemes s l u g



4 phonemes ch e s t



5 phonemes r o c k e t

Segmenting and Blending

Blending and segmenting can be tricky to master but once children have got it, it will really help them.

- 'I can see a b-i-n.'
- 'Can you pass me a b-a-g?'
- Put your hands on your 'h-ea-d'
- *We are practising this a lot at the moment in school so if you can support this at home it will really help.*



Grapheme

The written representation of a sound
(a letter or group of letters)

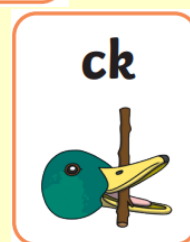
Graphemes

Letter (graph)

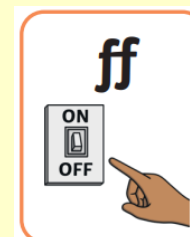


Digraph

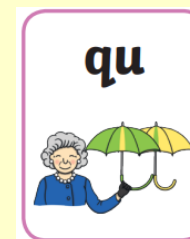
2 letters that represent one phoneme (sound)



rock**et**



muff**in**



que**n** qu**i**ck

Grapheme

Trigraph

3 letters that represent one phoneme (sound)

igh



n**igh**t

ear



b**ear**d

air



ch**air** st**air**s

Help your child to read using phonics

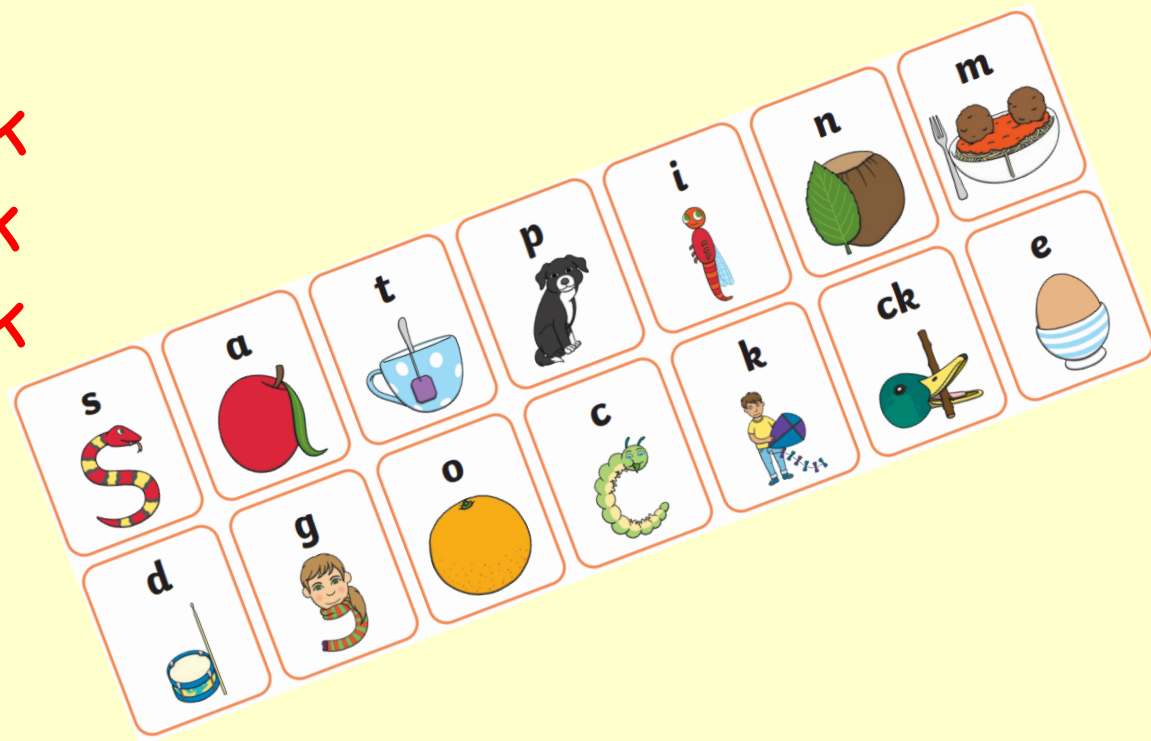
Once your child knows s, a, t, p, you can ask your child to read words using these letters in books or using the letter cards.

a t	at
s a t	sat
p a t	pat

Help your child to read using phonics

As your child learns more letters and sounds, they will be able to read more words, including those with digraphs very soon: **ck**

r o ck rock
p i ck pick
s a ck sack



Tricky words



- For some words, using phonics (sounding out) does not work
- We call these words 'Tricky Words'
- They are words we just need to remember
- Can your child recognise these words in their book, signs and other texts?





Level 2 Tricky Words

I **the** **go**

no **to**

 visit [twinkl.com](https://www.twinkl.com)

 Level 2











Phonemes

- Each week we will send home the letters and sounds (and/or words) we are learning that week so you can help your child to practise them at home. (Newsletter and paper)
- It is important that your child knows it is a letter 's' but for the purpose of reading using phonics they need to be able to say the phoneme (sound).

Pure sounds

- Actions and mnemonics [Twinkl Phonics Level 2 Sounds and Actions - YouTube](#)

<p>s</p>   <p>Make a snake's head with your hands and wiggle your body like a snake!</p>	<p>a</p>   <p>Pretend to bite into a crunchy apple.</p>	<p>t</p>   <p>Pretend to stir a teaspoon around a teacup.</p>	<p>p</p>   <p>Make one hand into a puppy's head and pat it with your other hand.</p>
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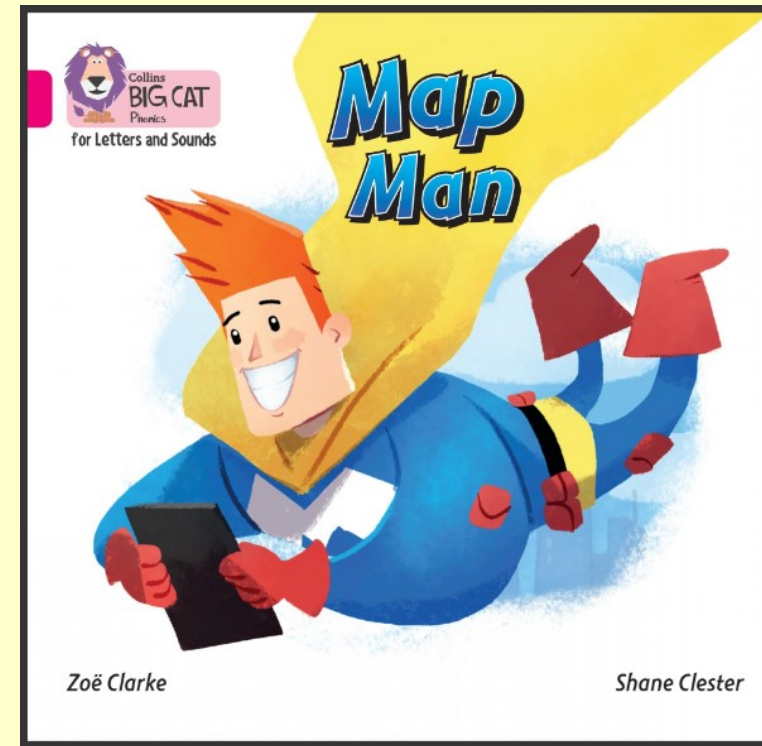
Hearing your child read their Reading Book

- Find a quiet time and space without distractions.

Pit Pat by Collins - Issuu



Map Man by Collins - Issuu



Helpful tips:

- If your child is tired, read to them instead of them reading to you. (Maybe you could get 'stuck' on a few words they could help with)
- Ensure your child gets meaning and pleasure from the book they are reading:
 - If they are sounding out every word, they will forget what they are reading
 - Help them out by telling them some words
 - Take it in turns to read a page each



Some links that can help you at home:

- [PowerPoint Presentation \(stlrnci.bham.sch.uk\)](http://stlrnci.bham.sch.uk) This powerpoint explains the twinkl phonics scheme in more detail. It can also be accessed via the 'Curriculum' section of the school website.
- [Twinkl Phonics Level 2 Sounds and Actions - YouTube](#)
- ***We will send you resources from Twinkl phonics in newsletters.***



**We will be modelling how to help your
child to read their book at our 'Stay and
Read' sessions:**

RY

1.45 - 3.05

**Tuesday 7th
November**

RR

1.45 - 3.05

**Thursday 9th
November**

RB

1.45 - 3.05

**Friday 10th
November**



Home School Agreement

Parents/carers
to read, sign
and return to
school as soon
as possible

	AS A SCHOOL WE WILL DO OUR BEST TO...	AS A PARENT/CARER I WILL DO MY BEST TO...	AS A CHILD I WILL DO MY BEST TO...
SCHOOL ETHOS	Provide a secure, happy and stimulating learning environment where Christian faith leads our way.	Having chosen St Laurence Church Infant School for your child, accept the school's aims and Christian values, positively supporting the school.	Be proud of being a member of St Laurence Church Infant School.
ATTENDANCE AND PUNCTUALITY	Encourage good attendance and support you if your child's attendance falls below 92%.	Ensure that my child attends school every day unless ill. Inform school on first day of absence. Not take holidays during term time. Ensure that my child arrives and is collected on time.	Go into my classroom quickly and sensibly.
BEING READY FOR SCHOOL	Encourage the wearing of school uniform at all times.	Send my child to school in full school uniform.	Always wear my school uniform and keep myself tidy.
ENCOURAGEMENT AND MOTIVATION	Encourage and motivate children to do their best and feel a valued member of the school.	Encourage and motivate my child to do their best and value all of their achievements.	Listen carefully, work hard and take a pride in all I do.
GOOD BEHAVIOUR	Have a clear Behaviour Regulation Policy. Encourage children to be kind and polite to others, and to follow the School Rules.	Encourage my child to follow the standards of behaviour expected by the school. Be a role model to my child by being courteous to school staff.	Be ready, be respectful and be safe.
CURRICULUM	Provide a wide variety of learning experiences and opportunities. Inform parents/carers about what we aim to teach the children and how they can be supported.	Support my child's progress by hearing them read their school reading book at least five times per week and writing a comment in the reading record. Share books and encourage the completion of other home learning activities.	Remember to take home my reading books every night and read them to my grown-up.
MEETING INDIVIDUAL NEEDS	Inform parents/carers about their children's progress, through parents' evenings and an Annual Report. Meet the individual needs of children and listen to their concerns.	Attend all meetings relevant to the curriculum and my child's progress. Make the school aware of any concerns which might affect my child's work or behaviour.	Tell a grown up in school if I am worried about anything.
	Allow children safe and secure use of the internet through a combination of site filtering, supervision and by fostering a responsible attitude in all pupils, in partnership with parents.	Support school in the teaching of safe and secure Internet use at home. Not take photos or videos of other people's children at school events, unless their parents have given me express permission. Not share photos or videos of other people's children on Social unless their parents have given me express permission. Do not send my child with smart devices or a camera into school.	Keep any smart devices at home. Use the internet safely as I have been taught in class.
	Protect children's digital identities in accordance with school policy.		
	Headteacher Date	Parent/Carer Date	Child's Name Date



Thank you for listening!



Mr Sherlaw



Mrs Hegarty



Mrs Cole & Mrs
Meara

Please feel free to have a look at the books we use in school.

We will send this powerpoint to you.

We look forward to talking to you about how your child has settled at our parents evening in November.

