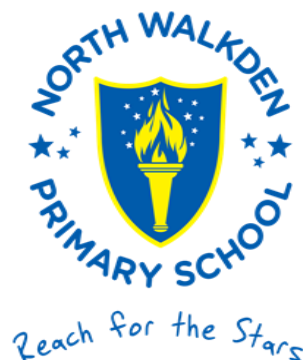


Autumn Term 2 Topics: Harvest - Christmas around the World, People who help us- Doctors, Autumn to Winter Investigation, Diwali, Bonfire Night, Children in Need, Remembrance Day, Advent, Christmas, Nativity!



Reception

Autumn Term 2

Early Writing- Continuing to develop a phoneme / grapheme relationship. Now has increasing control when making marks and drawing. Copies adult 'writing behaviour' e.g. writing on a whiteboard, writing messages. Uses some recognisable letters and own symbols such as their name or some initial sounds.

Compositional Skills- Forming the basic understanding of compositional skills through talk - to organise play and describe events and special occasions.

Development of Spelling- Orally spell VC and CVC words by identifying the sounds. Write their own name.

Development of Handwriting- Children form letters from their name mostly correctly. Children understand that we write from left to right and top to bottom. Children using 'pinch and flick' as a method to hold their pencil in a supportive grip for effective writing.

Fine Motor- Children continuing to develop their fine motor skills. Children beginning to learn correct letter formations and use these in their writing.

Gross Motor- Begin to develop overall body; strength, balance, co-ordination, balance and agility. Experiment moving in different ways.

Listening skills- Children are listening more on the carpet and when being spoke to by their teacher and peers. Children continue to listen to new stories that are shared with them.

Understanding skills- Children following clear instructions with 2 parts.

For all other Areas- PSHE/UTW/ C+L:

Please see the MTP on our class page or ask Miss Briggs to discuss further.

Mathematics

It's me 1,2,3! Find 1, 2 and 3

- Subitise 1, 2 and 3
- Represent 1, 2 and 3
- 1 more
- 1 less
- Composition of 1, 2 and 3

1, 2, 3, 4, 5 : Find 4 and 5

- Subitise 4 and 5
- Represent 4 and 5
- 1 more
- 1 less
- Composition of 4 and 5
- Composition of 1 – 5

Count objects, actions, and sounds. Introduction of Subitising.

Circles and Triangles : -

- Identify and name circles and triangles
- Compare circles and triangles
- Shapes in the environment
- Describe position

Shapes with 4 sides :

- Identify and name shapes with 4 sides.
- Combine shapes with 4 sides
- Shapes in the environment
- My day and night

Reading Comprehension: Children being able to sequence two events from a familiar story

– possibly with the use of prompts for support. Children discussing and hearing a range of books – non-fiction and fiction. Children being asked questions linked to the books read to them. Children using texts and images to answer simple questions.

Daily differentiated RWI Phonics lessons will continue. First sound reading books introduced and children read graphemes (letter sounds). The children are taught how to begin to blend some simple words (Fred talk-say the word!). The children will also read a few common exception/'Red words' matched to the phonic programme.

All of the children have now been sent home with a Reading folder. It contains a sound chart (Set 1), Set 1 sound booklet and a reading record. Please practice all of the sounds with your children to make sure that they can recognise each letter sound. When the children can confidently segment and blend orally, they will be sent home a 'ditty' sheet or sound blending book. The children must be able to segment (c-a-t) and blend (say the word cat) confidently. Below is a Parent letter with a little more information.

Please continue to share the Reading for Enjoyment books that are sent home and write in the children's Reading jotter what you have read.



North Walkden Primary School

How we teach reading – answers for parents.

The Read Write Inc. Phonics programme

We have written this for parents. It explains how we teach reading using the *Read Write Inc.* programme. Learning to read is the most important thing your child will learn at our school. Everything else depends on it, so we put as much energy as we possibly can into making sure that every single child learns to read as quickly as possible. We want your child to love reading – and to want to read for themselves. This is why we put our efforts into making sure they develop a love of books as well as simply learning to read.

How will my child be taught to read?

We start by teaching phonics to the children in the Reception class. This means that they learn how to 'read' the sounds in words and how those sounds can be written down. This is essential for reading, but it also helps children learn to spell well. We teach the children simple ways of remembering these sounds and letters. Ask them to show you what these are.

The children also practise reading (and spelling) what we call 'tricky words', such as 'once,' 'have,' 'said' and 'where'. The children practise their reading with books that match the phonics and the 'tricky words' they know. They start thinking that they *can* read and this does wonders for their confidence. The teachers read to the children, too, so the children get to know all sorts of stories, poetry and information books. They learn many more words this way and it also helps their writing.

How will I know how well my child is doing?

We will always let you know how well your child is doing. We use various ways to find out how the children are getting on in reading. We use the information to decide what reading group they should be in. Your child will work with children who are at the same reading level as him or her. Children will move to a different group if they are making faster progress than the others. Your child will have one-to-one support if we think he or she needs some extra help to keep up. In the summer term, the government asks us to do a phonics check of all the Year 1 children. That gives us extra information about their progress. We will talk to you about how well your child has done, and especially if we have any worries at all.

How do I know the teaching will be good?

All the staff have been trained to teach reading in the way we do it in this school. We believe that it is very important that all the teachers and teaching assistants work in the same way. Senior teachers watch other teachers teaching to make sure that the children are learning in the way we want them to learn.

What can I do to help? Is there anything that I shouldn't do?

You have already been invited to a meeting within Autumn Term 1 with Miss Briggs so that we can explain how we teach reading.

When ready, your child will start to bring different sorts of books home from school. It helps if you know whether this is a book that your child can read on their own or whether this is a book that you should read to them. The teacher will have explained which is which. *Please* trust your child's teacher to choose the book(s) that will help your child the most. Help your child to sound out the letters in words and then to 'push' the sounds together to make a whole word. Try not to refer to the letters by their names. Help your child to focus on the sounds. You can hear how to say the sounds correctly at this link: <https://www.ruthmiskin.com/parentsandcarers/>

Sometimes your child might bring home a picture book that they know well. Please don't say, 'This is too easy.' Instead, encourage your child to tell you the story out loud; ask them questions about things that happen or what they think about some of the characters in the story.

We know parents and carers are very busy people. But if you can find time to read to your child as much as possible, it helps him or her to learn about books and stories. They also learn new words and what they mean. Show that you are interested in reading yourself and talk about reading as a family. You can find out about good stories to read to your child here:

<https://www.facebook.com/miskin.education>

Does it matter if my child misses a lesson or two?

It matters a lot if your child misses school. The way we teach children to read is very well organised, so even one missed lesson means that your child has not learnt something that they need to know to be a good reader.

What if he or she finds it difficult to learn to read?

We want children to learn to read, however long it takes us to teach them. We will find out very quickly if your child is finding reading difficult. First, we move children to a different group, so that we can make sure that they have learnt what they need to know. If they still struggle, we give them extra time with an adult, on their own. These adults are specially trained to support these children. Your child will still be in the same group with the other children and won't miss out on any of the class lessons.

If we have any serious worries about your child's reading, we will talk to you about this.

Some children take a bit longer to learn to put sounds together to read a word, e.g. c-a-t to make the word 'cat'. At our meeting, we will explain how you can help your child to do this.

My child has difficulty pronouncing some sounds. Will this stop him learning to read through phonics?

This isn't a problem for learning to read as long as we know what sound the child is trying to say. This is not something to worry about. Many children have a few sounds that they can hear clearly but find it difficult to say, particularly the l-sound, r-sound, w-sound, th-sound, s-sound, sh-sound and j-sound. Often they say a t-sound for the c-sound; "ttssh" for the s-sound; "w" for the r-sound and "r" for the l-sound. You can help your child by encouraging him or her to look at your mouth when you say the sound. Whatever you do, do not make your child feel a failure. They can easily learn to read, even if they find one or two sounds difficult to say. Don't hesitate to contact us if you have any concerns. We are here to help.