



## Happy New Year from Year One

Spring 08.01.19

Firstly we would like to welcome everyone back after the holiday and say Happy New Year to you all! We had a great time during the Autumn term and the children thoroughly enjoyed our 'Stop, Look, Listen' and 'Mr Men and Little Miss' topics. This term we will be covering two topics: 'Wild World' where the children will be learning about the United Kingdom, keeping safe and the different animal groups, and 'Once Upon A Time' where we turn our attention to animations and traditional tales. As usual, we invite the pupils to bring in anything topic related. Please ensure things are clearly named, not breakable and that the children do not mind them remaining in school for the duration of the topic. Both classes Show and Tell remains on Fridays.

### **Timetable**

-Play Ball continues to be on Wednesday for both Orange and Silver Class. Mrs Douglass will be back teaching National Curriculum Dance in Year One on Thursday mornings this term. Please ensure your child has a full P.E kit on their pegs at all times for additional PE, which needs to include a white t-shirt, red shorts and plimsolls. On both Wednesday and Thursday children are expected to be wearing black legging/jogging bottoms to school.

-Library day for both classes remains on a Wednesday.

-We are continuing to offer different subject choices for the children's homework. Please continue to encourage your child to choose different options week by week. Speed-reads will be sent within the log books on Mondays and assessed on Fridays; please ensure your child pronounces each sound carefully and consistently checks their spelling. Homework is also set on a Monday, due in the following Monday. We expect the children to be taking care of their home learning logs and handing in work that is presented in a way that is expected from them in school (please record in pencil).

-Please remember that we implement a password system across the whole school when children are being picked up at the end of the day. These emergency passwords are to be used when someone *other than* a regular arrangement, or person named in the 'Going Home' book, is picking up your child at the end of the school day. Please ensure that you inform the school of any changes to regular pick-up arrangements by completing the relevant form from the office.

### **Phonics Screening Check 2019**

The phonics screening check is a national assessment to check your child's decoding skills and whether they are applying what they have learnt in their phonics lessons. The check is based on 20 real words and 20 nonsense (not real) words. They read the words aloud to a familiar teacher on a 1:1 basis, in a quiet room.

#### Reason for the compulsory check:

- To assess if children sound out and blend sounds in order to read simple words.
- To record whether children can read phonically decodable (saying the sounds out loud and then joining them) one-syllable and two-syllable words, e.g. cat, sand, windmill.
- To understand if children can read a selection of nonsense words which are referred to as pseudo words. These are to check their decoding skills, but they do not need to say if the words are real or nonsense (this is indicated by alien pictures for nonsense words).



## Expectations

- ✓ Sound out each sound in the word using pure sounds.
- ✓ Blend the sounds out loud.
- ✓ Say the whole word out loud.
- ✓ Self-correct without adult encouragement.
- ✓ We encourage children to add buttons and bars to help them blend and avoid mistakes.

**X** Forget to blend. Just say the sounds and not whole word.

**X** Add additional sounds into words.

**X** Rely on adult intervention to decode and blend.

## Decoding

- Children need to say each sound in the word from left to right.
- Children should blend the whole word and say it out loud.

### **If children are struggling:**

- Talk about the meaning if they don't understand the word they have read.
- Work at their pace.

## Pure sounds

Please ensure children pronounce their sounds purely to promote correct reading. The video below demonstrates pure sounds: <https://www.jollylearning.co.uk/free-parent-teacher-resources/learn-the-letter-sounds/>

## Date and results

The phonics check will be administered during the week commencing the **10th June. (It may only be taken the following week if absent but no time after that)**. We will feedback scores by the end of the Summer term. If children do not meet the expected mark they can resit the screening check in Year Two.

## **Behaviours of learning**

The children have made encouraging progress so far in Year One and to develop this further we are inspiring them to be:

- ✓ Resilient- keep trying especially when faced with a challenge.
- ✓ Independent- work with greater independence to show understanding and maturity.
- ✓ Curious- investigate and ask appropriate questions to explore the world around them.
- ✓ Enthusiastic- show eagerness to learn and engage with a task.
- ✓ Focused- listen and follow instructions with greater independence.
- ✓ Problem solvers- take risks within their learning to broaden their knowledge (independently think outside the box).

## **Websites**

Resources: <http://chestnutlane.bucks.sch.uk/>

We are all looking forward to another enjoyable term!



**Questions**

- 1. How do you know children are blending correctly?** Children start blending in Early Years and continue to do so naturally. They have experience of sounding out and adding buttons and bars to support their reading.
- 2. For the screening, are children aware that they need to sound out each word and say the whole word out loud? Not read the words from sight.** During phonics lessons, children are encouraged to sound out and say the whole word out loud. This is supported further when reading and should continue at home. Although sounding out and blending is preferred and encouraged, children are not penalised for reading a word from sight if it is correct.
- 3. Is there a time frame for each child's screening?** The pace of the screening is dictated by each child. Adults will not prompt the children to continue but may remind them at the start to focus on sounding out and blending. At the beginning, there are practise words to allow for some adult and child discussion.
- 4. Are the children aware that they are being assessed?** We do not tell the children about the screening but encourage them to sound out and do their best blending.
- 5. Will parents receive their child's screening result out of 40?** The results sent in the Summer term will show how many words your child sounded out correctly. From this number you will be able to tell their mark out of 40.
- 6. Do the screening results stay with the children through their education into other schools?** Yes, the results are stored as part of children's assessment and progress data during full time education.
- 7. If children do not pass the screening, do they get extra support?** Additional reading support will be provided for children in Year Two and should be continued at home.
- 8. In the future what do the screening results mean?** The results outline each child's decoding ability. They will show any children who may need additional support in their reading, both at school and home.
- 9. Do you have any past papers available?** We would encourage parents to use their child's weekly speed read words to practise their sounding out and blending. Also, sound mats can be used to address blending. Sounds can be put into real and nonsense words for children to practise.



**Please continue to discuss word meanings with your children. This will help them to recognise real and nonsense words.**

