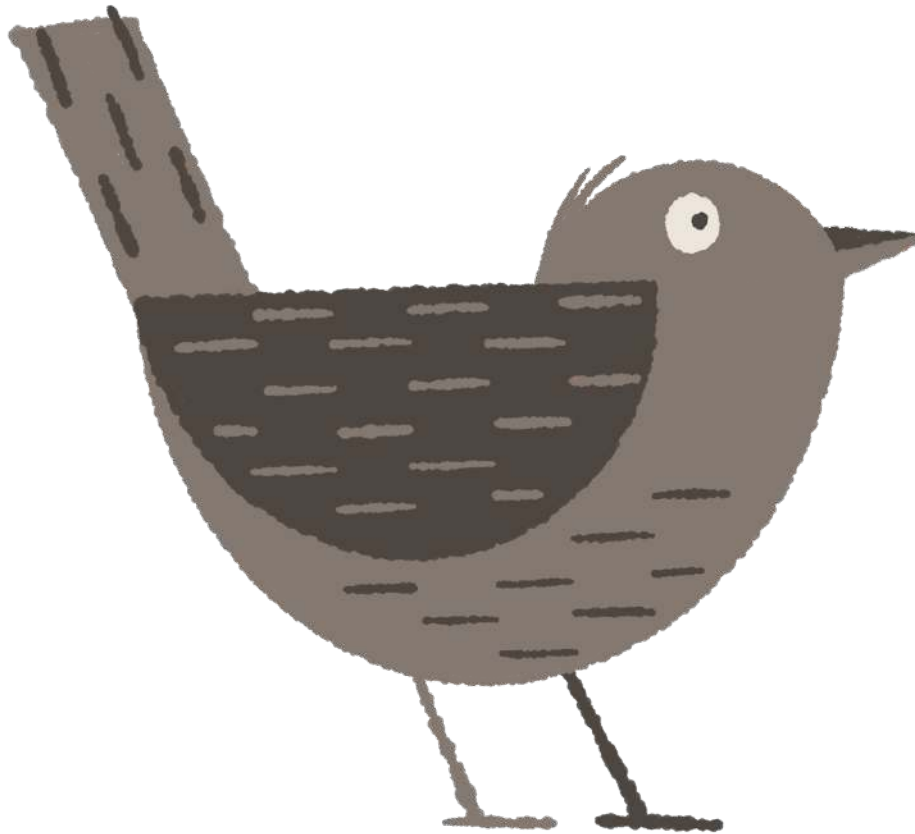


# WRENS' CLASS GUIDE



2022-2023



# MEET THE TEAM

MRS EARLE

[mrs.earle@stebbingprimary.co.uk](mailto:mrs.earle@stebbingprimary.co.uk)

CLASS TEACHER

MS THORP

TEACHING ASSISTANT

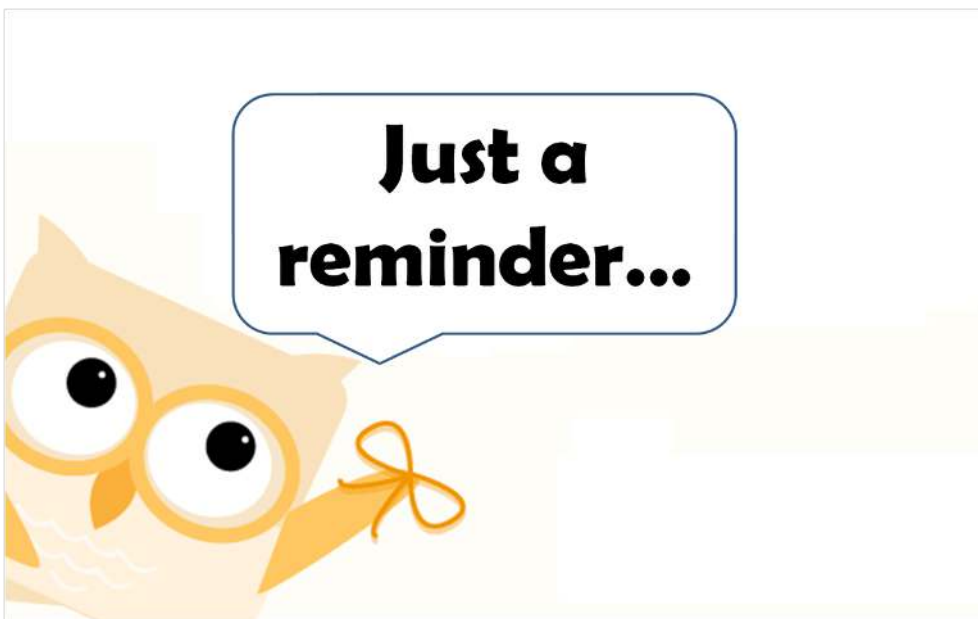
MS GORMER

1:1 TEACHING ASSISTANT



# IMPORTANT REMINDERS

- Nail varnish must be removed for school.
- No jewellery (apart from ear studs) are to be worn at school and these must be removed by the child for them to take part in PE.
  - Children must have a water bottle in school every day.
- Please ensure that all of the children's items of clothing are clearly named.
  - Please remember that we are a 'nut free' school.
- Children in KS1 have snacks provided for them by the government, however if you would prefer to send a snack in yourself, or your child requests it, please be mindful that we encourage food 'not from a packet'; such as fruit, vegetables etc. as part of our Healthy School Ethos.



# ENGLISH

## READING

The expectation with regards to reading at home is that it is done at least four days a week. Even if it is just a page, reading a menu when you are out for dinner, reading the information on cereal packets or a book, it is important to all other areas of development to have time to read and discuss books with children.

An adult will check the reading records every day, so if you have read with your child or if your child has read on their own please note this in the reading record so that we can monitor how they are progressing with their reading at home.

If your child has read consistently throughout the week (a minimum of four days), they will be rewarded by being a Reading Star and receive a Dojo. At the end of the week, all children will take part in our weekly 'Book club' session on a Friday afternoon whereby they can sign up to attend a book club for a half term to share a book with their peers in other classes.

Throughout the day, adults in the classroom will be listening to your child read. We also have whole class guided reading sessions timetabled throughout the week.

In Wrens, while we are still developing all the skills we need for reading, we'll keep our decodable reading books for one week. This is the advised structure for using the decodable **\*ELS\*** (ELS is explained further on the next page) books to become a Reading Star...

Day 1 (or longer depending) - decode the words in the book

Day 2 - re-read the book more fluently

Day 3 - re-read the book, using appropriate expressions this time.

Day 4 - re-read the book working on comprehension; questioning and discussing events, characters, words used and if there are different words that have the same meaning.

Some weeks Wrens will also read a decodable book in class as part of their ELS lessons. This book will be set on Oxford Owl and it is likely that they will read this very fluently to you the first time you hear it, having practised it several times in class. This is ideal, as the purpose of ELS is to build confidence, fluency & a love for reading. You can access Oxford Owl using your child's log in.

The children choose their own reading books at school so they may reselect books that they have already read by choice, which as you know is recommended and promotes that 'love' for reading..



# SOUNDS & WORDS

In Reception, all children will have a daily

phonics session. At stepping we follow the **'Essential Letters and Sounds'** scheme.

We begin with phase 1 which focuses on phonological awareness. Essential Letters and Sounds concentrates on developing children's speaking and listening skills and lays the foundations for the phonic work which starts in Phase 2.

During phase 2 the Children will learn their first phonemes and will use these to segment and blend simple CVC words. They will also learn to read and write their first set of 'harder to read words' - I, to, the, no, go.

By the time they reach Phase Three, children should be able to blend and segment words using the phonemes taught in Phase Two. They will learn a further 26 phonemes in Phase Three, which mostly consist of digraphs and trigraphs. They will also learn the letter names using an alphabet song, although they will continue to use sounds when decoding words. During Phase Three, the next set of tricky words will also be taught.

In Reception we aim to reach Phase 4. Phase Four doesn't introduce any new phonemes. The aim of this phase is to consolidate the children's knowledge and to help them learn to read and spell words which have adjacent consonants, such as trap, string and milk.

It also focuses on the reading and spelling of words with more than one syllable. During this phase, children will be taught another set of harder to read words to read and write.

These skills will support your child with their reading and writing. Promotion of this at home, alongside reading and spellings is very important and highly recommended.

Spelling Shed now demonstrates pronunciation of the phonics sounds in some games, but you can also get a quick one minute demonstration from YouTube by typing 'pronunciation of phonemes' and clicking on the video by *allsaintsprimary*, or by following this link [https://www.youtube.com/watch?v=BqhXUW\\_v-1s](https://www.youtube.com/watch?v=BqhXUW_v-1s)

In Reception we are required by the Government to do a Baseline assessment. This is an interactive assessment that will be carried out by the Class Teacher and Teaching Assistant.

# SPELLINGS

Your child will be given a spelling and sounds book that will consist of: letter sounds, high frequency words to be read and written and words to sound out. Each week, an adult will update your child's book with a new sheet of spellings and sounds for your child to practise at home which is appropriate for their phonic level.



We also have an app called Spelling Shed at school. Children will have supervised access to this once a week as another fun alternative for spelling. Each child has their own Spelling Shed login which will be sent home when we begin Phase 2 phonics. I will upload weekly spelling lists that link to the sounds we are learning. You may wish to download this app to use at home.

# MATHS

## Mastering Maths in Early Years

Achieving **mastery** means acquiring a solid enough understanding of the **maths** that's been taught to enable pupils to move on to more advanced material.

In Early Years we will be exploring numbers by looking at everything that number can do and everything that number can do to other numbers.

Counting for instance is not just a matter of being able to recite the sequence of the numberline but looking in detail at each and every number individually to understand how we identify and use number in everyday life.

# PHYSICAL EDUCATION

PE will take place on a **Tuesday**, (and will be outside wherever possible), however, children are expected to have their PE kit in school at all times.

## INDOOR PE KIT

School PE polo shirt  
School PE shorts/skorts  
Bare feet



## OUTDOOR PE KIT

School PE polo shirt  
School PE sports jumper  
School PE shorts/skorts  
Jogging bottoms (if required)  
Trainers



Children are also required to wear appropriate sports wear for any sports club that they attend either before school, at lunch or after school.

We do not provide a PE kit at school if your child has forgotten it.

**\*Jewellery *must* be removed\***



In Wrens class, the children will experience our forest school area every **Wednesday morning** with Miss Honeybee to explore and to learn about Earth Science. For this reason, we ask that children come to school dressed, ready in their Forest School clothes. This must include long sleeves and trousers/leggings so that as much skin as possible is protected from nettles and brambles.

We also ask that a pair of wellington boots is kept in school and that suitable coats and waterproof clothing are brought in when the weather worsens. Wellies and waterproofs can be kept at school in a Bag for Life or Rucksack - please ensure all items are clearly labelled.

In the winter, children should wear **plenty of layers** and waterproof clothing. It does get very cold so hats, gloves, scarves & ear muffs are also popular choices.

In the summer, children still need to ensure that they wear full length trousers/leggings and a long sleeve top as well as bringing in appropriate footwear for the day if they do not wish to wear wellies. It is also sensible to continue bringing the waterproof clothing in, for those unexpected yet typical English summer days.





# UNHOMework



'Unhomework' is an alternative approach to the setting of homework which was introduced a few years ago and has been developing within school ever since. The aim of 'unhomework' is that it enables children to be creative, imaginative, independent and make their own decisions about what they want to work on at home which fits nicely in with our Montessori ethos that runs through the school.

'Unhomework' suggestions:

- Posters, poems, plays, dances, stories, baking, presentations, construction projects, etc.

'Unhomework' Progression	
Wrens	In reception 'Unhomework' is known as Show and Tell. Children will be given a timetable at the beginning of the half term with some weekly themes to guide their Show and Tell for that week, Some will be simple themes that involve them bringing their favourite book or teddy to school and some will involve using a bit more imagination and creativity. It is important that your child brings their Show and Tell in every Friday to share with the class. <i>Show and Tell Theme Examples: 5 Things About Me, My Family, My Favourite Animal, If I was a Superhero I Would be..., When I Grow up...</i>
Robins	At the start of each half term children in Robins will be offered a small selection of project-based ideas, from which they choose one to complete. The children have complete freedom and ownership as to how they complete and present their 'unhomework', having as little or as much adult help as needed. The 'unhomeworks' will then be shared with the class, in an exhibition, within the last two weeks of each half term.
Kingfishers	Children are expected to select an activity from the challenge cards within the class every two weeks. It is up to the children how they present their unhomework. Unhomework will be shared every Friday so they can choose to complete it within the week or take two weeks. The challenge will be a sticker in their reading record books.
Woodpeckers	Children will have the choice of several different 'unhomework' titles which they will work their way through during the year. They will have two weeks to complete their 'unhomework' in any way they choose and share with the class at the end of the two weeks. This work is expected to reflect the time frame given. If the tasks are not completed, children will be expected to attend the homework club.
	Children will be given a title based on one of our current areas of learning and will have two weeks to complete a piece of unhomework

Kestrels	in any way they wish- on the computer, as a handwritten piece, a poster, model, poem, role play. This will be shared with the class fortnightly on a Friday. This work is expected to reflect the time frame given. If the tasks are not completed, children will be expected to attend the homework club.
Ospreys	Each child is required to complete a minimum of two pieces of 'unhomework' every half term and any 'unhomework' brought in will be shared during the week that it is due in. I will always set a week beginning date so that we can stagger sharing. If the tasks are not completed, children will be expected to attend homework club.
Owls	Children are required to complete at least two 'unhomework' tasks every half-term satisfying the criteria and headings set out at the start of the year by the children themselves. Their 'unhomework' will then be shared with the class and they will then self-assess and peer-assess their work within their 'unhomework' booklet. If the tasks are not completed in the time set, they will be carried over into the next half term. All 'unhomeworks' will be shared on a Monday or Friday afternoon.



# CLASS DOJO

First and foremost, Class Dojo is a behaviour reward system whereby children are rewarded with a dojo to reinforce positive behaviour and our school values that have an impact on themselves, their class and the community. Children work throughout the year to work collaboratively to earn class Dojos. At the end of the half term, if the class has reached their agreed target of points they can then enjoy their class reward.

Class Dojo can also be used to share children's work. Each class has their own page on top of the whole school page where notices, photos, important messages and general information can be uploaded. Children also have their own pages whereby they can select pieces of work they are particularly proud of to be uploaded and shared with their parents.

Please do not use the messaging function on the Class Dojo platform. The best way to get in contact with your child's teacher is to email them directly.

The Class Dojo application can be downloaded from the Apple Store whilst also being available on android devices through the Play Store.

We no longer use the messaging function on the Class Dojo platform; the best way to get in contact with your child's teacher is to email them directly.

[mrs.earle@stebbingprimary.co.uk](mailto:mrs.earle@stebbingprimary.co.uk)

However if you are getting in contact to share photos of work that has been done at home please do use your child's Tapestry portfolio page for this and upload it onto there. It won't show straight away as they have to be approved, but this is the preferred way for that sort of communication.

# TAPESTRY TAPESTRY

ONLINE LEARNING JOURNAL

In Wrens, children have both a paper based and online learning journal. For this we use an app called Tapestry. Tapestry builds a record of a child's experiences, development and learning journey through their reception year. Throughout the year we will observe your child during their play and during adult-led group and whole class learning activities. We will upload photos and videos

of this along with comments about their learning and development, including next steps. You are then able to view your child's progress online and see all the exciting activities they are completing at school.

Each Tapestry journal is unique to each child. All information held in the platform is stored securely, and can be downloaded and shared as required. As a parent or guardian, you are able to like and comment on any observations made as well as upload your own observations from home if you feel you have anything you or your child wants to share. The communication between school and home that Tapestry enables, helps build a shared understanding of how every child can reach their full potential during their reception year. At the end of the year we will download each profile to share with you. You are then able to download this to a device to keep forever..

## CLASS TEDDY

Every Friday, a child from the class will be sent home with our special class cuddly toy and their diary for the weekend. Your child will then be encouraged to write a little about what they both got up to. You could include a photograph or your child could draw a picture to share with the class to show what they did. They will need to bring the teddy back to school on the Monday to share with the

class. Please note this will not happen initially as we are trying to limit the amount of items that go home and come to school.

# STEPS CHALLENGE

Children will be given a STEPS challenge booklet at the start of the year (replacements can be downloaded and printed from our website) where they will be tasked with completing a range of challenges to earn their STEPS badge at the end of the year. We would really appreciate your support in encouraging your child to undertake as many of the challenges as possible.

<https://stebbingprimary.co.uk/wp-content/uploads/2019/09/Reception-STEPS-Challenge.pdf>

