



Parents Information Evening

Monday 21st September

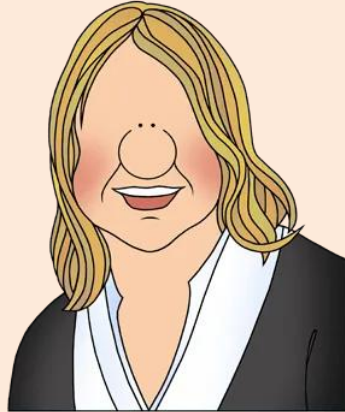
welcome

Lots of you will already know the school very well, but some of you will be very new. We just wanted to welcome you all to the Dacre Braithwaite 'family'.

Staff



Mrs Stokes



Mrs B Bradley



Mr Jones



Mrs Dobbs

Class 1 staff



Mrs Marshall



Mrs Bradley



Term dates

These are available on the school website, but handouts are available if you'd like a paper copy too.

Praise points and Teams

Children are put into a House Team when they arrive at Dacre Braithwaite. These are - Tuley Teal, Manny Moorhouse, Richard Snow, Horace Gledhill and Newbould Houseman. The children sit in their teams during Collective Worship and work together during Theme Days and Sports Day. In Class 2 and above, they collect Team Points for being good role models in school, completing homework etc. In Class 1, we collect Praise Points which are more individual. These are usually given for good manners, being a kind and considerate friend or trying hard with their work. When children reach 10 Praise Points, they can choose a small prize from our treat drawer. When they reach 20 Praise Points, they get to choose a bigger prize from Mrs Dobbs treasure chest.



Forest School activities

Mrs Barbara Bradley and Mrs Bradley take the children for Forest School on a Wednesday afternoon. All children will need a kit in school

School readiness

What does this mean?

Even though this is mentioned in almost all of the guidance from Ofsted and the Government, there is no agreed national definition of what this 'looks like'. At Dacre Braithwaite we would hope that children arriving at school are able to regulate their own emotions, separate from a parent without becoming unduly upset, manage their own personal hygiene, be able to listen for short periods of time (5-10 minutes), be able to dress themselves most of the time and share the resources with other children. We understand that children are individuals and sometimes a medical need may restrict their development. We take this into consideration and adapt our approach when necessary.





Learning through play

Play is essential for children's development, building their confidence as they learn to explore, relate to others, set their own goals and solve problems. Children learn by leading their own play, and by taking part in play which is guided by adults.

STATUTORY FRAMEWORK FOR THE EARLY YEARS FOUNDATION STAGE, EYFS
REFORMS EARLY ADOPTER VERSION 2020

Play, while central, is not the only way in which children develop and learn in the early years. Children also have opportunities to learn through first-hand experiences of all sorts, alongside being shown how to do things, having conversations, and taking part in activities which are planned by adults to introduce or practice particular skills. Such adult-led activities are not play but they are most effective when they use some of the features of play to engage and motivate children, by ensuring that they are **playful** – with elements of choice, hands-on experience, connections to children's interests, and enjoyment.

Assessments

Assessing children is a crucial part of education to ensure the children are moving forwards with their learning. We are constantly watching what the children can or can't do and adjusting our teaching accordingly.

Baseline assessments (Reception)

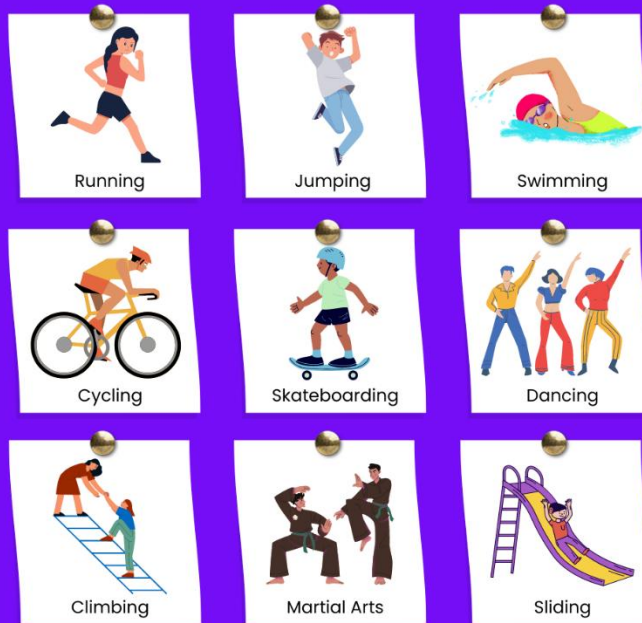
All teachers have to assess the starting points of each child within the first 6 week of entering Reception. This is done on a 1:1 basis with a known adult and assesses early literacy, language, communication and maths skills. We are aiming to do ours in the next couple of weeks as we have allowed time for the children to settle first. These are nothing for you or your child to worry about. I will feedback with you during Parents Evening on **Tuesday 20th and Wednesday 21st October**. A letter will come out nearer the time about these.

Assessments (Year 1)

These are slightly more formal. Each child is assessed termly for Reading, Spelling and Grammar, Maths. Again, any feedback will be given at Parents Evenings.

Gross motor, Fine motor and handwriting

Gross Motor Skills Examples

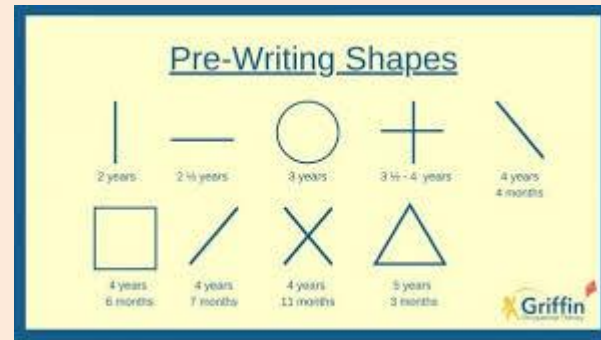


Ex Examples.com

Examples of Fine Motor Skills



Ex Examples.com



Letter formation

This is a major focus for us in the Early Years. Many children arrive at school forming their letters incorrectly or as capitals. We use a multi sensory approach to teaching this – writing in sand/dried rice, playdough etc. All children complete Finger Gym activities before any handwriting activities and start by copying simple patterns before being introduced to letters and words.

“You’ve had a really good try. It looks like an ‘a’ but the way I do it is like this”

Phonics

Phonics is a way of teaching children how to read and write. It involves matching the sounds of spoken English with individual letters or groups of letters. For example, the sound *k* can be spelled as c, k, ck or ch. At Dacre Braithwaite we use a phonics scheme called 'Little Wandle'. We will be holding an Information Evening on **Thursday 29th September.**

Complete the code chart

																				
/s/ ss c ce se st sc	/t/ tt tte	/p/ pp gn	/n/ nn kn mn	/m/ mm mb mn	/d/ dd 	/g/ gg gu gue gh	/c/ ck ch cc que	/r/ rr wr rh	/h/ h 											
																				
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*This BCC card is kept separate from the rest.

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Complete the code chart

							
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Sight words
for students at
the end of
words

Reading

The Little Wandle scheme introduces the sounds one at a time. Once your child has learned the first 6 sounds, they will be introduced to words that can be made with those sounds – sit, sat, nap, tip and tap.

Blending is crucial at this time. This is where the 3 sounds are put together to read a word. **This can take a while for the child to grasp, so please don't worry if it doesn't happen straight away.** Once we are confident that your child can do this independently, we'll send a reading book home on a Friday.

We ask that parents sit with their child to look at this book on 3 separate occasions during the week. Whilst looking at the book, you could discuss characters, repeated words, the pictures etc.

As your child develops their reading, perhaps you could ask them questions about why they think events have happened or why a character is feeling a certain way.



Everybody read!

Reading together with your child matters!

Sharing books makes a big difference to your child's education. When you read to your child you are making a positive impact on your child's reading ability and their love of reading.

Reading a book and chatting about it has a positive impact on your child's ability to:

- understand words and sentences
- use a wide range of vocabulary
- develop listening comprehension skills

Reading books your child has chosen to read for pleasure is one of the best things you can do to help them succeed at school.

A love of reading is the biggest indicator of future academic success!

Parental involvement in the development of children's reading skills. A five-year longitudinal study (2002) Jarrold, R. and LeFevre, J.



Maths

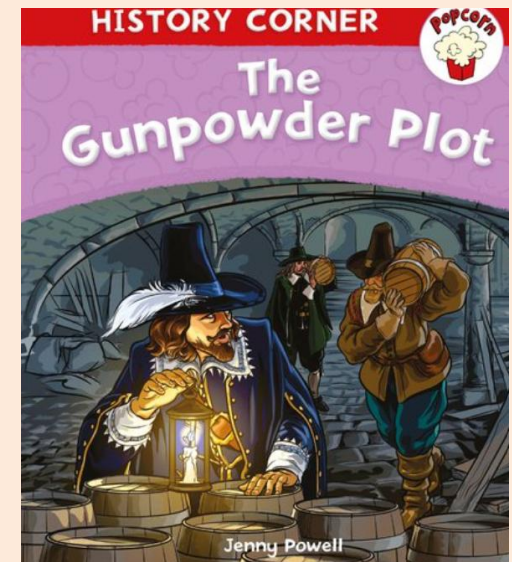
At Dacre Braithwaite we use a maths scheme called White Rose Maths. This introduces the concept of maths in a practical way. This may be in the form of a game or small group activity. We encourage children to look at the patterns of numbers, enabling them to recognise a number without the need to count. This is called ***subitising*** and dice are a great way of introducing this.



Autumn	Getting to know you	Match, sort and compare FREE TRIAL VIEW	Talk about measure and patterns VIEW	It's me 1, 2, 3 VIEW	Circles and triangles VIEW	1, 2, 3, 4, 5 VIEW	Shapes with 4 sides VIEW
Spring	Alive in 5 VIEW	Mass and capacity VIEW	Growing 6, 7, 8 VIEW	Length, height and time VIEW	Building 9 and 10 VIEW	Explore 3-D shapes VIEW	
Summer	To 20 and beyond VIEW	How many now? VIEW	Manipulate, compose and decompose VIEW	Sharing and grouping VIEW	Visualise, build and map VIEW	Make connections VIEW	Consolidation

Topic Subjects

Children in the Early Years are introduced to other areas of learning as well as Literacy and Maths. Although they are not an exact match to the National Curriculum subjects, there are certain similarities. Children in Year 1 complete formal written work in these areas. Children in the Early Years are usually involved in the teacher input but then access their work in small discussion groups of through play activities.



Dates for your diary

Phonics Information evening – **Tuesday 29th September**

Parents Evenings - **Tuesday 20th and Wednesday 21st
October**



Any questions?