

## More about Neverland Class



### English

The overarching aim for English in the national curriculum is to promote high standards of language and literacy by equipping pupils with a strong command of the spoken and written language, and to develop their love of literature through widespread reading for enjoyment. Our learning of English will be consolidated through our topic work.

We strongly believe in the importance of developing children's vocabulary through language, talk and day-to-day experiences, to enable children to put their feelings into words and share experiences. Children show this in range of ways including understanding simple sentences, familiarity with phonics, demonstrating understanding of what they have read, the ability to write spoken sounds and words and even simple sentences. [Helping a young child write](#) - Helpful tips for writing with young children.

### Connect with the class with Class Dojo

We have recently begun to use Class Dojo to connect with parents and share photos and videos of all the wonderful things that take place in school. Any parent can connect with their child's class story and view their child's reward points. Parents receive an invitation to their email address, or we can print you a connection code. You can download the [Apple App](#) or [Android App](#) on your phone or tablet or [visit the website](#).

We use dojo to promote a positive space for your child. You'll see reminders on our class story or photos of what we have been up to. Please remember to email school and not use Dojo to message about your child's absence.

**It is of the utmost importance that we make the Internet a safe place for children. We teach our pupils, not only about the wonders of the online world, but also the dangers associated with it and what they can do to be safe when they are online. [Here are some top tips, advice and guidance to help keep your child safe online.](#)**

**Whole Class Reading** - We teach the skills of reading through a whole class reading session using high-quality and challenging texts, which are dissected by the class through high-level questioning and discussion. Texts are usually linked to an aspect of the curriculum children are currently learning.

**Individual Reading** - Reading is a great way to occupy your time and develop your imagination. Children should be reading at least 15 minutes per day and also be sharing a book, ideally at bedtime, with an adult. Once children have read the book, encourage them to answer questions about the characters and their feelings or even write a book review. Please sign your child's reading diary as Dojos can be earned.

At Caythorpe, we strive to develop a reading for pleasure culture. In Key Stage One children use the [Accelerated Reader Program](#). A student reads a book, takes an online quiz at

school, and gets immediate feedback. Children have an opportunity to quiz and change their reading books regularly.

[Oxford Owl](#) - Oxford Owl is an award-winning free website. It's packed with up to date expert advice, top tips and activity ideas, so you can support your child's reading and maths at home in the best possible way. The site also has 250 free e-books which are also tablet friendly.

## **Phonics and Early Reading**

### **Phonics (reading and spelling):**

At Caythorpe Primary School, we believe that all our children can become fluent readers and writers. This is why we teach reading through *Little Wandle Letters and Sounds Revised*, which is a systematic and synthetic phonics programme. We start teaching phonics in Reception and follow the [Little Wandle Letters and Sounds Revised progression](#), which ensures children build on their growing knowledge of the alphabetic code, mastering phonics to read and spell as they move through school.

As a result, all our children are able to tackle any unfamiliar words as they read. At Caythorpe Primary School we also model the application of the alphabetic code through phonics in shared reading and writing, both inside and outside of the phonics lesson and across the curriculum. We have a strong focus on language development for our children because we know that speaking and listening are crucial skills for reading and writing in all subjects.

### **Comprehension:**

At Caythorpe Primary School, we value reading as a crucial life skill. By the time children leave us, they read confidently for meaning and regularly enjoy reading for pleasure. Our readers are equipped with the tools to tackle unfamiliar vocabulary. We encourage our children to see themselves as readers for both pleasure and purpose.

Because we believe teaching every child to read is so important, we have a Reading Leader who drives the early reading programme in our school. This person is highly skilled at teaching phonics and reading, and they monitor and support our reading team, so everyone teaches with fidelity to the *Little Wandle Letters and Sounds Revised* programme.

### **Daily phonics lessons in Reception and Year 1**

- We teach phonics for 30 minutes a day. In Reception, we build from 10-minute lessons, with additional daily oral blending games, to the full-length lesson as quickly as possible. Each Friday, we review the week's teaching to help children become fluent readers.
- Children make a strong start in Reception: teaching begins in Week 2 of the Autumn term.
- We follow the [Little Wandle Letters and Sounds Revised expectations of progress](#):

- Children in Reception are taught to read and spell words using Phase 2 and 3 GPCs, and words with adjacent consonants (Phase 4) with fluency and accuracy.

- Children in Year 1 review Phase 3 and 4 and are taught to read and spell words using Phase 5 GPCs with fluency and accuracy.

### **Daily Keep-up lessons ensure every child learns to read**

- Any child who needs additional practice has daily Keep-up support, taught by a fully trained adult. Keep-up lessons match the structure of class teaching, and use the same procedures, resources and mantras, but in smaller steps with more repetition, so that every child secures their learning.

We timetable daily phonics lessons for any child in Year 2 who is not fully fluent at reading or has not passed the Phonics Screening Check. These children urgently need to catch up, so the gap between themselves and their peers does not widen. We use the *Little Wandle Letters and Sounds Revised* assessments to identify the gaps in their phonic knowledge and teach to these using the Keep-up resources – at pace.

### **Teaching reading: Reading practice sessions three times a week**

- We teach children to read through reading practice sessions three times a week. These:
  - are taught by a fully trained adult to small groups of approximately six children
  - use books matched to the children's secure phonic knowledge using the *Little Wandle Letters and Sounds Revised* assessments and book matching grids on pages 11–20 of ['Application of phonics to reading'](#)
  - are monitored by the class teacher, who rotates and works with each group on a regular basis.
- Each reading practice session has a clear focus, so that the demands of the session do not overload the children's working memory. The reading practice sessions have been designed to focus on three key reading skills:
  - decoding
  - prosody: teaching children to read with understanding and expression
  - comprehension: teaching children to understand the text.
- In Reception these sessions start in Week 4. Children who are not yet decoding have daily additional blending practice in small groups, so that they quickly learn to blend and can begin to read books.
- In Year 2 and 3, we continue to teach reading in this way for any children who still need to practise reading with decodable books.

### **Home reading:**

- The decodable reading practice book is taken home to ensure success is shared with the family.
- Reading for pleasure books also go home for parents to share and read to children.

- We use the [Little Wandle Letters and Sounds Revised parents' resources](#) to engage our families and share information about phonics, the benefits of sharing books, how children learn to blend and other aspects of our provision, both online and through workshops.

### **Additional reading support for vulnerable children**

- Children in Reception and Year 1 who are receiving additional phonics Keep-up sessions read their reading practice book to an adult daily.

### **Ensuring reading for pleasure**

*'Reading for pleasure is the single most important indicator of a child's success.'* (OECD 2002)

*'The will influences the skill and vice versa.'* (OECD 2010)

We value reading for pleasure highly and work hard as a school to grow our Reading for Pleasure pedagogy.

- We read to children every day. We choose these books carefully as we want children to experience a wide range of books, including books that reflect the children at Caythorpe Primary School and our local community as well as books that open windows into other worlds and cultures.
- Every classroom has an inviting book corner that encourages a love for reading. We curate these books and talk about them to entice children to read a wide range of books.
- In Nursery/Reception, children have access to the reading corner every day in their free flow time and the books are continually refreshed.
- Children from Nursery/Reception onwards have a home reading record. The parent/carer records comments to share with the adults in school and the adults will write in this on a regular basis to ensure communication between home and school.
- As the children progress through the school, they are encouraged to write their own comments and keep a list of the books/authors that they have read.

In Key Stage One children also use the [Accelerated Reader Program](#). A student reads a book, takes an online quiz at school, and gets immediate feedback. Children have an opportunity to quiz and change their reading books regularly.

### **Maths**

We believe every child can do maths. At Caythorpe we follow the White Rose scheme of work. The scheme follows a journey to mastery approach. It would take several years to master addition, so what we do is break the journey down into small steps, spending time carefully considering each. Through intelligent practice and building up experience of different contexts, gradually we move towards mastery where pupils are fluent in the unfamiliar and can apply their skills in any new situation.

What to do if your child says: "I hate Maths!" [A helpful video](#)

## **PE**

Please can your child keep a **named PE kit** in school all week (dark shorts and/or jogging bottoms, a white T-shirt and trainers or plimsolls.) If the weather is fine, PE may take place outdoors so please make sure your child has an outdoor kit. Please can you also ensure that all items of school clothing are named to prevent any mix-ups at the end of the day.

**Please make sure children bring trainers as well as plimsolls.**

**Our PE sessions are Tuesdays and Wednesdays.**