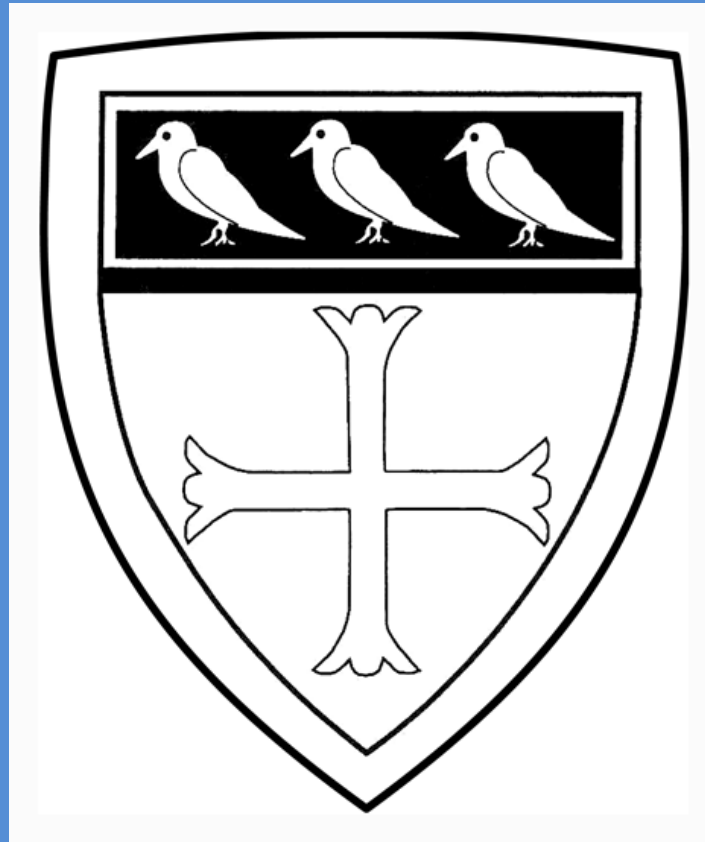


# Welcome to King's Court First School Early Years Curriculum Meeting



# A big hello from Mrs Pye- Beraet



# Curriculum Aim

Our aim is for every child to be 'caring, sharing and learning together' and we value celebrating success in school life to enable our children to become **life-long learners and responsible citizens in society**.

Our vision and values translate into a creative, child-centered curriculum, which is broad and balanced to meet the needs of all children at every stage in their learning.

Our lessons are carefully designed to meet the needs of all learners through a **'Go for Gold'** approach to inspire all children to do their best.

# Behaviour



King's Court First School: Behaviour blueprint

Behaviour for excellent teaching and learning overview

**At King's Court First school our ethos is caring, sharing and learning together.**

**Our rules: Ready, Respectful, safe!**

**Behaviour Intent: We value:**

Exemplary behaviour is at the heart of productive learning

Maintain the highest standards of personal conduct and team work

Teach self-discipline not blind compliance

Develop emotional currency and relationship connections with the children

It echoes our core values with a heavy emphasis on respectful behaviour, a partnership approach to managing poor conduct and dynamic interventions that support staff and learners.

## Principle's that drive our behaviour intent and leadership

First attention to the best conduct

Consistent, calm behaviour approach

Relentless routines taught and practiced

Scripted interventions

Restorative follow up

### Implement Consistencies

**1 Meet and greet** at the door.

**2 Model** positive behaviours and build relationships.

**3 Plan** lessons that engage, challenge and meet the needs of all learners.

**4** A mechanism for positive recognition is used in each classroom throughout the lesson.

**5** Refer to '**Ready, Respectful, Safe**' in all conversations about behaviour.

**6** Be **calm** and give 'take up time' when going through the steps. Prevent before sanctions.

**7 Follow** up every time, retain ownership and engage in reflective dialogue with learners.

**8 Never ignore** or walk past learners who are behaving badly

**Every adult, every day**

**Show:** kindness/calm authority/genuine interest in children's lives/treat everyone fairly

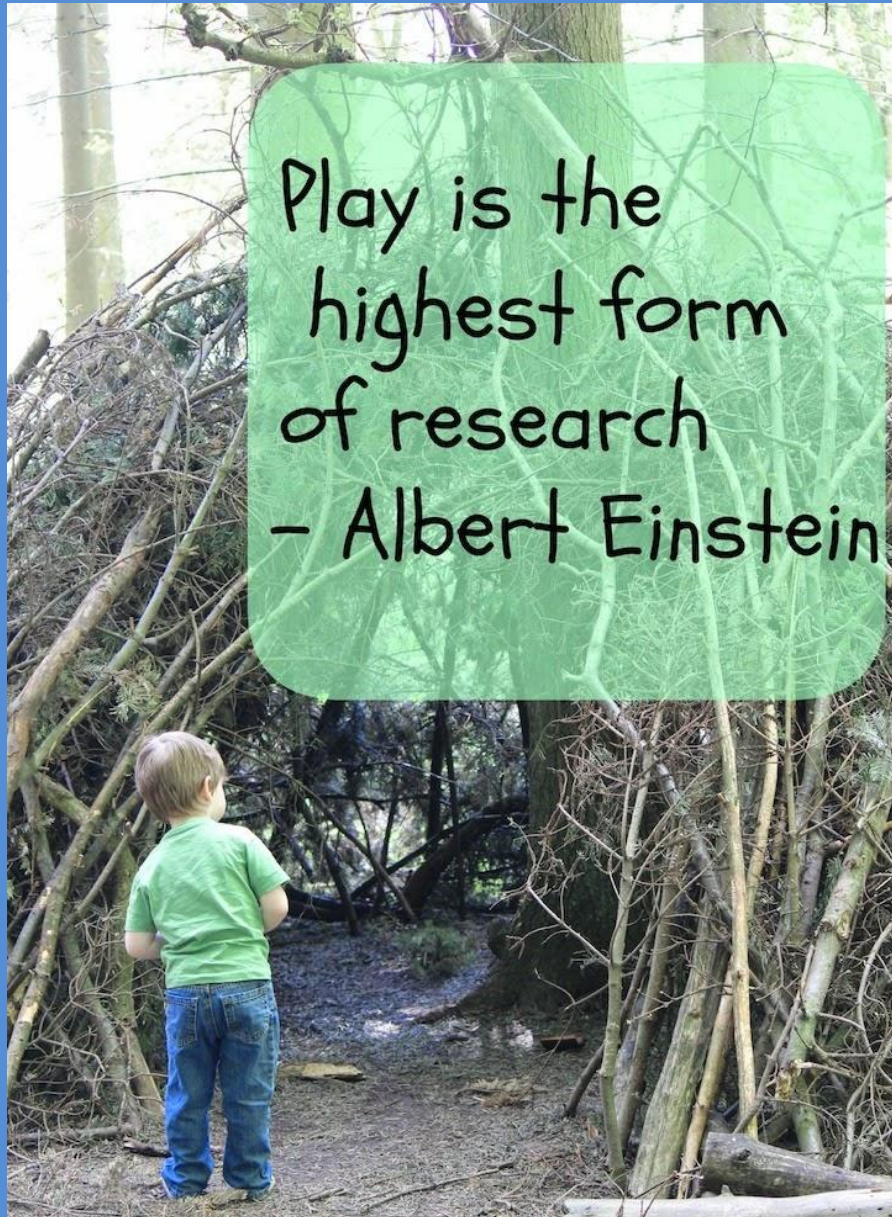
### Positive Recognition

- Meeting & greeting
- Praise-telling parents (DoJo point)
- Fantastic walking
- Recognition boards: above and beyond star
- Stickers - dip in the treasure box - wow treats
- Postcard home
- Above and beyond card from the Headteacher
- Recognition in assembly
- Sticker snake – key behaviours

### Preventing disruption

- Have a signal for silence
- Only talk when the group is listening
- Maintain good eye contact
- Explain expectations before they follow an instruction
- Non-verbal clues to avoid disruption and flow
- Thoughtful furniture arrangement and seating plan
- Keep expectations at all times – don't ease off!
- **Assembly:** key children strategically placed/non-verbal clues/no Shhh-ing/fly by as needed
- All staff challenge/praise all children's behaviour across all classes
- Check ins to avoid negative behaviours

Play is the  
highest form  
of research  
- Albert Einstein



# Literacy

By the end of the year

## **Comprehension**

- Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.
- Anticipate (where appropriate) key events in stories.
- Use and understand recently introduced vocabulary during discussions about stories, nonfiction, rhymes and poems and during role play.

## **Word Reading**

- Say a sound for each letter in the alphabet and at least 10 digraphs.
- Read words consistent with their phonic knowledge by sound-blending.
- Read aloud simple sentences and books that are consistent with their phonic knowledge.

## **Writing:**

Write recognisable letters, most of which are correctly formed.

Spell words by identifying sounds in them and representing the sounds with a letter or letters

Write simple phrases and sentences and can be read by others.

# Reading changes everything

Teach a child to read and keep that child reading  
and we will change everything.

**And I mean everything.**

*Jeanette Winterson*

# Read Write Inc. Phonics daily lessons



# English alphabetic code

- 44 sounds
- 26 letters
- Over 150+ graphemes (letter combinations)
- One of the most complex alphabetic codes in the world.

# Speed Sounds Set 1 and Set 2

## Consonant sounds – stretchy

|   |   |   |   |   |   |   |   |    |    |    |
|---|---|---|---|---|---|---|---|----|----|----|
| f | l | m | n | r | s | v | z | sh | th | ng |
|   |   |   |   |   |   |   |   |    |    | nk |

## Consonant sounds – bouncy

|   |   |   |   |   |   |   |    |   |   |   |   |    |
|---|---|---|---|---|---|---|----|---|---|---|---|----|
| b | c | d | g | h | j | p | qu | t | w | x | y | ch |
|   | k |   |   |   |   |   |    |   |   |   |   |    |

## Vowel sounds – bouncy

|   |   |   |   |   |
|---|---|---|---|---|
| a | e | i | o | u |
|---|---|---|---|---|

## Vowel sounds – stretchy

|    |    |     |    |
|----|----|-----|----|
| ay | ee | igh | ow |
|----|----|-----|----|

## Vowel sounds – stretchy

|    |    |    |    |     |    |    |    |
|----|----|----|----|-----|----|----|----|
| oo | oo | ar | or | air | ir | ou | oy |
|----|----|----|----|-----|----|----|----|

# Pure Sounds ([ruthmiskin.com](http://ruthmiskin.com))

## Sound pronunciation guide

# Speed Sounds Set 3

## Consonant sounds

|    |    |    |    |    |    |    |    |    |    |    |
|----|----|----|----|----|----|----|----|----|----|----|
| f  | l  | m  | n  | r  | s  | v  | z  | sh | th | ng |
| ff | ll | mm | nn | rr | ss | ve | zz | ti |    | nk |
| ph | le | mb | kn | wr | se |    | s  | ci |    |    |
|    |    |    |    |    | c  |    | se |    |    |    |
|    |    |    |    |    | ce |    |    |    |    |    |

|    |    |    |    |   |     |    |    |    |    |   |   |     |
|----|----|----|----|---|-----|----|----|----|----|---|---|-----|
| b  | c  | d  | g  | h | j   | p  | qu | t  | w  | x | y | ch  |
| bb | k  | dd | gg |   | g   | pp |    | tt | wh |   |   | tch |
|    | ck |    |    |   | ge  |    |    |    |    |   |   |     |
|    | ch |    |    |   | dge |    |    |    |    |   |   |     |

## Vowel sounds

|   |    |   |   |   |            |            |            |            |
|---|----|---|---|---|------------|------------|------------|------------|
| a | e  | i | o | u | ay         | ee         | igh        | ow         |
|   | ea |   |   |   | <u>a-e</u> | <u>e-e</u> | <u>i-e</u> | <u>o-e</u> |
|   |    |   |   |   | ai         | y          | ie         | oa         |
|   |    |   |   |   |            | ea         | i          | o          |
|   |    |   |   |   |            | e          | y          |            |

|            |    |    |     |     |    |    |    |     |     |     |
|------------|----|----|-----|-----|----|----|----|-----|-----|-----|
| oo         | oo | ar | or  | air | ir | ou | oy | ire | ear | ure |
| <u>u-e</u> |    |    | oor | are | ur | ow | oi |     |     |     |
| ue         |    |    | ore |     | er |    |    |     |     |     |
| ew         |    |    | aw  |     |    |    |    |     |     |     |
|            |    |    | au  |     |    |    |    |     |     |     |

# Sounds + blending = reading



+

sat

# Fred



# Free Video Tutorials (ruthmiskin.com)

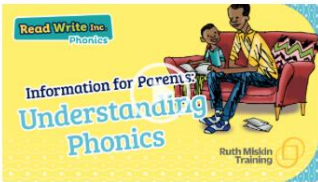
[Home](#) [About us](#) [RWI Programmes](#) [Order resources](#) [Find out more](#) [School Portal](#) [Book training](#)

## Parents

Get reading. Keep reading. Change everything.

### ***Read Write Inc. Phonics*** – information for parents

Our films show how we teach children to read and write with Read Write Inc. Phonics. If your child is in a Read Write Inc. school or if you have bought a parent pack, the films will help you and your child practise together at home. If you have a question for us, please get in touch via our [Facebook](#) and [Twitter](#) pages.



Read Write Inc. Phonics  
Information for Parents:  
**Understanding Phonics**  
Ruth Miskin Training



Read Write Inc. Phonics  
Information for Parents:  
**What's Read Write Inc. Phonics?**  
Ruth Miskin Training



Read Write Inc. Phonics  
Information for Parents:  
**How to say the sounds**  
Ruth Miskin Training



Read Write Inc. Phonics  
Information for Parents:  
**Why read to your child?**  
Ruth Miskin Training



Read Write Inc. Phonics  
Information for Parents:  
**The Phonics Screening Check**  
Ruth Miskin Training



Read Write Inc. Phonics  
Information for Parents:  
**10 things to think about when you read to your child**  
Ruth Miskin Training

# What can I do?

1. Use pure sounds, not letter names
2. Use Fred Talk to read and spell words
3. Listen to your child read their Storybook every day
4. Read stories to your child every day

# Online resources available

- Ruth Miskin Parents' Page:
- <http://www.ruthmiskin.com/en/parents/>
- Ruth Miskin Facebook:
- <https://www.facebook.com/miskin.education>
- Free e-books for home reading:
- <http://www.oxfordowl.co.uk/Reading/>

# Supporting your Child

- Ensure your child is reading daily and share stories at every opportunity (KEY to their development).
- Practice the phonic sounds and the tricky words learnt at school.
- Make writing fun! Let children lie on the floor, write under the table, write with chinks, in sand, use shaving foam etc.
- Acknowledge different emotions e.g. I can see you're angry and it is ok to be angry, but it is not ok, to hit your sister etc. When you feel angry... (give them different ways to support their emotions).

# Supporting your child

- Encourage careful counting and recognising numbers.
- When out and about, talk about the world around you and why things happen e.g. in Autumn the leaves change colour and fall of the trees.
- Look through photographs and share past events.
- Send in observations from home using Class Dojo.

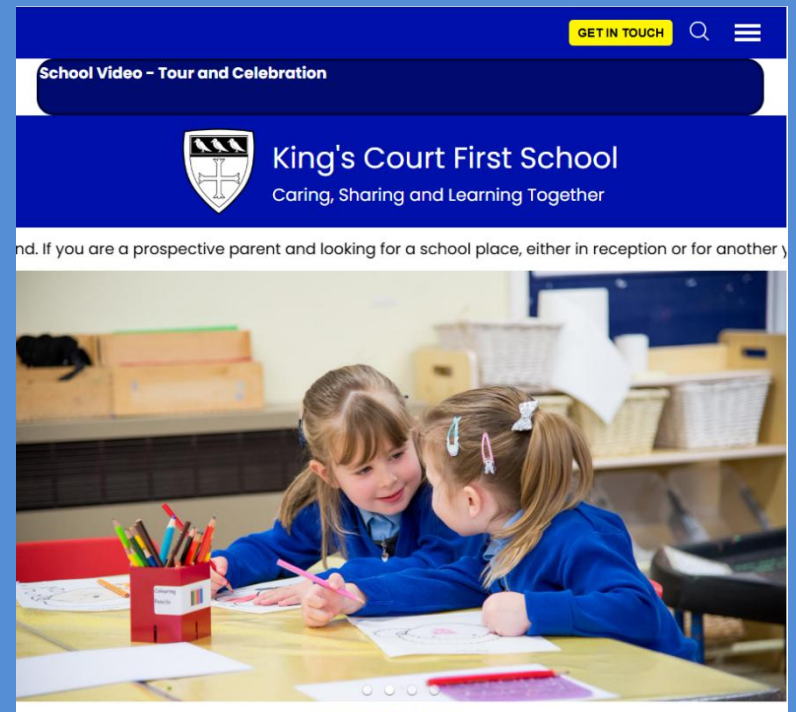
**Make learning time FUN!!**

# Class Dojo

- Regular updates/key information
- Adding to your child's portfolio
  - At home- wow moments/days out
    - only seen by yourselves and Reception adults
  - At school- updates across the term.

# Website

- Team Magic page
- Navigate to key information, for example,  
About us: policies and safeguarding  
Parents tab - workshops  
Calendar dates



# Assessment

Throughout the year- continually monitoring and assessing through observations and interactions

- Complete the national baseline

July 2027

- Has your child met the early learning goal- expected?
- Is your child working towards the early learning goal-emerging?
- Characteristics of Effective Learning
  - Playing and Exploring
  - Active Learning
  - Creative and Critical thinking

# Thank you

We hope you have found this informative and ways you can support at home.

Please leave your evaluations at the door on your way out.