



Oakley Infant School

Welcome to the Year R

Information Evening

Strive, thrive and achieve together.

Expectations

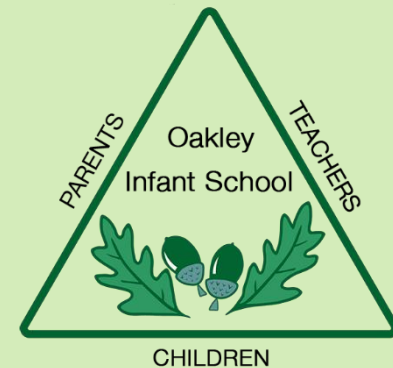
- Please name everything
- Check book bags regularly
- Book bags should contain any books from school, reading diaries and phonic zippy wallets
- Keep bottles, lunchboxes, jumpers and coats out of book bags
- Discuss the lunch choices each day
- Please make sure they have a water bottle, a sun hat or a coat each day
- They also need an indoor and outdoor, PE kit, including trainers
- Please check plimsolls/trainers fit each half term and that all clothes are named



Oakley Infant School Golden Rules

We are a rights respecting school and we follow these golden rules.

- We are gentle
- We listen
- We look after property
- We are kind and helpful
- We are honest
- We work hard



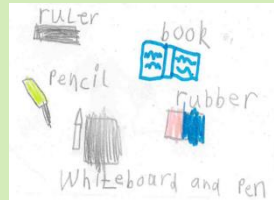
Strive, thrive and achieve together.

Key learning skills

- Resilience



- Ready and Resourceful



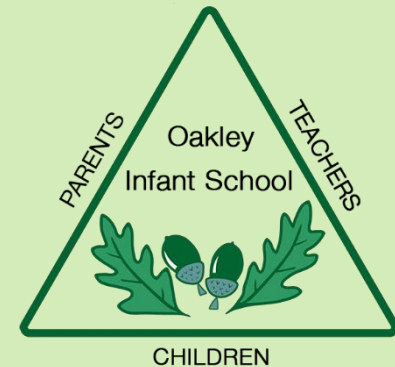
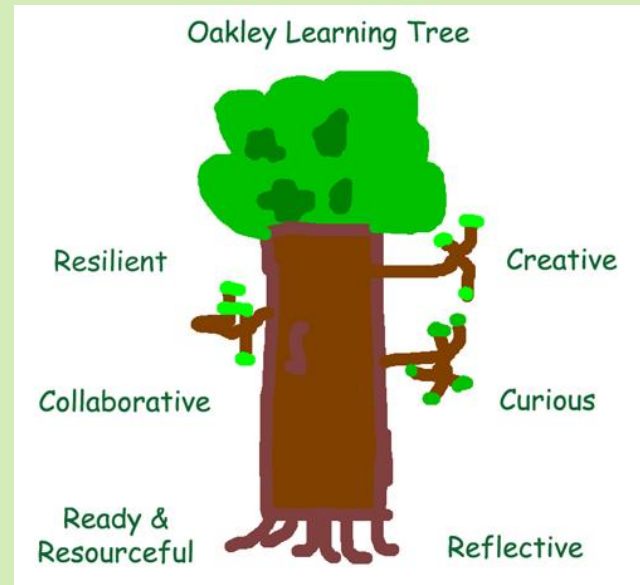
- Reflection



- Curiosity

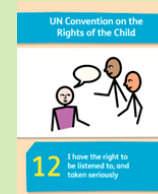


- Creativity



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Our fundamental rights



- We model and use the language of rights.
- We have 7 'focus' rights we share and explore with the children

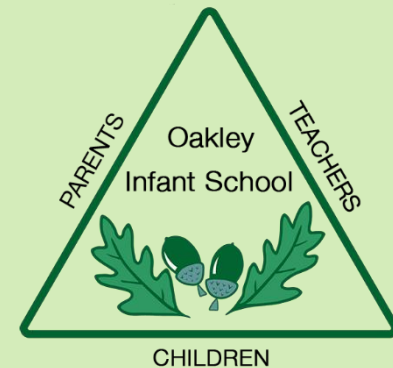
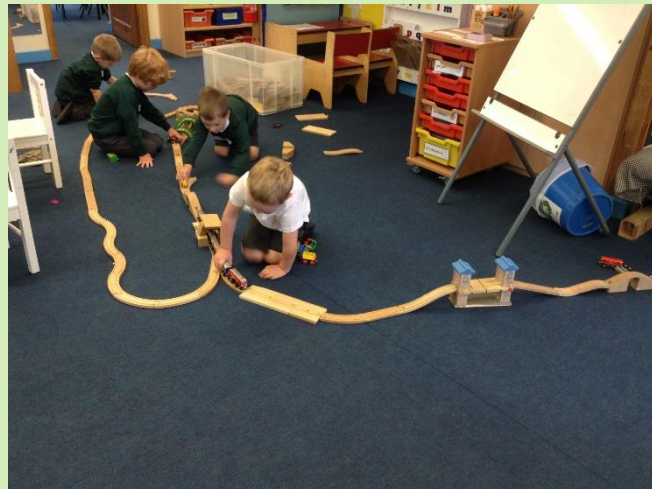
- The right to a family
- The right to clean water
- The right to nutritious food
- The right to a home
- The right to an education
- The right to play
- The right to reliable information from the media



Strive, thrive and achieve together.

Early Years Foundation Stage Curriculum

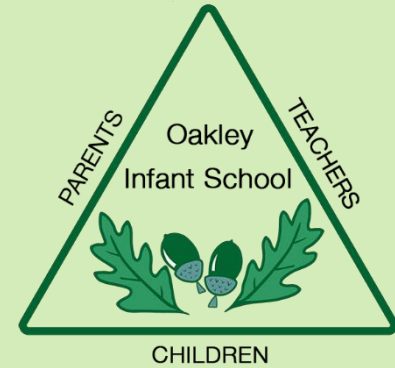
- Continuation of the curriculum followed by your child at Preschool
- Seven areas of learning and development that are interconnected



Strive, thrive and achieve together.

Communication and Language

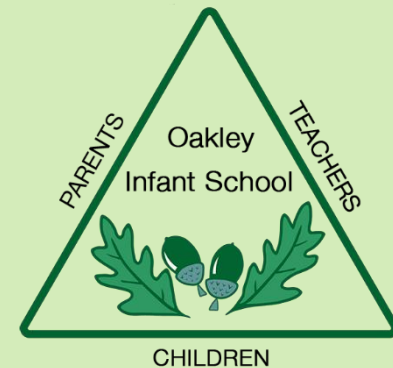
- Listening, Attention and Understanding
- Speaking



Strive, thrive and achieve together.

Personal, Social and Emotional Development

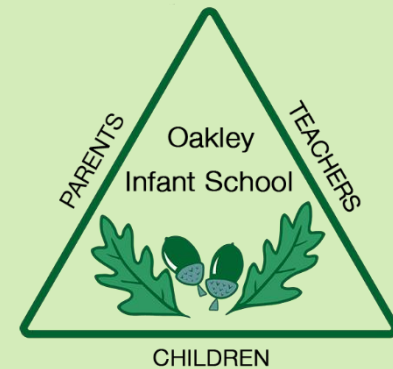
- Self-Regulation
- Managing Self
- Building Relationships



Strive, thrive and achieve together.

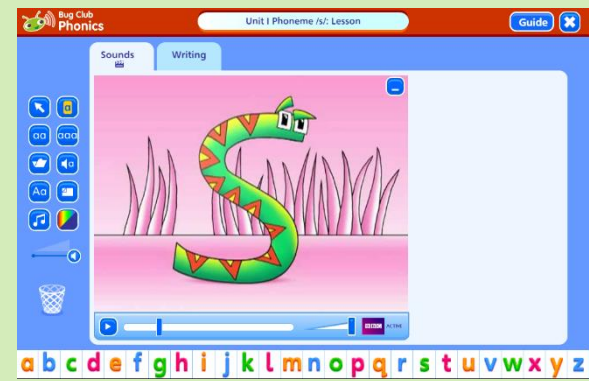
Physical Development

- Gross Motor Skills
- Fine Motor Skills



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Literacy: Phonics



- Phonics is central to your child's early reading and writing
- It teaches discrete sounds, which are then put together to form words e.g. s-a-t
- Your child will be allocated an E-book to practice that week's learning at home. It is linked to the specific sounds taught in class

Bug Club E-books


- Follow the guidance in the front of the book
- Click on the 'bugs' to answer comprehension questions

Before and during reading

1 Say the sounds



2 Blend the sounds
Say the sounds, then the word.


t-u-b, tub 

h-o-p-s, hops

f-i-ll, fill

m-e-ss, mess


3 Read the tricky words

I into 

Point out the tricky bit of the word (e.g. the 'o' in 'into' sounds /oo/) and then blend the rest.

Meet the Alphablocks

We are the Alphablocks. We each have our own special sound. When we get together, word magic happens! When we make a word, we say our sounds in turn and then blend them together.



Talk together

Ask the children to read the title and look at the cover picture. What kind of mess do they think the story will be about? Ask if they have ever made a mess at bath time. What happened?


Vocabulary check

On page 3, check that the children realise that 'tub' is another word for 'bath'.

While you read

- Listen to the children reading the book. Ask them to say the sounds and blend them in order to read words they do not recognise.
- On page 5, what do the children think is going to happen next? Turn the page to see if they were right!
- On pages 6-7, encourage the children to read the text and speech bubbles with lots of expression.
- On pages 6-7, ask the children to find O. Which character is he looking at? (F.) What do the children think he is going to do?

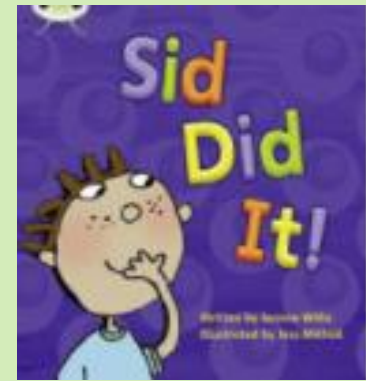
A Big Mess



Written by Joe Elliot
Illustrated by Neil Sutherland, Blue-Zoo and Tony Trimmer

Literacy: Reading

Your child will read at least twice per week at school during Guided Reading.



They will also bring independent reading books home at least twice per week.

The expectation is that your child will read AT LEAST four times per week at home. This should be recorded in their reading diary.

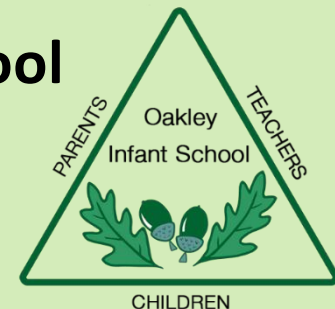
Take the time to talk about what your child is reading.

- Look at the focus sounds in the front cover.
- Make sure that they have understood what they have read.
- What are their feelings about it?

Literacy

How can you help with reading?

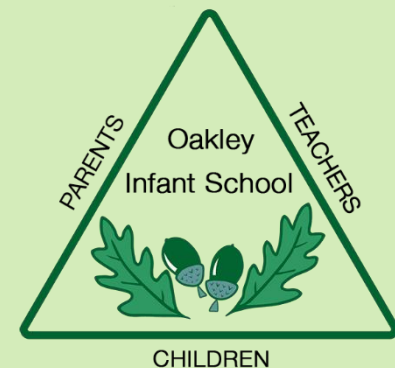
- Practise recognising letter sounds – these will come home on a Friday
- Read with your child at quiet times and bedtimes
- Hear your child read and talk about what they have read
- Let your child see you as a reader; books, magazines, newspapers, letters, shopping lists, letters from school etc.
- Read a range of material with your child; stories, non-fiction, comics, labels, cards, menus – not just the books from school
- Children need to learn that information comes from print
- **It is the most vital skill they will learn at school**



Literacy

Emergent writing

- Praise any mark making and ask them to talk about what they have 'written'
- Help them to develop their finger muscles, this will help them to hold a pencil securely
- Practise forming letters – make it big and make it fun! Glitter, paint, sand, paint brushes and water in the garden, gloop (cornflour and water mix)



English: Kinetic letters

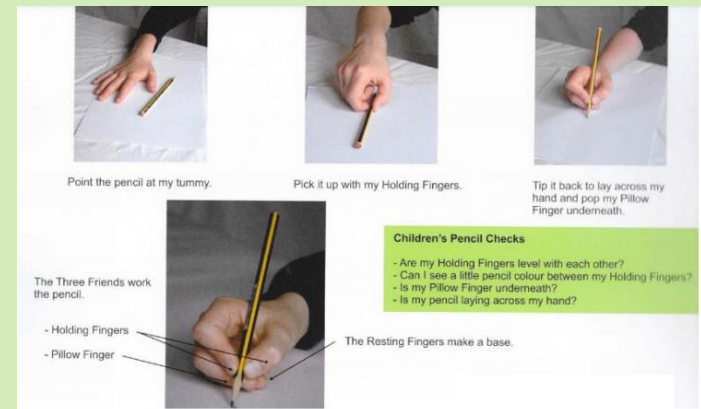
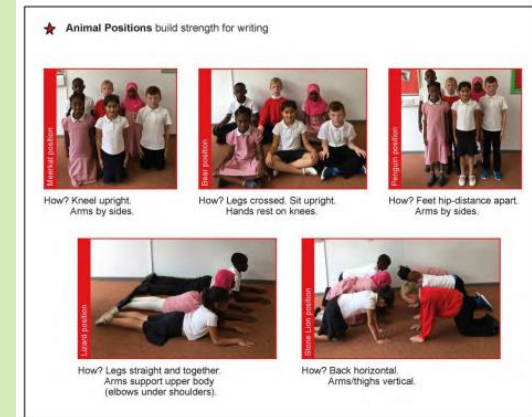
Handwriting focuses on four main threads

- Making bodies stronger

Use exercises as well as Animal Positions to build the physical strength for writing

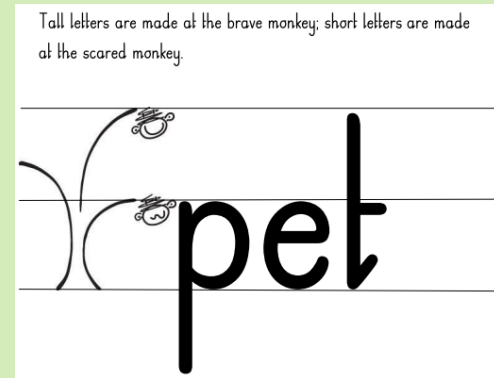
Develop dexterity and manipulation using knives & forks, scissors, playdough, plasticine

- Holding the pencil



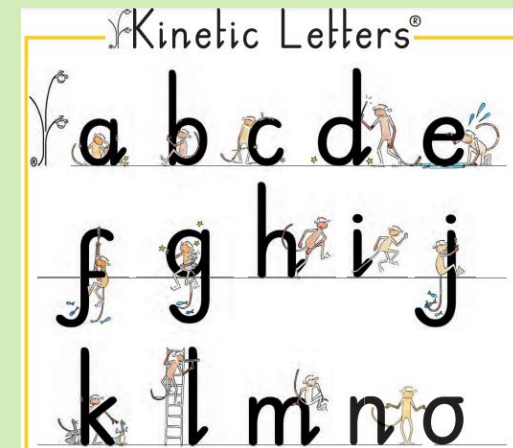
- Learning the letters

The movements to form the letters begin with whole body movements and progress through writing on whiteboards and finally writing on paper.



- Flow and fluency

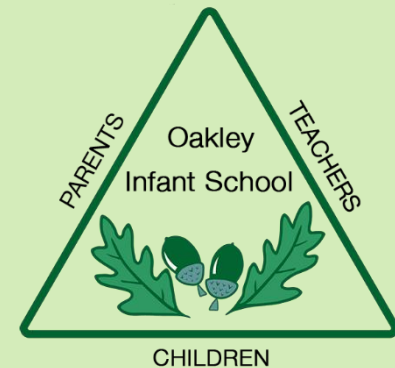
Letter movements are minimized to help a fast writing style to develop.



Mathematics

Number and Numerical Patterns

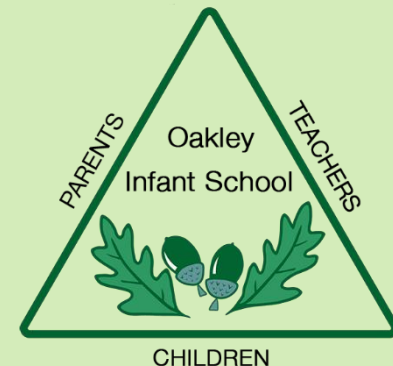
- Lots of practical activities, promoting counting accurately and number recognition
- Numberblocks
- Rhymes and games
- Interesting and exciting resources to count
- Practical problem solving to double, halve and share
- Activities inside and outside



Mathematics

How can you help with number at home?

- Number rhymes and songs
- Numbers all around you
- Counting, counting and more counting
- Comparing quantities
- Sharing jobs
- Playing board games



Understanding the World

- Past and Present
- People, Culture and Communities
- The Natural World



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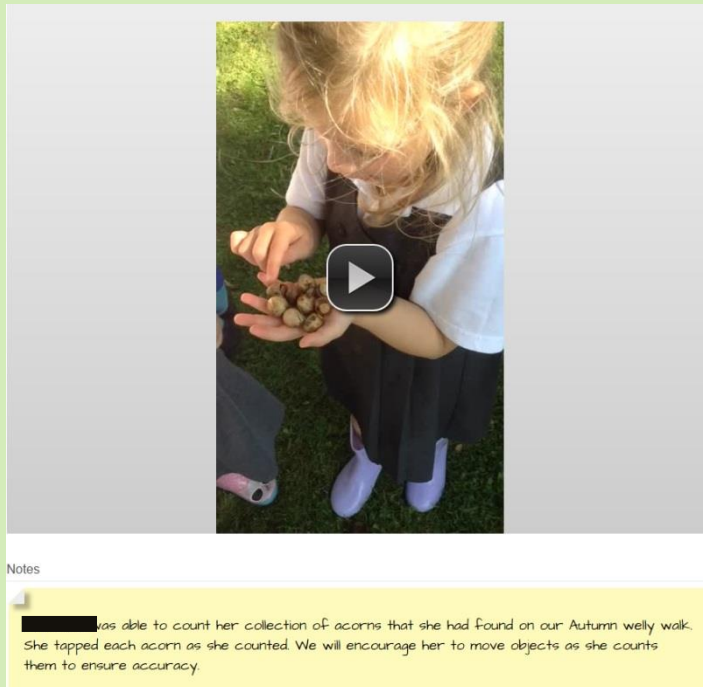
Expressive Arts and Design

- Creating with Materials
- Being Imaginative and Expressive



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Keeping you informed...



- We use Tapestry to record the 'wow' moments in your child's learning and development
- It is password protected
- Only you and the teachers at school can access your child's online learning journal
- Tapestry allows you to upload your own photos and videos of your child's proudest moments
- It is a great way for you to help in our assessment of your child
- It is a place for comments but **not** a dialogue between home and school
- Please do not share photos or videos from Tapestry on any other social network

SEND



Miss Saunders
SENCo

Mrs Knight

SEND





- We are an **inclusive** school
- We follow a plan, do and review cycle to best support children
- Work closely with outside agencies e.g. SALT, OT and Physiotherapy
- Please let us know about any relevant information to support your child e.g. whether a referral has been made or they have an appointment
- Please make sure your child has regular eye and hearing tests
- School website – provides key information

SEN

Home » Key Information » SEN







Hampshire
LOCAL OFFER

 [SEND Leaflet Jun 21.pdf](#)

 [SEN Policy Sep 2020 Update.pdf](#)

Oakley Infant School
Special Educational Needs and Disability (SEND) Information

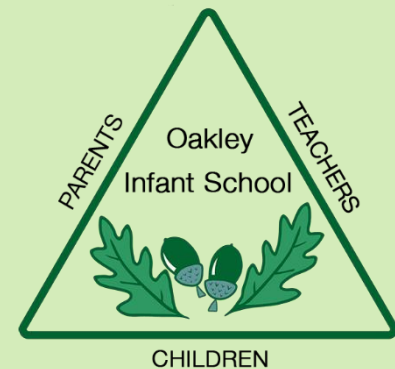
If your child is receiving SEN support they will have a learning support plan. This will detail SMART targets and their progress. Your child's class teacher will share this with you.

My Learning Support Plan						
Name		Class		Targets Agreed By:		
Things I want to get better at: Things I am good at:						
Date	My targets 	What do I need to do? 	By when 	Who's going to help me and when? 	How did I get on? 	Shared with parent 

- **Any concerns – please speak to us**
- You can email the office or speak directly to class teachers or Mrs Knight/ Miss Saunders as SENCO.

Other

- Pupil Premium
- Term time absence
- Website and communications
- PSA
- Friends



If you have any worries or questions please talk to us in person or email the office.

