

Welcome to Tregony CP School

“Start, Strive, Struggle, Succeed, Smile!”

The Roseland Multi-Academy Trust

Where Everyone Succeeds

Vision

To inspire a love of learning within environment that are happy, respectful and challenging, where everyone feels valued and able to reach their full potential.

- The Trust is committed to providing the best possible opportunities for the students and families in our schools and strives to deliver outstanding education from pre-school right up to age 18. Our Trust schools work in close partnership to develop and strengthen our expertise, to the benefit of everyone in our community.
- Following its creation in 2016, the Trust has expanded and now incorporates two primary and three secondary schools across mid Cornwall.
- Students across the Trust benefit from the collaboration and sharing of knowledge and good practice. Progress through from the primary to secondary is enhanced through familiarity with staff and premises and from a more integrated curriculum.

Welcome to Towan Class

- 2023/24 class will include all Reception children
- Learning is planned through play and focused activities
- We currently work closely along side our school Nursery (planned celebration mornings)



Intent

Tregony School Curriculum

Intent

At Tregony Primary School, we want the very best for our children. We will equip them with the skills, knowledge and experiences they need to be successful in their future choices. Furthermore, we aim to ensure that children are ready for the next stage in their life and that they are aware of the opportunities that are available to them. We recognise and celebrate how special and important Cornwall is yet seek to develop children's understanding of the wider world and their place within it.

Early Years Foundation Stage

- Recognise children's prior knowledge from previous settings and their experiences at home
- Embed positive behaviours for learning through the Characteristics of Effective Learning by providing play and exploration, active learning, creative and critical thinking
- Recognise every child as a unique individual
- Work collaboratively with parents and carers to encourage independent, enthusiastic learners who thrive and reach their full potential
- Teach and build upon early skills, knowledge, concepts and values
- Provide enhancement opportunities to engage learning and to increase our first-hand experience of school which should be happy and positive
- Provide vibrant continuous indoor and outdoor provision, that follow children's interests, to support learners in investigating, developing and challenging skills and knowledge
- Enable children to achieve the Early Learning Goals at the end of reception and to ensure children are making good progress from their starting point

Support transition so that children are prepared and ready for Reception and Key Stage 1

How to prepare your child

- Recognise their name
- Share books/stories/nursery rhymes
- Talk/questions
- Build language
- Colouring, building etc.
- Support the correct pencil grip
- Turn taking/sharing
- Encouraging perseverance and resilience

What should my child be able to do ?

- Use the toilet and wash their hands
- Dress themselves where possible
- Eat independently and use cutlery
- Recognise their written name
- Understand they need to share, listen and follow instructions

Independence 😊

A Typical Day in Towan

- 8.40 Children arrive at school, enter the class and read books independently
- 8.55 School day starts (Register)
- 9.10 Phonics
- 9.30 Child Initiated Learning/
focus group work
- 10.40 Break time
- 10.55 Mathematics
- 11.30 Child Initiated Learning/ focus
group work with a mathematical focus
- 12.00 Lunchtime
- 1.10 Topic input/Child Initiated Learning
(Plan, Do, Review)
- 2.45 NELI (vocabulary sessions)
- 3.10 Story time and Home time



The Early Years Curriculum

There are three key areas of the EYFS Curriculum;

Prime Areas of Learning

Specific Areas of Learning

Characteristics of Effective Learning

Prime Areas of Learning

Communication and Language

Children are provided with opportunities to experience a rich language environment; to develop their confidence and skills in expressing themselves; and to speak and listen in a range of situations.

Physical Development

We encourage children to be active and interactive; and to develop their co-ordination, control, and movement. Children must also be helped to understand the importance of physical activity, and to make healthy choices in relation to food.

Personal, Social and Emotional Development

Children are encouraged to develop a positive sense of themselves, and others; to form positive relationships and develop respect for others; to develop social skills and learn how to manage their feelings; to understand appropriate behaviour in groups; and to have confidence in their own abilities.

Specific Areas of Learning

Literacy	Children begin to link sounds and letters and begin to read and write. Children must be given access to a wide range of reading materials (books, poems, and other written materials) to ignite their interest.
Mathematics	We provide opportunities for children to develop and build upon their skills in counting, understanding and using numbers, calculating simple addition and subtraction problems; and to describe shapes, spaces and measures.
Understanding the Word	We guide children to make sense of their physical world and community through opportunities to explore, observe and find out about people, places, technology and the environment
Expressive Arts and Design	Children explore and play with a wide range of media and materials, as well as providing opportunities and encouragement for sharing their thoughts, ideas and feelings through a variety of activities in art, music, movement, dance, role-play and design and technology.

Characteristics of Effective Learning

Engagement

Playing and Exploring

Finding out and exploring

- Showing curiosity about objects, events and people
- Using senses to explore the world around them
- Engaging in open-ended activity
- Showing particular interests

Playing with what they know

- Pretending objects are things from their experience
- Representing their experiences in play
- Taking on a role in their play
- Acting out experiences with other people

Being willing to 'have a go'

- Initiating activities
- Seeking challenge
- Showing a 'can do' attitude
- Taking a risk, engaging in new experiences, and learning by trial and error

Motivation

Active Learning

Being involved and concentrating

- Maintaining focus on their activity for a period of time
- Showing high levels of energy, fascination
- Not easily distracted
- Paying attention to details

Keeping on trying

- Persisting with activity when challenges occur
- Showing a belief that more effort or a different approach will pay off
- Bouncing back after difficulties

Enjoying achieving what they set out to do

- Showing satisfaction in meeting their own goals
- Being proud of how they accomplished something – not just the end result
- Enjoying meeting challenges for their own sake rather than external rewards or praise

Thinking

Creative and Critical Thinking

Having their own ideas

- Thinking of ideas
- Finding ways to solve problems
- Finding new ways to do things

Making links

- Making links and noticing patterns in their experience
- Making predictions
- Testing their ideas
- Developing ideas of grouping, sequences, cause and effect

Choosing ways to do things

- Planning, making decisions about how to approach a task, solve a problem and reach a goal
- Checking how well their activities are going
- Changing strategy as needed
- Reviewing how well the approach worked

ELGs

Communication and Language

Listening, Attention and Understanding

- Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions.
- Make comments about what they have heard and ask questions to clarify their understanding.
- Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.

Speaking

- Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.
- Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.
- Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.

Understanding the World

Past and Present

- Talk about the lives of the people around them and their roles in society.
- Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.
- Understand the past through settings, characters and events encountered in books read in class and storytelling.

People, Culture and Communities

- Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.
- Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class.
- Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and (when appropriate) maps.

The Natural World

- Explore the natural world around them, making observations and drawing pictures of animals and plants.
- Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class.
- Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.

Personal, Social and Emotional Development

Self-Regulation

- Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly.
- Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate.
- Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.

Managing Self

- Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.
- Explain the reasons for rules, know right from wrong and try to behave accordingly.
- Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.

Building Relationships

- Work and play cooperatively and take turns with others.
- Form positive attachments to adults and friendships with peers.
- Show sensitivity to their own and to others' needs.

Expressive Arts and Design

Creating with Materials

- Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.
- Share their creations, explaining the process they have used.
- Make use of props and materials when role playing characters in narratives and stories.

Being Imaginative and Expressive

- Invent, adapt and recount narratives and stories with peers and their teacher.
- Sing a range of well-known nursery rhymes and songs.
- Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music.

Mathematics

Number

- Have a deep understanding of number to 10, including the composition of each number.
- Subitise (recognise quantities without counting) up to 5.
- Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts.

Numerical Patterns

- Verbally count beyond 20, recognising the pattern of the counting system.
- Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity.
- Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.

Physical Development

Gross Motor Skills

- Negotiate space and obstacles safely, with consideration for themselves and others.
- Demonstrate strength, balance and coordination when playing.
- Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.

Fine Motor Skills

- Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases.
- Use a range of small tools, including scissors, paintbrushes and cutlery.
- Begin to show accuracy and care when drawing.

Literacy

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, non-fiction, rhymes and poems and during role play.

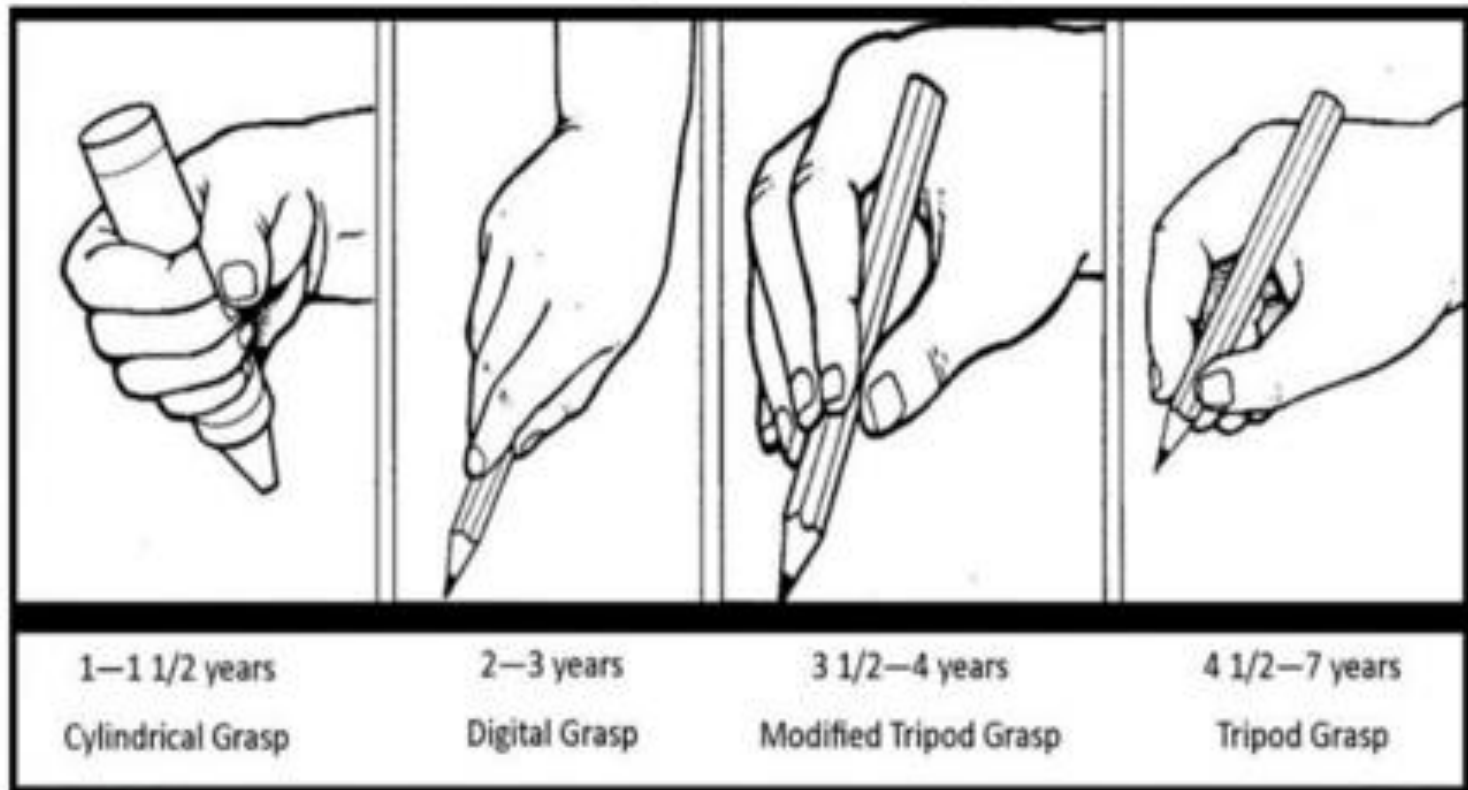
Word Reading

- 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, including some common exception words.

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 that can be read by others.

Pencil Grip Development



Plan, Do, Review (Independent Learning)

Plan: Children choose what area of the classroom/outdoors they want to learn in and what they want to do with the available resources

Do: Children spend time in their area of choice working on their activity/activities

Review: Children talk about what they have been doing/learning, reflect and answer questions

Assessment/Reporting

- On entry assessment (Baseline)
- Half termly assessments
- Parents' evenings
- Written report at the end of the year
- Tapestry – only wow moments (not for assessment)
- Emerging (1), Expected (2)
- Reported to County

Behaviour Management

Our School rules: Our Three Rs



Snack time

- Fruit is provided for all children in EYFS/KS1
- Milk is provided for 4 year olds
- Milk for 5 year olds can be ordered and paid for by parents
- Water bottles must be brought in everyday



Lunch

All Reception children are entitled to a Universal Free School Meal. We strongly encourage you to take up this provision.



Pupil Premium

- The pupil premium is additional funding given to schools in England to help raise the attainment of a group of pupils and close the gap between them and their peers.
- Children who can benefit from pupil premium funding are those that will be entitled to free school meals once they reach KS2.
- In the past we have put the money towards additional teaching assistants to work with small groups/individuals. It also subsidises swimming sessions and camps for those children identified.
- https://tregony.eschools.co.uk/website/pupil_premium_statement/419835

What to look forward to?

- Nativity play
- Swimming
- Clubs
- Trips
- Parents' evenings
- Sports Day

What does your child need to bring to school?

- Uniform (red jumper/cardigan, white polo shirt, grey/black trousers/shorts/skirt/dress, black shoes)
- PE kit (white t-shirt, black shorts)
- Book bag: with reading book and reading record; this will be given to you on the first day
- Wellies
- Coat: please send one each day, even if the weather looks good)
- Spare clothes (if needed)
- No toys please (apart from transition objects)

PLEASE MAKE SURE EVERYTHING IS NAMED

Communication with parents

All new information about your child or the school, will be via email

Please check:

- Book bags
- Weekly Newsletter (via emails)
- Website (<https://tregony.eschools.co.uk/website/home/8594>)
- Facebook
- Tapestry
- Parents evening

Phonics RWI

- Children learning to read in Reception up until year 2
- Taught in groups based on their stage of reading
- We teach pure sounds - `m` not `muh`
- Listen to your child read the same storybook again and again
- Encourage them to use the correct vocabulary
- Discuss the story and encourage their storyteller voice

<https://www.ruthmiskin.com/parents/>



Basic Phonics vocabulary and information

Sounds- All words are made up of individual **sounds**. These sounds are merged together to form words.

e.g. in 'mat' we have the sounds 'm', 'a', 't', ship – 'sh', 'i', 'p'.

Grapheme- a way of writing down a sound

44 sounds

26 letters

Over 150+ graphemes

Speed sounds set 1 and 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	ay	ee	igh	ow
---	---	---	---	---	----	----	-----	----

Vowel sounds – stretchy

Vowel sounds – stretchy

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

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 and blending equals reading



+



'Special Friends', 'Fred Talk', 'Read the Word'

1.4

ship

Black Hat Bob

Black Hat Bob
is on his ship.

This is his peg leg.



Red Words

I

said

This is Red Hat Rob.



“I will grab that cash box,” he said.

Fred Fingers



‘Three with me,
four at home’

Accuracy

Fluency

Comprehension

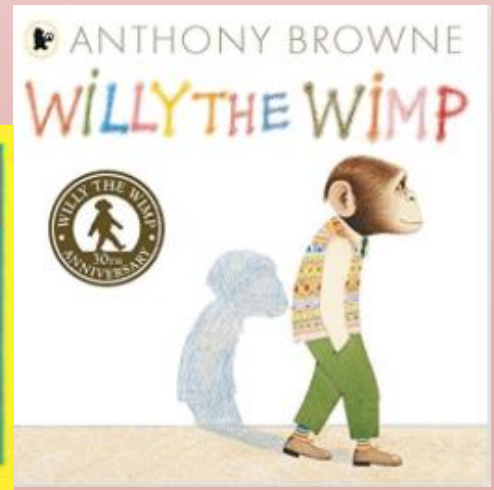
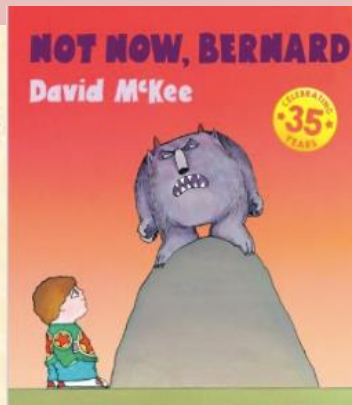
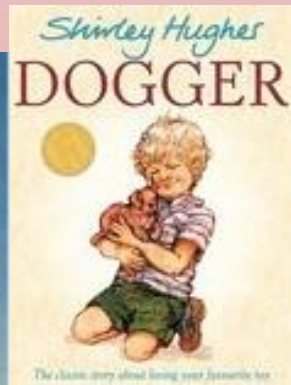
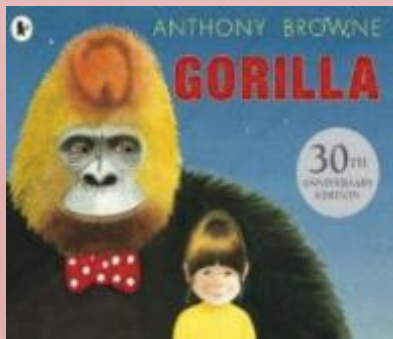
Read and enjoy at home

Which books will children bring home?






















Again! Again!

Children are wired to thrive on repetition



Letter Formation Rhymes

<p>a</p>  <p>Around the apple and down the leaf.</p>	<p>b</p>  <p>Down the laces to the heel and around the toe.</p>	<p>c</p>  <p>Curl around the caterpillar.</p>	<p>d</p>  <p>Around the dinosaurs bottom, up his tall neck & down to his toes.</p>	<p>e</p>  <p>Lift off the top and scoop out the egg.</p>	<p>f</p>  <p>Down the stem and draw the leaves.</p>
<p>g</p>  <p>Around the girls face, down her hair and give her a curl.</p>	<p>h</p>  <p>Down the head, to his hooves and over his back.</p>	<p>i</p>  <p>Down the body and dot for the head.</p>	<p>j</p>  <p>Down his body, curl, dot for his head.</p>	<p>k</p>  <p>Down the kangaroo's body tail and leg.</p>	<p>l</p>  <p>Down the long leg.</p>
<p>m</p>  <p>Down Maisie, mountain, mountain.</p>	<p>n</p>  <p>Down Nobby and over his net.</p>	<p>o</p>  <p>All around the orange.</p>	<p>p</p>  <p>Down the pirates plait and around his face.</p>	<p>q</p>  <p>Round her head, up past her earring, down her hair and flick.</p>	<p>r</p>  <p>Down the robots back and curl over his arm.</p>
<p>s</p>  <p>Slither down the snake.</p>	<p>t</p>  <p>Down the tower, across the tower.</p>	<p>u</p>  <p>Down and under, up to the top and draw the puddle.</p>	<p>v</p>  <p>Down a wing, up a wing.</p>	<p>w</p>  <p>Down, up, down, up.</p>	<p>x</p>  <p>Down the arm and leg, repeat the other side.</p>
<p>y</p>  <p>Down a horn, up a horn and under head.</p>	<p>z</p>  <p>Zig-zag-zig.</p>				

Free Video Tutorials (ruthmiskin.com)



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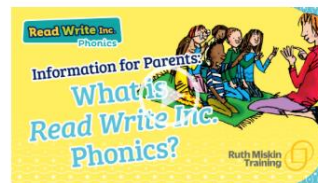
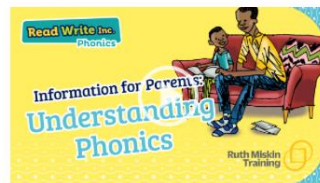
Get reading. Keep reading. Change everything.

Read Write Inc. Phonics – information for parents

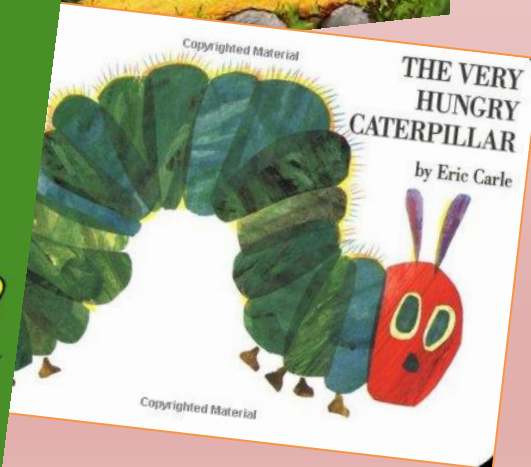
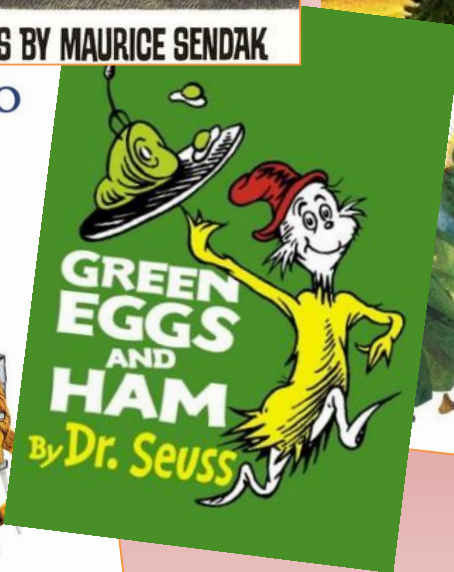
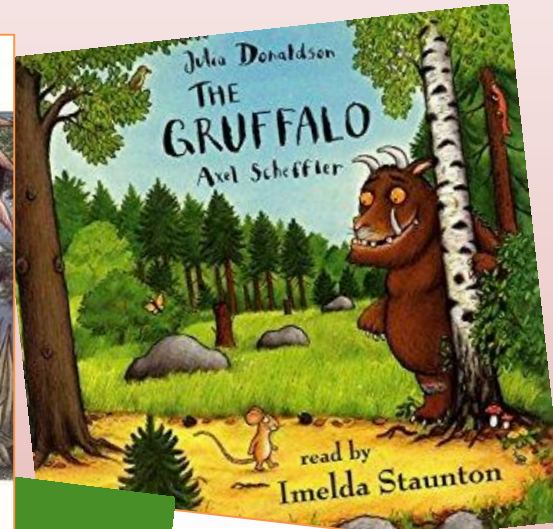
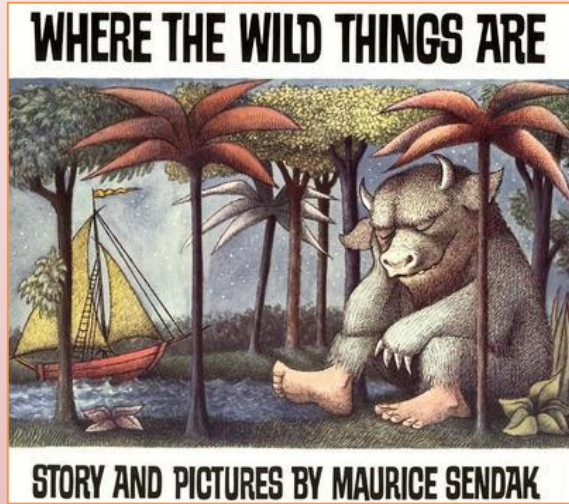
Our films show how we teach children to read and write with Read Write Inc. Phonics.

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.



Story Times



Top Tips

1. Make it a treat
2. Make it a special quiet time
3. Show curiosity
4. Read a story once without stopping
5. Discuss the story
6. Avoid testing with questions
7. Link to other stories and experiences
8. Read favourites over and over again
9. Use different voices
10. Love the book

10 things your child learns when you read stories and poems aloud every day

1. Sustain attention
2. Appreciate rhythm and rhyme
3. Build pictures in their minds from the words on the page
4. Understand humour and irony
5. Use new words and phrases in different contexts - and later in writing
6. Learn new vocabulary and knowledge of the world
7. Think about characters' feelings and use appropriate voices
8. Follow a plot with all its twists and turns
9. Understand suspense and predict what's about to happen next
10. Link sentences and ideas from one passage to the next

Free Online Resources

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/>

We look forward to seeing
you in September!

