

Dear Acorn Class Parents,

We have had a wonderful first few days together – the children have settled in well and started to learn the routines of the classroom. It is great to see how confidently they walk into class in the morning and they are doing well at independently sorting out their things before they start their busy day at school! Thank you with your support at home with getting them ready for school.

This letter will set out some key information to support with school life and provide an overview of the learning this term.

Learning behaviours

Children at Tatworth work towards achieving badges which serve as hallmarks of outstanding behaviour. These badges are known as 'learning behaviour awards'.

Although we don't work towards our learning behaviour badges in reception, we of course do have high expectations for behaviour and aim to lay the foundation for our children to become positive, reflective and motivated learners.

A key element in laying this foundation is to ensure excellent behaviour is routinely publicised and celebrated. As part of this, each week we will discuss a specific learning behaviour which we will then look for. The children will be tasked with looking to see their friends demonstrating the behaviour and reporting back to the class so that we can discuss the good behaviour and celebrate it together.

In a few weeks' time, we will start to attend the weekly whole-school Celebration Assembly. During this assembly, each week two children will achieve a behaviour for learning certificate for a particular personal achievement. This may be for showing consistently high standards of behaviour, such as working really hard to achieve a particular goal, or for a stand-out moment which deserves to be recognised.

There will also be a platinum bag award – an opportunity for the children to showcase their learning to the rest of the school during our weekly celebration assembly. Parents/carers are welcome to attend so we hope to see you there!

Reception Class Learning behaviours:

Keeping going	I keep trying when I find something tricky.	
Risk taker	I have a go and try new things.	
Respect	I think about what I do and say so that I am kind to others.	
Motivated and engaged	I can show that I am listening and learning.	
Taking responsibility	I try hard to make good choices and tell the truth if I make a mistake.	
Team Player	I share with my friends and take turns.	
Aiming High	I complete my work so that it is the best it can be.	
Confident Communicator	I talk about my ideas with my teachers and friends.	

Phonics

Phonics teaching facilitates early reading by explicitly teaching children the units of sound (graphemes) which can be 'blended' together to construct words. The process of sounding out each grapheme in words in order to read is called 'decoding'. Alongside language comprehension, fluent decoding is a vital skill in enabling children to become fluent readers.

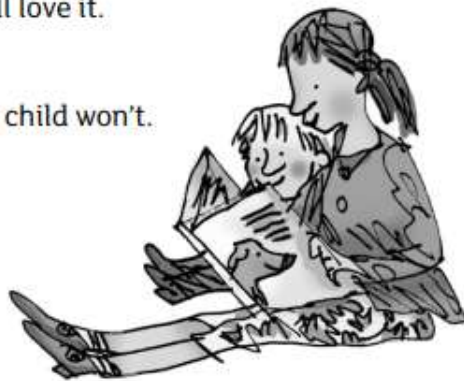
We follow the Read Write Inc phonics scheme of learning as we believe this programme provides a fantastic foundation in early reading. Keep posted for details



of our upcoming parent phonics meeting, which will include all the information you need to help support your children's learning in phonics.

Ten top tips for reading stories to your child

- 1 Make reading to your child feel like a treat. Introduce each new book with excitement.
- 2 Make it a special quiet time and cuddle up so both of you can see the book.
- 3 Show curiosity in what you're going to read:
Oh no! I think Arthur is going to get even angrier now.
- 4 Read the whole story the first time through without stopping too much. If you think your child might not understand something, model an explanation:
Oh I think what's happening here is that...
- 5 Chat about the story:
I wonder why he did that?
Oh no, I hope she's not going to...
I wouldn't have done that, would you?
- 6 Avoid asking questions to test what your child remembers.
- 7 Link stories to your own experiences (e.g. *This reminds me of...*)
- 8 Read favourite stories over and over again. Get your child to join in with the bits they know.
- 9 Read with enthusiasm. Don't be embarrassed to try out different voices. Your child will love it.
- 10 Read with enjoyment. If you're not enjoying it, your child won't.



Reading

Please support your children at home by reading to them regularly. Every book you read will strengthen your child's language comprehension and help nurture a love for reading.

Book Bags:

Your child will be given a picture book for you to read to them, on Tuesdays and Fridays, starting on Tuesday 19th September.

Please enjoy the story at home as often as you can and record this in their yellow reading record. Feel free to write any comments and let us know if you would like to keep the book for a few more days!

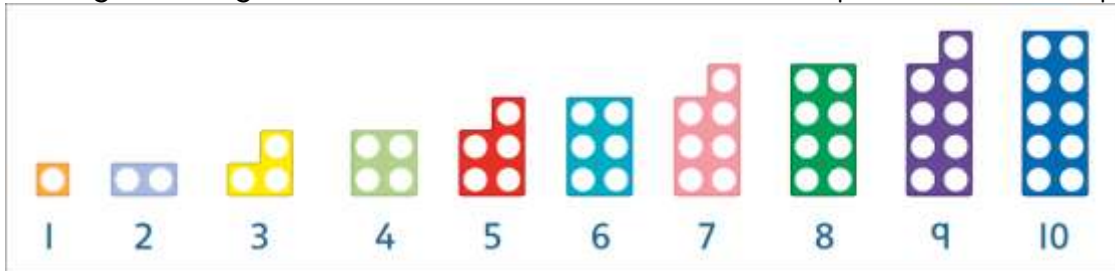
Handwriting

A guide is attached at the end of the newsletter so that you know the rhymes that we will use in school as we teach each sound. We will be focusing on lower-case letters,

but details about the formation of capital letters are included so that your child can practise writing their name or names of family members if they wish.

Maths

We use a resource called 'Numicon' as a basis for much of our learning in maths. Numicon supports children to construct a powerful mental representation of number through linking a cardinal value to a coloured shape and number pattern.



Have a look at <https://home.oxfordowl.co.uk/maths/numicon-guide-for-parents/> to familiarise yourself with this resource and find out more about how the children will use it during their maths lessons.

During our maths lesson this term, we are focusing on accurate counting, recognising and ordering the Numicon Shapes, and recognising numerals. We will compare lengths, mass and volume using longer/shorter, heavier/lighter, more/less, order parts of a day, and describe and name 2D shapes

Autumn term learning

We will be learning about ourselves – naming parts of our bodies, thinking about how we are the same and how we are different. We will talk how we have changed since we were babies. We will consider the skills that we have now that we didn't have when we were babies and think about all of the new things that we are still learning to do. We will think about how we feel when we have different emotions and how we show them.

We will start to learn about our school environment and go on walks around school using photos and maps to guide us as we visit different locations and learn about their purpose.

We will talk about the people in our families and why they are special to us, and consider the younger and older members of the family.

We will learn about different festivals and special days that are celebrated in different families within our school and the wider community.

We will get outside whenever possible and venture onto the field and into the Forest School area to look for signs of the seasons and learn about the plants and wildlife that we have at school. I will let you know soon about welly boots!

PE Kit

Please bring PE kits to school every Monday. A formal PE lesson will take place every Tuesday. This session will supplement the time dedicated to developing children's physical skills as part of our extended provision, for example when the children ride bikes or use the outside climbing apparatus. PE kits will be sent home on a Friday. It is helpful to include a spare set of underwear and socks in case of any accidents or puddles!

Items to bring to school

Children should continue to bring their book bag every day as school letters and other sounds/books etc can then easily be handed out. The children have made an excellent start at bringing a healthy snack in a reusable pot every day – as a school we are keen to reduce plastic so no plastic bags if possible please. Children should bring only water in a named bottle every day.

School Councillors



























Two children from reception will soon be chosen to represent Acorn class as part of the school council. This role will see them working together with other children to help make decisions which will have a real impact across the school.

For general queries I can be contacted by email on homelearning@tatworthschool.co.uk or call the office if urgent.

Kind regards,

Mrs Hewitson

Rhymes for letter formation - taken from Read Write Inc.

<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>qu</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>				

a A b B c C d D e E f F g G

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