

Welcome to Nightingales!





Class DoJo



Ready 	Respectful 	Safe 
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Resilience	Independence	Collaboration	Accuracy	Reflection
				

We will continue to update DoJo with any updates and notifications

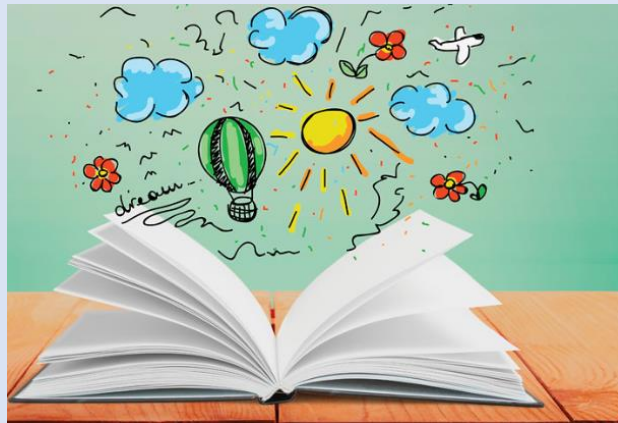
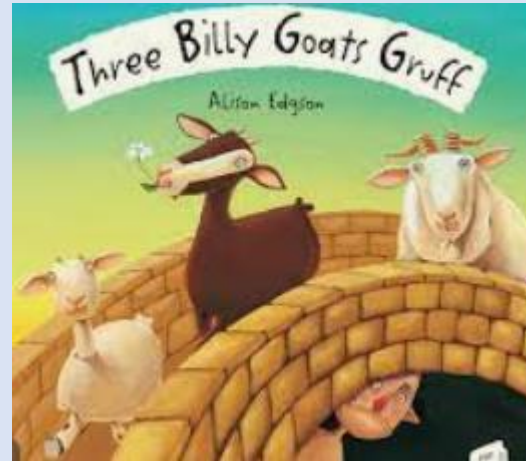
Class DoJo

- Main form of communication for both what is going on in the classroom and through individual private messages.
- Best way to see some of what we have been up to in the classroom
- It can be used as support to discussions about what your child has been doing in school. This also really helps to recall learning

A great start to the year!!



What are we going to be learning this term?



Home Learning

Home learning will be set on a Wednesday and checked the following Tuesday.

Each week....

- One set of spellings that match the graphemes/phonemes taught that week
- 15 minutes on numbots
- At least 4 read and responds

Reading and Books

- Children will be given books when they can blend – this will be different for every child
- Books precisely match children's phonics attainment





Reading at home

- 5 – 10 minutes
- Choose a time that works for you
- Be positive and celebrate successes
- Encourage them to point to the graphemes
- Encourage them to say the sounds and blend them together
- Be patient and let them try and work it out
- Read common exception words by sight.

Reading at home





- Continue to read to your child.
- Model how to read a book – left to right, turning pages
- Ask questions about what has happened and characters' feelings
- Support vocabulary
- Predict what will happen next
- Make connections
- Model your love of reading!





Unlocking Letters and Sounds Actions, Images and Handwriting – Phase 2

- These are simple, clear actions that don't impede the child saying the sound
- The sound is only voiced once, so that the teacher can spot those children who are saying the sound slightly behind the rest of the group
- The actions also help warm up hands and fingers, ready for writing

GPC	Image	Action	Lower Case Letter Formation	Upper Case Letter Formation
s		Snake – Slithering snake action with arm	Up and over, around the other way	Up and over, around the other way
a		Arrow – Firing an arrow	Around, up, down and flick	Down, down, lift and across
t		Tap – Twisting a tap	Down and round, pencil off, across	Down from the top, lift and left to right across the top
p		Paint – Painting with a paintbrush	Down, up to the top, round to the middle	Down and back up, around to the middle

Spelling

- Segmenting words



- Daily writing as part of phonics lessons

‘Life in all its fullness for all our children’

John 10:10

During the year, your child will give a presentation to the class during our Monday worship slot. This will be a 5 minute presentation that is about them and what makes them fulfilled. What inspires them? Why do they take part in this? This could be about:

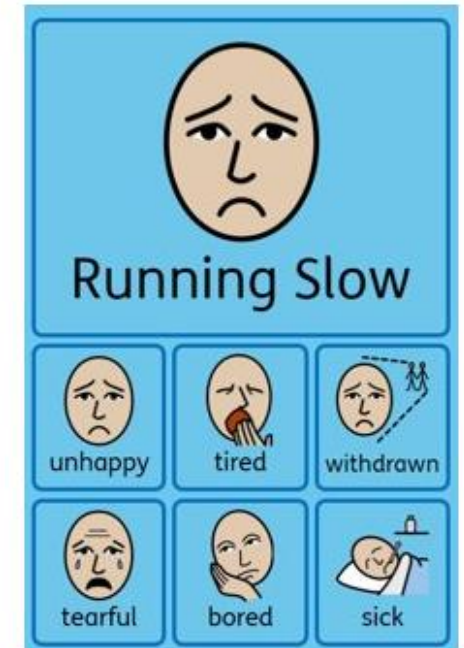
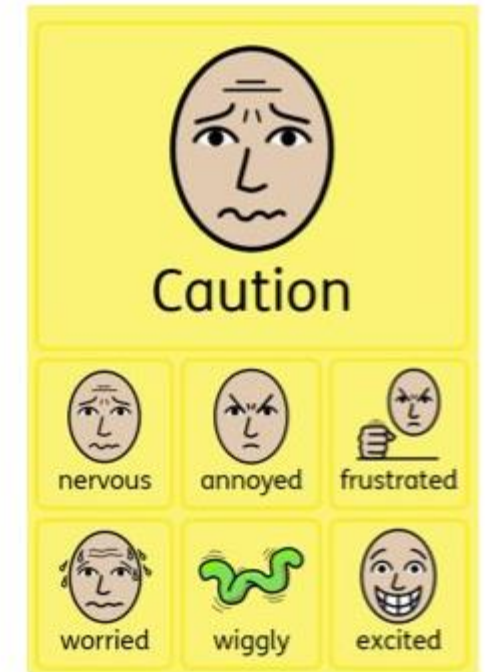
- their beliefs,
- an experience,
- a club/group
- something or someone important to them.

They can present this in any way they wish to.

Zones of Regulation

How can you help your child use The Zones of Regulation at home?

- Identify your own feelings using Zones language in front of your child (e.g.: "I'm frustrated. I think I am in the Yellow Zone.")
- Talk about what tool you will use to be in the appropriate Zone (e.g.: "I need to take four deep breaths to help get me back to the Green Zone.")
- At times, wonder which Zone your child is in. Or, discuss which Zone a character in a film / book might be in. (e.g.: "You look sleepy. Are you in the Blue Zone?")
- Engage your child in discussion around Zones when they are in the Red Zone is unlikely to be effective. You need to be discussing the different Zones and tools they can use when they are more regulated / calm.
- Teach your child which tools they can use. (eg: "It's time for bed. Let's read a book together in the comfy chair to get you in the Blue Zone.")
- Regular Check-ins. "How are you feeling now?" and "How can you get back to Green?"
- Modelling It is important to remember to show the children how you use tools to get back to the green zones. You might say "I am going to make myself a cup of tea and do some breathing exercises because I am in the blue zone" and afterwards tell your child how using those tools helped you get back to the green zone.
- Share how their behaviour is affecting your Zone. For example, if they are in the Green Zone, you could comment that their behaviour is also helping you feel happy / go into the Green Zone.



Any questions?

Please send any questions you may think of after the meeting via Class DoJo or feel free to stay after the session if there is anything specific to your child.