



Welcome to

**The John Harrox
Primary School!**

A place to learn, grow
and shine **together**

Tonight you will...



Understand how phonics is taught and how you can help your child.



Introduce the reading scheme.



Look at ways to develop writing.



Explain how your child's progress is recorded and tracked.





EYFS

Early Years Foundation Stage

The 3 Prime Areas



Personal, Social and
Emotional Development



Communication
and Language



Physical Development

The 4 Specific Areas



Literacy



Mathematics



Understanding the World



Expressive Arts and Design

The EYFS advocates learning through play
and practical, relevant experiences.

Play is children's learning.



Reading and Phonics

Reading is the key to learning.



The benefits of reading

Reading to your child helps them develop...



Language skills



New ways of using language



New language about the world



Predictions and inference skills



Vocabulary knowledge



Thinking skills



Empathy and handling challenging feelings



Routines and connections with you

Ruth Miskin Creators of Read Write Inc says...

Read Write Inc.

“ We all know that reading opens the door to all learning. A child who reads a lot will become a good reader. A good reader will be able to read challenging material. A child who reads challenging material is a child who will learn. The more a child learns the more a child wants to find out. ”



The effects of reading ability



Less likely to achieve qualifications



Impact on employment



Impact on earnings



Increase behaviour problems



A huge cost to an individuals

Reading grows brighter futures

Read Write Inc.

What is RWI?



What is RWI?

abc

It is the vigorous teaching of synthetic phonics.



It has been developed by a head teacher called Ruth Miskin.



The programme has been developed further and resources have been produced by Oxford University Press.



<https://www.oxfordowl.co.uk/for-home/advice-for-parents/reading-at-home/phonics-made-easy/>

Who is RWI for?



The Read Write Inc. programme is for primary school children learning to read.



It enables **every child** to become a confident and fluent reader **at the first attempt**.



Every child who completes Read Write Inc. learns to read fluently and confidently.



It also improves the children's writing and spelling.

How and what do the children learn

44
sounds

Learn 44 sounds.



Learn to read words using sound blending.



Read lively stories using sound blending.



Show that they comprehend the stories by answering questions.

Speed sounds



- Letter sound pictures help children learn the sound quickly.
- When new sounds are taught they will be put in the purple folder to be practiced at home.

Children need to have rapid recall.

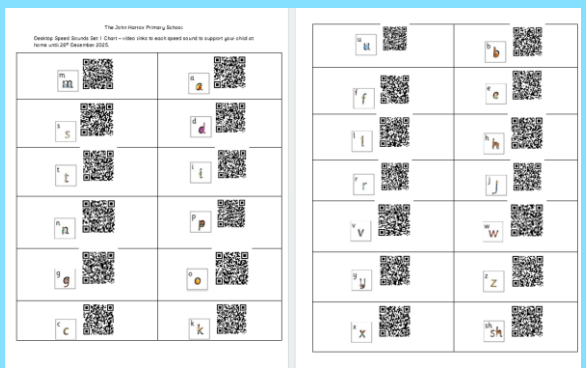
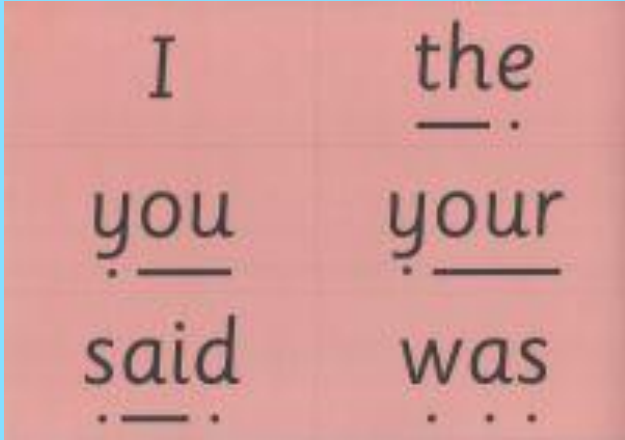


m m	a a	s s	d d	t t
i i	n n	p p	g g	o o
c c	k k	u u	b b	f f
e e	l l	h h	sh sh	r r
j j	v v	y y	w w	th th
z z	ch ch	qu qu	x x	ng nk

A green word can be sounded out



A red word has to be learnt on sight it can't be sounded out. Common words with uncommon spellings



RWI

How and what do the children learn?



Writing



Learn

to write the letters / letter groups which represent the 44 sounds.



Learn

to write the words.



Write

and edit simple sentences.



Compose

stories.



Compose

a range of texts using discussion prompts.



Handwriting Rhymes



Maisie over
mountain,
over mountain.



All around
the apple.



Slither down
the snake.



Pencil grip



It is important your child develops a good pencil grip from the start as habits are hard to break!



Encourage them to snap their fingers onto the pencil like a crocodile.



Talking



They work in pairs so that they:

✓ Answer every question

✓ Practise every activity with their partner

✓ Take turns in talking to each other.



How can I help my child?



Don't use letter names..... yet!



Only use pure sounds.



When they get a new sound in their purple folder do lots of activities to support recognising, hearing, saying and writing it.



Praise! Praise! Praise!



Reading Books

Builds brighter futures!



Early Years



Reading is a central part of your child's learning across the whole curriculum.



Your child should be experiencing books regularly at home with you, ideally every day.



Their home reading book and interest book are provided by school. Your child will be given a reading record and you will be able to record the books you share with your child. Your child's reading book needs to be brought back into school every **Wednesday** so that it can be changed. With only changing the home reading book once a week, we expect your child to read their book more than once to develop accuracy.



It is important to make reading a fun, enjoyable activity. We want children to develop a genuine love of reading.



Here's the impact of **Reading 20 minutes** per day!



A student who reads **20 minutes** per day will be exposed to **1.8 million** words per year and scores in the **90th** percentile on standardized tests.



A student who reads **5 minutes** per day will be exposed to **282,000** words per year and scores in the **50th** percentile on standardized tests.



A student who reads **1 minute** per days will be exposed to **8000** words per year and scores in the **10th** percentile on standardized tests.

>< 20 is plenty! ><

Children who read for 20 minutes a day ... will have a world of imagination and creativity opened to them, will improve critical thinking skills, will have a broad vocabulary, will learn how to develop empathy, will improve their test results, will have reduced stress levels, will improve their communication skills, will have better general knowledge, will be exposed to **1.8 million** words a year.



What to do at home?



Shared reading



Visit the library



Make reading a special time



Small books make big dreams

How do we track your child's progress?



Observations



Observe children as they act and interact in their play, everyday activities and planned activities, and learn from parents about what your child does at home.



We then analyse our observations and interactions with children to make a best fit judgement about the stage of your child's development.



Every child is unique!



What does my child need?

Every item needs to be named



Water bottle



Packed lunch / school dinner and a drinks bottle, which can be juice



Wellies – left in school



PE kit – left in school



Coat as weather changes during a day



Sunhat and sun cream



Backpack? **No!**



Please ensure everything is named.



Thank you!



We will put one of these handouts in your child's book bag by the end of the week.





POSITIVE REINFORCEMENT & REWARDS



We celebrate positive behaviour, attitudes and achievements.

1

VERBAL PRAISE/STICKERS

Verbal Praise/Stickers from an adult to a child.



2

GREEN HOUSE POINTS

Green house points from teacher or TA.



3

STAR AWARD

Star Award presented in Celebration Assembly to recognise positive behaviour, attitude or learning.



4

HEADTEACHER'S AWARD

For a child who goes above and beyond expectations in behaviour or learning.



5

5C BADGE

5C badge to recognise ongoing and consistent learning or behaviour linked to the school values.



CARING



COURTEOUS



COOPERATIVE



CONSIDERATE



CONSCIENTIOUS

6

OUTLOOK AWARD

Outlook Award presented at the end of each term to recognise outstanding achievements linked to the curriculum outlooks of Enterprise, Healthy, Global, Creative.



ENTERPRISE



HEALTHY



GLOBAL



CREATIVE

7

HOUSE POINT CERTIFICATES

House Point certificates to recognise positive housepoints. Different levels of Bronze, Silver, Gold and beyond over the school year.



CARING



COURTEOUS



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CONSCIENTIOUS

JOHN HARROX PRIMARY VALUES



Caring

We are aware of each other's needs and feelings. We help people when they are sad, lonely or hurt.



Courteous

We are polite. We say good morning, please, thank you and excuse me. We wait our turn to speak and hold the door for other people.



Considerate

We respect one another at all times and consider the needs of each other. We look after the school and each other's possessions.



Conscientious

We always try our very best with our school work and homework. We take pride in our presentation, including our smart uniform.



Cooperative

We take turns and share tasks. We help one another and recognise everyone's strengths.



Community

We are stronger when we are a team. Our school is a place of care and connection, where staff, children and families feel a sense of belonging and purpose.



OUR BEHAVIOUR STAGES

We are kind, respectful and ready to learn.



STAGE 1



Verbal reminder from class teacher or TA in the classroom.



STAGE 2



Orange TrackIt Light reminder to reflect and improve behaviour.

Class teacher consequence of TIME IN another classroom of the same phase to reflect and then return to class.



STAGE 3



Yellow TrackIt Light.

Class teacher consequence of walking with an adult for some or all of playtime.



STAGE 4



- Red TrackIt Light.
- Visit to Key Stage Leader/ Behaviour Champion to discuss, reflect and improve behaviour.
- Phone call to parents.



STAGE 5



Two or more reds in one week will mean a meeting with parents, Headteacher/Deputy Headteacher and other relevant staff to discuss expectations and next steps.



CARING



COURTEOUS



COOPERATIVE



CONSIDERATE



CONSCIENTIOUS



LINING UP



STEP

1

Face the way you are going



STEP

2

Arms by your side



STEP

3

No Talking



★ THE POWER OF 3 ★



WALKING IN SCHOOL



STEP

1

Single line on the left hand side



STEP

2

Indoor voice



STEP

3

Use your manners



★ THE POWER OF 3 ★

Meaningful Conversations Stronger Children



OPEN QUESTIONS THAT GO BEYOND
"HOW WAS YOUR DAY?"

Little questions. Big conversations.
Brighter tomorrows.



1 What made you laugh today?

Helps you understand what brought them joy.



2 What did you sit with at lunch?

Helps you understand their friendships and social world.



3 What was the hardest part of your day today?

Gives them space to share worries or challenges.



4 Did anything surprise you today?

Gets them talking about the unexpected.



5 Who did you spend time with today and what did you do?

Helps you understand their day in more detail.



6 What was the best part of your day?

Helps them focus on the positives.



7 What was the most interesting thing you learned today?

Shows you what's sparking their curiosity.



8 How did you help someone today or how did someone help you?

Builds empathy and perspective.



9 What are you looking forward to tomorrow?

Gives them something positive to focus on.



10 What's something that made you feel proud today?

Builds self-esteem and confidence.



11 What would you change about today if you could?

Encourages problem-solving and reflection.



12 What was the kindest thing you saw or someone did today?

Helps them notice and value kindness.



13 Is there anything that's been on your mind lately?

Opens the door to deeper conversations.



14 If you could give today a title, what would it be?

A fun way for them to sum up their day.



15 Is there anything you want to talk about that I haven't asked?

Lets them take the lead.



Listening today
builds a brighter tomorrow





The John Harrox Primary School

invites you to our

HARVEST FESTIVAL

At Moulton St Andrews Church



Thursday
1st October



10am

Donations of
non-perishable food
for Holbeach
Food Bank ♡

Everyone
welcome!
♡



New Parents of Reception Children Coffee Morning

Come along and get some information about the PTA and meet other parents!

Meet other parents

Find out about the PTA

Learn about upcoming events and how you can get involved

Share ideas and ask questions

 Friday 25th September

 School Hall

 After morning drop off at 8:50am onwards

 Come through reception

Younger siblings welcome!

We look forward to seeing you!

Good coffee,
new connections!
!



Lincolnshire
COUNTY COUNCIL

Growing Together

at John Harrox Primary School

Recharge and Thrive Wellbeing
workshop for parents and carers



Learn how to respond calmly and positively during challenging moments, while recognising the importance of caring for your own emotional wellbeing. Gain practical tools to help you and your family thrive together.

Our activities share ideas to support your child with fun learning opportunities. An adult-only session is part of the course as well as quality time enjoying activities with your child.

Join Mel from 9.15am -11.15 am

Tuesday 6th &
Tuesday 13th October

You must be able to attend both sessions

Contact the school office
to book your space.

Please bring ID to complete
forms at your first session.



Department
for Education

Dates for your diary

More information to follow



We look forward to seeing you at these events!



28th September



Winter uniform to be worn from today.

1st October



Whole School Harvest Festival at Moulton Church. This will be at 10am. Everyone is invited.

14th/15th October



Parent/Carer Meetings - This is the opportunity to have a discussion with your class teacher about how your child has settled into their new class.

9th November



Individual and Family Photos.

4th December



Christmas Fair. 5-6.30pm.

8th December



EYFS Nativity to parents - AM.



Keep an eye on our school website and newsletters for any updates.



We hope to see you at these events!



Learn ♥

Grow ♥

Succeed ♥



LIBRARY MORNINGS



8.35am – 8.55am



Join your child before school to read a book and create that **love of reading**.



Your child should put their coat and bag in the class cloakroom and then make their way to the library with you.



DATES: WEEK BEGINNING

- 14th September
- 28th September
- 12th October
- 16th November
- 30th November
- 14th December



DAYS OF THE WEEK

- ★ Monday – Jeffers Class
- ★ Tuesday – Donaldson Class
- ★ Wednesday – McKee Class
- ★ Thursday – Carle Class
- ★ Friday – Preschool



We look forward to sharing stories and creating a love of reading together!



Communication -

The Correct Way to Contact the School

Communication

We understand that you may have lots of questions or concerns about your child, and we are always happy to support you.

To make sure your query is dealt with by the right person as quickly as possible, please follow the school's communication pathway:



1

Speak to your child's Class Teacher



Your child's class teacher should be your first point of contact. They know your child well and will be able to discuss any questions or concerns relating to their learning, wellbeing or day-to-day experiences in school.

2

Speak to the Key Stage Leader



If your concern cannot be resolved with the class teacher, or you feel that further support is needed, please speak to the relevant Key Stage Leader.

3

Further Support



The Key Stage Leader can then arrange for you to meet with the appropriate member of staff, such as the SENCO, Behaviour Champion or another member of the leadership team, if necessary.



Following this pathway helps us to make sure that your concerns are listened to, communicated effectively and addressed by the appropriate member of staff.



Thank you for working with us to ensure that communication between home and school is positive, respectful and effective.



Together we make a difference



Thank you for coming.



If you have any questions
please ask a member of staff.

