



PARENT LIAISON

March 2023

PHONICS

Grapheme chart **Phase 2 and 3**

| | | | | | | | | | | | | | | |
|----|----|-----|----|----|----|----|----|----|----|----|----|-----|-----|----|
| s | t | p | n | m | d | g | c | r | h | b | f | l | j | v |
| ss | tt | pp | nn | mm | dd | gg | k | rr | | bb | ff | ll | j | vv |
| | | | | | | | ck | | | | | | | |
| | | | | | | | cc | | | | | | | |
| w | x | y | z | qu | ch | sh | th | ng | nk | a | e | i | o | u |
| w | x | y | z | qu | ch | sh | th | ng | nk | a | e | i | o | u |
| | | | zz | | | | | | | | | | | |
| | | | s | | | | | | | | | | | |
| ai | ee | igh | oa | oo | oo | ar | or | ur | er | ow | oi | ear | air | |
| | | | | | | | | | | | | | | |



MATHS

Concrete

➔

Pictorial

➔

Abstract

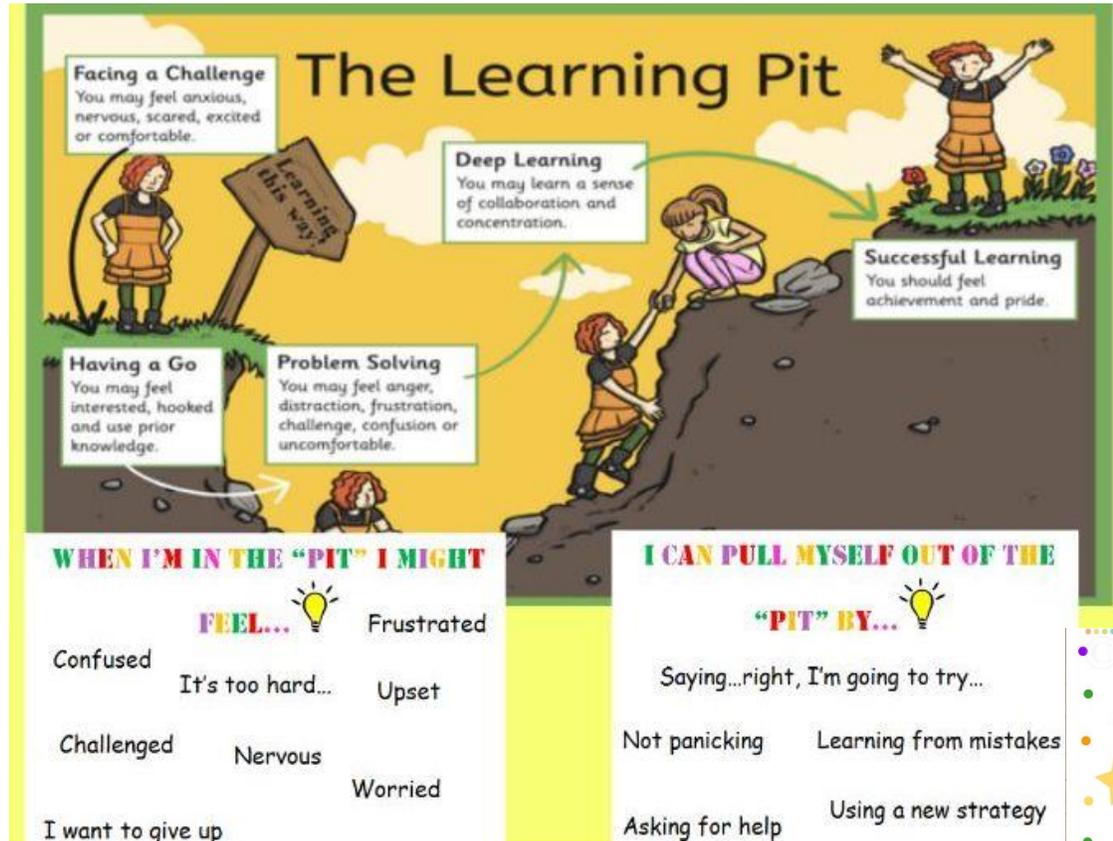
$2 + 2 = 4$

5+5 6+4 7+3 8+2 9+1

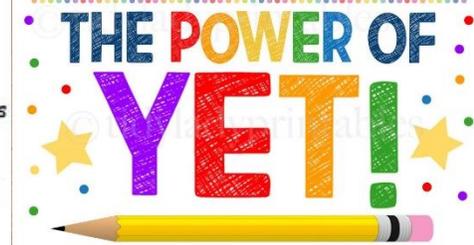
10 + 0 = 10
 9 + 1 = 10
 8 + 2 = 10
 7 + 3 = 10
 6 + 4 = 10
 5 + 5 = 10
 4 + 6 = 10
 3 + 7 = 10
 2 + 8 = 10
 1 + 9 = 10
 0 + 10 = 10

$4 + 6 = 10$

GROWTH MINDSET



YET



I can't do this **YET**
 I'm not good at this **YET**
 I don't understand this ... **YET**
 It doesn't work **YET**
 This doesn't make sense ... **YET**

OUR LEARNING BEHAVIOURS



LORENZO THE LEMUR

MOTIVATION



CARLA THE CAT

CURIOSITY



DYLAN THE DOG

TEAMWORK



TOBY THE TURTLE

RESILIENCE



ORLA THE OWL

INDEPENDENCE



FRANKIE THE FOX

REFLECTION



After School Clubs



Born to Move
Art and craft
Construction
Reading
Science



Barnaby Bear at the Anvil- Year 1 and 2



SIMON MURRAY – Author visit



Simon Murray began his career in illustration by creating the intricate and imaginative line drawings for the bestselling Mokee Joe series, published to critical acclaim by Hodder Children's Books in 2004.

He then went on to collaborate once again with his father, the award winning author Peter J. Murray, teaming up to create the detailed black and white maps and plates for the Bonebreaker series of books for Hachette in 2006.

After founding his studio in 2007, Simon went on to create the cute and mischievous character, Icky Doo Dah and continues to both write and illustrate exciting and adventurous picture books around this fluffy little creature.

In 2012 Simon collaborated with Family Law expert Helen Victoria Bishop and illustrated an emotional literacy title, Jack. The book has received a glowing review in *The Law Gazette* and was subsequently endorsed by Resolution.



Chance to Shine - Cricket



GREEN TEAM – Tree planting



Handwriting



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Key Stages

News

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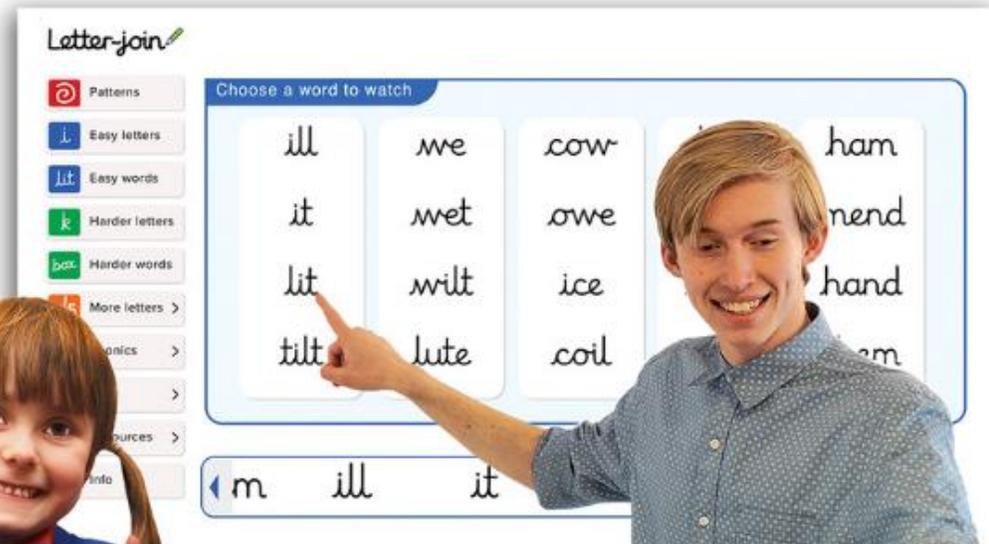
Desktop

Tablet

Free Trial

[Review all Letter-join features >](#)

[Try Letter-join free for 30 days >](#)



Handwriting and the National Curriculum

In Year 1, pupils should be taught to:

- Sit correctly at the table, holding a pencil comfortably and correctly.
- Begin to form lower case letters in the correct direction, starting and finishing in the right place.
- Form capital letters.
- Form the digits 0 to 9.
- Understand which letters belong to which handwriting 'family' (a group of letters that are formed in the same way).

In Year 2, pupils are expected to:

- Form lower case letters of the correct size, relative to one another.
- Start using some of the diagonal and horizontal strokes needed to join letters, and understand which letters are best left unjoined.
- Write capital letters and digits of the correct size, orientation and relationship to one another.
- Use spacing between words that is appropriate for the size of the letters.

In Years 3 and 4, children should:

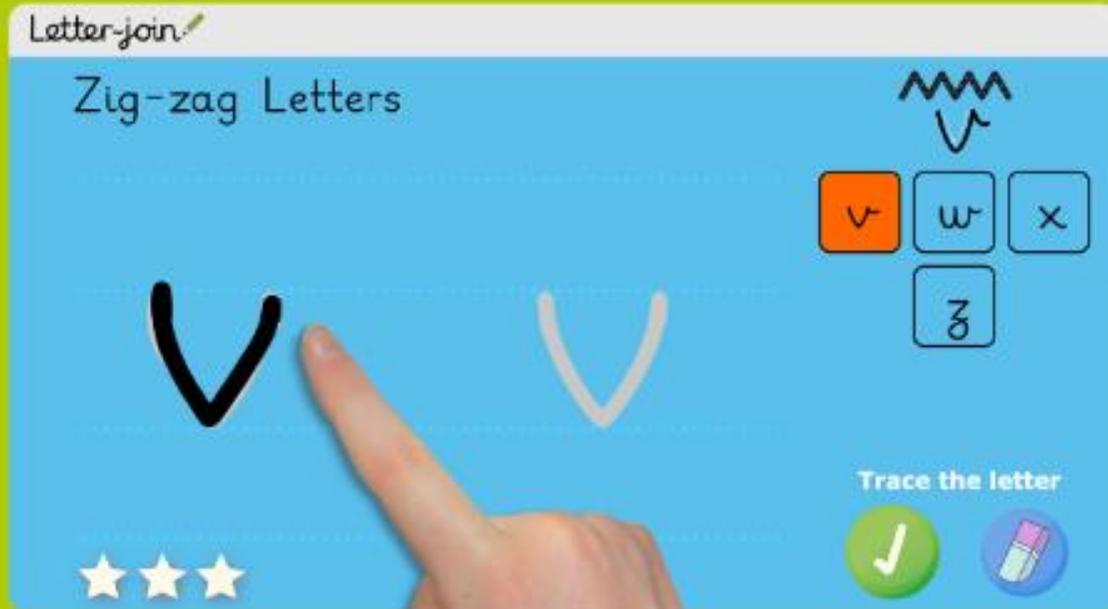
- Continue to develop their joined-up handwriting.
- Increase the legibility, consistency and quality of their handwriting – for example, ensuring that downstrokes of letters are straight and parallel, not sloping.

In Years 5 and 6, children are taught to:

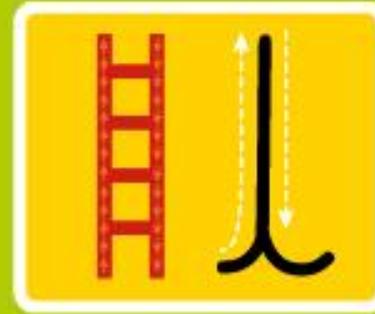
- Write with increasing legibility, fluency and speed.
- Choose which shape of a letter to use, and decide whether or not to join specific letters.
- Choose the writing implement that is best suited for a task.

Letter Families

Find out which letters belong to each family with this fun Letter Families activity.



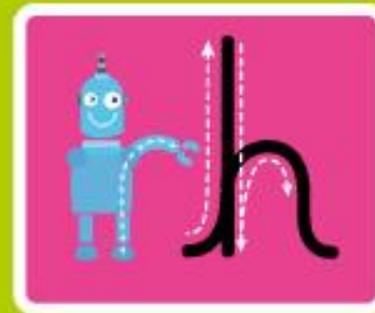
Choose a letter family and practise writing the letters:



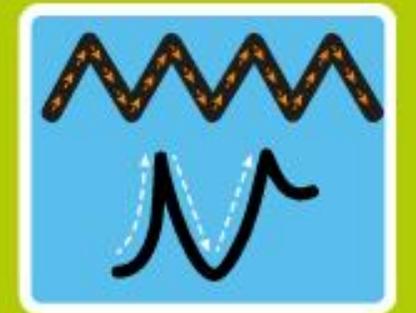
Long Ladder Letters >



Curly Caterpillar Letters >

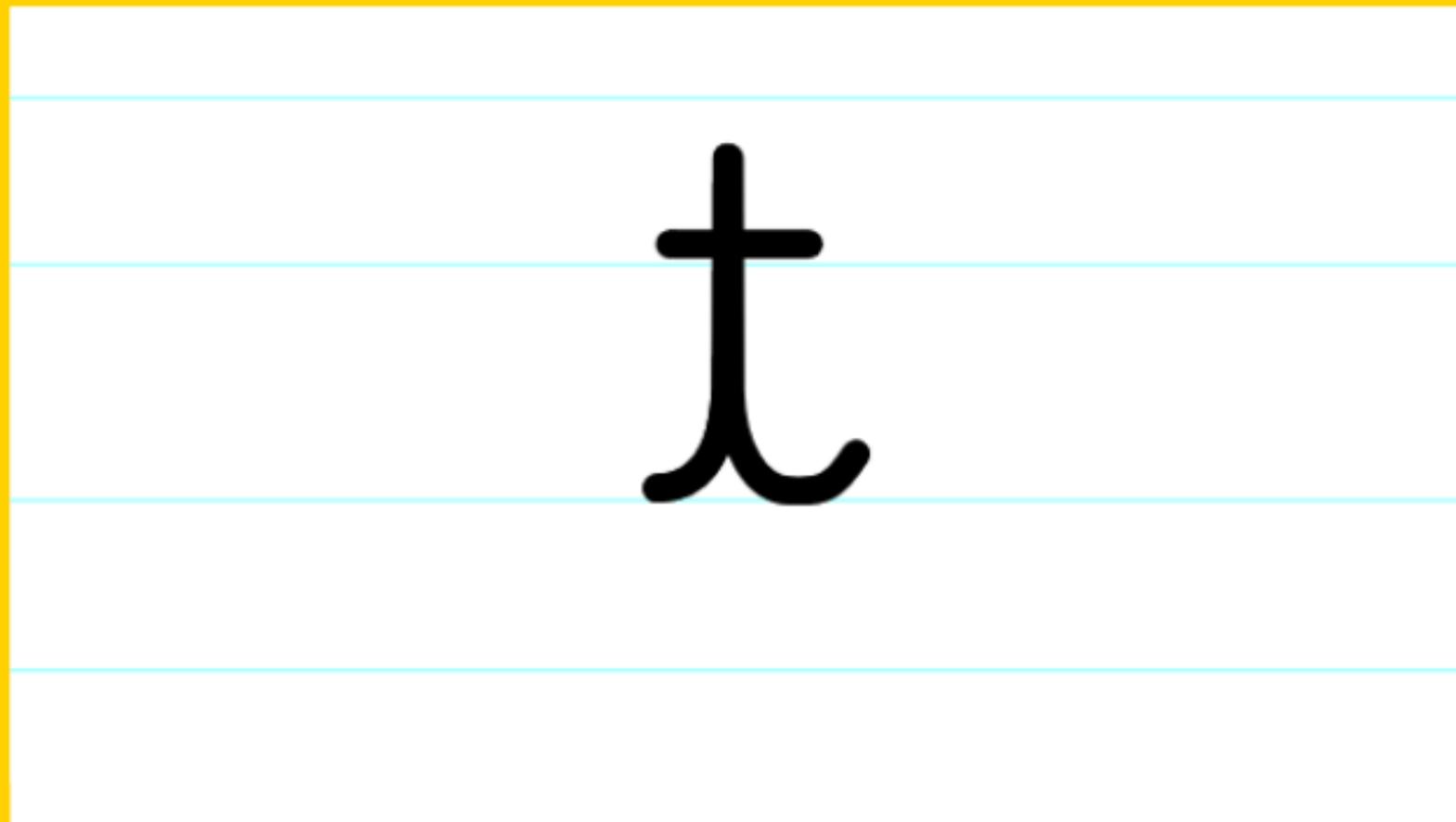


One-armed Robot Letters >

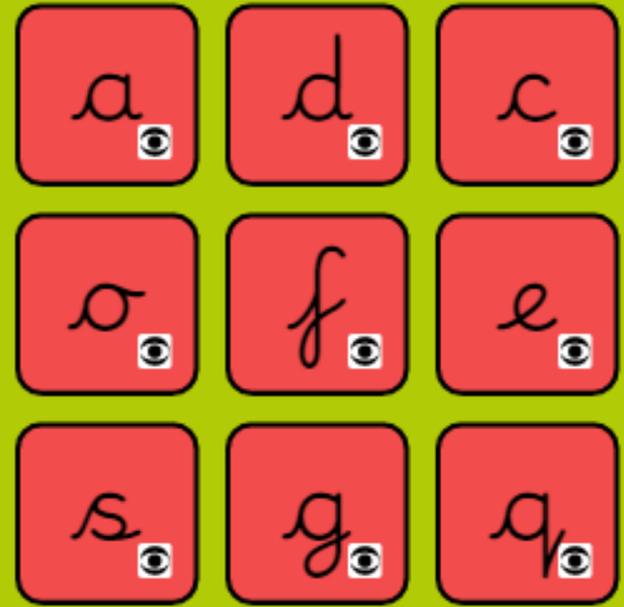
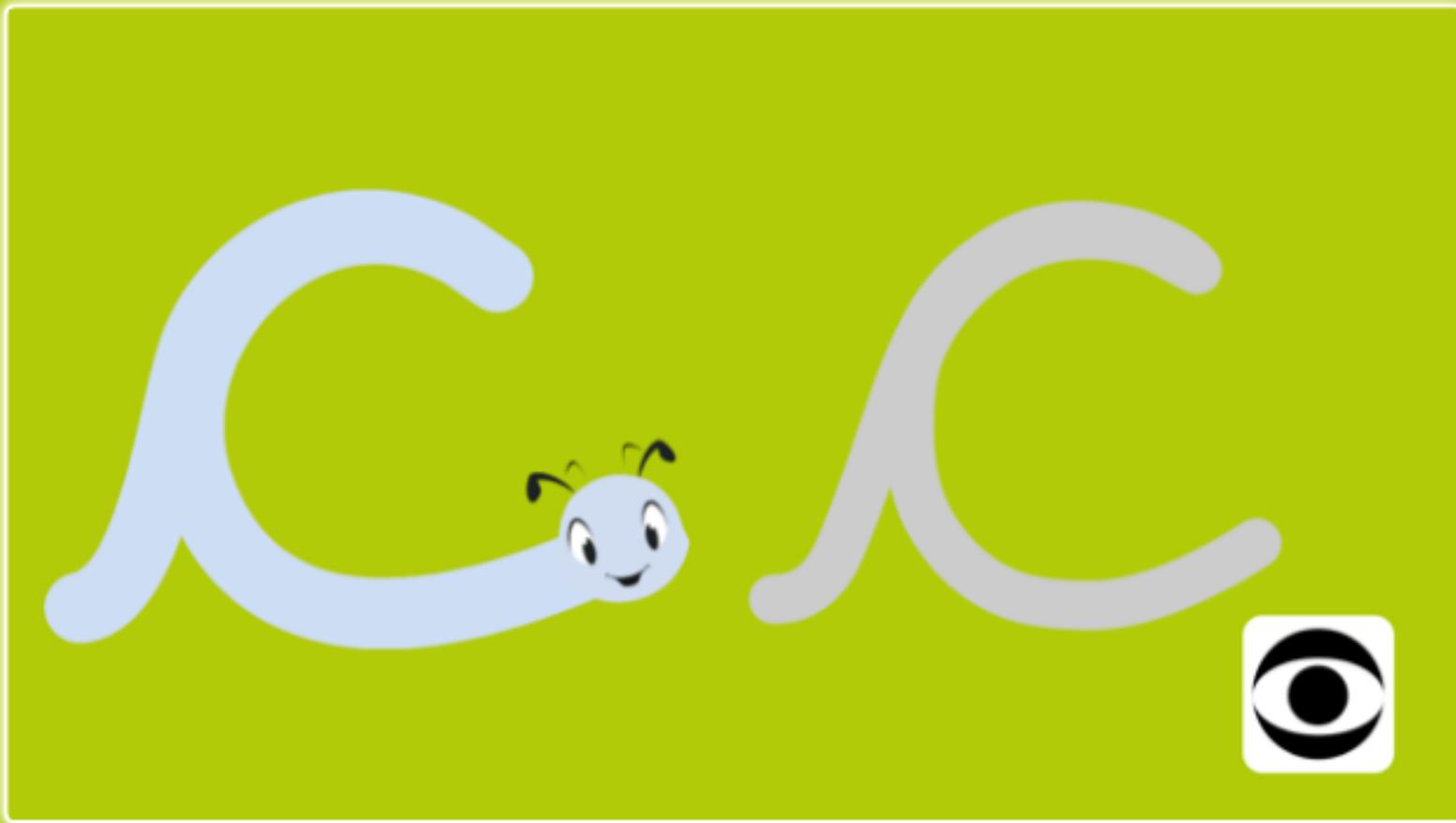


Zig-zag Letters >

Long Ladder Letters

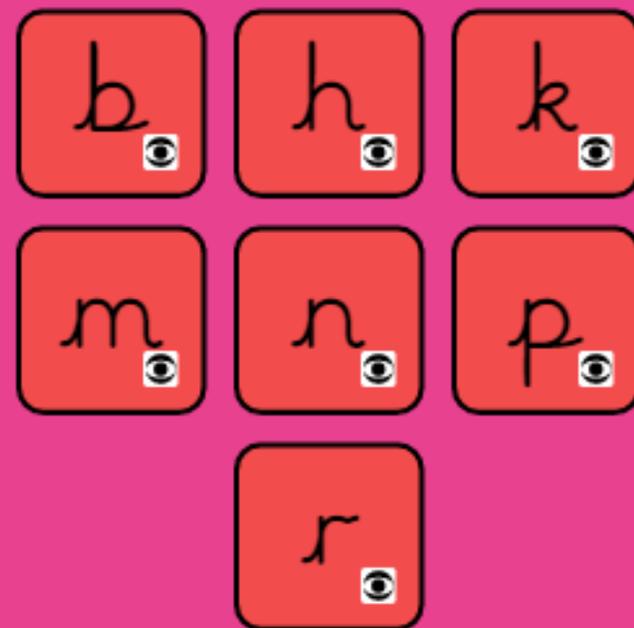
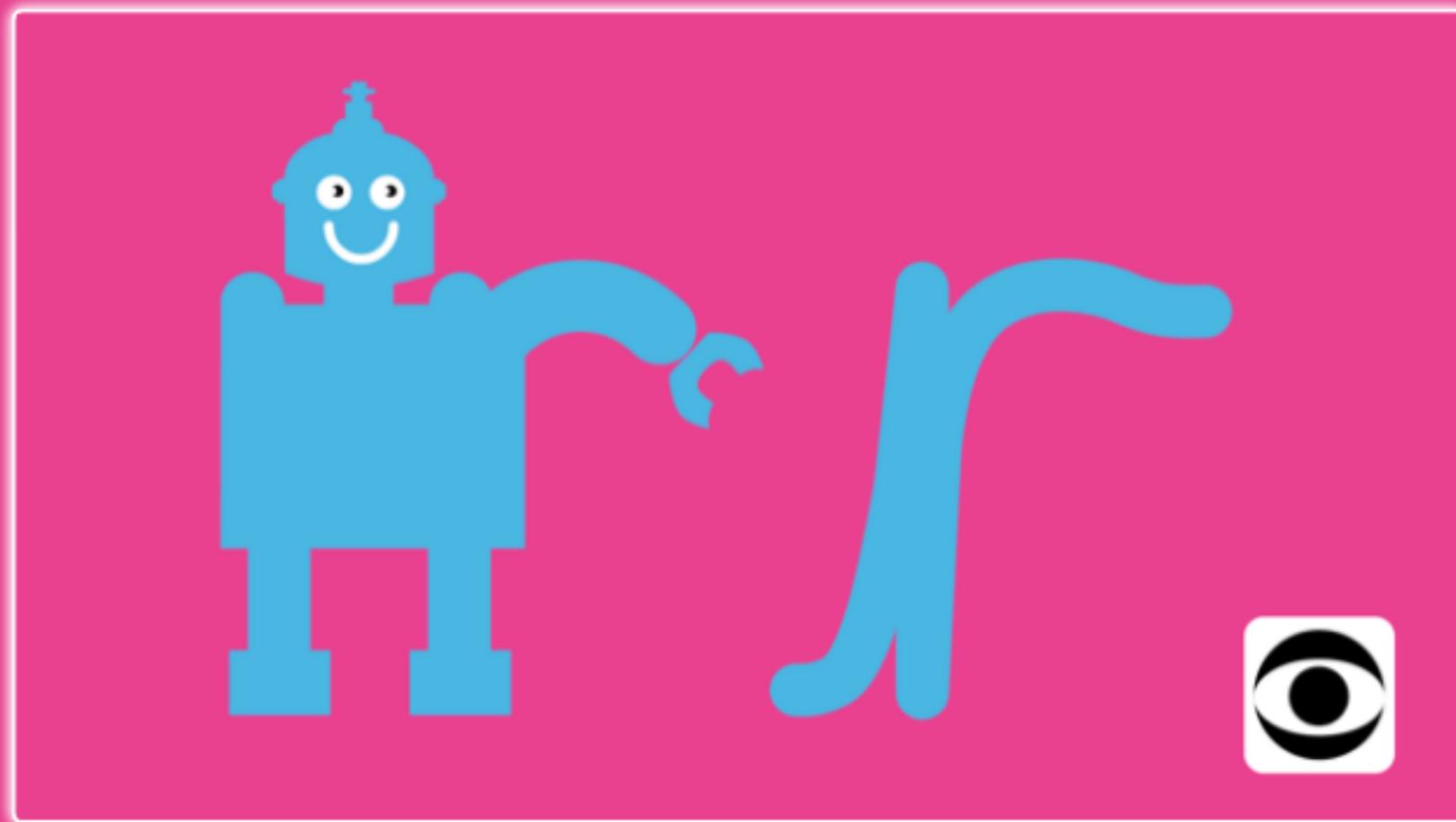


Curly Caterpillar Letters



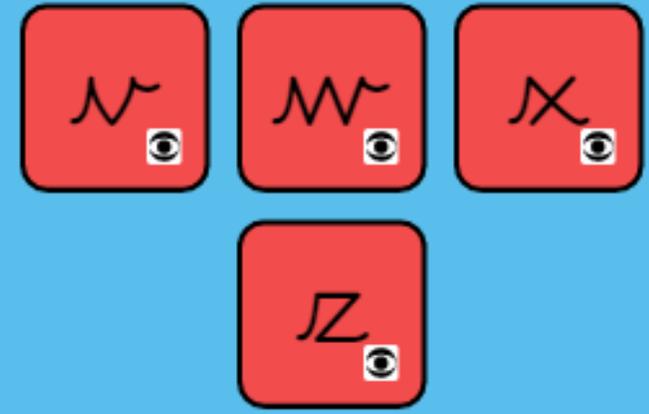
Trace the letters >

One-armed Robot Letters



Trace the letters >

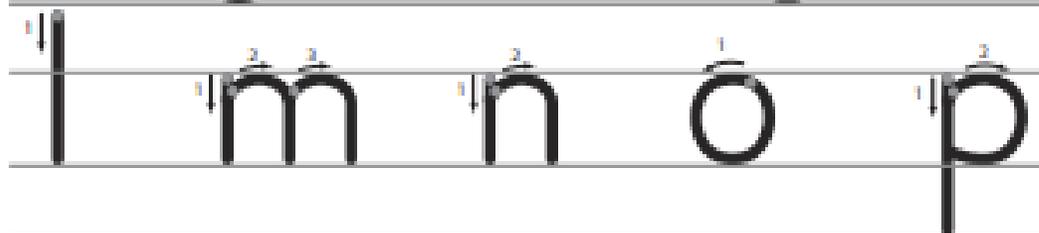
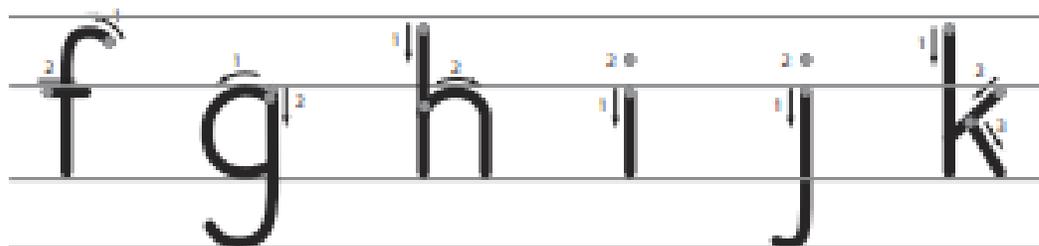
Zig-zag Letters



Trace the letters >

YEAR R – learn the letter shapes without lead-in or lead-out lines.

Printed Lower Case Letters



Search Letter-join....



Choose a letter to watch

i l t

u w e

c o

a d

n m h

◀ a b c d e ▶



Practice Joins >

fox



Repeat

er

fox

zoo

oxe



Print



Try



Watch

apple

YEAR 2

- form capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters
- use spacing between words that reflects the size of the letters

There were lots of spiders in the attic. Some thing was flapping its wings behind a * enormous box. I wonder what is in that box thought Eileen. He crept closer to open the ^{box} but suddenly a ~~pin~~ ^{pigeon} came out from behind the box. ^{pigeon} Go away! said

Fred put all the parts together. it made a computer. Suddenly he ^{Spotted} ~~noticed~~ a white box ^{with} ~~with~~ 3 pins. It was a plug Fred plugged in the plug. The computer said DELL. Whatever does that mean? Thought Fred. He made jumpers, bread and bufor he had finish writing ^{every thing} ~~down~~ the machine went boom. Fred was sad. ^{So} ~~He~~ he went to the garage got some tools and

The sloth is sleeping but the snake, bird and frog are playing cards. The snake wants to save the sloth but they ended up being taken away by the truck. The bird and frog say goodbye but then the truck drops the logs. The sloth and snake fall into a waterfall. After that, they are in a new tree with the frog and bird.

WMC story:

Engaging Beginning
Problem
Resolution
End

Setting description - say what you see

Action - say what happens

Characters - that come to life through description and dialogue

YEAR 6

Maintain

legibility in

joined

handwriting

when writing at

speed.

Pupils logging in at home (for parents)



You will have received log in details for use at home.



YEAR R

| Phase 2 | Phase 3 | Phase 4 | Phase 5 |
|---------|---------|---------|---------|
| I | he | said | oh |
| no | she | have | Mrs |
| the | we | like | people |
| to | me | so | their |
| go | be | do | called |
| into | you | some | Mr |
| | are | come | looked |
| | her | little | asked |
| | was | one | could |
| | all | were | |
| | they | there | |
| | my | what | |

Year 1 and 2 Common Exception Words

Year 1

| | | |
|-------|-------|--------|
| the | they | one |
| a | be | once |
| do | he | ask |
| to | me | friend |
| today | she | school |
| of | we | put |
| said | no | push |
| says | go | pull |
| are | so | full |
| were | by | house |
| was | my | our |
| is | here | |
| his | there | |
| has | where | |
| I | love | |
| you | come | |
| your | some | |

Year 2

| | | | |
|----------|-----------|---------|-----------|
| door | gold | plant | clothes |
| floor | hold | path | busy |
| poor | told | bath | people |
| because | every | hour | water |
| find | great | move | again |
| kind | break | prove | half |
| mind | steak | improve | money |
| behind | pretty | sure | Mr |
| child | beautiful | sugar | Mrs |
| children | after | eye | parents |
| wild | fast | could | Christmas |
| climb | last | should | everybody |
| most | past | would | even |
| only | father | who | |
| both | class | whole | |
| old | grass | any | |
| cold | pass | many | |

New Curriculum Spelling List Years 3 and 4



| | | | | | |
|--------------|-----------|------------|--------------|------------|-----------|
| accident | centre | experience | important | ordinary | reign |
| accidentally | century | experiment | interest | particular | remember |
| actual | certain | extreme | island | peculiar | sentence |
| actually | circle | famous | knowledge | perhaps | separate |
| address | complete | favourite | learn | popular | special |
| although | consider | February | length | position | straight |
| answer | continue | forwards | library | possess | strange |
| appear | decide | fruit | material | possession | strength |
| arrive | describe | grammar | medicine | possible | suppose |
| believe | different | group | mention | potatoes | surprise |
| bicycle | difficult | guard | minute | pressure | therefore |
| breath | disappear | guide | natural | probably | though |
| breathe | early | heard | naughty | promise | thought |
| build | earth | heart | notice | purpose | through |
| busy | eight | height | occasion | quarter | various |
| business | eighth | history | occasionally | question | weight |
| calendar | enough | imagine | often | recent | woman |
| caught | exercise | increase | opposite | regular | women |



Year 5/6 Spelling List

accommodate
accompany
according
achieve
aggressive
amateur
ancient
apparent
appreciate
attached
available
average
awkward
bargain
bruise
category
cemetery
committee
communicate
community
competition
conscience
conscious
controversy
convenience

correspond
criticise
curiosity
definite
desperate
determined
develop
dictionary
disastrous
embarrass
environment
equip
equipment
equipped
especially
exaggerate
excellent
existence
explanation
familiar
foreign
forty
frequently
government
guarantee

harass
hindrance
identity
immediate(ly)
individual
interfere
interrupt
language
leisure
lightning
marvellous
mischievous
muscle
necessary
neighbour
nuisance
occupy
occur
opportunity
parliament
persuade
physical
prejudice
privilege
profession
programme

pronunciation
queue
recognise
recommend
relevant
restaurant
rhyme
rhythm
sacrifice
secretary
shoulder
signature
sincere(ly)
soldier
stomach
sufficient
suggest
symbol
system
temperature
thorough
twelfth
variety
vegetable
vehicle
yacht

A chance to visit your child's classroom
and see their learning in action.

QUESTIONS
COMMENTS
SUGGESTIONS

