

# Sapphire Class Resources

## Booklet

### 2021 - 2022

This booklet has been designed to supplement the information given to you in Monday's Parents' Meeting.

The resources on the next few pages are there for you to use to support you in many areas at home to ensure a smooth home: school link.

If you have any questions about these resources, please do just email me at [James.Stringer@stjohnsprimarysch.org.uk](mailto:James.Stringer@stjohnsprimarysch.org.uk) and of course I will be happy to help.

#### Contents of the booklet

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# Reading/Phonic Reading Record

## Comment Ideas

### Parental comment ideas for your child's reading record book

Listed below are some comments which may help you when writing in your child's **reading record book** to describe how your child has read to you at home. To build a realistic picture and encourage your child appropriately, it is essential for both parent and teacher to have an open and honest dialogue and as such, it is important to record both positive and developmental comments. The statements below are just a guide; please feel free to alter the wording and write what best suits your experiences. For more information, or if you have any questions, please do not hesitate to ask.

- Read familiar words independently.
- Able to predict what happens next in the text.
- Showed good understanding of the text
- Read with good expression.
- Worked out new words independently.
- Worked out new words by sounding them out.
- Discussed the story and characters well.
- Used good spoken expression
- Enjoyed reading this book a lot
- Self-corrected own errors independently
- Used the picture cues and the first sound of a word to work out words
- Read with fluency and expression
  
- Struggled to concentrate.
- He/she made a number of errors because he/she was not looking carefully enough
- Would not read tonight
- Self-corrected his/her own errors
- Found this book too hard to read
- Able to read this book with lots of help
- Struggled to work out a lot of the vocabulary
- Reading sounded robotic and stilted

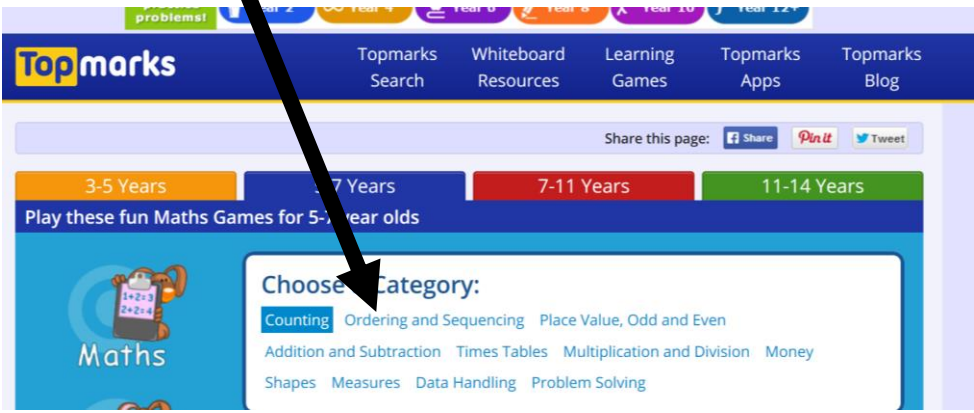
**Please ensure that comments are as specific as possible to ensure these records are being used as effectively as possible. Specific comments also help us to monitor the reading books that are being sent home in terms of suitable difficulty.**

<u>Comprehension skills</u>	<u>Word skills</u>	<u>Attitude and interest</u>
<ul style="list-style-type: none"> <li>• Understood the story well.</li> <li>• Good discussion about events in the story.</li> <li>• Retold the story in detail.</li> <li>• Could talk about the story confidently.</li> <li>• Answered questions about the content.</li> <li>• Needs to read again to improve understanding.</li> <li>• Used the pictures to assist understanding.</li> <li>• Needs lots of help to understand the main events.</li> </ul>	<ul style="list-style-type: none"> <li>• Read all the words correctly</li> <li>• Found some words difficult</li> <li>• Tried hard to work out new words.</li> <li>• Good word building</li> <li>• Needs to practice again to reinforce the words.</li> <li>• Read accurately and confidently.</li> <li>• Was able to work out new words using picture clues.</li> </ul>	<ul style="list-style-type: none"> <li>• Read eagerly</li> <li>• Enjoyed the story because .....</li> <li>• Fantastic expression.</li> <li>• Would benefit from reading again to improve fluency.</li> <li>• Has learnt all about ..... and could explain in own words.</li> </ul>

# Phonic/Reading Resources to support at home

<u>Link</u>	<u>More information</u>
<b>PHONICS</b>	
<a href="https://www.ruthmiskin.com/en/find-out-more/parents/">https://www.ruthmiskin.com/en/find-out-more/parents/</a>	<ul style="list-style-type: none"> <li>- A selection of videos to support you with reading and phonic using the phonic scheme that we have in school - Ruth Miskin's Read Write Inc. This supplements the reading of the coloured RML books that are provided.</li> </ul>
<a href="https://home.oxfordowl.co.uk/reading/reading-schemes-oxford-levels/read-write-inc-phonics-guide/">https://home.oxfordowl.co.uk/reading/reading-schemes-oxford-levels/read-write-inc-phonics-guide/</a>	<ul style="list-style-type: none"> <li>- Further information regarding the Read Write Inc. programme we follow</li> <li>- A list of the Speed Sound Set 1, 2 and 3 sounds</li> <li>- Free e-books for you to use to support reading at home</li> <li>- Free, downloadable PDF speed sound practice sheets to support writing of each of the sounds in Set 1, 2 and 3</li> </ul>
<a href="https://app.parentpay.com/ParentPayShop/Uniform/Default.aspx?shopid=783">https://app.parentpay.com/ParentPayShop/Uniform/Default.aspx?shopid=783</a>	<p>A link to the Parent Pay Shop on our school website where you can purchase valuable resources, such as:</p> <ul style="list-style-type: none"> <li>- Phonic Flashcards (Set 1 and Sets 2 and 3)</li> <li>- Whiteboard and pen</li> </ul>
<a href="https://www.youtube.com/watch?v=W3HRX2ywbog">https://www.youtube.com/watch?v=W3HRX2ywbog</a>	<p>A video modelling the correct pronunciation of each sound in Set 1, Set 2 and Set 3.</p>
<b>READING</b>	
<a href="https://www.gov.uk/government/publications/ks1-english-reading-exemplification-working-at-the-expected-standard">https://www.gov.uk/government/publications/ks1-english-reading-exemplification-working-at-the-expected-standard</a>	<ul style="list-style-type: none"> <li>- A link with exemplar videos to show what an 'expected' reader looks like by the end of Key Stage 1 (Year 2)</li> </ul>
<a href="https://www.gov.uk/government/publications/ks1-english-reading-exemplification-working-at-greater-depth-within-the-expected-standard">https://www.gov.uk/government/publications/ks1-english-reading-exemplification-working-at-greater-depth-within-the-expected-standard</a>	<ul style="list-style-type: none"> <li>- A link with exemplar videos to show what higher order/'Greater Depth' reader looks like by the end of Key Stage 1 (Year 2)</li> </ul>
<p>Also utilise Reading Eggs as another Reading resource which incorporates reading tasks, fun quizzes and games!</p>	

# Maths Resources to support at home

<u>Link</u>	<u>More information</u>
<a href="https://www.topmarks.co.uk/maths-games/5-7-years/counting">https://www.topmarks.co.uk/maths-games/5-7-years/counting</a>	<p>A KS1 website with lots of different Maths games including a variety of different Maths curriculum areas, such as addition, subtraction, money, shape etc.</p> <p>To change the area of focus, click on the blue links at the top of the page here:</p> 
<a href="https://www.bbc.co.uk/bitesize/subjects/zjxhfg8">https://www.bbc.co.uk/bitesize/subjects/zjxhfg8</a>	<p>More Maths games you can use!</p>
<a href="https://play.ttrockstars.com/auth/school/student/75505/password">https://play.ttrockstars.com/auth/school/student/75505/password</a>	<p><b>YEAR 2 ONLY</b></p> <p>The link to Times Table Rockstar. If it asks for the school postcode, it is: EN2 9BD</p>

# Behaviour

Below is further information regarding our whole-school behaviour system in terms of what behaviour constitutes which coloured card.

## Class Behaviour

### Green Card

Children are focused and display a positive attitude to learning. They work hard in class and produce work reflecting their ability.

They may be given a verbal reminder of the appropriate behaviour if they lose focus or display minor behavioural problems.

### Yellow Card

Persistent low level behaviour problems where they have been given a verbal reminder but they still continue to display inappropriate behaviour.

They need to move to another part of the classroom and also spend 5 minutes in at playtime or lunchtime.

### Orange Card

Unacceptable behaviour in the classroom where the child is not only not doing their work or causing disruption but also affecting the concentration of others. A number of reminders will have been given. They should be sent to another part of the classroom, until the end of the lesson and miss their break time or 15 minutes of lunchtime. The Headteacher will be informed.

### Red Card

Continual negative and disruptive behaviour is displayed in the classroom and after constant reminders over a period of time they are refusing to do the correct thing.

They display aggressive, disrespectful and inconsiderate behaviour that warrants a serious incident form in the classroom.

Sent out of the classroom to the Headteacher and excluded from break and lunch times.

# Uniform

## Winter Uniform

Winter uniform should be worn when the children return to school for the new academic year at the start of the Autumn Term.

Winter Uniform for Boys	Winter Uniform for Girls
Royal blue jumper with logo - not a sweatshirt St. Johns Tie (elastic) Pale blue collared short sleeved shirt Grey trousers Black shoes - no boots or trainers Black or grey socks	Royal blue jumper with logo - not a sweatshirt St John's tie (elastic) Pale blue collared short sleeved shirt Grey trousers, skirt or pinafore Black shoes (no boots or trainers) Black, grey or white socks or tights

## Summer Uniform

Summer uniform should be worn on return to school after the Easter Holiday.

Summer Uniform for Boys	Summer Uniform for Girls
Royal blue jumper with logo - not a sweatshirt St. Johns Tie (elastic) Pale blue collared short sleeved shirt Grey trousers Grey shorts may be worn from spring half term to autumn half term Black shoes - no boots or trainers Black or grey socks Baseball caps with logo (summer)	Royal blue jumper with logo - not a sweatshirt St John's tie (elastic) Pale blue collared short sleeved shirt Grey trousers, skirt or pinafore Pale blue check dress - Spring half term to Autumn half term Black shoes (no boots or trainers) Black, grey or white socks or tights Baseball caps with log (summer)

Pupils to come into school on **Tuesday and Wednesday's** in full, correct uniform.

## P.E. Kit

PE Kit is recognised as an important part of the school uniform and must be available for PE days. For health and safety reasons children will not be permitted to take part in PE activities without the correct clothing and will be required to remove their jewellery.

Pupils to come into school on **Monday and Thursday's** in their PE kit.

PE Kit for Boys	PE Kit for Girls
White polo shirt with school logo Plain royal blue shorts (summer) Royal blue tracksuit with logo on the sweatshirt (to be worn as uniform on Fridays) Royal blue jogging bottoms Plimsolls or trainers Royal Blue PE bag	White polo shirt with school logo Plain royal blue shorts (summer) Royal blue tracksuit with logo on the sweatshirt (to be worn as uniform on Fridays) Royal blue jogging bottoms Plimsolls or trainers and socks Royal Blue PE bag

**Friday is optional** - pupils can come in either uniform or their kit!