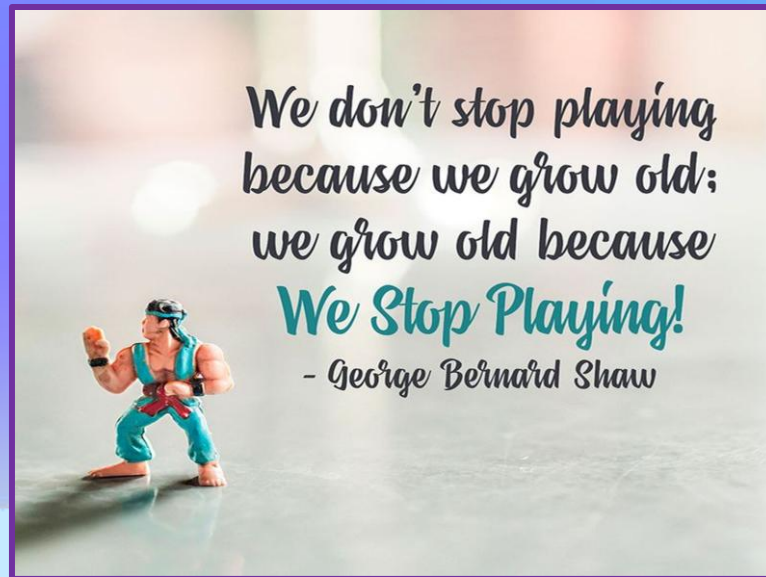


Welcome to Key Stage One

The Magic of Continuous Provision & Phonics



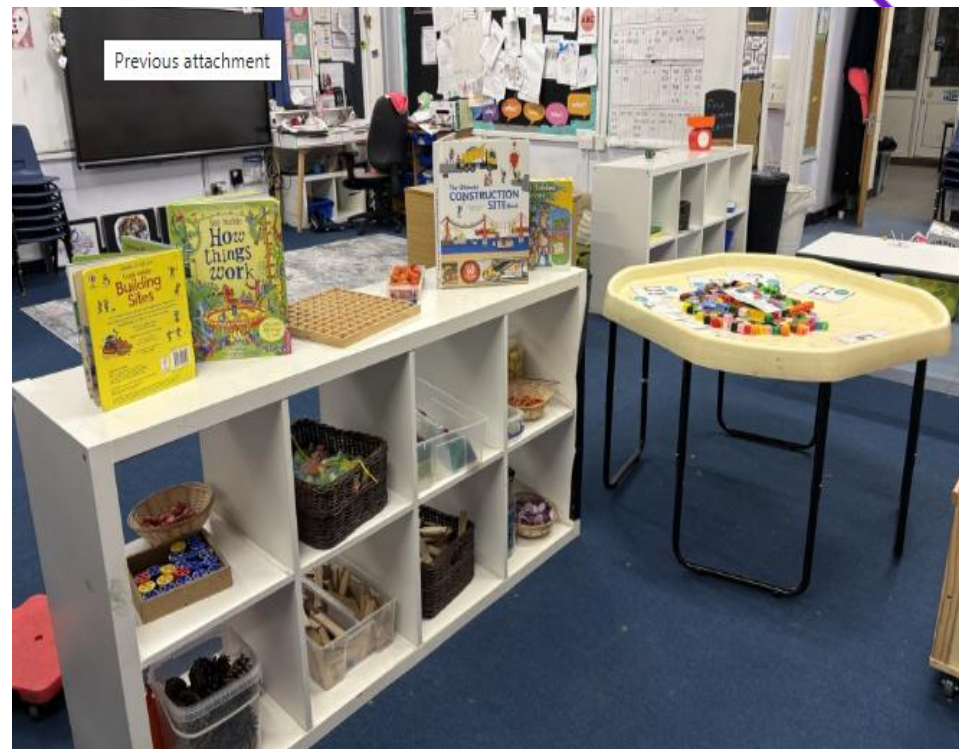
So...what is continuous provision?

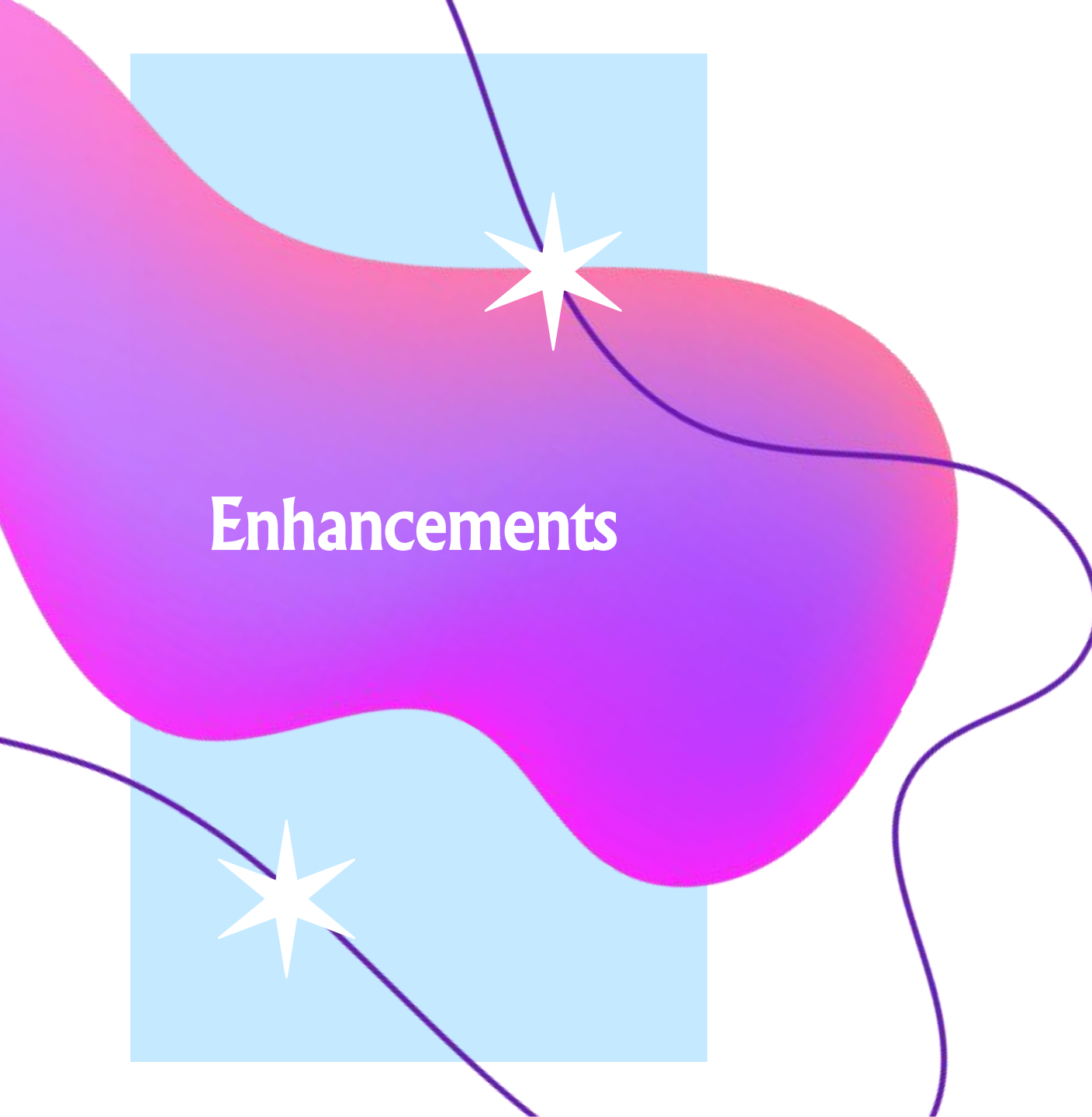
- Core range of staple resources available throughout the year.
- High quality resources that are open ended and thought provoking.
- Defined areas of learning in the classrooms.
- Reflective of the current needs/ interests of the children and curriculum.
- Child-led approach to learning



Enhancements...

- Extra materials and resources that teachers or practitioners provide for their children that makes continuous provision more challenging/interesting.





Enhancements

- Extra materials and resources that teachers or practitioners provide for their children that makes continuous provision more challenging/interesting.
- Let's think about going shopping...

What does it look like?

Relationships, Interactions and Well-Being are key. As well as following National Curriculum requirements and “The Hoo Way”

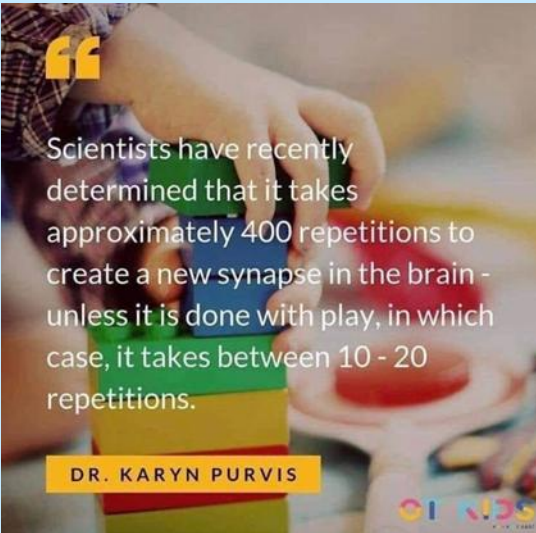
In KS1 we plan to build upon the pedagogy and resources that we have in early years.

Teachers will teach inputs for subjects, followed by ‘tutor table’ which allows much smaller groupings of children for more accurate, high quality teaching. Children can immerse themselves in CP (Busy Time) during that time to practise, repeat and rehearse skills taught – solidifying learning. More opportunities for more learning – not just what has been taught – no limit on learning. Building resilience and independence ready for key stage two.

KS1 Timetable

	840 – 900	905-955	1005-1025	1025-1150	1205 – 1300	1305-1325	1300-1330	1330 – 1445	1445– 1500
Monday	EMW / Registratio	Phonics Include hold a sentence everyday	Maths input	Maths tutor table.	Lunch	PSHE	PPA PE & Computing		
				Busy time					
Tuesd	EMW / Registr	Phonics	English input	English tutor table		RE	Robins Forest School Owls Handwriting, PE		
				Busy time					
Wednc	EMW / Registr	Phonics	Maths input	Maths tutor table		Music	Maths tutor table	Singing Assembly	
				Busy time			Busy time		
Thur	EMW /	Phonics	English input	English tutor table		LJ	English Tutor table		
				Busy Time			Busy time		
Friday	EMW / Registrati	Phonics	Maths input	Maths tutor table		Science	English tutor table	Assembly	

Why?



Scientists have recently determined that it takes approximately 400 repetitions to create a new synapse in the brain - unless it is done with play, in which case, it takes between 10 - 20 repetitions.

DR. KARYN PURVIS

Our approach to teaching and learning is rooted in research and based on extensive knowledge of how children learn.

Children for the future.

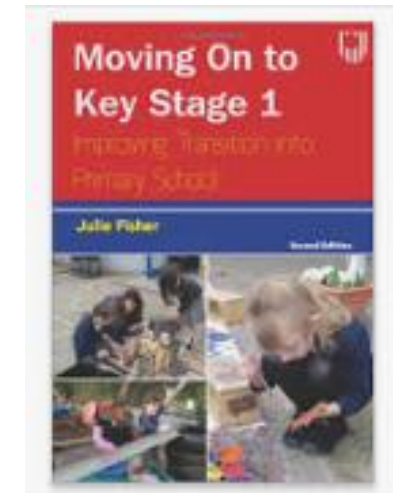
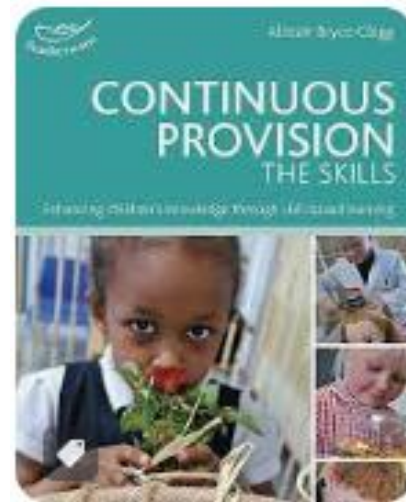
Children that can;

- Solve problems
- Create, make and build
- Be active and healthy (children who spend more time outdoors are healthier and less poorly)
- Come up with their own ideas, rather than be told ideas
- Have a sense of freedom, growing up with a better idea of who they are
- Be independent and use initiative
- Think critically
- Learn to make their own decisions
- Well-being for children is higher

Continuous provision supports and encourages our children and staff to have
A lifelong love of learning.

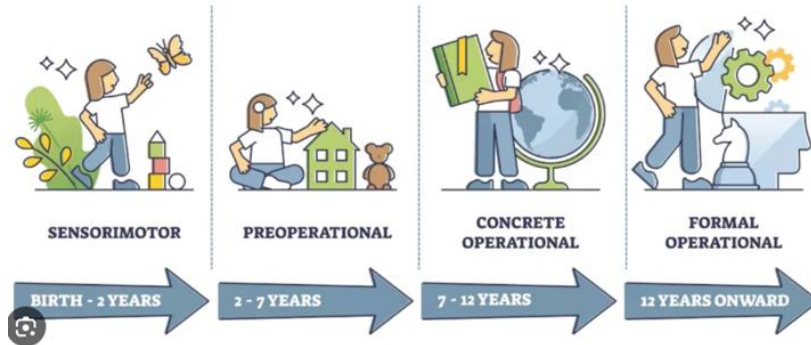
➤ [\(28\) How play helps child development - YouTube](#)

Finding out more...



➤ [\(28\) More Than A Score - Dr Pam Jarvis – YouTube](#)

COGNITIVE DEVELOPMENT



Preoperational Stage (2 to 7 years)

The Preoperational stage marks significant advancements in language and symbolic thinking, laying the groundwork for more complex cognitive abilities in later stages.

Age Range: 2 to 7 years

Key Characteristics:

Symbolic Thinking: Children begin to use language, images, and symbols to represent objects and ideas, enabling imaginative play and communication.

Egocentrism: Children struggle to perceive situations from perspectives other than their own, often leading to misunderstandings and conflicts.

Centration: They tend to focus on one aspect of a situation while neglecting others, making it difficult for them to understand conservation principles.

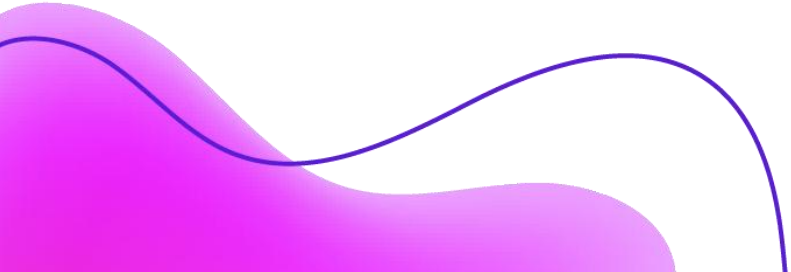
Lack of Reversibility: Children have difficulty understanding that actions can be reversed, leading to challenges in mental operations.

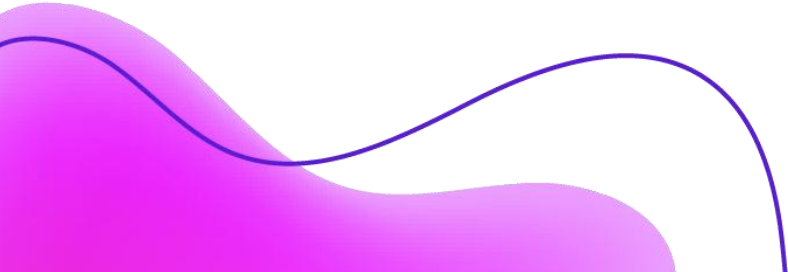
Educational Implications:

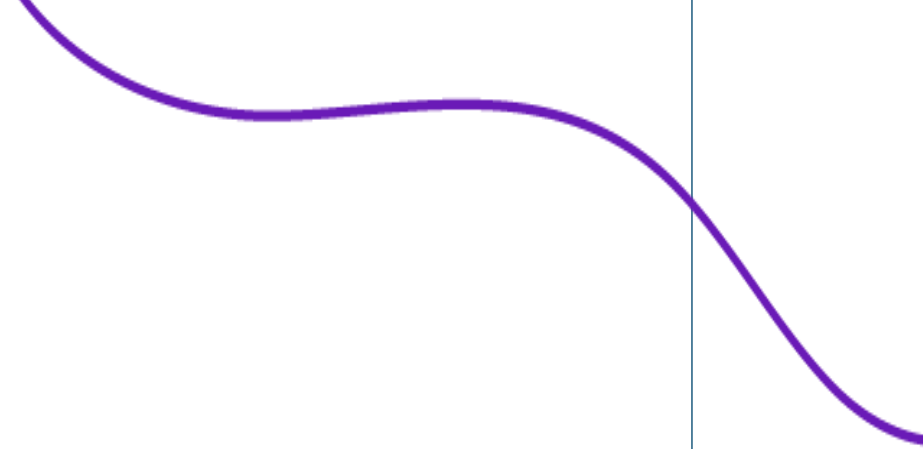
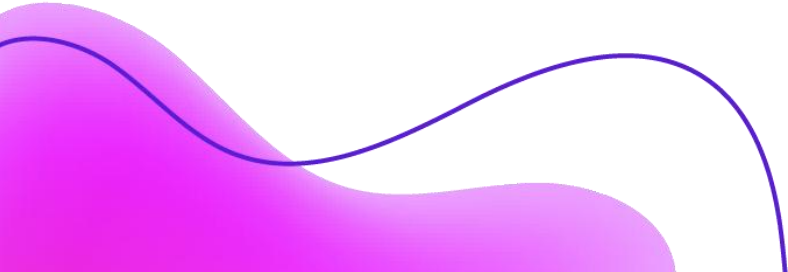
Early childhood educators should incorporate activities that promote symbolic thinking, such as storytelling, role-playing, and drawing.

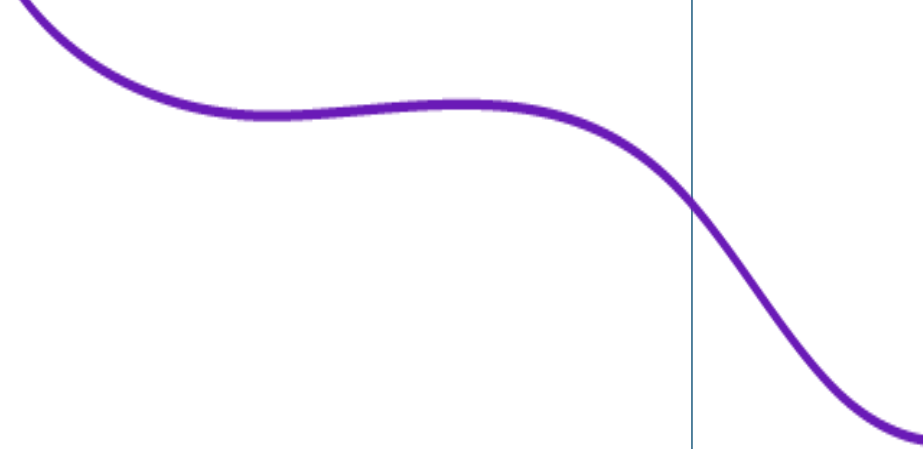
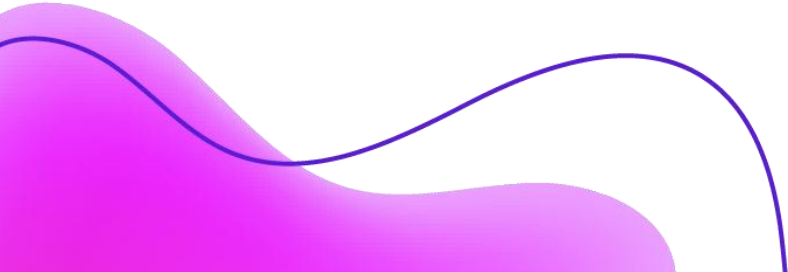
Concrete examples and hands-on experiences are essential for helping children understand abstract concepts....

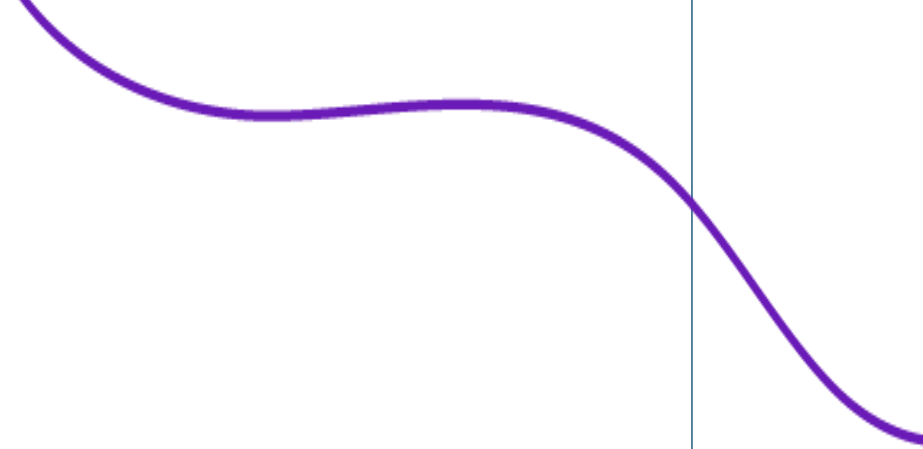
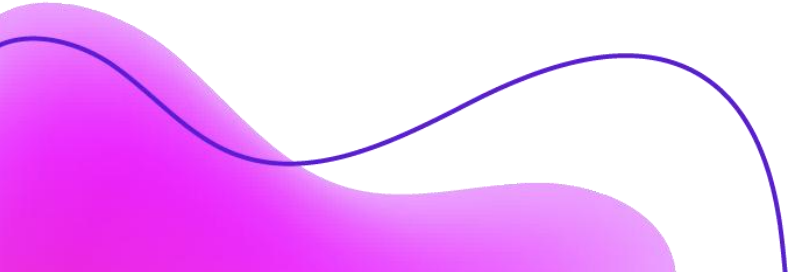
Continuous Provision
does this!











PHONICS IN KS1

The background features a dark blue vertical shape on the left, a light blue sky-like area at the top, and a white area at the bottom that looks like torn paper. A white mountain-like shape is on the right, and a blue shadow is cast on the white area.

What is phonics?

Sounds

mat

ship

Graphemes

*demonstrate, containing, roamed, trivial,
injured, whimper*

Speed Sounds Set 1 and Set 2

Consonant sounds – stretchy

f	l	m	n	r	s	v	z	sh	th	ng
										nk

Consonant sounds – bouncy

b	c	d	g	h	j	p	qu	t	w	x	y	ch
	k											

Vowel sounds – bouncy

a	e	i	o	u
---	---	---	---	---

Vowel sounds – stretchy

ay	ee	igh	ow
----	----	-----	----

Vowel sounds – stretchy

oo	oo	ar	or	air	ir	ou	oy
----	----	----	----	-----	----	----	----

Speed Sounds Set 3

Consonant sounds

f	l	m	n	r	s	v	z	sh	th	ng
ff	ll	mm	nn	rr	ss	ve	zz	ti		nk
ph	le	mb	kn	wr	se		s	ci		
					c		se			
					ce					

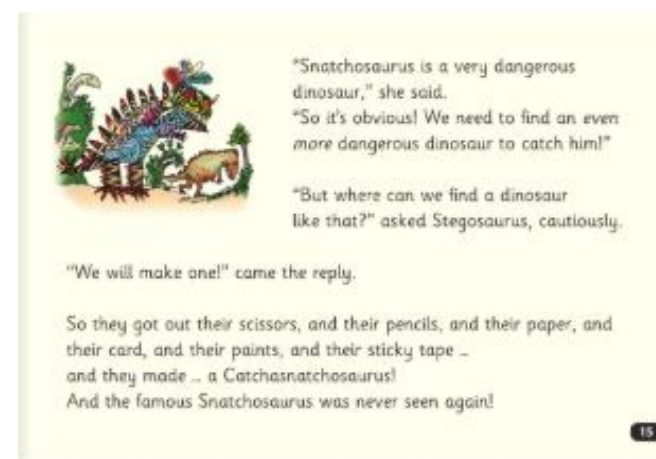
b	c	d	g	h	j	p	qu	t	w	x	y	ch
bb	k	dd	gg		g	pp		tt	wh			tch
	ck				ge							
	ch				dge							

Vowel sounds

a	e	i	o	u	ay	ee	igh	ow
	ea				<u>a-e</u>	<u>e-e</u>	<u>i-e</u>	<u>o-e</u>
					ai	y	ie	oa
						ea	i	o
						e	y	

oo	oo	ar	or	air	ir	ou	oy	ire	ear	ure
<u>u-e</u>			oor	are	ur	ow	oi			
ue			ore		er					
ew			aw							
			au							

Three reads



Reading Fluency

spray

crawl

Reading - word reading

Pupils should be taught to:

- apply phonic knowledge and skills as the route to decode words
- respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes
- read accurately by blending sounds in unfamiliar words containing GPCs that have been taught
- read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word
- read words containing taught GPCs and -s, -es, -ing, -ed, -er and -est endings
- read other words of more than one syllable that contain taught GPCs
- read words with contractions [for example, I'm, I'll, we'll], and understand that the apostrophe represents the omitted letter(s)
- read books aloud, accurately, that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words
- reread these books to build up their fluency and confidence in word reading

Reading - word reading

Pupils should be taught to:

- continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent
- read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes
- read accurately words of two or more syllables that contain the same graphemes as above
- read words containing common suffixes
- read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word
- read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered
- read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation
- reread these books to build up their fluency and confidence in word reading

Early Reading Comprehension

Pin it on

Introduction

In this story, some children are playing a game called 'Pin the tail on the donkey'. They are blindfolded, and need to attach the tail in the right place. Let's see how they do!

pin it on

not on its leg



Questions to talk about ★ ★

Re-read the page. Read the question to the children. Tell them whether it is a FIND IT question or PROVE IT question.

FIND IT

- ✓ Turn to the page
- ✓ Read the question
- ✓ Find the answer

PROVE IT

- ✓ Turn to the page
- ✓ Read the question
- ✓ Find your evidence
- ✓ Explain why

- | | | |
|----------|----------|--|
| Page 9: | FIND IT | What made the craters on the Moon? |
| Page 10: | FIND IT | Why can't we see the far side of the Moon? |
| Page 12: | PROVE IT | Why do you think there is no life on the Moon? |
| Page 13: | FIND IT | Where has ice been found? |
| Page 14: | PROVE IT | Do you think it is safe to land on the Moon? |

Questions to talk about

FIND IT QUESTIONS

- ✓ Turn to the page
- ✓ Read the question to the children
- ✓ Find the answer

- | | |
|----------|---|
| Page 10: | What does Baby Blob grab in the hat shop?
What does Big Blob say? |
| Page 11: | What does Baby Blob grab in the chip shop?
What does Big Blob say? |
| Page 12: | What does Baby Blob grab in the bun shop?
What does Big Blob say? |
| Page 13: | What happens in the bed shop? |



"Snatchosaurus is a very dangerous dinosaur," she said.

"So it's obvious! We need to find an even more dangerous dinosaur to catch him!"

"But where can we find a dinosaur like that?" asked Stegosaurus, cautiously.

"We will make one!" came the reply.

So they got out their scissors, and their pencils, and their paper, and their card, and their paints, and their sticky tape ... and they made ... a Catchasatchosaurus!
And the famous Snatchosaurus was never seen again!

Questions to read and answer ★ ★

(Children complete without your help.)

- 1 What shape is the Moon?
- 2 What makes the tides in the sea?
- 3 What sort of water is on the Moon?
- 4 Who were the first men on the Moon?
- 5 When was the last Moon landing?

Hoo St Werburgh
Primary School



Questions?
Thank You