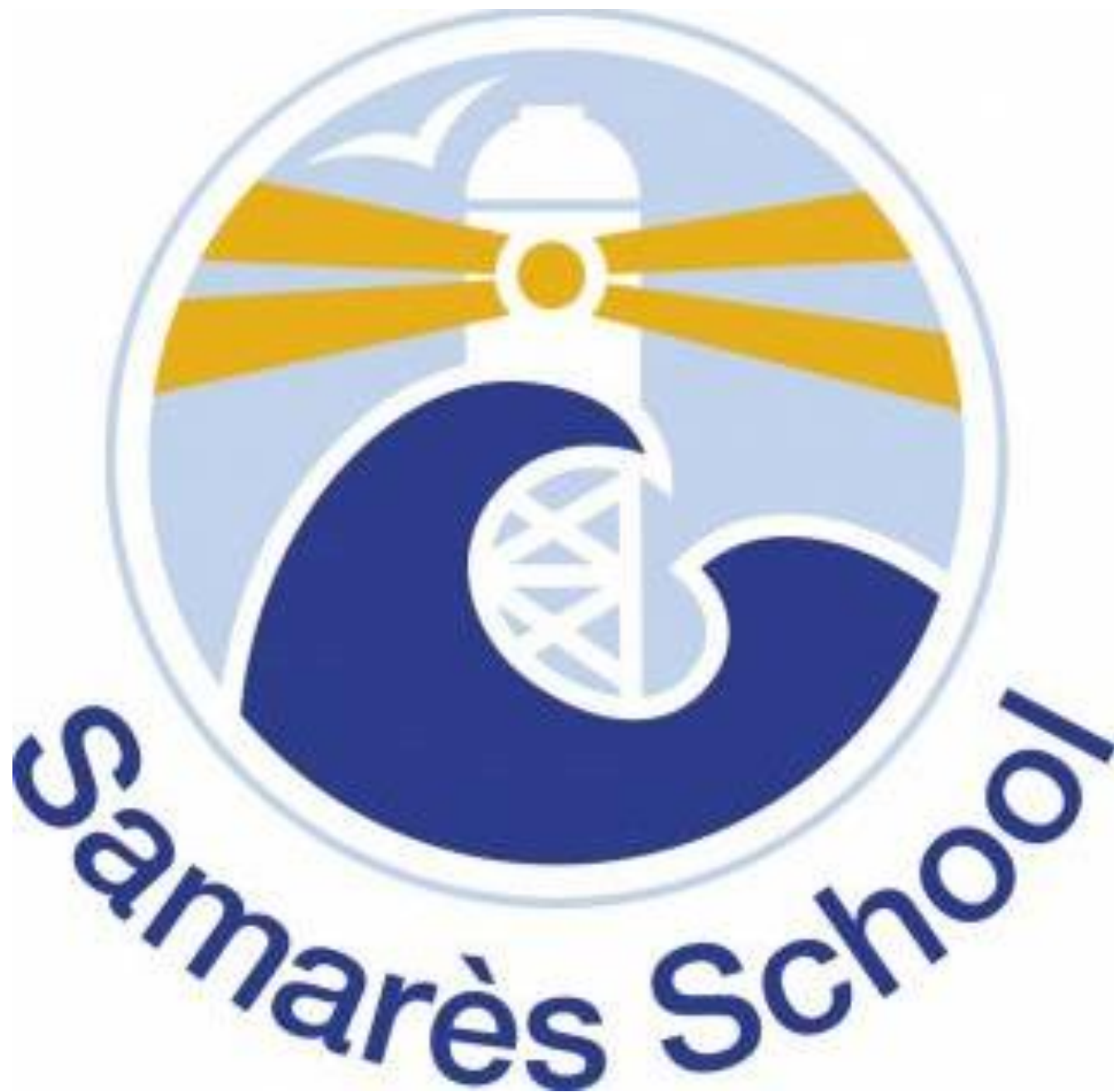
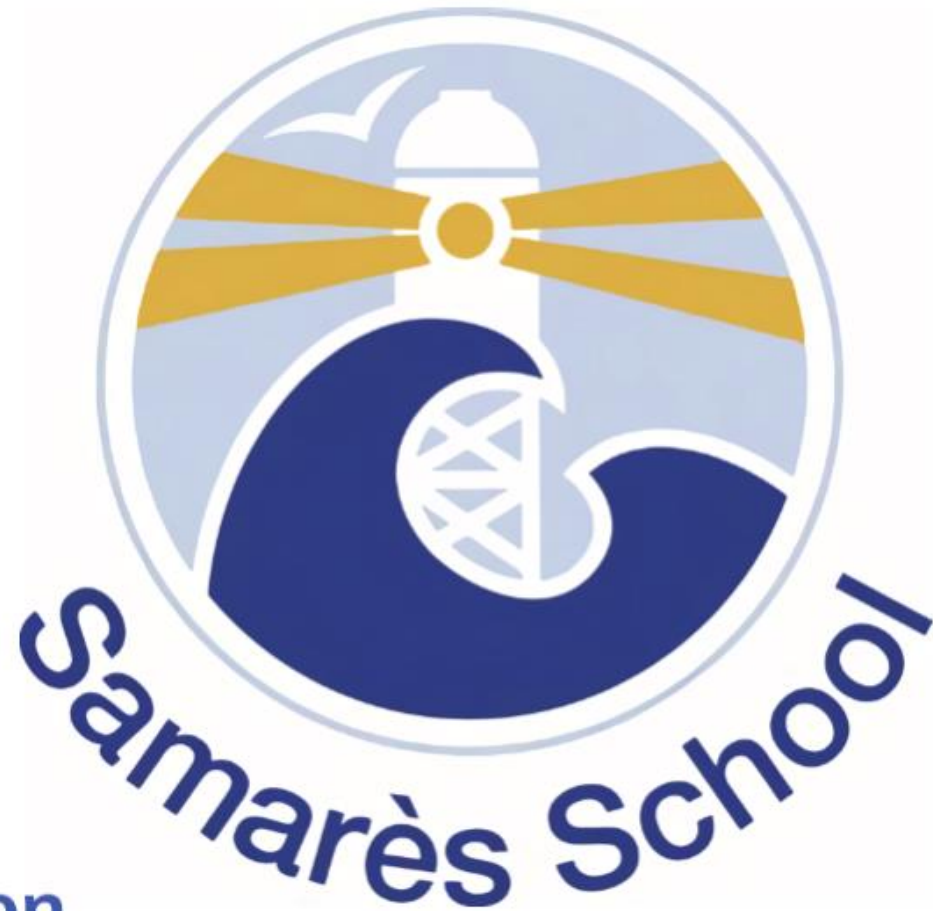




Meet the
teacher

Miss Deveau

ARP - Lighthouse



Determination

Collaboration

Respect

Engagement



Teacher and staff intro

Mrs Matthews
will be supporting
in Lighthouse



Miss Silbernagl
will be supporting in
Lighthouse



Miss Dèveau is my Class Teacher



Miss Thompson will
teach some lessons
in Lighthouse



Mrs Le Brun will
teach music



Mrs Boyle will
teach PE





Organisation - PE days, etc

- PE days

Y5 PE - Tuesday

Y4 PE - Monday + Tuesday

Y3 PE - Monday + Thursday

ARP PE - Wednesday every other week. Children can come in kit every Wednesday for ease if this is helpful.

- Trips - we will aim to go to our year group trips. This will be communicated on class charts.



Reading



- As parents you play a very important part in helping your child to read. Encouraging children to develop a love of books and an interest in written language helps their literacy now and **makes a difference to their whole future.**
- The most important thing is that reading should be a **positive, enjoyable experience** for both the adult and child, not a chore.
- Studies show that reading a variety of literature independently by age 15 is the **biggest indicator of future success.**



What is RWI?

Read, Write Inc

- A structured phonics programme
- Nursery - Introduced to letter sounds and recognise the letter by it's shape and the sound it makes.
- Reception - Continuation of the Nursery learning. Children now begin to read the letters, blend the sounds to make words, write each letter accurately. We progress to reading short sentences and phrases.
- KS1 and beyond if needed - Continuation of Reception learning. Children can now read more complex sounds and words and are able to read books with these sounds in them.



Reception

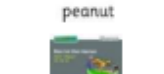
Expected Read Write Inc levels

		In Speed Sounds lessons, teach children to:	To progress into the next group children should be able to:
Set 1 Sounds Group A		Read Set 1 single letter sounds Learn to blend: Word Time 1.1 to 1.3 Spell using Fred Fingers	Read 16 or more single-letter sounds speedily
Set 1 Sounds Group B		Read all Set 1 single letter sounds Learn to blend: Word Time 1.1 to 1.4 Spell using Fred Fingers	Read most Set 1 single-letter sounds speedily Blend sounds into words – either orally or using Speed Sounds Cards
Set 1 Sounds Group C		Review all Set 1 single letter sounds speedily (teach any gaps) Blend independently using Phonics Green Word cards: Word Time 1.1 to 1.5 Spell using Fred Fingers	Read all Set 1 single letter sounds speedily Read Word Time 1.1 to 1.5 words with Fred Talk
Ditties PCM		Read Set 1 Special Friends Read Word Time 1.6 words (words with Special Friends) Review Word Time 1.1 to 1.5 Read 3-sound nonsense words Spell using Fred Fingers	Read all Set 1 sounds speedily Read Word Time 1.6 words (words with Special Friends) with Fred Talk Read 3-sound nonsense words with Fred Talk
Red Ditty Books		Review Set 1 sounds speedily Read Word Time 1.7 words (words with double consonants and 4- and 5-sound words) Review Word Time 1.1 to 1.6 Read 3 and 4 sound nonsense words Spell using Fred Fingers	Read all Set 1 sounds speedily including ll, ff, ss, and ck Read Word Time 1.6 and 1.7 words (words with Special Friends; words with double consonants and 4-sound words with Fred Talk) Read 3 and 4 sound nonsense words with Fred Talk
Green		Read Set 2 sounds and matching Phonics Green Words including longer words Review Set 1 Phonics Green Words and previously taught Set 2 Phonics Green Words Read nonsense words Spell using Fred Fingers	Read Word Time 1.6 and 1.7 words Read 4 sound nonsense words with Fred Talk Read previously taught words with Set 1 sounds speedily

Year 1

Purple		Read Set 2 sounds and matching Phonics Green Words including longer words Review Set 1 Phonics Green Words and previously taught Set 2 Phonics Green Words Read nonsense words Spell using Fred Fingers Once secure, read Set 3 sounds and matching Phonics Green Words. Continue to spell Set 1 and Set 2 words	Read the first six Set 2 sounds (ay, ee, igh, ow, oo, oo) speedily Read these sounds in real words and nonsense words with Fred Talk Read previously taught words with Set 1 sounds speedily
Pink		Read Set 2 sounds and matching Phonics Green Words including longer words. Review Set 1 and 2 Phonics Green Words Read nonsense words Spell using Fred Fingers Once secure, read Set 3 sounds and matching Phonics Green Words. Continue to spell Set 1 and Set 2 words	Read all Set 2 sounds speedily Read these sounds in real words and nonsense words with Fred Talk Read previously taught words with Set 1 and 2 sounds speedily
Orange		Read Set 3 sounds and matching Phonics Green Words including longer words Review Set 1 and 2 Phonics Green Words, plus previously taught Set 3 Phonics Green Words Read nonsense words Spell using Fred Fingers: focus on Set 2 words	Read Set 1 and Set 2 sounds in longer words Read Set 1 and Set 2 sounds in 4 and 5 sound nonsense words Read previously taught words with Set 1 and Set 2 sounds speedily

Year 2

Yellow		Read Set 3 sounds and matching Phonics Green Words including longer words Review Set 1, 2 and 3 Phonics Green Words Read nonsense words Spell using Fred Fingers: Set 2 and 3 words	Read the first six Set 3 sounds (ea, oi, a-e, i-e, o-e, u-e) speedily Read these sounds in real words and nonsense words Read a passage at 60-70 words per minute, attempting intonation to show comprehension
Blue		Read unfamiliar longer words Review Set 1, 2 and 3 sounds and matching Phonics Green Words including longer words Read nonsense words Spell using Fred Fingers: Set 2 and 3 words	Read all Set 3 sounds speedily Read Set 3 Sounds in real words and nonsense words Read a passage at 70-80 words per minute, attempting intonation to show comprehension
Grey		Read unfamiliar longer words Review Set 1, 2 and 3 sounds and matching Phonics Green Words including longer words speedily Read nonsense words Spell using Fred Fingers: longer words, Set 2 and 3 words	Read longer words containing Set 1, 2 and 3 sounds Read a passage at 80-90+ words per minute with intonation that shows some comprehension



Handwriting

Letter-join

- Handwriting is taught from Nursery to Year 6
- Children start to learn to join their letters in Y2
- You can access online handwriting practice on the Letter-join website

Desktop login



Login Desktop Tablet

Username:

dw13831

Password:

home

Tablet login

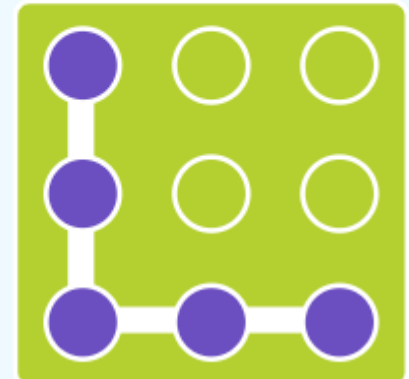


Login Desktop Tablet

Username:

dw13831

Swipecode:





100 things

Year 3

Make a volcano
Learn to play tennis
Learn to play golf – TBC
Meet a religious leader
Visit the Orchid Foundation
Meet an artist
Learn embroidery
Make Christmas cards for loved ones
Take part in a sponsored walk
Design the World of the Future
Write and perform a persuasive speech
Learn and perform a poem



Year 4

Visit a beach on the other side of the island
Take part in swimming lessons
Meet a Church Reverend
Receive coaching from an Island Netball Coach
Experience a day at Crabbe
Visit Durrell
Learn a musical instrument
Raise money for charity
Receive a visit from a dentist
Take part in the Rural Connections programme
Take part in a class assembly
Perform some classwork to parents



Year 5

Design and make a moving toy
Take part in the French experience
Visit a local castle
Watch a performance at the Festival of Words
Visit Jersey Dairy and a farm
Stay overnight on a residential trip
Complete a child-led charity event (linked to curriculum)
Attend the safety in action workshop
Plan and hold an online meeting with a school in the UK
Hold an art gallery with pre-recorded voice messages
Prepare and perform a debate at the states chamber
Learn to play Padel tennis
Keeping safe at sea- swim safe





Uniform

- There is an expectation that all pupils wear school uniform and look smart at all times.
- All logoed items can be bought from Lyndale Sports (www.lyndalesports.com).
- Other generic items can be purchased from a number of high street shops.
- The Friends of Samarès also stock good quality pre-loved uniform which is for sale.



Uniform:

- Navy shorts, trousers, skirt, pinafore or white/blue checked dress.
- School Logo dark blue Sweatshirt
- School Logo light blue Polo Shirt
- Navy or white socks/tights
- Black school shoes (not trainers)



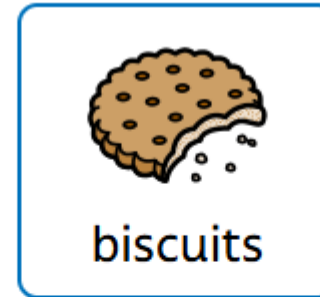
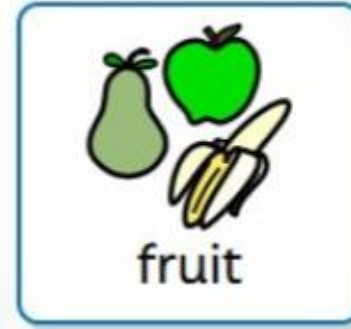
Hair, jewelry and make-up

- Any pupil with hair that is longer than shoulder length should have it tied back accordingly with a blue hair-band. This is for Health and Safety and working reasons.
- The only jewellery permitted is a **simple watch**. Pupils with pierced ears may wear **plain stud earrings** only. For safety's sake these are removed or covered for P.E.
- Nail varnish and other make-up items are not permitted.



Healthy snacks

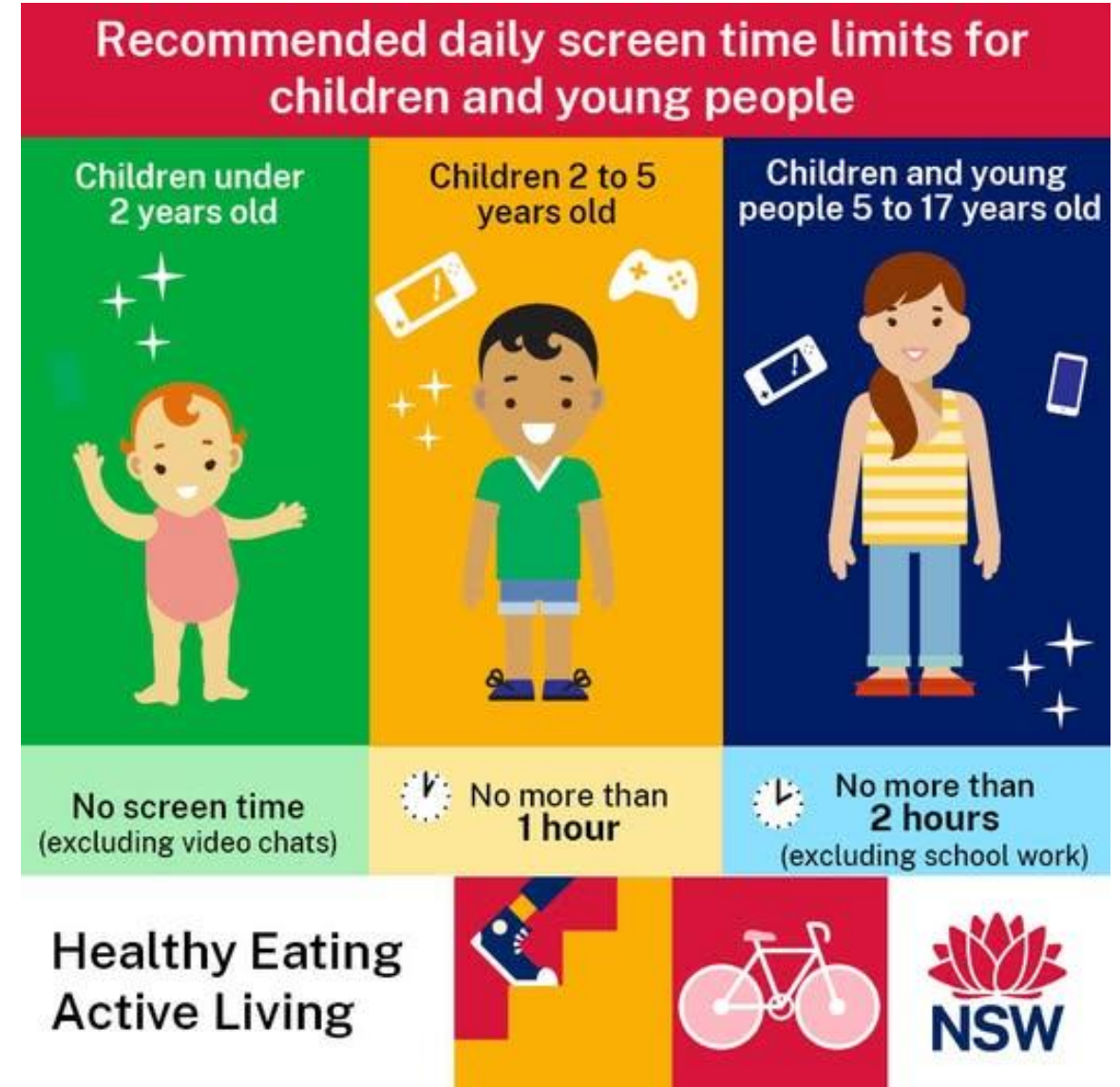
- All children **MUST** bring a healthy snack to school for morning snack.
- This must be **fruit or vegetables ONLY**
- If a healthy snack is not brought to school, children will be asked to save it for later and choose from a healthy snack provided by school.





Screen time

- **Balance** is important: Screens can support learning and creativity when balanced with physical activity, reading, play, sleep and family time.
- Too much recreational screen time has been linked to **increased anxiety**, lower mood and difficulties with concentration and attention.
- **Recreational screen time** = games, videos, movies, social media, internet browsing, texting.





Sleep

Good sleep helps children learn!

Better focus

- Improved attention and concentration in class

Calmer behaviour

- More emotional control and positive mood

Stronger learning

- Improved memory, problem-solving and academic progress

How much Sleep?

- Younger primary: 10-12 hours
- Older primary: 9-11 hours works well for most.

Sources

Evidence-based guidance · NHS & American Academy of Sleep Medicine

Simple steps that help

Consistent times

- Same bedtime and wake-up every day (no more than 1 hour difference at weekends).

Calm wind-down

- 30-60 minutes of quiet activities (bath, story, chat) in the same order each night.

Screens off early

- Devices away at least 1 hour before bed. Charge phones outside the bedroom.

Sleep-friendly room

- Dark, quiet and cool. Keep the bed for sleep only.

Be realistic

- Every child is different. Seek support if needed.



Oracy



Oracy in Year 3:

This year, your child learned how to...

- use persuasive language in speeches for different audiences.
- present learning clearly, choosing appropriate vocabulary and structure.
- develop conversation skills by asking thoughtful, probing questions.
- work in a range of groupings, using Voice21 structures to support discussions.
- participate in performances

Oracy in Year 4:

This year, your child learned how to...

- perform a persuasive speech to the class
- persuade others effectively through structured, well reasoned talk.
- share knowledge confidently when speaking with younger pupils.
- use a wide range of sentence stems to build, challenge and clarify ideas.

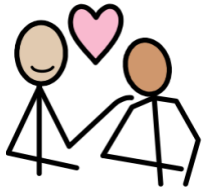
Oracy in Year 5:

This year, your child learned how to...

- ask thoughtful questions to deepen learning during interviews and discussions.
- debate formally in a professional setting, such as the States Chamber.
- use a full range of oracy skills across the framework in high-level tasks.
- speak confidently to unfamiliar audiences, visitors and experts.



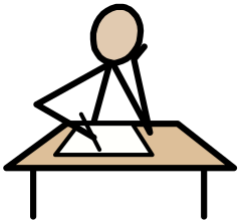
Samarès School Rules



Be Respectful



Be Safe



Be Ready

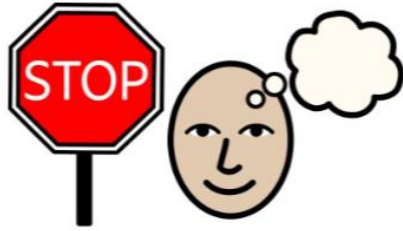
These rules
are for
everyone,
children and
adults, so that
our school
stays a
positive place



First Warning



Calm reminder of which rule was broken.
Reminder to stop and think



Time to make a good choice.

Second Warning



Another reminder given.



Told what will happen if it continues

Reflection time



Reflection sheet completed

Parents informed

Time in a quiet space or another classroom.



PE expectations

1. Trainers are to be worn on P.E days.
2. Long hair must be tied back.
3. No jewellery is to be worn for P.E (small stud earrings are allowed).
4. Always have a full water bottle for P.E.
5. When entering the hall, we are safe, respectful and ready to learn.
6. We sit and wait on the listening line.





Sports clubs

- Behaviour
- All children and staff must be respectful and show a sportsmanlike manner at all times, both in class and during sports clubs.
- Children must follow teachers' instructions and club rules during all activities.
- In line with the behaviour policy, if a reflection is given in a sports club, parents will be contacted.





Sports clubs

Communication

- All sports club communications will be shared on class charts.
- **Feedback:** parents and children are encouraged to provide feedback or raise concerns respectfully through designated channels. Parents will be asked to provide feedback to Mrs Boyle.
- End of term **parent and pupils voice surveys** are sent to parents via class charts, we encourage you to fill these out, so we can continue to provide and improve sporting opportunities for everyone.

