



**Houghton Conquest**  
Lower School  
Growing together

# Parent Booklet 2018/19



# Phoenix Class

Dear Parents/Carers,

We hope you find this booklet useful and it helps you to support your child's learning in Phoenix class.

During the year there may be times when you have questions about your child's learning or there may be things you need to inform school about that may affect your child's learning.

You can contact us by informing the school office, writing a note, in the home school communication book or a telephone call. You can also ask for an appointment if more time is needed and we will get back to you with a convenient time. Urgent messages should be delivered to the school office.

There will be consultation evenings in the Autumn and Spring terms which will provide opportunities to discuss your child's progress and see their work. The dates are as follows:

**Autumn Term:**

- Tuesday 16<sup>th</sup> October 2018 from 5.00pm
- Thursday 18<sup>th</sup> October 2018 from 3.30pm

**Spring Term:**

- Tuesday 5<sup>th</sup> February 2019 from 5.00pm
- Thursday 7<sup>st</sup> February 2019 from 3.30pm

Booking information will be available via the office closer to the dates.

Thank you for your support.

Mr Hetherington

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# Our Reading Scheme Explained

Our reading books are arranged into colour coded boxes which link to the National Curriculum.

Our scheme does not use the level or stage used by book publishers. Most publishers organise their reading schemes according to their own levelling system so a 'Stage 2' book from one publisher is often not at the same level as a 'Stage 2' book from a different publisher.

Our books are colour-coded according to the level of the vocabulary used in EACH book and therefore books apparently in the same publisher level could be colour coded differently. This also lessens the impact of text size and the number of pictures in a book. Larger text and many pictures do not necessarily mean the book is only suitable for younger children - this is a common misconception.

Each class has its own selection of books from which the children can make their choice. Children move onto a different level according to the development of many skills, not just being able to read all the words. There are some reading questions in this booklet to help you discuss stories and books.

If your child brings home a book which they have read previously, use the opportunity to talk about it - why have they chosen it again, can they remember what happened? Remember, we all like to re-read a good book!

Please encourage your child to read lots of different books at home. The children need to discuss many different stories and texts so I would not recommend buying reading scheme books for home.

# Our Reading Scheme Colours

All children are different but as a general guide these are where your child is expected to be.

|        |           |        |        |        |  |
|--------|-----------|--------|--------|--------|--|
| White  | Reception |        |        |        |  |
| Navy   |           | Year 1 |        |        |  |
| Pink   |           |        |        |        |  |
| Brown  |           |        |        |        |  |
| Green  |           |        |        |        |  |
| Olive  |           | Year 2 |        |        |  |
| Orange |           |        |        |        |  |
| Black  |           |        |        |        |  |
| Cream  |           |        | Year 3 |        |  |
| Maroon |           |        |        |        |  |
| Sky    |           |        |        | Year 4 |  |
|        |           |        |        |        |  |



# Reading Strategies

I use the pictures to help me.



"C-A-R-P-E-T"  
"CAR - PET"  
"CARPET"

I sound out/blend words I don't know.

I look for smaller words inside words.



"tEACHEr"



"en - joy - able"  
"Enjoyable"

I can break words down into syllables.

I use punctuation to help me make sense of what I am reading.



I go back and read a word or sentence again if I don't understand it.

I read on to see if I can work out the meaning of a word I don't know.



I listen to what I am reading to see if it makes sense.

# How can I help my child with reading?

As a parent you are probably helping your child with reading much more than you may realise. If your home contains books, magazines and catalogues that your child sees *you* reading (you are modeling skills they need to learn), you read to your child and talk together about familiar stories, also, if you use printed materials to find things out, then your child already has a head start in this area.

- Remember that **talking** about reading is very important, so if your child is sometimes reluctant to read aloud, discussing a book will also help to develop reading skills.
- Concentrate on **enjoyment** and grasping the meaning rather than absolute accuracy.
- Keep reading time **relaxed**, comfortable and pleasurable, in a quiet corner, with the television turned off.
- Talk about the cover and read the title before rushing your child into the text, asking questions such as: what do you think it will be about; what sort of book is it; have you read one like this before?
- Look through the book, noticing interesting pictures and words, then read the opening together.
- Don't correct too quickly. If your child makes an error suggest having another go, searching the pictures for a clue, sounding out the first letter or reading on before you 'tell' the problem word. Try some of the reading strategies.
- If your child is really struggling, take over the reading yourself so that it remains a fun activity and let the teacher know.
- When your child brings home a book that has been read before ask for a summary before reading it again, then discuss the book at a deeper level than last time.
- As your child progresses, talk about authors, characters and plots or what new information has been learnt.
- Join your local library and use it regularly. Watch out for storytelling events, summer reads and reviews of new titles.

Help your child with

# reading

## I spy

Play 'I Spy' games. Can you find words beginning with...? Can you find a picture of a ...? How many ... can you see?

## Ask questions

Ask questions about the story as you read it e.g. What is the story about? Why do you think they made that choice? Was it a good choice? Why did that happen? What do you think will happen next? What was your favourite part of the story? Why?

## Make it fun

Enjoy reading together. Give characters funny voices and engage with the pictures. Make a game out of finding words that rhyme or start with the same sound.

## Create

Use reading to inspire drawings or new stories.

## Be seen

Make sure you are seen reading. Keep books and magazines at easy reach.

## Get out

Go to your public library regularly. Find the books you loved as a kid to read together.

## Go online

Look online & in app stores for appropriate word & spelling games.

## Make space

Have a special place or a certain time when you read together.

## Read everything out loud.

Books, poems, nursery rhymes, newspaper & magazine articles, food labels... anything that is close to hand!

# Reading Questions

## Knowledge

Where is the story set?  
When did the story take place?  
Who are the main characters?  
What does the character look like?  
Where does the character live?



## Comprehension

What is happening?  
What happened at the end of the story?  
Who is telling the story?  
Which parts of the story do you like best?  
Which parts describe the setting?  
What problem does the character have?

## Analysis

How do you feel about...?  
Why did the author choose these words?  
How has the author shown the character is afraid?

## Application

Can you think of another story with a similar theme? With the same issues?  
Can you think of another story character that acted this way?  
What ideas would you borrow from this story if you were to write your own one?

## Evaluation

What makes a successful story?  
Which one is better? Why?  
Could the story be improved? How?  
Who would enjoy reading this story?



## Being critical

What is your opinion about...?  
What evidence do you have to back up your opinion?  
Have the views in the text affected your opinion?  
What would the main characters think about...?

# Learning at Home in Phoenix

We expect children in Phoenix to be completing one hour of homework each week. Children in Phoenix Class are expected to complete the following Learning at Home on a weekly basis:

- Reading at home: daily (5 minutes each time)
- Maths Whizz: 3 times a week (5 minutes each time)
- Home Spelling book: 3 times a week (5 minutes each time)
- Learning Log activities (optional)

## **Reading at home**

Pupils should read each day for at least five minutes; we ask that you make a short note in your child's reading record each time. Reading books will be changed when your child has completed their book, although reading books and records should be in school each day. Reading records will be checked every day and stickers will be awarded on a **Monday** to those children who have read three or more times that week. Once six stickers are earned, the child will receive a Reading Reward for their efforts; these are given out during our Celebration Assembly.

Please ask your child questions about their reading to help their progression. Suggested questions are included in this booklet and in your child's reading record.

## **Maths Whizz**

Pupils should complete Maths Whizz at least three times a week. Pupils engagement will be monitored regularly.

In addition to Maths Whizz, you may also find the following websites useful:

- [www.bbc.co.uk/education/topics/zbthvcw/resources/1](http://www.bbc.co.uk/education/topics/zbthvcw/resources/1)
- <https://uk.ixl.com/math/year-4>

## **Home Spelling book**

Spelling is an essential skill for all learners and is a crucial part of the new National Curriculum for English. The New National Curriculum states that

by the end of Year Four children should be able to read and spell the following words:

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

A list will be sent home each week in your child's Home Spelling Book for you to practise with your child at home. The list will contain 10 words appropriate to the child's individual spelling level and 3-5 bonus words from the list above.

They will be tested on these words each week; these will be completed in the back of their Home Spelling Book for you to see.

Home Spellings will be set on a Tuesday and children will be tested on them on the following Monday.

# Help your child with **spelling**

## **Different media**

Provide different media for children to write and make marks with e.g. paint and paintbrushes, chunky markers on large paper, chalk on the pavement or patio, dry-wipe markers on the mirror or using fingers in shaving foam, or custard. You could also encourage children to explore making marks on a computer or tablet device.

## **Flashcards**

Have flashcards, letter tiles or similar items around for children to use to spell out words.

## **Make a copy**

Children could copy out the spelling list in alphabetical order or from shortest to longest.

## **Grab a dictionary**

Have a dictionary to hand for looking up unfamiliar words

## **Narrow it down**

Narrow down long lists and focus on 4 to 5 at a time.

## **Get moving**

Use physical activity - for each letter of the word get children to do a star jump, walk up or down a step, touch their toes etc.

## **Games**

Make the list into a game - try playing hangman, making word searches or coming up with crosswords.

## **Shout out**

Encourage your child to spell words out loud on long car journeys or when walking to school.

Encourage your child to read.

**Good readers are often good spellers!**

# Learning Logs



Learning Logs are one of the ways we promote learning at Home. We hope that your child will enjoy completing the activities and that they encourage you to work with them to complete the tasks.

## How they work

Learning Logs are sent home every term. Inside will be a number of **optional activities**, which you may wish to complete to support your child's learning at home. Complete the activity or activities you prefer - the choice is yours!

## How can I do my work?

- ✓ Writing
- ✓ Drawing
- ✓ Diagrams
- ✓ Photographs
- ✓ Anyway you see fit - the more creative the better!



## Learning Log Guidelines



## When are they due?

Learning Logs are handed out during the term of each new topic in Phoenix and should normally be returned by the date set on the activity sheet.

## Presenting my learning

- ✓ A double page should be used
- ✓ Please only use grey pencil for writing
- ✓ Coloured pencils for colouring - **not** felt tip pens
- ✓ Use rulers to draw lines

“Tell me and I forget. Teach me and I remember.



*Involve me* and I learn.”



- Benjamin Franklin

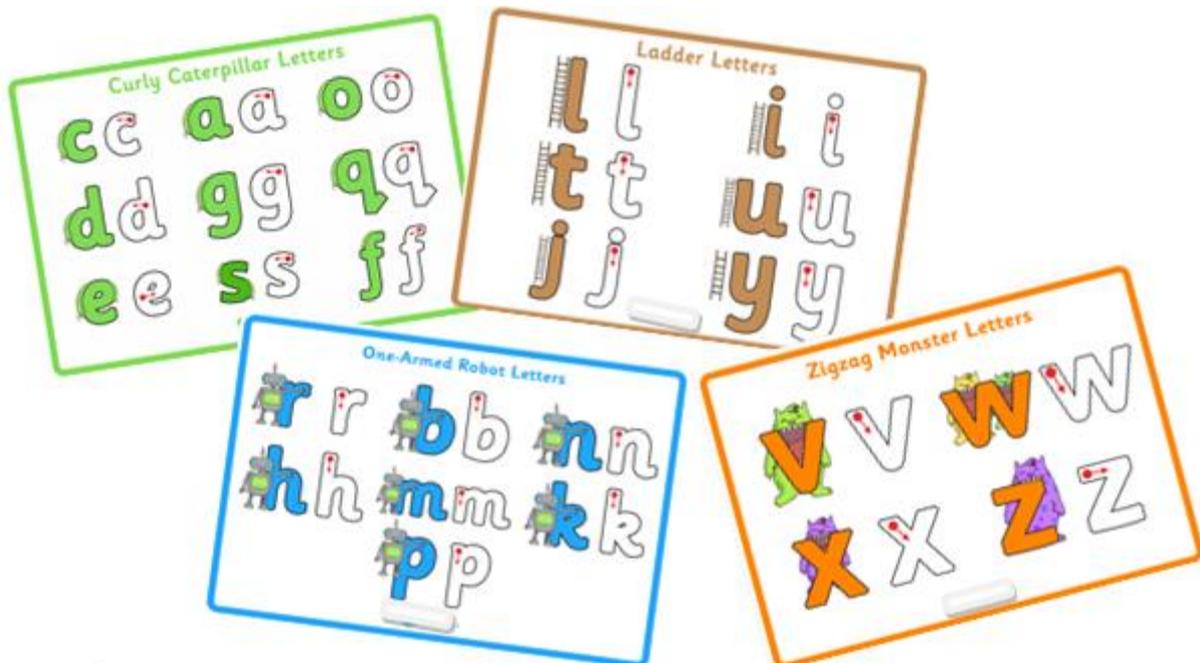
**WORK HARD & BE  
PROUD OF WHAT  
YOU ACHIEVE**



# Handwriting

We use the Cambridge Penpals scheme for handwriting across the school. In Year Three and Four letter formation should be familiar and secure. Children focus on keeping ascenders and descenders parallel. They continue to learn different joins:

- Diagonal joins - mm, nn, tt, ll, ic, ss
- Horizontal joins - ou, on, ot, wh, fl, oo, wa, fa
- Joins from q, joins to and from r, joins to and from s and joins from f
- Some letters are not joined: b, g, j, p, y, x & z



Please make sure your child is forming letters correctly to help progress with joining.

*The quick brown fox jumps over the lazy dog.*

Here are some useful websites that may help your child with handwriting:

- [http://www.ictgames.com/sky\\_writing.html](http://www.ictgames.com/sky_writing.html)
- <http://www.doorwayonline.org.uk/literacy/letterformation/>

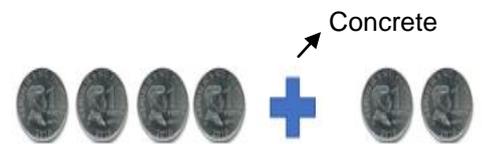
# Maths Mastery

At Houghton Conquest Lower School, Maths Mastery has been developed to ensure that every child can achieve excellence in mathematics. It provides pupils with a deep understanding of the subject through concrete, pictorial and abstract approaches. This ensures pupils fully understand what they are learning.

Maths Mastery places emphasis on the cumulative mastery of essential knowledge and skills in mathematics. It embeds a deeper understanding of maths by utilising concrete, pictorial and abstract approaches so that pupils understand what they are doing than learning to repeat routines pupils are given the opportunity to fully reason as well as develop fluency.

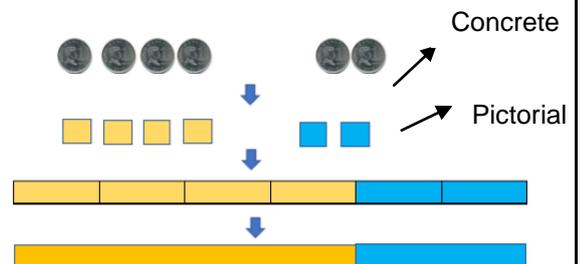
## Concrete

Concrete is the '**doing**' stage where they use concrete objects as the model. This approach brings a mathematical concept into reality by allowing children to experience and use some physical resources to reason and solve problems.



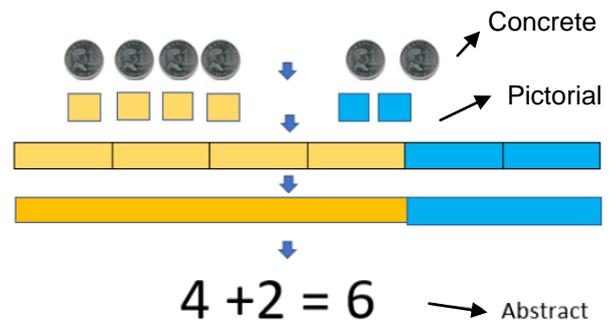
## Pictorial:

The pictorial is the '**seeing**' stage where the children see the representations of the objects using varied templates, such as a part whole model or a bar model. It encourages children to see a mental connection between the physical objects and abstract concepts by looking at the pictures, circles, or any model that represents the objects. Building or drawing a model makes it easier for children to visualise the problem.



## Abstract:

The abstract is the '**symbolic**' stage, where children can use abstract symbols to model problems. Once a child already has a solid understanding of '*Concrete*' and '*Pictorial*' then we can introduce the '*Abstract*'. In this stage, problems are represented using the symbolic concepts, such as numbers and mathematical symbols, for example the four basic arithmetic operations (+, -, x, /).



## Phoenix Class Visit Costs for 2018-19

| Term/Topic                                   | Details  | Type of visit              | Cost breakdown  |
|--|--|----------------------------|---|
| <b>Autumn Term</b>                           | Bletchley Park Look into the lives and secrets of the code breakers that helped us to end the war. Trip to include: <ul style="list-style-type: none"> <li>• Train journey</li> <li>• 'Careless Talk Costs Lives' workshop</li> <li>• Tour of Bletchley Park</li> </ul>  | <b>Off site (full day)</b> | Train travel: £2.75<br><br>Entry fee: £7.50 per child<br><br>Cost per child: £10.25 |
| <b>Spring Term<br/>Bushcraft Residential</b> | Helping children to become more independent, work as a team and take on the challenge of new experiences, the residential experience will include: <ul style="list-style-type: none"> <li>• Two days and one night, all food and drink, support of fully qualified instructors.</li> <li>• Opportunity to take part in different outdoors activities.</li> </ul> | <b>Off site</b>            | Coach: 17.50<br><br>Discovery Package: £126.90 per child                            |

**Costs are based on 2017-18 prices and may increase subject to supplier costs. Permission letters advising of the exact cost will be sent out near to the date of each visit.**

**Please note that the type and number of trips per class takes into account a number of criteria including the age of the children.**

# Phoenix Timetable - Mr Hetherington



|             | 8:50 | 9:00                        | 9:15                                     | 9:30        | 10:30                        | 10:45                          | 11:00           | 12:10                          | 1:15   | 1:25  | 2:15                                 | 3:15                       |                                 |
|-------------|------|-----------------------------|--|-------------|------------------------------|--------------------------------|-----------------|--------------------------------|--|---|--------------------------------------|----------------------------|---------------------------------|
| <b>Mon</b>  |      | Spellings /<br>Times tables | Multiplication<br>s and Spelling<br>test | Literacy    | <b>Assembly<br/>10:30 am</b> | <b>Break Time<br/>10:45 am</b> | Mrs Brown<br>RE | <b>Lunch Time<br/>12:10 pm</b> | <b>Register / Independent Reading / Guided Reading<br/>1:15 pm</b> | Mrs Brown<br><i>Creative<br/>Curriculum -<br/>Science</i> | Mrs Brown<br><i>French</i>           | Story                      |                                 |
| <b>Tues</b> |      | Spellings/<br>Times tables  | Handwriting                              | Mathematics |                              |                                | Literacy        |                                |  |   | Creative<br>Curriculum-<br>History   | Mrs Wesley<br>Music & PSHE |                                 |
| <b>Wed</b>  |      | Spellings/<br>Times tables  | Handwriting                              | Mathematics |                              |                                | Literacy        |                                |  |   | Creative<br>Curriculum-<br>Geography | PE                         |                                 |
| <b>Thur</b> |      | Spellings/<br>Times tables  | Handwriting                              | Mathematics |                              |                                | Literacy        |                                |  |   | Creative curriculum- Art/DT          |                            | Story                           |
| <b>Fri</b>  |      | Silent<br>Reading           | Handwriting                              | PE          |                              |                                | Mathematics     |                                |  |   | <i>Computing</i>                     | Golden<br>Time<br>2.20     | Celebration<br>Assembly<br>2.45 |