



## Newsletter 3rd October

### Friday 3rd October

What a busy couple of weeks again. The weather is starting to turn colder now so can we please make sure that children have their jumpers and coats in school. Snack for break times needs to be a healthy option please.

### Touch Base Tuesday: Reading

“The more you **read**  
the more **things** you know.  
The more that you **learn**  
the more **places** you’ll go.”  
-Dr. Seuss

Please find attached the slides from the touch base Tuesday. It was lovely to see everyone there! Look out for the next Touchbase Tuesday after half term where the focus will be around Maths.

	<b>HOME READING</b>	<b>COMPREHENSION</b> Comprehension Crusher	<b>INTERVENTION</b>	Additional Reading Opportunities
<b>STAGE 1 PHONICS FIRST</b>	<b>GROUP PHONICS READER (Rhino Reader)</b> Daily reading		Targeted Tiers to revisit phonics to help up. Catch up sessions pm/before phonics	
<b>STAGE 2 DEVELOPING STRATEGIES</b>	<b>DEVELOPING STRATEGIES</b> Children will read a wider variety of books and introduce a wider range of strategies to decode texts with confidence. They will be introduced to: look, listen and think to use alongside phonics first. At this point, children will begin to choose books based on their interests and use the domains with a growing understanding of what they read.	<b>GROUP READING SESSION IN CLASS- Fluency-60 sec reads</b> Comprehension Crusher units of work. <b>WHOLE CLASS READING SESSION BASED ON WHOLE CLASS TEXTS</b> units of work.	Children identified will remain within the stage-1 reading, until phonics is mastered, whilst experiencing a wider range of texts through whole class English and DEAR.	
<b>STAGE 3 INDEPENDENT READERS</b>	<b>INDEPENDENT READING</b> Children will be confident at decoding and the focus will shift to discussing books they have read and comprehension. They will also have a growing range of opportunities to discuss with others books they read and recommend books to each other.	<b>GROUP READING SESSION IN CLASS- Comprehension Crusher</b> <b>WHOLE CLASS READING SESSION BASED ON WHOLE CLASS TEXTS</b> units of work.	Children identified will remain within the Stage-1 reading, until phonics is mastered, whilst experiencing a wider range of texts through whole class English and DEAR. <b>Notice will be taken to support identified specific difficulties.</b>	<b>LIBRARY READER: READING: HED: DEAR</b>

# PHONICS FIRST

**End of Year Expectations:**

Twinkl Phonics Level	Reception	Year 1	Year 2
Level 1	Level 1 runs throughout the teaching of Phonics Levels 2-6.		
Level 2			
Level 3			
Level 4			
Level 5			
Level 6			

**Level 1**  
Nursery/Preschool

**By the end of Level 1, children will:**

- have experienced a variety of listening activities including songs, stories and rhymes;
- be able to distinguish between speech sounds and many will be able to blend and segment words orally

Some children will also be able to recognise spoken words that rhyme and will be able to provide a string of rhyming words, but inability to do this does not prevent moving on to Level 2 as these speaking and listening activities continue.

Aspect 1 Environmental Sounds	Aspect 2 Instrumental Sounds	Aspect 3 Body Percussion	Aspect 4 Rhythm and Rhyme	Aspect 5 Alliteration	Aspect 6 Voice Sounds	Aspect 7 Onset Blending and Segmentation
<ul style="list-style-type: none"> <li>Notice sounds around them</li> <li>Recognise the different objects that make different sounds</li> <li>Start to identify and name sounds</li> <li>Talk about environmental sounds, describing and comparing them</li> </ul>	<ul style="list-style-type: none"> <li>Explore instrumental sounds</li> <li>Build awareness of how to use instruments to make sounds</li> <li>Start to identify the sounds of familiar instruments, naming them</li> <li>Build awareness of how you can use instruments to make the sound of familiar objects</li> <li>Talk about instrumental sounds, describing and comparing them</li> <li>Use instruments to reproduce a sound from a given instruction, e.g. 'Be the drum' 'Be the snare' 'Be the tambourine' 'Be the tambourine quietly'</li> </ul>	<ul style="list-style-type: none"> <li>Explore the sounds of their bodies</li> <li>Join in and copy simple actions and sounds</li> <li>Join in and copy simple actions and sounds</li> <li>Build awareness of how you can use your body to make the sound of familiar objects</li> <li>Describe their own sequences of body percussion</li> <li>Join in with longer sequences of body percussion</li> <li>Describe body percussion</li> <li>Join in with longer sequences of body percussion, e.g. 'Stamp feet' 'Be the hands softly'</li> </ul>	<ul style="list-style-type: none"> <li>Join in with songs and rhymes</li> <li>Recognise simple rhymes and rhymes</li> <li>Recognise that rhymes end with the same sound</li> <li>Join in and copy simple actions and sounds</li> <li>Join in and copy simple actions and sounds</li> <li>Join in and copy simple actions and sounds</li> <li>Play with alliteration</li> </ul>	<ul style="list-style-type: none"> <li>Explore oral sounds of words</li> <li>Start to copy a given oral sound from a string of two, three or four</li> <li>Identify oral sounds of words</li> <li>Copy and keep a sound</li> <li>Make a variety of different voice sounds</li> <li>Play with alliteration</li> </ul>	<ul style="list-style-type: none"> <li>Explore different mouth movements and sounds</li> <li>Copy different oral sounds and mouth movements</li> <li>Recognise different mouth sounds</li> <li>Make a variety of different voice sounds, including animal sounds</li> <li>Talk about the sounds of their bodies</li> <li>Describe and compare voice sounds</li> <li>Consider their own ideas for voices of characters imitating voices</li> </ul>	<ul style="list-style-type: none"> <li>Identify the oral sounds of words</li> <li>Start to copy oral sounds and be able to blend in the words</li> <li>Choose the correct onset when hearing simple sounds</li> <li>Blend and copy simple CVC and VC words</li> <li>Segment CVC and VC words into their individual sounds</li> <li>Start to blend the sounds of longer words</li> <li>Identify how many sounds are in a CVC or VC word</li> </ul>

**Level 2**  
Reception Autumn Term

**By the end of Level 2, children should be able to:**

- give the phoneme when shown any Level 2 grapheme;
- find any Level 2 grapheme, from a display, when given the phoneme;
- orally blend and segment CVC words;
- blend and segment in order to read and spell (using magnetic letters) VC words, such as if, am, on, up and nonsense words, such as ip, up and ock;
- read the five tricky words - the, to, I, no, go.

Sounds	Week							Level 2 Revision
	1	2	3	4	5	6	7	
Tricky Words	the, to	no, go	to, the	no, go	to, the	no, go	to, the	no, go

**Level 3**  
Reception Spring Term

**By the end of Level 3, children should be able to:**

- segment and make a phonetically plausible attempt at spelling CVC words (single-syllable words consisting of Level 2 and Level 3 graphemes);
- read and spell some two-syllable words using Level 2 and Level 3 graphemes;
- read the tricky words - he, the, we, via, be, was, my, you, here, they, all, are;
- spell the tricky words - the, to, I, no, go.
- write most letters recognisably when following a model.

Sounds	Week												Recap Weeks 5 & 10	
	1	2	3	4	5	6	7	8	9	10	11	12		
Tricky Words Reading	he, she	we, me, be	was	my	you	they	here	all, are	the, to	no, go	to, the	no, go	to, the	no, go
Tricky Words Spelling	the, to	no, go	to, the	no, go	to, the	no, go	to, the	no, go	to, the	no, go	to, the	no, go	to, the	no, go

1 - Our Phonics scheme is Twinkl which is DFE approved.

# PHONICS FIRST

Level 4 Reception Summer Term				
By the end of Level 4, children should be able to:				
<ul style="list-style-type: none"> <li>give the phoneme when shown any Level 2 and Level 3 grapheme;</li> <li>find any Level 2 and Level 3 grapheme, from a display, when given the phoneme;</li> <li>be able to blend and read words containing adjacent consonants;</li> <li>be able to segment and spell words containing adjacent consonants;</li> <li>be able to read and spell polysyllabic words containing adjacent consonants and words containing three-letter adjacent consonants;</li> <li>be able to read the tricky words: said, do, from, like, come, some, there, this, one, do, when, out, who;</li> <li>be able to spell the tricky words: he, be, we, she, me, was, you, they, are, all, my, here;</li> <li>write each letter, usually correctly.</li> </ul>				
Sounds	1	2	3	4
	CVVC Words	CCVC Words	Adjacent Consonants	Polysyllabic Words
Tricky Words Reading	said, do	from, like, come, some	was, there, this, one	do, when, out, who
Tricky Words Spelling	he, be, we, she, me	was, you	they, are, all	my, here



Level 5 Year 1									
By the end of Level 5, children should be able to:									
<ul style="list-style-type: none"> <li>give the phoneme when shown any grapheme that has been taught;</li> <li>find any grapheme, with the correct phoneme;</li> <li>apply phonics knowledge and skills as the prime approach to reading and spelling unfamiliar words that are not completely decodable;</li> <li>read and spell phonically decodable two-syllable and three-syllable words;</li> <li>read and spell all taught common exception words;</li> <li>learn most three-exception words;</li> <li>use alternative ways of representing and representing the long vowel phonemes.</li> </ul>									
Year 1 Autumn Term									
Sounds	1	2	3	4	5	6	7	8	9
	CVVC Words	CCVC Words	Adjacent Consonants	Polysyllabic Words	CVVC Words	CCVC Words	Adjacent Consonants	Polysyllabic Words	CVVC Words
Tricky Words Reading	the, to, two, who, me	was, you	they, are, all	my, here	the, to, two, who, me	was, you	they, are, all	my, here	the, to, two, who, me
Tricky Words Spelling	he, be, we, she, me	was, you	they, are, all	my, here	he, be, we, she, me	was, you	they, are, all	my, here	he, be, we, she, me

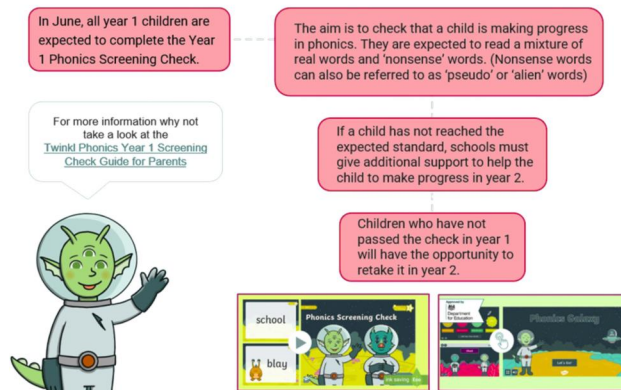


Level 6 Year 2									
By the end of Level 6, children should be able to:									
<ul style="list-style-type: none"> <li>read accurately most words of two or more syllables;</li> <li>read most words containing complex syllables;</li> <li>read most common exception words;</li> <li>read most words accurately in age-appropriate books, without over-sounding and blending, fluent enough to allow them to focus on their understanding rather than on decoding individual words;</li> <li>sound out most unfamiliar words accurately, without undue hesitation;</li> <li>segment spoken words into phonemes and represent these by graphemes, spelling many of these words correctly and making phonically plausible attempts at others;</li> <li>spell most common exception words correctly.</li> </ul>									
Year 2 Autumn Term									
Sounds	1	2	3	4	5	6	7	8	9
	CVVC Words	CCVC Words	Adjacent Consonants	Polysyllabic Words	CVVC Words	CCVC Words	Adjacent Consonants	Polysyllabic Words	CVVC Words
Tricky Words Reading	the, to, two, who, me	was, you	they, are, all	my, here	the, to, two, who, me	was, you	they, are, all	my, here	the, to, two, who, me
Tricky Words Spelling	he, be, we, she, me	was, you	they, are, all	my, here	he, be, we, she, me	was, you	they, are, all	my, here	he, be, we, she, me

Year 2 Autumn Term									
Spelling Pattern	1	2	3	4	5	6	7	8	9
	CVVC Words	CCVC Words	Adjacent Consonants	Polysyllabic Words	CVVC Words	CCVC Words	Adjacent Consonants	Polysyllabic Words	CVVC Words
Tricky Words Reading	the, to, two, who, me	was, you	they, are, all	my, here	the, to, two, who, me	was, you	they, are, all	my, here	the, to, two, who, me
Tricky Words Spelling	he, be, we, she, me	was, you	they, are, all	my, here	he, be, we, she, me	was, you	they, are, all	my, here	he, be, we, she, me



## PHONICS SCREENING



2 - Details of Phonics Screening Assessment in Y1.

## PHONICS TERMINOLOGY



<b>Phoneme</b>	the smallest unit of sound in words
<b>Grapheme</b>	the written representation of a sound
<b>GPC (Grapheme-Phoneme Correspondence)</b>	being able to match a phoneme with the correct grapheme and vice versa
<b>Blending</b>	joining individual speech sounds together to read a word
<b>Segmenting</b>	breaking down words into individual speech sounds to spell a word
<b>Digraph</b>	two letters making one sound e.g. 'sh'
<b>Trigraph</b>	three letters making one sound e.g. 'igh'
<b>Split Digraph</b>	two letters making one sound which are divided by a consonant e.g. the 'i_e' sound in the word 'side'
<b>Tricky/Common Exception Words</b>	words that are not fully decodable such as 'the' and 'was'
<b>Sound buttons</b>	circles or spots that can be written underneath a sound to support reading
<b>Sound bars</b>	lines that can be written underneath digraphs or trigraphs to show that the letters make one sound
<b>Mnemonic</b>	a visual prompt to help children remember a sound



DEVELOPING STRATEGIES AND INDEPENDENT READING. Teaching here focuses around Vipers to develop comprehension alongside developing an enjoyment of reading.

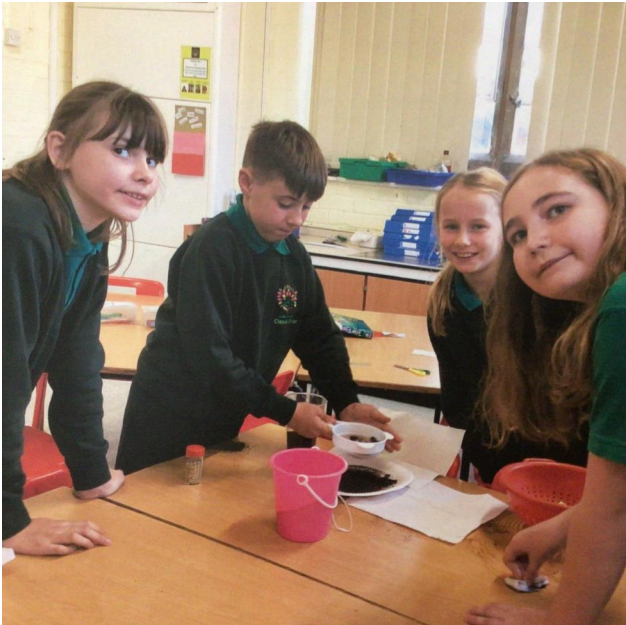
Can you help?



Do you have a spare hour to come and help us around school? As you can imagine, with so many trees we are inundated with leaves and need to try and clear the areas the children use. A small school is a great place to be but we sometimes lack enough hands.

Please speak to Mrs Jew if you have any time you could spare.

Learning in school this week.... Science







## Friends of Cleeve Prior C of E Primary School



Sophie and Stacie are welcoming interest to join a newly established PTFA / Friends of Cleeve Prior . We would love to hear from parents and guardians who would be interested in helping organise small events at the school, such as the Christmas Fayre and Summer Fayre. Please catch us on the playground or email us at [cleeveprior.ptfa@gmail.com](mailto:cleeveprior.ptfa@gmail.com)

## Harvest Festival



Our Harvest Festival will take part in church on Thursday 9th October at 9 am and we would like to invite you all to join us. We ask that the children bring a donation that they can carry over to church with them to donate to the food bank. Any additional donations or hampers you would like to donate, please can they be delivered to church direct.

Thank you for your support.

## Cleeve Prior Memorial Hall Social



### REMINDER

The Weekend Social at Cleeve Prior Memorial Hall will be taking place again on 3rd October 2025 from 6.00pm to 8.30pm. Due to worsening weather conditions, it is likely to take place inside the hall.

Following the success of the Thai food from the Three Horseshoes at previous events, the Thai food wagon will again be at this week's event. Due to the overwhelming demand for the food, the Three Horseshoes would like to offer a pre-ordering service. Anyone who would like to pre-order could they please either ring or send a message to **07907 088371**. Orders and payment will be taken over the phone. Those messaging will receive a call back to make payment.

Food can be purchased on the evening, subject to availability, card payment only.

The menu and prices are listed below.

**Starters:** Hot Wings **£5.95** - Chicken wings in our Homemade Hot Sauce - Medium

SpiceThai Fishcakes **£5.95** - Served on a bed of crunchy leaves, served with cucumber, crushed nuts, & homemade sweet Chilli Sauce  
Pork on Toast **£5.95** - Homemade Pork on toast, served with lettuce, drizzled with our homemade sweet chilli sauce

Chicken Satay **£5.95** - Homemade chicken Satay, served on lettuce & homemade peanut Sauce  
Thai Prawn Crackers served with homemade Sweet Chilli Sauce **£3.50**

**Mains:**Yellow Curry & Rice **£12.95** - Choose Veggie or Chicken . Mild Yellow curry slow cooked in coconut milk with potatoes, onions and cherry tomatoes

Thai Green Curry & Rice **£12.95** - Choose Veggie or Chicken Famous Thai green curry cooked in coconut milk, chillies, green beans, aubergines, bamboo shoots. Thai basil, lime leaves, red and green peppers

Beef Massaman & Rice **£13.95** - Beef Thai curry with a Muslim influence from the southern region of Thailand, cooked with coconut milk, onions, potatoes & peanuts

Pad Thai Noodles **£12.95** - Choose Veggie , Chicken or Vegan . Stir fried Thai traditional rice noodles with egg, beansprouts, spring onions, spring onion, carrot, garnished with crushed peanuts and a wedge of lemon

Food is also available for anyone who would like a take-away.

Again, help is needed in setting up at 5.45 pm and then closing down. Please let us know if you are able to help with the setup

## Online Safety

## What Parents & Educators Need to Know about

SNAP STREAK

97

# SNAPCHAT

AGE RESTRICTION  
13+

### WHAT ARE THE RISKS?

With over 900 million active monthly users and billions of 'Snaps' sent each month, Snapchat is a popular messaging app among children and young people. It allows users to share fun, spontaneous pictures and videos with friends and family while using playful filters. One of Snapchat's unique features is that pictures, videos and messages are only viewable for a short period of time.

#### ARTIFICIAL INTELLIGENCE

Snapchat's use of artificial intelligence (AI) includes features like the 'My AI' chatbot and AI-powered filters, offering interactive experiences that can be fun but also pose risks. These tools may share unfiltered or inaccurate responses, promote unrealistic beauty standards, and collect personal data. Advanced filters and deepfake-style lenses can distort reality, potentially leading to manipulation, impersonation, or inappropriate content.

#### SCREEN ADDICTION

Snapchat boosts user engagement and daily use with features like streaks (daily Snapchat exchanges between you and a friend). When a streak's been going for a few days, users will see a 🌟 emoji. The number alongside it shows the number of days, but if users miss a day and break the streak, the only way to restore it is to pay. This encourages daily use habits, and frequent notifications can keep users returning to the app even more often.

#### SEXTORTION

Because Snapchat's disappearing messages feature may foster a sense of safety, users may become targets of sextortion. For example, a predator may pressure someone into sending nude images, then somehow capture those images to threaten and intimidate the victim. This might involve claiming they will share the images with friends or family unless money is paid.

#### SNAPCHAT+

Snapchat+ is the platform's premium subscription service, offering early access to new and exclusive features. In June 2025, Snapchat introduced a new tier called Lens+, giving subscribers access to hundreds of lenses and AR experiences for playing, creating, and sharing Snaps. These paid features may encourage young users to spend money to access exclusive content, increasing the risk of overspending or feeling pressured to make in-app purchases.

#### ACCESSIBILITY

Snapchat is now accessible from a web browser, meaning children can use it on a laptop or tablet without downloading the app. This can make activity harder to monitor, reduce the effectiveness of parental controls, and increase the risk of unsupervised communication or exposure to inappropriate content.

#### INAPPROPRIATE CONTENT

Some content on Snapchat isn't suitable for children. The hashtags used to group content are determined by the poster, so even an innocent search term could still yield age-inappropriate results. The app's disappearing messages feature also makes it easy for young people to share explicit images on impulse – so sexting continues to be a risk associated with Snapchat.

## Advice for Parents & Educators

#### ACCESS THE SNAPCHAT FAMILY SAFETY HUB

Created with guidance from Common Sense Media, Snapchat has developed a Family Safety Hub that explains how the app works and how to use its in-app protections for teens. It's recommended that you review this guidance before allowing a child to download Snapchat. Remember, the app is only intended for children aged 13 and over.

#### ENCOURAGE OPEN DISCUSSIONS

Snapchat's risks can be easier to handle if you nurture an open dialogue. Talk about scams and blackmail before letting children sign up. If they're lured into a scam, encourage them to tell you immediately. Talk openly and non-judgementally about sexting, emphasising its inherent risks. Furthermore, explain how popular 'challenges' on the platform can have harmful consequences.

#### BLOCK AND REPORT

If a stranger connects with a child on Snapchat and makes them feel uncomfortable by pressuring them to send or receive unwanted or inappropriate images, the child can tap the three dots on that person's profile to report or block them. There are options to state why they're reporting that user, with a tailored reporting section under the 'Nudity and Sexual Content' category. In this category, there's the option to report somebody for threatening to leak sexually explicit images, or 'nudes'.

#### USE PRIVACY SETTINGS TOGETHER

Sit down with the children in your care and explore Snapchat's privacy settings as a shared activity. You can help them adjust who can contact them, view their stories, or see their location on Snap Map. It's a good opportunity to explain why some settings are safer than others, reinforcing their understanding of online boundaries. Encourage them to regularly review these settings, especially after app updates or changes in their friendship groups.

#### Meet Our Expert

Dr Claire Sutherland is an online safety consultant, educator and researcher who has developed and implemented anti-bullying and cyber safety policies for schools. She has written various academic papers and carried out research for the Australian Government comparing internet use and sexting behaviour of young people in the UK, USA and Australia.



#WakeUpWednesday

The National College

Source: See full reference list on guide page at: <https://nationalcollege.com/guides/snapchat>

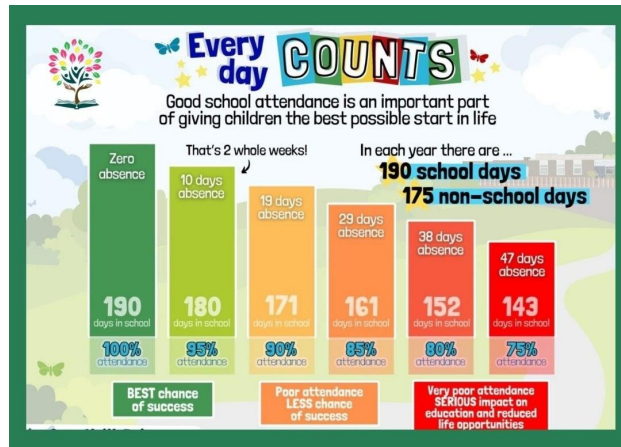
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3 - We have started the term brilliantly so let's keep this up! We will be awarding certificates for 100% attendance at the end of the half term.

## Attendance

Attendance this week has dropped so let's work together to get it back up where it should be.

Willow-81.25%

Oak-74.75%

Please ensure your children are in school everyday and if they are ill, please inform the office.