

Whole-School Parents Evening

Derryhale Primary School

ELS Phonics • Nelson Spelling & Handwriting
Zones of Regulation • Our New School Website

Great Oaks from Little Acorns Grow



What we're talking about this evening.

This evening, we endeavour to give practical overview of the shared approaches pupils will experience in school, plus simple ways families can reinforce them at home.

1 ELS Phonics

Introduction to scheme.
Implementation process.
Classwork.
Homework.

2 Nelson Spelling and Handwriting

Rationale for using Nelson Spelling and Handwriting as a scheme
Classwork.
Homework.

3 Zones of Regulations

Rationale behind the ZoR.
Discussion of language associated with ZoR.
How ZoR will be used in Derryhale P.S.

4 School Website

Information about our new school website.

One consistent message: school and home working in partnership.

What consistency gives our children

1 Familiar routines

Children know what to expect and can focus on learning.

2 Common language

Adults use the same prompts, vocabulary and expectations.

3 Small steps

Knowledge and skills build progressively across the school.

4 Partnership

Short, regular home support strengthens classroom learning.

CLEAR

CALM

CONSISTENT

CONNECTED

CELEBRATED

Abbreviations

“What’s PTE?”

Great Oaks from Little Acorns Grow





LIST OF ABBREVIATIONS

Great Oaks from Little Acorns Grow



TEACHING & LEARNING

AfL	Assessment for Learning
AR	Accelerated Reader
ELS	Essential Letters and Sounds
FS	Foundation Stage (P1–P2)
KS1	Key Stage 1 (P3–P4)
KS2	Key Stage 2 (P5–P7)
PDMU	Personal Development and Mutual Understanding
TS&PC	Thinking Skills and Personal Capabilities
WAU	The World Around Us



ASSESSMENT

CAT4	Cognitive Abilities Test
PTE	Progress Test in English
PTM	Progress Test in Maths



WELLBEING & SAFEGUARDING

CP	Child Protection
DT	Designated Teacher for Child Protection
DDT	Deputy Designated Teacher for Child Protection



LEADERSHIP & MANAGEMENT

BoG	Board of Governors
PRSD	Performance Review and Staff Development
SDP	School Development Plan
SENCO	Special Educational Needs Coordinator
PLP	Personal Learning Plan



SYSTEMS & TECHNOLOGY

Bromcom	New school information management system
C2k	Classroom 2000 (Northern Ireland schools' ICT service)



EXTERNAL SUPPORT & INSPECTION

EP	Educational Psychologist
ETI	Education and Training Inspectorate
EWO	Education Welfare Officer



ORGANISATIONS & AUTHORITIES

CCEA

Council for the Curriculum, Examinations and Assessment

DE

Department of Education

EA

Education Authority



Determined



Empathetic



Responsible



Respectful



Yearning for Learning



Humble



Ambitious



Loving



Enthusiastic



E.L.S.

Essential Letters and Sounds

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ELS Phonics: building confident readers

Essential Letters and Sounds

ELS is a phonics programme. Children learn the relationship between spoken sounds and written letters, then blend sounds to read words.

D Daily

A clear, familiar lesson routine.

P Progressive

New learning builds on prior sounds.

Read well, quickly



Inside an ELS lesson

1

Review

Recall sounds and words already taught.

>

2

Teach

Introduce or revisit a sound and its grapheme.

>

3

Practise

Read words and sentences using the focus sound.

>

4

Apply

Write the grapheme, words and a sentence.

The routines stay familiar so children can concentrate on the new learning.

The language of phonics

1 Phoneme

A sound we can hear.

2 Grapheme

The letter or letters that represent a sound.

3 Blend

Push sounds together to read a word.

4 Segment

Break a word into sounds to spell it.

5 Digraph

Two letters representing one sound.

6 Trigraph

Three letters representing one sound.

Say the pure sound: “mmm”, not “muh”.

Helping reading flourish at home



Read little and often

Choose a calm time and keep it positive.



Let the child do the decoding

Prompt with sounds, pictures and context, then blend together.



Re-read for fluency and understanding

For fluency, familiar text builds accuracy, pace and confidence.

For understanding, ask questions and prompt if necessary.



Share richer books too

Read aloud, chat about pictures and enjoy vocabulary.

Nelson Spelling and Handwriting

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Nelson: a whole-school pathway



Why a shared programme?

1 Progression

Skills build in manageable steps from P1 to P7.

2 Consistency

Shared teaching language and expectations.

3 Practice

Regular opportunities to revisit and apply.

4 Assessment

Check-ups help teachers identify next steps.

Nelson Spelling: notice, learn, apply



Spelling is more than memorising a weekly list. Children learn patterns, make connections and transfer learning into independent writing.

Spelling practice: Look, Say, Cover, Write, Check



LOOK

Study the word and spot the tricky part.



SAY

Pronounce it clearly and use it in a sentence.



COVER

Hide the model – promote recall and working memory.



WRITE

Write the word independently.



CHECK

Compare, correct and try again.

Brief practice on several days is more useful than one long session.

Nelson Handwriting: from movement to fluency

1 Posture & grip

Comfortable body position and efficient pencil control.

2 Patterns

Motor control through repeated shapes and movements.

Foundation Stage

3 Letter formation

Consistent starting points, direction and orientation.

Foundation Stage and Early Key Stage 1

4 Joining & fluency

A legible, personal style that supports sustained writing.

Late KS1 into KS2

The foundations of comfortable writing

1 FEET

Supported and steady

2 BODY

Sitting tall, relaxed shoulders

3 PAPER

Slightly angled

4 HELPING HAND

Holding the page

5 PENCIL

Comfortable, efficient grip

6 PACE

Smooth rather than rushed

Legibility matters, but comfort and fluency matter too.

Helping handwriting at home



1 Warm up

Finger taps, playdough, pegs or simple pattern trails.

(EYFS)

2 Model one thing

Focus on one letter family, join or size feature at a time.

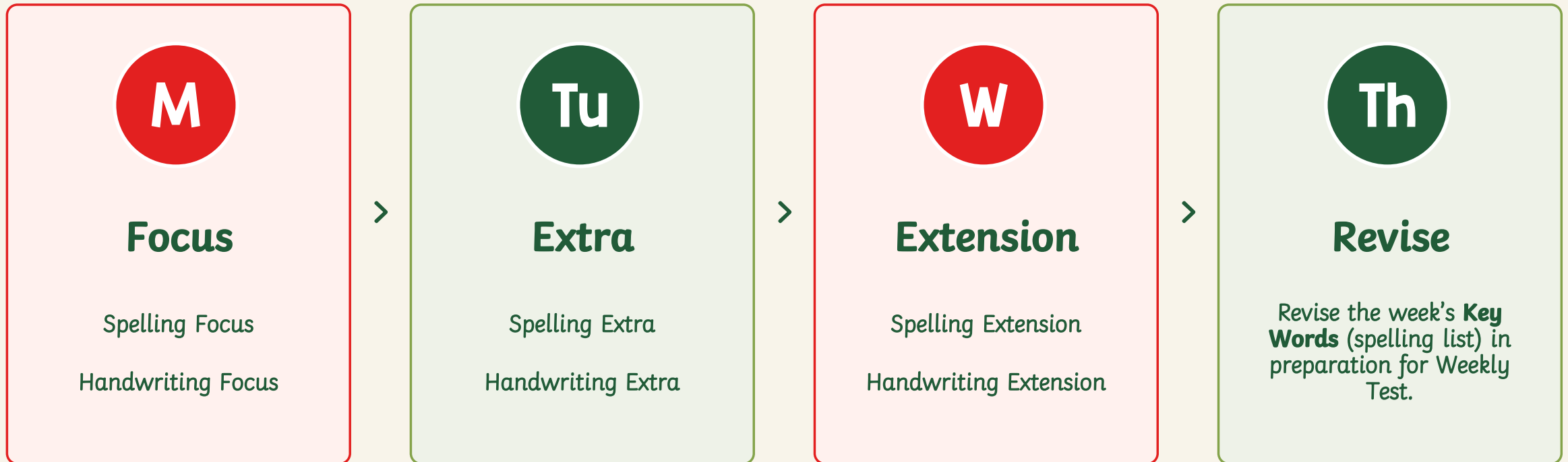
3 Keep it meaningful

Work on labels, cards, shopping lists and short messages.

4 Stop before fatigue

A few careful minutes can be enough. It should not be an unnecessarily painful, tiring or mundane task.

A typical week's Nelson Spelling and Handwriting homework



This work (P3-7) will be recorded in a lined homework book. Books should be kept in schoolbags for marking.

We recommend that books are backed in sticky-back plastic when used daily (in and out of bags).

a e i
o u



Focus

Add a, e, i, o or u to make these words.
Write the words in your book.

fin hot cut fan hat fun cot hit cat



1 f__n



2 f__n



3 f__n



4 h__t



5 h__t



6 h__t



7 c__t



8 c__t



9 c__t

Extra

Write two words that rhyme with these words:

rat	hen	win	hot	run
hat				
bat				



Extension

A Copy this **and** pattern into your book.

and and and and and

B Look at the **and** words in the box.
Write them in your book.

sand band hand land



1 s_____



2 h_____



3 l_____

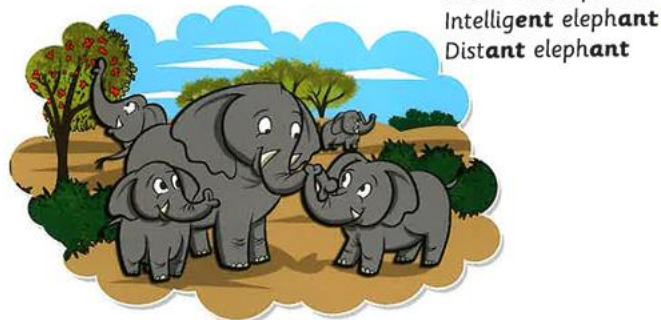


4 b_____

Spelling Book 1

Key Words

silent
silence
exist
existence
evident
evidence
violent
violence
sentence
different
difference
distant
distance
important
importance
assistant
assistance
relevant
relevance
nuisance
restaurant



Silent elephant
Obedient elephant
Intelligent elephant
Distant elephant

Focus

- A Copy these sentences into your book.
Add the missing endings.

- 1 There was no noise. It was totally sil_____.
- 2 The police said they could find no evid_____.
- 3 This argument won't be settled by viol_____.
- 4 We will be going to a differ_____ school next year.
- 5 The shop assist_____ was very helpful.
- 6 Her discovery was of great import_____.
- 7 Every sent_____ starts with a capital letter.

- B Write your own sentence using **convenient** and **convenience**.



Extra

- A Match these adjectives with their nouns.
Write them in your book.

adjectives
distant
sufficient
hinder
innocent
obedient
ignorant
intelligent
elegant
assistant

nouns
sufficiency
assistance
elegance
ignorance
intelligence
obedience
innocence
hindrance
distance



- B Make a noun from each of these adjectives.
Write them in your book.

- 1 important 2 fragrant 3 absent 4 evident
- 5 convenient 6 excellent 7 abundant 8 different

Extension

Adverbs often describe actions.
Many adverbs are made by adding **ly** to a noun,
like this:

efficient + **ly** = efficiently



Remember,
an **adverb**
usually
describes
a verb.

- A Copy these into your book. Add **ent** or **ant** to each one
to make an adjective.

- 1 effici_____ 2 sil_____ 3 import_____ 4 frequ_____
- 5 abund_____ 6 viol_____ 7 intellig_____ 8 innoc_____

- B Make an adverb from each adjective you made in A.
Write a phrase or short sentence using each of
these adverbs.
The first one is done to help you.

- 1 efficient efficiently He worked efficiently and had soon finished.

Spelling Book 6

A cartoon illustration of a brown dog with floppy ears, sitting on a patch of green grass. The dog is looking upwards and to the right with a happy expression. The background is a light blue sky.

a good dog

Focus

A Copy this pattern into your book.

ccc ccc ccc

B Copy these letters into your book.

co	co	co	co	co
ad	ad	ad	ad	ad
gs	gs	gs	gs	gs
qe	qe	qe	qe	qe

Remember,
the letters
ġ and ħ are
descenders.
Their tails
go below
the line. 



Extra

Make these words. Copy them into your book.

d + ad = dad dad dad

s + ad = sad sad sad

$$f + ad = fad \quad fad \quad fad$$


Take care!
The letter **f** is
a tall letter.
Its tail also
goes below
the line.



Extension

Complete this caption in your book,
using two words from the box below.

sad had dad fad lad

_____ is _____



Handwriting

Book I

Focus

- A Copy these letters. Join your letters carefully using a diagonal joining line.

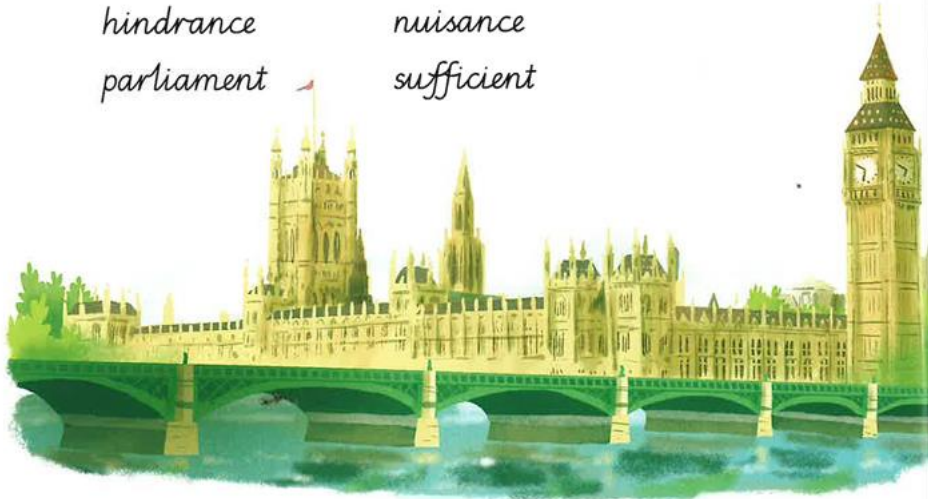
ent ent ent ent
ant ant ant ant
ence ence ence ence
ance ance ance ance

Remember, the diagonal join joins letters from the bottom of one letter to the top of the next.



- B Copy these words into your book.

distant	assistant
conscience	convenience
hindrance	nuisance
parliament	sufficient



Extra

Copy and complete these sentences.
Choose the correct words to fill the gaps.
Remember to form and join your letters correctly.

- Our local _____ store is very close to our house.
(convenience/convenience)
- The shop _____ was very helpful.
(assitent/assistant)
- She found _____ bread to make forty sandwiches.
(sufficient/sufficient)
- My baby brother was more of a _____ than a help.
(hindrence/hindrance)



Extension

Copy this passage into your book.

Although the shop assistant knew the supplies were insufficient, they would have to last until the end of the day. It was a nuisance, but there was nothing she could do about it now. She just hoped that she didn't have too many customers wanting to visit the convenience store that day.

Handwriting

Book 6

Homework

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P2 HOMEWORK PLANNER - Week beginning Tuesday 1st September



Reading	As outlined in Reading Record Book. Please check this book daily.
Mental Maths Focus	To be able to count orally from 1-15 and down again. To be able to recall numbers before, after and between within 15. Please make this a daily focus.

Day	Literacy / Numeracy Focus
Monday	Bank Holiday
Tuesday	Please revise key vocabulary introduced last school year. You will find this in you Words I need to Know booklet. Remember, you can work at this throughout this week. Please begin to learn your spellings set for this week. We have been learning how to complete our Spelling Practice Book using the Look-Say-Cover-Write-Check method. A detailed explanation of this method can be found in the inside cover of your Spelling Book.
Wednesday	We have been recapping on our initial sounds introduced during P1. Please complete the related written activity which you will find in your 'Activities at Home' book. Continue learning spellings set for this week.
Thursday	Complete Handwriting practice as outlined on the activity set. Consolidate spelling practice for testing in school tomorrow.



Please sign below to indicate homework has been completed in full this week.
You can also use this space to let us know of any difficulties your child has experienced with homework activities this week.



Homework in P3/4



Great Oaks from Little Acorns Grow

1

Spelling

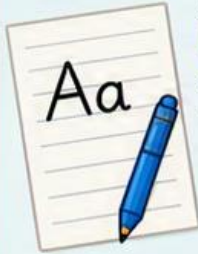


Activities to be completed on **Monday (Focus)**, **Tuesday (Extra)** and **Wednesday (Extension)**.

This is completed in the Spelling and Handwriting Homework Book (lined A4).

2

Handwriting



Activities to be completed on **Monday (Focus)**, **Tuesday (Extra)** and **Wednesday (Extension)**.

This is completed in the Spelling and Handwriting Homework Book (lined A4).

3

Mental Maths Weekly Focus



Discuss the Mental Maths focus with your child. Complete the short reinforcement activities. Refer to the revision target for the Weekly Test.

4

Folens Mental Maths Test



A short review of mental maths, completed every **Monday** night. Questions are discussed with pupils in class prior to homework.

5

Weekly Test



Completed (usually) on a **Friday**.

A review of the week's learning in spelling and mental maths.

6

Reading



Reading is set throughout the week and recorded in reading diaries. Ask questions and encourage children to talk about their book.

7

Accelerated Reader (P4 only)



Independent reading to develop independence, enjoyment and comprehension skills. Pupils complete quizzes on books they have read.



Please ensure that homework is signed by an adult.



Establish a routine for completing homework.





Numbers within 20



Introduce the numbers 1 to 20. Introduce vocabulary of “after”, “before” and “between”.

Ask the following questions:

- What is the number before _?
- What is the number after _?
- What number comes between _ and _?



Activity One

Complete the grid below showing the numbers 1 to 20.



Activity One

Complete the grid below showing the numbers 1 to 20.

1		3	4		6	7	8		10
	12		14	15	16		18		



Activity Two

Fill in the missing numbers between the given numbers.

1		3
---	--	---

6		8
---	--	---

3		5
---	--	---

14		16
----	--	----

10		12
----	--	----

17		19
----	--	----

8		10
---	--	----

18		20
----	--	----

9		11
---	--	----



Revision Target

Revise numbers before, numbers after and numbers between within 20.

Homework in Primary 4/5 and Primary 6/7

- **Spellings/Handwriting** – Mr Glenny has already introduced and explained. Spelling practice book completed every day (LSCWC).
- **Guided Reading Book** – Children read twice a week in class and it is essential that parents do the home reading and ask questions about the text. Delve deeper than literal questions! Please don't forget to sign reading record books when completed with your child.
- **Accelerated Reader Book** – This is chosen in the AR library by each child according to their book level. To complete quizzes in school, children need to know their book inside out. Again, good questioning is importance to ensure your child understands and is ready to complete a quiz. The aim is to score 85% and above to reach their accuracy target. We constantly monitor how much your child is reading every week to ensure they are on track to meeting their targets.



Homework in Primary 4/5 and Primary 6/7

- **Mental Maths** – Completed Monday to Wednesday, then revision on Thursday. Please go over these strategies mentally with your child rather than relying on written sums. We put these booklets together to ensure that parents have examples of each weekly strategy. These are to be developed mentally.
- **Folens Mental Maths** – Each Monday night- complete one test. Questions will be discussed in class in preparation for homework.
- **Friday test** – Revise spellings and mental maths/tables every Thursday night. You will notice that we have introduced an extension within the Friday test which includes five questions to challenge your child to apply their learning in worded calculations/problems. Please look over corrections with your child after their test and sign at the bottom of the page.
- **Monthly test** – At the end of each month children will be tested on the previous 4 weeks of spellings and mental maths/tables.
- **Homework Diary** to be signed each night.

Week 3

Practice Time: Say tables out loud.

Monday night

1. $3 \times 5 = \underline{\quad}$
2. $3 \times 11 = \underline{\quad}$
3. $3 \times 2 = \underline{\quad}$
4. $8 \times 3 = \underline{\quad}$
5. $4 \times 3 = \underline{\quad}$

Tuesday night

1. $3 \times 1 = \underline{\quad}$
2. $3 \times 6 = \underline{\quad}$
3. $9 \times 3 = \underline{\quad}$
4. $12 \times 3 = \underline{\quad}$
5. $3 \times 3 = \underline{\quad}$

Wednesday night

1. $24 \div 3 = \underline{\quad}$
2. $12 \div 3 = \underline{\quad}$
3. $6 \div 3 = \underline{\quad}$
4. $21 \div 3 = \underline{\quad}$
5. $27 \div 3 = \underline{\quad}$

Thursday night : Revision of times tables and mental maths covered this week.

Know near doubles within 20.

6. $6 + 7 = \underline{\quad}$
7. $9 + 8 = \underline{\quad}$
8. $3 + 4 = \underline{\quad}$
9. $4 + 5 = \underline{\quad}$
10. $7 + 8 = \underline{\quad}$

Know near doubles within 20.

6. $8 + 9 = \underline{\quad}$
7. $5 + 6 = \underline{\quad}$
8. $9 + 10 = \underline{\quad}$
9. $2 + 3 = \underline{\quad}$
10. $6 + 7 = \underline{\quad}$

Know near doubles within 20.

6. $4 + 5 = \underline{\quad}$
7. $8 + 9 = \underline{\quad}$
8. $6 + 7 = \underline{\quad}$
9. $1 + 2 = \underline{\quad}$
10. $7 + 8 = \underline{\quad}$

Zones of Regulation

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Zones of Regulation: a shared language



The core idea

The Zones framework helps pupils notice their state, name it and choose tools that support regulation.

1 NOTICE

What is my body telling me?

2 CHOOSE

What tool could help?

All zones are part of being human. A colour is information, not a judgement.

Zones of Regulation

BLUE



Lower energy

sad • sick • tired • unfocused

GREEN



Regulated

happy • calm • focused • relaxed

YELLOW



Heightened

frustrated • worried • silly • excited

RED



Very intense

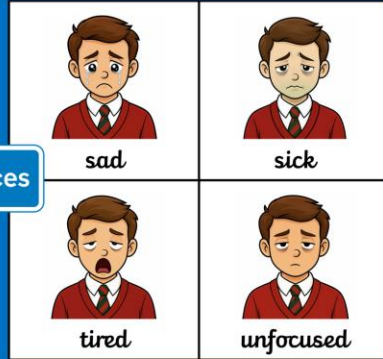
angry • terrified • elated • out of control

No Zone is “bad”. The goal is to recognise what we need in the moment.

Blue Zone

You could try ...

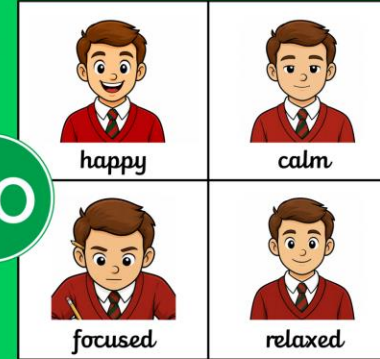
- having a rest
- asking for help
- talking to someone
- thinking positively
- moving (e.g. star-jumps)



Green Zone

You could try ...

- thinking positively
- finishing your work
- helping others
- sharing your ideas



ZONES OF REGULATION



Yellow Zone

You could try ...

- box breathing
- counting to ten
- asking for help
- talking to someone
- going for a short walk



Red Zone

You could try ...

- taking a "time out"
- running a lap of the playground
- drinking water
- box breathing



Blue Zone

You could try ...

- having a rest
- asking for help
- talking to someone
- thinking positively
- moving (e.g. star-jumps)



sad



sick



tired



unfocused

Yellow Zone

You could try ...

- box breathing
- counting to ten
- asking for help
- talking to someone
- going for a short walk



frustrated



worried



silly



excited

Red Zone

You could try ...

- taking a “time out”
- running a lap of the playground
- drinking water
- box breathing



angry



terrified



elated



out of control

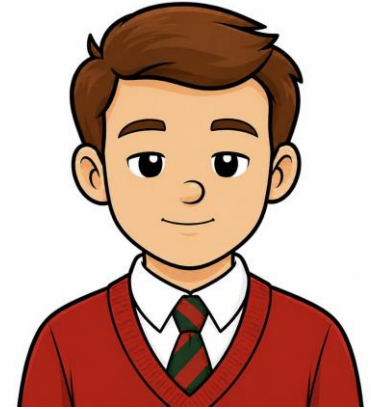
Green Zone

You could try ...

- thinking positively
- finishing your work
- helping others
- sharing your ideas



happy



calm



focused



relaxed

School Website

Great Oaks from Little Acorns Grow



Our new school website



1

News

Latest school updates

2

Calendar

Dates and events

3

Newsletters

Newsletters available for information

4

Learning

Key information in one place

5

Policies

Policies for viewing and consultation



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Latest News

Our schools latest news

Page 1



Welcome to our new website!

Published 13/04/26

We hope you enjoy exploring everything new within our new website.

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Home > News and Events > Calendar

Calendar

September — August 2026

<

>

View ▾

Print

Mon	Tue	Wed	Thu	Fri	Sat	Sun
31	1 Swimming (...)	2	3	4	5	6
7 Piano Lessons	8 Swimming (...)	9	10	11 Mini Digi Hu...	12	13
14 Piano Lessons	15 Swimming (...)	16	17	18	19	20
21 Piano Lessons	22 Swimming (...)	23	24	25 School Close...	26	27

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Newsletters

Please click on the most recent newsletter to view.



2026 August Newsletter

PDF



2026 June Newsletter

PDF

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PRIMARY - TERM 1 OVERVIEW

Literacy

Numeracy

World Around Us

Other Info



Great Oaks from
Little Acorns Grow

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Accelerated Reader

At Derryhale, we have a well-resourced school library. A wide and current range of books are banded to match the levels of the Accelerated Reader programme. In the words of the American writer, Elizabeth Hardwick, "The greatest gift is a passion for reading." We seek to instil a passion for reading amongst our children by providing them with resources and an attractive space for learning.



Renaissance

Accelerated Reader

In this section

[Accelerated Reader Bookfinder](#)

[Taking an Accelerated Reader Quiz](#)



Derryhale Primary School



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ABOUT US

KEY INFORMATION

NEWS AND EVENTS

PARENTS

CHILDREN

ADMISSIONS AND PROSPECTUS

CURRICULUM

DINNER MENU

HOLIDAY LIST

POLICIES

WELLBEING

WRAPAROUND CARE



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Policies

Click below to access the relevant policy.



[Child Protection Summary - DPS - September 2026](#)

PDF



[Intimate Care Policy - DPS - May 2025](#)

PDF



[Positive Behaviour Policy - DPS - August 2025](#)

PDF

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[Dinner Menu](#)

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Thank you for your attendance!

Questions?

Together, we help each child build the skills, confidence and sense of belonging needed to flourish.

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