

October 2017



## Wren Class Autumn Term Information Letter

Dear Parents

We hope you all had an enjoyable summer with your children. We would like to take this opportunity to welcome all of the new parents and children to Wren Class.

Here is some important information about our class.

### **Classroom Staff**

**Mrs Thomas** will be the class teacher on Monday, Tuesday and Wednesday morning.

**Mrs Summers** will be the class teacher on a Thursday and Friday.

**Mrs Birchenough** will be our classroom assistants working with the children in the classroom every day.

**Our Topic** this half term will be '**Marvellous Me!**'

### **Class Weekly News Letter**

Each week we will be sending out a class newsletter by email at the end of the week. The newsletter will be a summary of the learning that has taken place during the week, so that you know what your child has been doing. It will tell you what phonic sounds we have been working on that week, should you wish to do some follow up work with your child at home. Included in the newsletter will be a home learning challenge activity for you to complete with your child.

**House Teams** Your child has been assigned to a house team. These are Oak, Ash, Birch or Willow. These teams are displayed in the classroom. Each member of the team earns team ticks, which are then converted into house points for their team. The points are counted each week and the winning team is announced on a Friday during assembly.

**Team ticks** are awarded to children for working hard, good behaviour, contributions during lessons, helpfulness, kindness, good presentation of work etc. These are recorded on a chart displayed in class. Each week the total ticks are counted and a sticker is awarded for every five ticks. The children will collect these on a sticker card. Once the card is complete they receive a prize of their choice, then they take their card home and start a new one.

**P.E** Our P.E days for this term is Wednesday. Children will be sent home wearing their P.E. kits on a Wednesday.



**Notices** are displayed on the wall next to the pencil gate leading into Wren's covered outdoor play area. Copies of letters from the school office can be found on the school website [www.cheapsideschool.org.uk](http://www.cheapsideschool.org.uk).

### **Letters**

Please check your child's bag daily for letters. Replies need to be handed in to your class teacher. Please do not leave them in book bags as they may be missed. Prompt replies are appreciated as this allows us to finalise arrangements for school events in good time.

An **ideas box** is situated in the main entrance area for you to share any suggestions you may have. Alternatively, you can send an email to [cheapsidecofe@rbwm.org](mailto:cheapsidecofe@rbwm.org)

### **Winter Uniform**

The school newsletter states the date by which all children should be in winter uniform. Children are expected to arrive in smart uniform each day. Our uniform policy gives more information, ***copies available on request if required.***

### **Helping in School**

We always welcome parent help in class with lots of different activities, including reading, art projects and school trips. If you are interested in being a parent helper, please come and chat with us and we can give you some more details.

### **Tapestry and Learning Journeys**

As we mentioned during our meeting in July we create individual 'learning journeys' for your child through a piece of educational software called 'Tapestry'. By logging on with a secure username and password you will be able to view all of your children's observations, photographs and even videos from their time in Reception at home. You have all now been sent an activation email to access your child's learning journeys at home.

### **'Wow' moments**

If you notice your child doing something new, or achieving something for the first time, then please jot it down, photograph it or bring in the evidence and share it with us, so that we can celebrate your child's successes in school. These could be creative, physical, personal and social, as well as anything you notice regarding maths, reading and writing.

### **How we teach reading**

At Cheapside we use a structured phonic programme to teach children to link letters and sounds for reading and spelling words. In our daily 15-20 minute sessions the children learn how to say the sound (phoneme) for each letter (grapheme) and groups of letters like sh, ch, igh (digraphs and trigraphs). They learn to hear and say the sounds in words like c-a-t by pulling them apart (segmenting) and putting them back together (blending). We give children opportunity to practise their developing skills through games, actions

and the use of flashcards and magnetic letters. These vital skills help them to read and write words that are phonetically spelled. Some words, such as 'come' and 'the', cannot be easily decoded. We refer to these as 'tricky words' and are learnt as whole words. We will be sending home a phonic pack with tricky words and letter sounds in for you to work on with your child at home. More details will be sent with this at the time.

Once your child is secure in segmenting and blending consonant-vowel – consonant words (cvc eg.cat) they will be given a first reading book, appropriate to their stage of reading development, to bring home in their reading bag. They will have a blue reading record book in which the book titles are recorded and space for comments provided. Each time your child reads with an adult, either at school or at home, this needs to be recorded in the reading record. In school, we hear children read in small groups of similar ability and also 1-2-1 with a teacher or teaching assistant.

### **Helping your child with reading at home**

Each week in the newsletter, we will be letting you know what letters and sounds your child has been working on that week and any tricky words that we have been learning. In the first week we will be sending home a letter formation sheet with the newsletter. Here are some suggestions of activities you can do at home each week:

- Play I-Spy using the focus letter sounds of that week rather than the letter name.
- Make up silly rhymes and phrases using alliteration, e.g. 'Danny the dog danced on a dustbin'.
- Put the high frequency or tricky words on cards and play bingo, lotto and memory games with them.
- Use 'robot-talk' to talk to each other, for example 'T-i-me f-or b-e-d!'
- Write the focus letters on Post Its and go on a letter sound hunt round the house, sticking the post its on objects beginning with that letter's sound.
- Practise correct formation of the focus letters. Use paint, chalk, sand, shaving foam as well as pens and pencils.

### **Maths Games**

We have a bank of maths games in class for our foundation stage children to take home and play with an adult. If you would like your child to take home a maths game, then we ask that you choose a game with your child on a Friday morning and then return it the following Friday, when you may change it for another one.

### **On-entry Assessment (Baseline Assessment)**

At Cheapside we carry out an informal baseline assessment to find out your child's starting points. Our assessment does not include any predetermined tasks or tests and will not disrupt settling in routines. Instead, as part of our everyday practice, we build our knowledge of each child through observations, interactions and everyday activities. We use this professional

knowledge, along with the information you have given us and the information provided by pre-school settings, to make a series of judgements about each child based on a clear set of assessment criteria.

Baseline is an assessment of what matters most using 47 assessment statements that cover the Characteristics of Effective Learning (engagement, motivation, creativity and critical thinking), all three Prime Areas of Development (personal, social and emotional development, communication and language development and physical development) and the Specific Developmental Areas of Literacy and Maths.

We start our on-entry assessment once your child is properly settled and showing high levels of interest within our environment. We allow ourselves a six week period in which to carry out these assessments, so that each child has plenty of time to settle.

The result of this assessment is that we have a snapshot of your child's skills, knowledge and learning style on which we can build a program of study and measure their progress through their first school year.

If you have any further questions, please ask.

Yours sincerely

**Mrs J Thomas and Mrs C Summers**

# What are the expectations for my child at the end of the reception year?

Detailed below are the areas of learning for EYFS and their associated Early Learning Goals. These are the expected goals for a child at the end of their Reception Year. Please remember that all children develop at different rates and have different starting points but we will be working towards achieving these end goals.

PRIME AREAS OF LEARNING	
<b>Communication &amp; Language</b>	
01	<b>Listening and attention:</b> Children listen attentively in a range of situations. They listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions. They give their attention to what others say and respond appropriately, while engaged in another activity.
02	<b>Understanding:</b> Children follow instructions involving several ideas or actions. They answer 'how' and 'why' questions about their experiences and in response to stories or events.
03	<b>Speaking:</b> Children express themselves effectively, showing awareness of listeners' needs. They use past, present and future forms accurately when talking about events that have happened or are to happen in the future. They develop their own narratives and explanations by connecting ideas or events.
<b>PHYSICAL DEVELOPMENT</b>	
04	<b>Moving &amp; handling:</b> Children show good control and co-ordination in large and small movements. They move confidently in a range of ways, safely negotiating space. They handle equipment and tools effectively, including pencils for writing.
05	<b>Health &amp; self-care:</b> Children know the importance for good health of physical exercise, and a healthy diet, and talk about ways to keep healthy and safe. They manage their own basic hygiene and personal needs successfully, including dressing and going to the toilet independently.
<b>PERSONAL, SOCIAL &amp; EMOTIONAL</b>	
06	<b>Self-confidence and self-awareness:</b> Children are confident to try new activities, and say why they like some activities more than others. They are confident to speak in a familiar group, will talk about their ideas, and will choose the resources they need for their chosen activities. They say when they do or don't need help.
07	<b>Managing feelings and behaviour:</b> Children talk about how they and others show feelings, talk about their own and others' behaviour, and its consequences, and know that some behaviour is unacceptable. They work as part of a group or class, and understand and follow the rules. They adjust their behaviour to different situations, and take changes of routine in their stride.
08	<b>Making relationships:</b> Children play co-operatively, taking turns with others. They take account of one another's ideas about how to organise their activity. They show sensitivity to others' needs and feelings, and form positive relationships with adults and other children.
<b>LITERACY</b>	

<b>09</b>	<b>Reading:</b> Children read and understand simple sentences. They use phonic knowledge to decode regular words and read them aloud accurately. They also read some common irregular words. They demonstrate understanding when talking with others about what they have read.
<b>10</b>	<b>Writing:</b> Children use their phonic knowledge to write words in ways which match their spoken sounds. They also write some irregular common words. They write simple sentences which can be read by themselves and others. Some words are spelt correctly and others are phonetically plausible.
<b>MATHEMATICS</b>	
<b>11</b>	<b>Numbers:</b> Children count reliably with numbers from one to 20, place them in order and say which number is one more or one less than a given number. Using quantities and objects, they add and subtract two single-digit numbers and count on or back to find the answer. They solve problems, including doubling, halving and sharing.
<b>12</b>	<b>Shape, space and measure:</b> Children use everyday language to talk about size, weight, capacity, position, distance, time and money to compare quantities and objects and to solve problems. They recognise, create and describe patterns. They explore characteristics of everyday objects and shapes and use mathematical language to describe them.
<b>UNDERSTANDING THE WORLD</b>	
<b>13</b>	<b>People and communities:</b> Children talk about past and present events in their own lives and in the lives of family members. They know that other children don't always enjoy the same things, and are sensitive to this. They know about similarities and differences between themselves and others, and among families, communities and traditions.
<b>14</b>	<b>The world:</b> Children know about similarities and differences in relation to places, objects, materials and living things. They talk about the features of their own immediate environment and how environments might vary from one another. They make observations of animals and plants and explain why some things occur, and talk about changes.
<b>15</b>	<b>Technology:</b> Children recognise that a range of technology is used in places such as homes and schools. They select and use technology for particular purposes.
<b>EXPRESSIVE ARTS &amp; DESIGN</b>	
<b>16</b>	<b>Exploring and using media and materials:</b> Children sing songs, make music and dance, and experiment with ways of changing them. They safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.
<b>17</b>	<b>Being imaginative:</b> Children use what they have learnt about media and materials in original ways, thinking about uses and purposes. They represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories.