

September 2015



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. We will both be in school on a Wednesday afternoon.

Mrs Roberts and Mr Chapman will be delivering music and PE on a Wednesday afternoon. **Mrs Coe and Mrs Birchenough** will be our classroom assistants working with the children in the classroom every day.

Our Topic this half term will be **'Where in the World?'**

Attached to this newsletter is an outline plan for this half term. It will give you some indication of what we will be learning about in class.

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. For our Foundation Stage children, included in the newsletter will be a home learning challenge activity for you to complete with your child. More information about this will be included in this week's newsletter.

House Teams Your child will be 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 kits need to be brought into school on Mondays and will be sent home on Wednesdays. We will be outside as much as possible, so please ensure that your child has a tracksuit and outdoor trainers. White socks will need to be provided for girls if they wear tights. Shorts and t-shirts are needed too. Make sure you label all the items, as despite our best efforts to keep all items with their owners, they do travel. Any child doing an after school P.E club will need their kit in on that day. Our P.E days for this term are Tuesday and Wednesday.

Lost property will be kept in the cloakroom. Please check this area if you are missing any items. It is really helpful if all items are named as this makes it much quicker to return lost items to the rightful owners.

Routines

Please support your child with self- registration and putting bottles, book bags and coats away themselves. This ensures that your child knows exactly what they have in school with them and saves them any confusion later in the day. Each morning your child will need to self-register by placing their name card on our self-registration board.

Lunch Orders

You will need to sign your child up for their choice of school dinner for that day. The choices will be available on a sign-up sheet in the classroom and we ask you to do this on a daily basis. Year 1 children can be encouraged to sign up for themselves if they would like to. School dinners are free but milk costs 30p, however all children under the age of five get free milk provided for them in class.

Pick up

Please arrive promptly for pick-up at the end of the day. Please notify the school if you know you will be arriving late. Children not collected by 3:30pm will wait for you in the main entrance area of the school. If you should make arrangements for someone else to collect your child one day, please notify the school in person or by telephone. If you have in place a long standing arrangement for collection of children, please inform the school of the details of the person collecting.

Questions or concerns should be brought to our attention as soon as possible. You can speak to class teachers any day before or after school. If you require more than a few minutes discussion, an appointment will be made for you by your child's class teacher.

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.

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

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.

Year 1 Pupils

Spellings (Year 1 only)

Our Year 1 children will be coming home with a spelling programme broken down into weeks. Each week there will be a list of tricky words and phonic words related to the sound we have been learning in class. There will be a weekly spelling test on a Friday morning when we will be testing the tricky words and also words containing the phonic sound. We will only notify you (via the book bag) if your child has struggled with and needs to work on any particular sounds or words. The new curriculum also requires that the spellings are tested using dictation, so your child will be required to write a sentence, dictated by us, containing their spelling word.

Later on in the academic year, our Year 1 children will be also receive written English and/or topic homework.

Maths Homework (Year 1 only) Year 1 children will have a maths game to play at home each week. We are asking parents to come into class on a Friday morning with their child to choose a game. We then ask that you bring the game back the following Friday and change it for another game. We are asking all Year 1 children to take home a maths game.

Reading (Year 1)

For our Year 1 children our expectation is that your child reads every day. This only has to be 5-10mins a day, but we ask you to log what your child has read and make a small comment. If your child has finished their book, then please make sure they put their book and reading record in our reading box, next to the water tray, so that we can change their book and give them a new one.

Early Years Foundation Stage Pupils

Learning Journeys (EYFS only)

Your child has their own individual learning journey which is kept in school. This contains work your child has done at school, photos and observations. We will be holding drop in mornings throughout the year to give you the opportunity to share these folders with your child.

'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 (EYFS only)

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.

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 (EYFS only)

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 (EYFS only)

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 (formally referred to as Baseline Assessment)

On entry to primary school all settings are required to carry out an assessment of where each pupil is in their development. At Cheapside 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 have 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