

# Welcome to Class One

## Dear Parents,

Hello and welcome back! I hope you all had a good holiday and that you were able to take advantage of the generally sunny weather. This letter is to inform you of the routines for this year. It is very similar to previous years, but there are one or two changes, particularly with regard to homework.

## Class One Staff

I will be teaching the class full-time, although Mrs Kuroпка will cover PPA on Thursday afternoons. Mr Dalziell will be teaching Music and Year 2 recorders on a Friday afternoon. Our classroom assistants are Mrs Curtis (Monday -Thursday mornings), Mrs Baggott (every morning and Wednesday afternoon) and Mrs Squires (Monday, Tuesday and Thursday afternoon plus all day on Fridays).

## Start of the Day

- Please bring your children to the cloakroom entrance door (round the side of the building). Class One are the only children who use this door at the beginning and end of the day which aids the congestion in the school.
- Outdoor shoes should be changed in the cloakroom and put into the pigeon hole under your child's peg, or on the floor under the pigeon hole. Children should ensure that they put their coat on their peg to enable them to find it easily when they need it.
- In order to encourage independence, children in Year One and Year Two should be coming into school on their own. This means that they are taking responsibility for their own possessions, as well as helping to ensure a quiet and orderly start to the day in the classroom. Children will need to come into school and find their morning handwriting work.
- Children in Reception can be brought into school by the person who is dropping them off. They can change any reading books they have chosen from the book box, and their school reading book once we have started sending them home. The children should choose their lunch, either by putting all of their tickets into the wicker basket (if they are having a packed lunch) or by putting the lunch they want in the pink basket and the other tickets into the wicker basket if they are having a school dinner. If your child has brought a lunch box to school they will need to put it in the box. You can then help your child to choose an activity and settle them before you leave. Sometimes children are upset when it comes to separating from the person who brought them to school. If this is the case, Mrs Curtis, Mrs Baggott or I will be available to help. It is usually best when this happens to say goodbye and go as it helps the children to settle faster. If your child has been upset in the morning we will phone you at play time to let you know how they are doing. Children are usually quickly involved in what they are doing and do not tend to stay upset for long. However, if your child stays upset for a prolonged period of time I will have a chat with you to discuss ways we can ensure a smooth transition between home and school.
- If you *urgently* need to talk to me at the beginning of the day, please do come and speak to me. (I will, of course, be available after school to discuss any questions or comments you may have about your child's learning).
- Please let us know at the start of the day about any changes to the usual collection arrangements for your child. We will not send your child home with a different adult unless we have been told

to expect them – this can cause distress at the end of the day and means that we will have to phone you to get permission to allow them to leave school.

### End of the Day

- Please collect your children from the cloakroom entrance door. We will have an adult on the door and will call your child to come to you. Your child should already have their book bag, lunchbox and jumper.
- If you need to speak to me at the end of the day, please come into the classroom.
- Please check your child's book bag every day for letters and medical slips – if your child has had a bump during the day, there will be an information slip in their book bag.

### Scheme reading books

These can be changed whenever they have been read. Children choose their own book from the baskets on the table at the beginning of the day. Please write in your child's reading diary when you have heard them read as it helps us find out how they are developing as a reader. Children move onto the next colour when they have demonstrated that they have read a range of books from within the colour band (some of them are easier than others), when they have shown they can decode the texts quickly and fluently and when their answers to comprehension questions show they are able to understand and comment on what they have read. Children in Year R will be given their first reading book after we have assessed them, although they are welcome to take books from the book box home to share from their first day. It is important that children are asked questions about what they have read as understanding is the purpose of reading.

### Hearing children read

We try to hear children read twice a week although this does not always happen, particularly at busy times of the year. We will also hear children read regularly in a group with similar abilities (called Group or Guided Reading) to enable them to discuss the text with their peers and facilitate the development of their comprehension. When we have heard your child read, we will record any words they found difficult and a comment on how they did in their reading diary.

### Toys

Children in Reception can bring in a small comforter if they need it for the first term. This can stay with your child while they settle in and will then be put on a shelf to watch as we learn. After the first term, their comforter should be left in their book bags so that it doesn't get lost or broken. Children in Year One and Two should not be bringing toys into the classroom, unless they are for a *planned* show and tell session in which case they will be put into the cupboard until needed. Children in Year One and Two can, however, keep small toys in their book bag.

### Names in clothes

Please make sure that your child's name is in all of their clothing. This can be written in, although it will need to be checked regularly to make sure that it has not faded, or on a sewn in label. As you can imagine there are a lot of similar clothes and it is very easy for the children to get them muddled up. Names in clothes help us to find the rightful owner quickly and with the minimum of upset for your child.

## Evidence from home

In Class One we are trying to build a picture of your child as a learner in a range of contexts. It would be really helpful if you could complete "Wow!" cards when your child has done something for the first time, or had an exciting experience or achievement outside of school. It would be particularly useful if you could let us know about the way your child responds to these areas, either using a "Wow!" card or by telling us at the beginning or end of the day:

- Reading – please use the reading diary to let us know how your child has got on with both their school reading books and any other books or texts they have read
- Technology – do they use a range of different technological devices (for example, programmable toys, torches, cameras, I pads, computer programs)? Do they know what they are used for? Can they use them independently or do they need help to access different applications? Do they recognise the uses of technology when they are "out and about" (for example, cash machines, automatic doors)?
- Physical development – do they use a range of large toys (scooters, bikes, trikes)? Are they part of any clubs (ballet, football etc)? Do they demonstrate a range of movements in the outside world (climbing stairs, buttoning their own shirts, cutting their own food...)? Do they show an understanding of the need for sleep, good hygiene and a balanced diet?
- People – do they show an interest in festivals and celebrations? Do they ask questions about what is happening and why? Do they demonstrate an understanding that people are different? Are they sensitive to other people's beliefs and opinions?

## PE

PE will take place on Wednesday mornings and Thursday afternoons, if the weather allows. Please make sure that your child's PE kit is in school at all times and that their PE kit fits, particularly their plimsolls. We do not have a lot of spare kit in school due to space constraints and finding appropriate footwear is particularly difficult. Please make sure that all of your child's PE kit is named, including the plimsolls. Our first month of PE will be outside, so trainers would be a useful addition – these can also double as their outdoor shoes. In October, we will start going to the village hall on a Wednesday morning by coach.

## School Uniform

To reduce the amount of spare uniform that we need to keep in the classroom, please put a spare set of uniform in your child's PE bag, e.g. pants, socks and trousers or skirt. This ensures that if your child has an accident or gets mucky in school, then they have their own clothes to change into.

## Outdoor Clothes

This year we are continuing to develop our use of our wider outdoor environment. In order to do this, it is essential that children have the correct outdoor clothing available all year. They will need outdoor shoes and/or wellington boots, waterproof trousers and a waterproof coat. These items of clothing should be named and available in school each day so that they are there when they are needed.

## Homework

From 23<sup>rd</sup> September, spellings will be sent home for children in Year One and Year Two on a Friday for testing the following Friday. I don't share their scores unless asked, but usually the children will be able to tell you in any case. However, we would ask that you don't share your child's scores with other parents, because this has led to competitiveness and self-esteem issues with some children in the past. It is important

to remember that children progress at different rates. Reception children will be given sound sheets from the week's phonics lessons to practise at home on a Friday. Age appropriate homework will be given out on a Friday to be completed by the following Friday. The purpose of the homework will be to spark the children's interest in a theme or to consolidate their learning. It will vary in format from week to week and may include: sharing their learning with you, finding out some topic facts, a maths game or sheet, craft, drawing or a writing task. Please do find time to read with your child three times a week, even if it is for only ten minutes at a time, and record this in their reading diary. It really does make a huge difference to their progress in literacy.

### Newsletters

You will receive one "Topic" newsletter at the beginning of each half term, detailing the context of our work and the specific curriculum foci. There will also be suggestions for websites you can use at home to help your child.

### Future Topics

Our topics for the remainder of the year are:

- Julia Donaldson (an author focus)
- Forests and Parks
- India
- Fairy Tales
- Dinosaurs
- Keeping Healthy

### Pirate Celebration Day

We are planning a pirate celebration day on **13<sup>th</sup> October** where the children will be able to dress up in pirate, mermaid or sailor clothing. They will have a pirate themed lunch and activities. At the end of the day, we would like to invite you in so that they can sing two songs that they have learned over the previous few weeks and the classroom will be open for them to show you their learning. More details about any future special events or trips will follow after half term.

I look forward to working with you to develop your children's learning. If you have any questions or comments please do come and see me.

Mrs Rebecca Lloyd  
September 2017