

5 January 2017

Telephone: Nottingham (0115) 965 2136

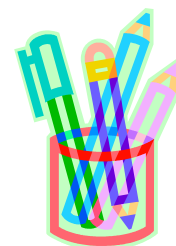
Email: Office: office@woodsfoundation.notts.sch.uk

Dear Parents/Carers,

**CLASS R INFORMATION LETTER - SPRING TERM 1 2017**

Welcome back to the new term. We hope you had a good Christmas break - even though it seemed to go rather quickly!

The first half of the Spring Term sees us embarking on a new topic of 'Traditional Tales'. We shall be reading and retelling a whole range of traditional stories and using them to help us with our reading, writing, speaking and listening and drama work. Below is a list of the areas of learning that we cover and what your child will be exploring. It is by no means extensive, but it should provide you with an insight that will support your child's learning. All weekly plans are available to view on the noticeboard in Class R's cloakroom.



<b>Communication, Language and Literacy</b>	Rhythm, rhyme and alliteration; recall of story and characters; predicting what could happen next in stories; writing their full names including capital letters; verbal communication of ideas; writing lists, captions and phrases, writing sentences with capital letters and full stops; learning the alphabet as part of Phase 3 phonics; letter formation; retelling stories through drama and learning traditional story language (once upon a time... etc.); storyboarding; knowing ALL tricky and High Frequency Words from Phase 2; writing tricky and high frequency words from Phase 2. The stories we will be studying are The Gingerbread Man, The Elves and the Shoemaker, The Three Billy Goats Gruff, Jack and the Beanstalk and The Three Little Pigs.
<b>Mathematics</b>	Counting on and back to 10 from any given number; counting on and back to 20 from any given number; recognising numbers to 20 and correctly ordering; writing numbers from 0-20 with correct orientation; one more and one fewer with numbers up to 20; weight in recipes; subitising numbers to 6; estimating objects; understand that 'teen' numbers are 10 plus some more; identify patterns and explore line symmetry; create patterns and extend them involving 2, 3 and 4 items; begin to recognise and identify odd and even numbers and count in 2's from even numbers; number pairs to 5 and then 10; count and match objects to number sentences; begin to double and half; develop their understanding of time and how it's measured; learn the names and properties of 3D shapes; explore lengths, heights and weights using non-standard units such as conkers or footprints.
<b>Understanding the World</b>	Features of winter; landscape features (trees, rivers etc.); sense of smell and taste (cooking); different materials used for shoes; conditions for seed growth (growing beans).
<b>Expressive Arts and Design</b>	Collage; painting winter landscapes; walking and marching rhythms; singing a wide range of songs; moving to music and dance; sound effects to stories; printing.
<b>Physical</b>	Fine motor skills; awareness of different environments within the school and their use; travelling and balancing on different parts of the body using small and large apparatus; catching and throwing skills; using dance to tell traditional stories with Miss Parker (dance teacher).
<b>PSED and RE</b>	Classroom and school rules; talking about new experiences; hygiene (washing hands, cooking); understanding their own and others emotions and feelings; doing the right thing by making choices; 'Going for Goals' - our SEAL's focus for this half term. R.E. - special stories from the Bible - covered throughout the whole of the Spring Term.

**Phonics**

On Monday 9 January 2017, we will start Phase 3 of Letters and Sounds for all children in Class R. An outline of the sounds and tricky words that will be taught each week will be placed in your child's reading diary, as we did for phase 2. I will also be sending home a new phase 3 bookmark with tricky words on, to help you support your child's learning at home. Even though they are moving onto new sounds, it is still



important to revisit the sounds and tricky words learnt in phase 2, as this will help to consolidate their knowledge. You can also play games to help them spell words at home. You could say a CVC word that contains the Phase 2 sounds (cat, dog, pin, sat etc.), and get your child to write out the words or use magnetic letters to spell them. As they learn more of the Phase 3 sounds, you could then incorporate these into slightly longer words.

The purpose of phase 3 is to teach another 25 graphemes, most of them comprising of two letters, so the children can represent each of the 42 phonemes by a grapheme. The sounds these make can be found by following this link: <http://www.pearsonschoolsandcolleges.co.uk/demos/aaPrimary/Literacy/phonemes/Alphabet.html> . You can also visit <http://www.mrthorne.com/> for more games and support activities. Don't forget that these links are also on the VLE.

Each week I will send home the sounds and words we have been learning at school, for you to practise with your child at home. These will also be placed on the VLE at the end of each week for you to download and print if you need another copy.

Many of you have already sent in the Phase 2 tricky and high frequency word list that your child has been learning, and they have been presented with a certificate to show they know these words. If your child is still learning these - don't worry! Every child learns at their own speed. However, the sooner they know these, the better they will find accessing and understanding Phase 3 work. When you feel that they know them, just send the list in and we'll have a listen to them. If they know the words, they'll get a certificate to show this. It is an expectation that every child will be able to read these words as this will give them a firm base for the work they will be doing in Phase 3.

### **Guided Reading**

The children will begin their guided reading again next week. This will incorporate many reading activities linked with Phase 3 phonics and also exploring texts linked with our topic of 'Traditional tales'. It also provides an opportunity to assess each individual child's reading and monitor their progress. During each guided reading session, the children have the opportunity to read, listen and talk about the text in a small group. It also provides the children with a chance to develop their comprehension and decoding skills. An important part of this is encouraging talk about the text so they can articulate their opinions and contribute to discussions, so helping them to develop their speaking and listening skills. It also helps them to develop and apply their phonic knowledge and word reading skills in the context of reading simple sentences.

Reading books will continue to be changed on the days shown on the front of your child's reading diary. However, with this being a three day week, books will be changed on the following days:

Thursday - Circles and Squares

Friday - Triangles and Rectangles

Additional books can be found online at <http://www.activelearnprimary.co.uk> . I have updated your child's profile in accordance with their reading band so you should find more books are available for them to read.

### **P.E.**

The children will continue to have their P.E. lessons on a Monday and Tuesday with Mr Turner. The children are really improving at getting themselves changed quickly and having names on all **items of clothing, including footwear**, really does help us locate the owners!



### **Homework**

Each day, the children are expected to read their reading books and revise their sounds and tricky words. They will also get their usual extra activity sent out on a Friday. This is to be completed and returned by the following Friday. The homework is designed to complement and reinforce the work done at school. It is always marked when returned and placed in the children's workbooks.

### **VLE**

The Class R VLE will be updated on Friday of each week. If there is anything new available, there will be a notice to this effect when you logon. Please visit the VLE on a regular basis as this is also where the school calendar can be found.

### **Scruffy and Fluffy**

Starting next week, we will be sending home our class dogs - Scruffy and Fluffy (don't worry, they're not real!) The children will take it in turns to take them home for a weekend and then fill in a diary about what they have been up to and where they have been. Your child will probably need a bit of help writing in the diary. This can be done in many ways - by you writing in the diary and letting your child copy underneath, or you writing on a separate piece of paper

for them to copy. You might find your child would like to write for themselves - this is fine! Just help them with spellings where necessary. If they have done a lot, it's OK for you to write some details in too! It would be great if your child could also draw a picture or even stick in photos. They only need do a couple of pages - one for each day. Please send it back on the following Monday, when we will use it in our circle time to encourage Literacy skills of speaking and listening.

### **Cooking**

Next week, we will be looking at the story of 'The Gingerbread Man'. As part of this, the children will be cooking some Gingerbread men biscuits. If your child has an allergy to any of the following ingredients, then please let me know:

sugar plain flour ginger margarine golden syrup eggs



### **Wow Moments**

You may remember last term, I sent home some sheets of 'Wow Moments' for you to fill in about achievements your child makes outside school. Attached to this letter is another sheet so you can continue to record and send them into school, as the opportunity arises. We read every wow moment out to the class and encourage your child to talk about what they have done. They are then stuck in their topic book to record their achievement.

### **Food Bank**

Next week is Class R's turn to donate food to the food bank we support in school. If you could spare a can or packet of food to go in this, then please send it in from next Monday onwards.

### **Trips to Ploughman's Wood**

I will be taking the children on trips to Ploughman's Wood (weather permitting) during this half term. We will let you know when this will happen, either by letter in your child's book bag or a note on the gate by the classroom.

I would also like to take this opportunity, along with Mrs. Crofts, Mrs. Bloomfield, Mrs. Edmonds and Mrs Joseph to thank you for the generous gifts we received at Christmas. It was very kind and thoughtful of you.

Thank you for your continued support of Class R. If you have any problems or concerns, please contact me at school, so I can arrange a convenient time to discuss them with you.

Yours sincerely,

Mr. P. Asplin  
Class R Teacher