

“Welcome to Room 6”

Starting school is an exciting time, one that is filled with both the joys and worries of any new situation. We will endeavour to make the transition from home to school as enjoyable as possible.



If possible, it is a good idea to bring your child along for at least two visits before starting school. This helps the settling in process and gives your child a feeling of familiarity.

Please contact the school at least 4 weeks prior to your child's 5th birthday, the best time for visits is Wednesday mornings from 8.45 -10.30am. To allow your child to experience a different portion of the day, we recommend a second visit for Wednesday from 8.45 -12.30pm. This also incorporates the first portion of the lunch hour. If you would like your child to experience this, please pack a lunch. It is suggested that children are left for all or part of the second visit. When visiting, prior to enrolment, a Disclaimer Form must be signed.

Please don't hesitate to contact me if you should have any queries, I look forward to meeting with you and your child.

Regards

Lyn Mather

Junior Class Teacher - Room 1

STARTING SCHOOL



When your child starts school, we will buddy them up with a child in their class, so they will have a new friend who can help them during this settling process. The duty teachers also keep a close watch on new children. After approximately six weeks at school an appointment will be made with you to discuss your child's early progress.

Parent Help:

We welcome parent help. It is best to wait approximately six weeks to let your child settle in, before becoming involved in the classroom activities. If you would like to help please let the class teacher know. When helping in the classroom, it is important that confidentiality be maintained.

Your child may get tired in the first few weeks. If so, an afternoon at home may be necessary.

Illnesses:

When starting school, children are susceptible to cough and colds. When sick, children are more tired and often not able to cope well. We recommend keeping your child at home until they are feeling well. This not only helps your child's recovery, but also prevents spreading illness to others.

Some children are worried about asking to go to the toilet during class time. Please tell your children that all they need to do is tell the teacher that they need to go to the toilet.

Parents and caregivers are asked to wait outside the classroom when collecting their children, as this is less disruptive at the end of the school day.

HOMework

Children have an Alphabet/Word Study/Spelling notebook. They will bring this home on Mondays. Work in this is often related to their reading.

On Tuesdays, children have homework in their Homework Book. This incorporates alphabet, focus words, maths and topic work.

Printing practise sheets are often included as well. Children have a week to complete this homework. Poem books are bought home on Fridays. Please share and help you child read the poems.

Library day is Friday. Please ensure library books and poem books are returned by this day.

Children will also bring home one or two Readers daily at their level. Sometimes these are new books, sometimes we revisit books they have had previously. We would appreciate it if books read are recorded in their 'Reading Log' as well as a comment on how they felt about reading their book(s).

HOME READING



Please set aside a regular time for reading. Make it enjoyable and free from tension. Listen to your child read. If your child is at the beginning stages of reading, it helps if they point underneath the words.

It may be appropriate to ask, "What does that word start with?" "what sound?" Reading is gaining meaning, not just saying words. Encourage your child to gain sense from the story.

Resist jumping in and correcting errors, but ask questions like "does that look right?" Our aim is to create a love of books and to lead children towards being independent readers. There are hints for helping your child read in their "Reading Logs".

HINTS TO HELP YOUR CHILD WITH READING

Share books as often as possible. Set aside regular times when you can read to your child - join a library and take out books regularly. When reading a story:-

- Show you are interested in the book.
- Talk about some of the ideas in the book.
- Talk about some of the words e.g. title, word shapes, interesting words.
- Ask questions, especially those that encourage your child to predict what is going to happen.
- Talk about the front and back of the book, the top and the bottom of a page that we read from left to right.
- Build up a storehouse of knowledge; include nursery rhymes, poetry, traditional stories, cross-cultural, favourites, songs etc.
- Look at words in your environment e.g. signs, shop names, labels etc.

Children learn three important things

- To know about books and how they work
- To love books.
- To learn about the language of books (memory, sounds, patterns of sentences)



There are many books that are helpful if you would like more information about reading. Please don't hesitate to ask the class teacher for some suggestions.

PHONICS



Phonics is part of Room 1's Reading and Writing Programme. This is based on 'Jolly Phonics' by Sue Lloyd.

The programme teaches the 26 letter sounds as well as letter combinations which make up the 42 sounds in the English language. The letters and sounds are learnt in groups.



Each letter, some letter blends and vowel combinations have a movement to go with them. This gives children an extra crutch to use when learning letter sounds and names, as well as assisting with the decoding of words in reading and writing. Children will bring home 'Jolly Phonic Sound Books' in letter/sound groups. Please assist your child in saying these.



e.g "my name is a, my sounds is a, a, a" (with associated finger movements). Play games like "I Spy" and "Hangman". Ask children if they can give you other words that start with each letter.

SHARING TIME - ORAL LANGUAGE

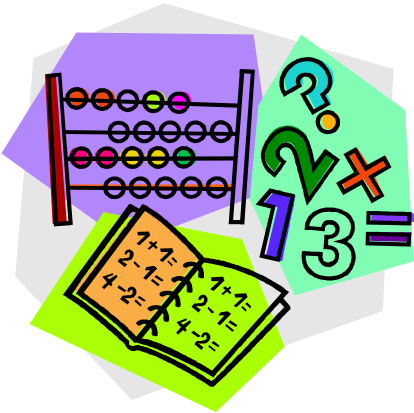


We have a daily "sharing time". This may be with the whole class, small groups or with partners.

Encourage children to have something to share with others, at least three times a week. This may be a book, toy, nature find, picture from the newspaper or even a new T-Shirt that the child may be wearing. They may also share their 'News' orally with the group although shy children benefit from having something to talk about.

Sometimes children are asked to talk about a special topic. They could practise this at home. Special topics for discussion are mentioned on their homework sheets.

MATHEMATICS



Newstead Model Country School has been part of the Ministry of Education initiated 'Numeracy Project'.

Number knowledge is developed as well as the teaching of strategies children can use to solve problems and develop their understanding of numbers.

This has involved intensive teacher training in the form of workshops and visits from the Numeracy Co-ordinators.

Three strands are covered in this syllabus - Number and Algebra, Geometry and measurement and Statistics. Mathematical processes and skills of problem solving, reasoning and communicating mathematical ideas are learned and assessed within the strands.

A great deal of mathematics at this level is done by using equipment and discussion. Activities on worksheets will be filed in your child's Manilla folder.

Talking about Numbers - counting objects, reading numbers, hour and half hour time, shapes and patterns in the environment, days of the week, months of the year, shopping and becoming familiar with coins, add to your child's understanding of the place of mathematics in our lives.

Playing card games, snakes and ladders, ludo and other similar games help children learn counting skills, recognise numbers and develop logical thinking.