

## September Meetings

Before your child starts school, we invite all parents/carers to come into school with their child for a meeting with the class teacher and teaching assistant. This meeting will last up to 45 minutes. It allows your child to see where his/her peg is in the cloakroom and where his/her drawer is in the classroom; this gives your child confidence that there is a special place for all his/her things. As your child plays with the teaching assistant, you have the opportunity to talk to the class teacher about your child's likes/dislikes and discuss anything you feel we need to know about your child. Getting to know you and your child is the start of our **home-school partnership**. You can also ask any questions that you may have.

## Communication

Our whole school communication system is via SchoolPing. You will be sent an email invite to this. Please watch out for notifications, as well as the weekly (Friday) newsletter.



## Parent-Teacher Discussions

As a school we want you to be **fully involved and informed** about your child's education. To help us to achieve this, Parent Teacher discussions will be held in the Autumn term to provide an opportunity to discuss how your child has settled into school and our observations on his/her next steps. There will be another opportunity in the Spring term to meet and you can look at some of your child's work. You will receive a report at the end of the school year.

If you have any worries or concerns at any other time, please speak to your child's Teacher (preferably after school) to arrange a convenient time to discuss your concerns.

## Reading at Home

All children will be encouraged and expected to practise their letter sounds and high-frequency words **every day** at home with you. **This is the most important home learning (homework) you can do with your child, as those children who receive daily practise consolidate skills and make rapid progress compared to those children who only practise sporadically at home.**

Children will be able to choose a book from their classroom library to share with you at home. This is not a book that we expect them to be able to read, rather to foster the enjoyment and love of reading.

Please date and sign your child's reading record when you have worked together. You also need to add a comment about your child's progress, as this helps us to develop a **home-school partnership** in your child's learning.

The children will need a reading folder (book bag) to protect their reading items. The reading folder will be kept in your child's drawer in the classroom. Backpacks with the school logo do not fit in the drawers in the classroom and are therefore not a substitute for reading folders.



Please **do not** place food or drink items in your child's reading folder – it takes us a considerable amount of time to make up the reading packs and books from our reading scheme cannot be replaced individually. Even though it will be a few weeks before reading items are handed out please do not place food/drink in the reading folder during the induction period as this is when habits are formed.



# ATTEND AND ACHIEVE



Even when you're very small, good attendance makes a **BIG** difference

**Is your child missing out?**

Good attendance can help your child:

- Make friends and learn social skills
- Build good habits for school and future learning
- Play, learn and have fun
- Develop in all areas

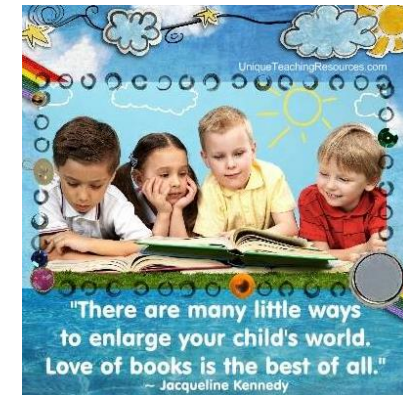
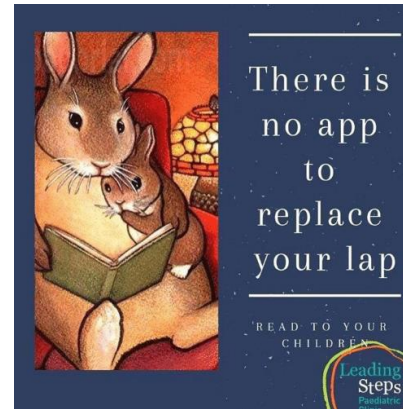
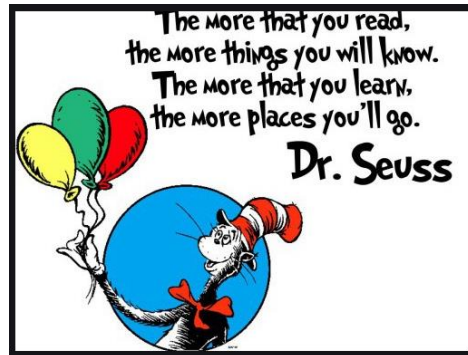
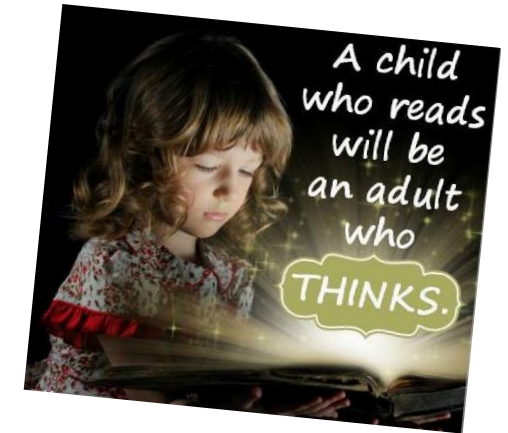
Don't let your child miss out – **make the most of your place!**

As you can see, punctuality is paramount – if learning starts straight away and your child misses the start, these minutes soon add up. As well as lost learning equivalent to the time late arriving, your child may not be emotionally ready to learn for a few more minutes if s/he comes in unsettled/worried and has to try and catch up with where his/her peers are in the teaching session.

**UNDERSTANDING HOW LATENESS IMPACTS ON YOUR LEARNING TIME**

MINUTES LATE PER DAY <small>(If you are late by the following number of minutes each and every day, the numbers on the right show how much learning has been missed)</small>	HOW MANY SCHOOL DAYS/SCHOOL WEEKS MISSED IN 1 YEAR
5 minutes	3.4 school days
10 minutes	1.4 school weeks
15 minutes	2.6 school weeks
20 minutes	2.8 school weeks
30 minutes	4 school weeks

The more children's books in the home, the further the child goes in school. It does not matter who you are, where you come from, or what your parents do; research shows that the more age-appropriate books in children's homes, the more schooling they will finish. So, get as many books as you can for your children, and watch them learn and grow.



### WHY READ FOR 20 MINUTES A DAY?

PUPIL A	PUPIL B	PUPIL C
20 MINUTES PER DAY	5 MINUTES PER DAY	1 MINUTE PER DAY
1,000,000 WORDS PER YEAR	282,000 WORDS PER DAY	8,000 WORDS PER YEAR
SCORES IN THE 90 <sup>TH</sup> PERCENTILE ON STANDARDISED TESTS	SCORES IN THE 50 <sup>TH</sup> PERCENTILE ON STANDARDISED TESTS	SCORES IN THE 10 <sup>TH</sup> PERCENTILE ON STANDARDISED TESTS



If you and your kids read just one book a day together, they will have enjoyed **1,825** books by their 5th birthdays.





## ONCE UPON A TIME ...



Alongside practising their sounds and high-frequency words every day, young children need **daily** stories to help build up their vocabulary, develop their understanding of story structure, increase their ability to focus on a task, as well as to start to develop a love of books.

### Tips on reading with reception-aged learners

**Make time.** Set aside ten minutes a day where you sit together and read a story. This will help your child to understand the concept of reading for pleasure.

**Bring the story to life.** Don't just use your voice – use your hands and face, make animal sounds, shout, laugh, hoot! Your child will love it if you make the story more expressive.

**Use the illustrations (pictures).** The illustrations in a picture book are just as important to the story as the text (writing). When you are reading aloud, show your child how the illustrations add to the story; it is good experience for when your child is a bit older and thinking more about the different elements of a great story.

**Support your child's phonics learning.** Even when you are reading for pleasure, keep in mind that everything you are doing will support your child's reading skills; your child may be able to identify high-frequency words in the writing.

**Get your child to join in.** Picture books are meant to be shared – make the most of it! Whichever story you chose, there's bound to be plenty of ways for your child to join in, whether that's through him/her joining in with the repetitive text or acting out certain scenes.

### BookTrust's best children's books for ages 0 - 5.

([www.booktrust.org.uk](http://www.booktrust.org.uk))

Julia Donaldson – Room on the Broom  
Judith Kerr – The Tiger who came to Tea  
Eric Hill – Where's Spot?  
Allan Ahlberg – Each Peach Pear Plum  
Allan Ahlberg – The Jolly Postman or Other People's Letters  
Eric Carle – The Very Hungry Caterpillar  
Elfrida Vipont – The Elephant and the Bad Baby  
Shirley Hughes – Dogger  
Oliver Jeffers – Lost and Found  
Emily Gravett – Little Mouse's Big Book of Fears  
Lauren Child – I will NOT ever never eat a tomato  
Raymond Briggs – The Snowman  
Mem Fox – Ten Little Fingers and Ten Little Toes  
Rod Campbell – Dear Zoo  
Anthony Browne – Gorilla  
Michael Rosen – We're Going on a Bear Hunt  
David McKee – Not now, Bernard  
Maurice Sendak – Where the Wild Things are  
John Klassen – I want my Hat Back  
Dr. Seuss – The Cat in the Hat  
Dr. Seuss – Green Eggs and Ham  
Helen Nicholl – Meg and Mog  
John Burningham – Would you rather...  
John Burningham – Granpa  
Babette Cole – Princess Smartypants  
Tony Ross – I Want My Potty  
Lynley Dodd – Hairy Maclary from Donaldson's Dairy