

# St Day and Carharrack Community School Newsletter no.18

4<sup>th</sup> June 2018



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**Welcome back**, children and families, to our final half term of the academic year! We hope you enjoyed a happy half-term holiday together. We begin this week's newsletter by celebrating the wonderful adventures had by our fab year 5 and 6 children at **Porthpean Camp** the week before the holiday.



The children represented themselves, you and the school brilliantly; they approached all the tasks and challenges with **mental and physical determination** and yet again we are reminded that our children are full of spark and potential. **Well done** to all of you who gave 100% of yourselves in every aspect of Porthpean Camp life! Of course, we need to say a big **'thank you'** to the staff who gave up their own time to make this opportunity possible: Ms Popperwell, Mrs Hooper, Mrs Tregidgo and Mrs Salter.

Following on from the brilliant teamwork demonstrated by the children at Porthpean Camp, our virtue for this week is **'Reliability'**. The children will be working to understand that reliability is showing that others can depend on you, demonstrating commitment and giving your best. Reliability is also about taking responsibility for our actions. Please talk with your child about how they show reliability across their everyday lives.

Here in school we are looking forward to another half term that continues to focus our efforts on **teaching and learning**. Ms Storey continues to support the school as Interim Headteacher, with Ms Vallance supporting on the days Ms Storey is not in school. We also welcome Mrs Sue Smith, Local Authority School Effectiveness Consultant, to school. Mrs Smith is a trained Ofsted inspector, was a Headteacher for twenty years in Cornwall and her last post at St Ives Junior School ended in April 2014 when she left to work for the Local Authority. You are able to access the Ofsted report for St Ives Junior School online should you wish find out more about Sue. She will be supporting the school leadership team until end of term.

We are looking forward to celebrating **Feast Day** with the community next Monday. Please ensure you have returned the letter confirming the lunch and end-of-day arrangements – this really does support us in helping keep the children safe throughout this busy day. A polite reminder to notify your child's class teacher that you have collected your child from them at the end of the celebration at the recreation ground (unless you have given permission for your child to walk home alone).

## FUNZONE - FEAST DAY REMINDER

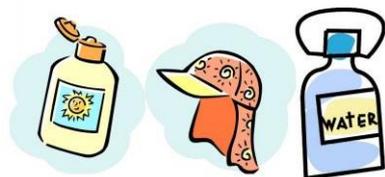
For one day only and due to Feast Day there will be **no Funzone** after school provision on Monday 11<sup>th</sup> June 2018.

## Yr3 and 4 Challenge Day at Heartlands

A huge well done to the year 3 and 4 children who attended the maths challenge day at heartlands in Monday 21st May. 8 children competed against other schools from the area in numerous mathematical based challenges throughout the day. They came a respectable fourth place out of nine, and should be very proud of their achievements. Well done!

### Warm Weather

Please ensure your child comes to school each day prepared for the warm weather. They need to have applied long lasting sun cream before coming to school and bring a sun hat and water bottle each day. Thank you.



### Attendance

#### **Week Ending – 25/05/2018**

#### **Sapphire Class – 98.7%**

Emerald Class – 94.3%

Jade Class – 93.8%

Turquoise Class – 93.3%

Topaz Class – 92.5%

Opal Class – 91.4%

Amber Class – 90.4%

#### **Weekly average – 93.4%**

The National expectation is 96.5%

### Attendance

You will receive your child's **termly attendance letter this week** and the Education Welfare Officer will be visiting the school next week to support us all in raising attendance levels for every child to ensure your child gets the best possible education every day. Congratulations to Sapphire Class for super attendance! – 98.7% **Our whole school target is 96.5%**

## BRILLIANT LEARNING in Year 2!

We are very proud of all our Year 2 children for completing their end of key stage assessments with determination and perseverance - well done to everyone for making this a positive experience! The marks children achieve in these tests are used to help inform teacher assessment, reported to parents in July.

### Phonic Screening Check

Year 1 Phonics check will take place during the week beginning 11th June. Our phonics screening for Year 1 and some of our Year 2 pupils will take place during the second week back after half term. All our children have been working very hard in preparation for the phonics screening, which consists of each pupil reading a list of both real and 'alien' words. This will be very similar to the phonics work they have been doing in class. Reading each day with your child is the best way to support their reading development. Attendance over this time is important, so please ensure that all pupils are in school every day.



**Phonics Challenge** - Answer will be found in the next Newsletter!

What sound are these words missing?

- do\_\_
- flo\_\_
- \_\_der
- c\_\_ner

**Maths Challenge**

**True or false?**

**With an unlimited amount of straight sticks, you can make any 2D or 3D shape.**

Have a go at this challenge and let Ms Popperwell know what answer you come to!

**Term Dates and INSET**

Summer Term

16<sup>th</sup> April – 20<sup>th</sup> July 2018

Remaining INSET Days 2017-2018

23<sup>rd</sup> July 2018

24<sup>th</sup> July 2018

Dates for your diary

- Phonics Screening Check – 11<sup>th</sup> June onwards
- Feast Day – Monday 11<sup>th</sup> June
- Healthy Me Week – Monday 18<sup>th</sup> June
- FoSDC Summer Disco – Friday 13<sup>th</sup> July

**General Data Protection Regulations (GDPR)**

Please be aware of our **new Privacy Notice** which can be accessed on the school website or you can request a copy from the school office. This is in line with the new General Data Protection Regulations which came into effect on 25th May. If you have any questions, please email [secretary@st-day.cornwall.sch.uk](mailto:secretary@st-day.cornwall.sch.uk) or call into the office and we'll do our best to help. Would you also please ensure that you return your completed GDPR forms to the office as soon as possible. Thank you.

**Thursday after school Multi Sports**

The after school multi sport session for KS1 scheduled for this Thursday 7<sup>th</sup> June has had to be cancelled for one week only. We are sorry for any inconvenience.

## Curriculum Update – Reading

Dear Parents/Guardians,

Reading is not just a skill that we need for school, but for the rest of our lives.

We would like to make you aware that we are changing the way we teach reading in the school.

The adults in the school will still listen to the children read individually as much as possible, and a big thank you to families who have offered their time to come and listen to readers in school time. I would also like to use this opportunity to thank all those that have involved themselves in the key stage 1 'Rocket Readers' initiative. I know that Miss Barron's class have really benefited from regular reading.

As the children make their way through the school, children need to be able to decode with ease and we need to introduce them to as much new language and vocabulary as possible, alongside an understanding of what they are reading. As children move in to Key Stage 2 they need to start understanding what characters are feeling and thinking, inferring from the text. They also need to understand why authors write in a particular style, and using certain words for effect. This supports the children's ability to write in a variety of styles. Consequently, now is the time for us to review the way children learn to read.

Therefore instead of the reading carousel that we have traditionally been using, we are moving on to whole class guided reading, using parts of age-related stories and looking at the language that is included within the. We will be asking children questions such as 'which words were used to describe the forest?'(Year 2) and 'Why does the author compare the sound of a breaking window to a firework? Provide evidence' (Year 5/6). This structure will be used across all year groups.

The structure for the whole class read is known to the children as 'DERIC'.

D-Decode (reading the words)

E-Explain (know what the text is about)

R-Retrieve (locate key information)

I-Interpret (understand the text)

C-Choice (consider how and why the author has made specific choices)

Along with our DERIC reading, all classes will continue to enjoy a whole class text at different times in the day. Children will also have the opportunity to read 'freely' enjoying texts of their choice.

Support can be provided at home by listening to your child as regularly as possible, and as they start to develop as a reader, then ask them some questions on what they have read, getting them to find words which show how the character is feeling/thinking. Please find on the next page a list of age-related curriculum expectations for reading.

Thank you for your continued efforts.

Mr Nurton

Reading Subject Leader

Year Group	Expectations - Reading
Reception	<ul style="list-style-type: none"> <li>• Look at books and listen to stories</li> <li>• Use phonic knowledge to decode regular words</li> <li>• Read Phase 2, Phase 3 and Phase 4 tricky words</li> <li>• Identify rhymes and alliteration</li> <li>• Join in with rhyming patterns</li> <li>• Read and understand simple sentences</li> <li>• Demonstrate understanding when talking with others about what they have read</li> <li>• Make basic predictions</li> <li>• Identify the start and end of a sentence</li> <li>• Know the alphabet and link letter names to the sound they make</li> <li>• Know the difference between a capital and lower case letter</li> <li>• Learn some simple rhymes and poems by heart</li> </ul>
Year 1	<ul style="list-style-type: none"> <li>• Make predictions showing an understanding of ideas, events and characters</li> <li>• Recognise automatically an increasing number of familiar high frequency words</li> <li>• Distinguish fiction and nonfiction texts and the different purposes for reading them</li> <li>• Recognise and use alternative ways of pronouncing the graphemes already taught e.g. that the grapheme 'g' is pronounced differently in 'get' and 'gem'; the grapheme 'ow' is pronounced differently in 'how' and 'show'</li> </ul>
Year 2	<ul style="list-style-type: none"> <li>• Give some reasons why things happen or characters change</li> <li>• Explore how particular words are used, including words and expressions with similar meanings</li> <li>• Read whole books on their own, choosing and justifying selections e.g. I like this book because...</li> <li>• Explain organisational features of texts, including alphabetical order, layout, diagrams, captions, hyperlinks and bullet points</li> </ul>
Year 3	<ul style="list-style-type: none"> <li>• Infer characters' feelings in fiction and consequences in logical explanations</li> <li>• Identify how different texts are organised, including reference texts, magazines and leaflets, on paper and on screen</li> <li>• Identify features that writers use to provoke readers' reactions</li> </ul>
Year 4	<ul style="list-style-type: none"> <li>• Deduce characters' reasons for behaviour from their actions and explain how ideas are developed in non-fiction texts</li> <li>• Use knowledge of different organisational features of texts to find information effectively</li> <li>• Read extensively favourite authors or genres and experiment with other types of text</li> </ul>
Year 5	<ul style="list-style-type: none"> <li>• Make notes on and use evidence from across a text to explain events or ideas</li> <li>• Infer writers' perspectives from what is written and from what is implied</li> <li>• Explore how writers use language for comic and dramatic effects</li> <li>• Compare how a common theme is presented in poetry, prose and other media</li> </ul>
Year 6	<ul style="list-style-type: none"> <li>• Recognise rhetorical devices used to argue, persuade, mislead and sway the reader</li> <li>• Understand how writers use different structures to create coherence and impact</li> <li>• Explore how word meanings change when used in different contexts</li> <li>• Appraise a text quickly, deciding on its value, quality or usefulness</li> <li>• Compare how writers from different times and places present experiences and use of language</li> </ul>

