

Newsletter 11 – 25th November 2016
'We are resilient and celebrate our efforts.'

Diary Dates

Resilience

Year 1 Oak Class Pedestrian Training

Year 5 Sycamore Class Assembly

Choir at Clifton Cathedral Carol Concert

Infant Nativity Afternoon Performance

Infant Nativity Evening Performance

Infant Nativity Evening Performance

Non-Uniform Day for Tombola bottle donation

PTA Christmas Fayre

Year 6 WOW Event – Victorian Christmas

Carols by Candlelight

School Christmas Dinner

Friday 25th November 1.00pm

Monday 28th November 2:40

Friday 2nd December pm

Tuesday 6th December 2:00pm

Wednesday 7th December 6:00pm

Thursday 8th December 6:00pm

Friday 9th December

Saturday 10th December 11am-1pm

Tuesday 13th December pm

Wednesday 14th December 7.00pm

Thursday 15th December

INSET Days

Tuesday 3rd January 2017

Headteacher's News

The expectations for spelling, like other aspects of English, have been raised in the curriculum for each year group. Not only do pupils have spelling patterns to learn, they also have a list of statutory words they are expected to know. To help us make sure that our children meet these higher expectations, we have invested in a new scheme called 'No Nonsense Spelling' which really kicks in as the children move from learning basic sounds and onto more complex spelling patterns. All children have their own unique way of learning and for some children spellings are particularly challenging. For that reason I have attached a copy of some different strategies which you will be able use at home in order to help support your child's learning. You know your own child best so please do experiment with which strategies are the most effective.

The Nativity rehearsals have started for our Infants – already I hear reports of tears being shed at the lovely singing. I can't wait!

And finally, the promised caravan did arrive. Thank you to Donna Bracey for organising the paintwork. Have a good weekend everyone.

Deborah Wood

This week's Crown Values Certificates awarded to:

- Year 1 Oak: Emily
- Year 2 Ash: Lacey, Ruby
- Year 3 Lime: Samantha
- Year 4 Maple: Dean
- Year 5 Sycamore: Tyler
- Year 6 Cedar: Pathum



Attendance

- YR Cherry 95.9%
- Y1 Oak 95.0%
- Y2 Ash 96.4%
- Y3 Lime 96.6%
- Y4 Maple 95.9%
- Y5 Sycamore 96.0%
- Y6 Cedar 95.0%

Total 95.8%



Multiplication Masters

Elise, George

Reading Certificates

Evie, Edie, Carson, Caiden, Samuel, Beatrice, Aiden, Caitlyn, George, Mark, Tyler

Christmas Fair

It's not until you actually work in a school or volunteer that you realise what a huge amount of work goes into preparing the Christmas Fair. We have a small but dedicated team who have been buying, wrapping, printing, begging and cajoling for weeks now. If you have got any time at all to spare to do your bit, please could you either see Kath Hodds (chair of the PTA) or contact the office staff. They would appreciate help on the day particularly at the clearing up stage but also helping to set up on the Friday before.



Scooter Stands and Bike Shelter

We are delighted that we now have 2 new scooter stands and 1 new bike shelter positioned around the school (please see photo's). These have been provided and installed free of charge. If any of your children or pre-schoolers come to school on a scooter or bike please could they push their vehicle to the nearest stand and leave it there, thank you.





Sparkling Starters Homework

Just before the half term holiday, we gave the children the option of doing some homework tasks linked to their next topic. Here are a few of the results. Can you spot your child's work?





Pop-Up 'Cop Shop'

The forth coming pop-up '**cop shop**' on the 1st floor of **the Mall Galleries**, Broadmead, Bristol City Centre. Near WH Smiths and Boots.

The theme of the cop shop will be crime reduction with a Amongst other crime reduction stalls there will be a "**Who stole Christmas?**" themed crime scene for members of the public to visit and try and solve the crime looking at all the clues. Correct answers entered into a prize draw. Suitable for all ages.

Prizes will also be awarded for winning posters brought along in person as follows

- 1) **Primary Children** are asked to design a poster about **reducing crime at Christmas**. A4 with name, age, school and a contact number on back please. Bring down to the cop shop between dates below.
- 2) **Secondary school students** are asked to design a poster about **internet safety**. A4 with name, age, school and a contact number on back please. Bring down to the cop shop between dates below.

Other agencies will be in the cop shop with us promoting various ways for keeping us safe in our communities.

The cop shop opens on **Fri 25th November until the 21st December** and follows normal shop opening times.

We have been very well supported by local retailers including many prizes for competitions and prize draws. So please could you share this with your school communities through newsletters and any other means.

We are able to facilitate small groups of accompanied school children arranged in advance.

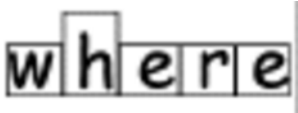

Christmas Present Appeal – The Salvation Army

Year 1 are filling shoe boxes with gifts for a 5 year old girl and a 5 year old boy as part of the Salvation Army's Christmas present appeal. If any Year 1's would like to donate a new or nearly new gift then please can you bring it in before Friday 2nd Dec. To read about it and get some gift ideas visit: <http://www.salvationarmy.org.uk/christmas-present-appeal>, many thanks, Miss Insley

Spelling Strategies

Here is a list of strategies to help you help your child with learning their spellings.

Look, say, cover, write, check	<p>This is probably the most common strategy used to learn spellings.</p> <p>Look: first look at the whole word carefully and if there is one part of the word that is difficult, look at that part in more detail.</p> <p>Say: say the word as you look at it, using different ways of pronouncing it if that will make it more memorable.</p> <p>Cover: cover the word.</p> <p>Write: write the word from memory, saying the word as you do so.</p> <p>Check: Have you got it right? If yes, try writing it again and again! If not, start again – look, say, cover, write, check.</p>
Trace, copy and replicate (and then check)	<p>This is a similar learning process to 'look, say, cover, write, check' but is about developing automaticity and muscle memory.</p> <p>Write the word out on a sheet of paper ensuring that it is spelt correctly and it is large enough to trace over. Trace over the word and say it at the same time. Move next to the word you have just written and write it out as you say it. Turn the page over and write the word as you say it, and then check that you have spelt it correctly.</p> <p>If this is easy, do the same process for two different words at the same time. Once you have written all your words this way and feel confident, miss out the tracing and copying or the tracing alone and just write the words.</p>
Segmentation Strategy	<p>The splitting of a word into its constituent phonemes in the correct order to support spelling.</p>
Quickwrite	<p>Writing the words linked to the teaching focus with speed and fluency. The aim is to write as many words as possible within a time constraint.</p> <p>Pupils can write words provided by the teacher or generate their own examples. For example, in two minutes write as many words as possible with the /i:/ phoneme.</p> <p>This can be turned into a variety of competitive games including working in teams and developing relay race approaches.</p>

<p>Drawing round the word to show the shape</p>	<p>Draw around the words making a clear distinction in size where there are ascenders and descenders. Look carefully at the shape of the word and the letters in each box. Now try to write the word making sure that you get the same shape.</p> 
<p>Drawing an image around the word</p>	<p>This strategy is all about making a word memorable. It links to meaning in order to try to make the spelling noticeable.</p>  <p>You can't use this method as your main method of learning spellings, but it might work on those that are just a little more difficult to remember.</p>
<p>Words without vowels</p>	<p>This strategy is useful where the vowel choices are the challenge in the words. Write the words without the vowels and pupils have to choose the correct grapheme to put in the space. For example, for the word <i>field</i>:</p> <p style="text-align: center;">f _ _ l d</p>
<p>Pyramid words</p>	<p>This method of learning words forces you to think of each letter separately.</p> <p style="text-align: center;">p py pyr pyra pyram pyrami pyramid</p> <p>You can then reverse the process so that you end up with a diamond.</p>
<p>Other strategies</p>	<p>Other methods can include:</p> <ul style="list-style-type: none"> • Rainbow writing. Using coloured pencils in different ways can help to make parts of words memorable. You could highlight the tricky part s of the word or write the tricky part in a different colour. You could also write each letter in a different colour, or write the word in red, then overlay in orange, yellow and so on. • Making up memorable 'silly sentences' containing the word • Saying the word in a funny way – for example, pronouncing the 'silent' letters in a word • Clapping and counting to identify the syllables in a word.