

Foundation



**Information Meeting
September 2024**

Meet the Team (teachers)

Mrs Lushaju



Miss Hamerlak



Mrs Szasz



Mrs Clarke



Meet the Team (LSAs)

Mrs Sanger Miss Rzesna Miss Jesus Mrs Singh Mrs Gonzalez

Who should I talk to if I have a concern?

1. Class teacher

2. Mrs Hall



Drop off and Collection

- The school day is from 8:45am – 3:15pm (enter through the main gate)

- The school gates open from 8:30am
- The children can go straight into class when they arrive- teachers will have early morning activities set up for them
- Collection is at 3:15pm from the Foundation playground.

End of the Day

Change in person collecting child

- Email info@springhillcatholic.net
- Phone office
- Send a note to the class teacher

We cannot let your child go home with someone different if we haven't been informed.

Attendance

- At Springhill, we are striving for excellent attendance (97% +)
- 97% = no more than 5 days absence over a whole year.
- If your child is a little bit poorly and you aren't sure if they are well enough for school, send them in and we will send them home if their illness gets worse.
- Children who meet this attendance target will receive a medal at the end of the year and a badge every term.



What does the research say about attendance?

- Being in school is important for your child's achievement, wellbeing and wider development.
- Evidence shows that the students with the highest attendance throughout their time in school gain the best GCSE and A Level results.
- Research shows that pupils who perform better both at the end of primary and secondary school miss fewer days than those who don't perform as well.
- The data shows that primary school children in Key Stage 2 who didn't achieve the expected standard in reading, writing and maths missed on average four more days per school year than those whose performance exceeded the expected standard.
- We teach approximately 5 lessons per day. If you take your children on a five day holiday in term time, that's 25 lessons they have missed and we don't have time to catch them up!

Uniform

- Winter uniform – from October half term until Easter
- Summer uniform – from Easter holidays until October half term

Winter Uniform

- Grey skirt, tunic or trousers, white shirt and school tie
- • Burgundy jumper or cardigan with the school logo
- • Burgundy fleece with the school logo
- • Raincoats and jackets should be plain coloured
- • Denim, leather or sports jackets should not be worn nor should smart watches.
- Hair accessories (hairbands etc) should be school colours or black

Springhill School Uniform

Winter uniform can be worn all year round and has to be worn from October half term through to Easter. No boots or black trainers are allowed. School shirts can be long or short sleeved and must be worn with the school tie. The school jumper and cardigan can be worn (no other alternatives). These can be purchased at Koolskools. The school tie can also be purchased from Koolskools. Socks must be grey and tights can be maroon or grey. Strictly no backpacks are allowed in FS, Year 1 or Year 2.

Winter Uniform - Girls



Winter Uniform - Boys



Summer Uniform

- White polo shirt with the school logo
- Yellow and white striped or checked dress
- Long or short trousers may be worn

Springhill School Uniform

Summer uniform is optional and can be worn between September and October half term and from after Easter.

Summer Uniform

Girls



FS, Year 1 and 2 only



Boys



FS, Year 1 and 2 only

PE Kit

Foundation PE is on a Friday but it is useful for children to have their kit in school every day.

- Plimsolls to be worn for outdoor PE
- Plain black leggings, black school shorts or black tracksuit bottoms (no prominent logos)
- School yellow t-shirt
- Plain black jumper when it is cold (no prominent logos). The child's normal school jumper can also be worn

Springhill PE Uniform

The PE kit shorts, t-shirt and PE bag can be bought from Koolskools. The PE bags come in a range of colours.

Plimsolls must be worn in KS1 and dark trainers must be worn in KS2 for PE lessons. During the winter months, please ensure children have plain black jogging bottoms and a plain black jumper (no labels such as Nike etc - these will be sent home).

PE Uniform



FS, Year 1 and 2 only



Year 3,4,5 and 6 only



Curriculum

- A curriculum overview of the year will be put on the website.
- We will also send out half-termly curriculum newsletters to let you know what we are learning about/ upcoming events and dates etc.



Autumn 1 2023

Dear parents and carers,
Welcome to our half termly newsletter which will give you a flavour of what your child will be learning and experiencing in year 6 during the upcoming half term. We hope you find it useful.

<p>A warm welcome to year 6– I am sure many of you are thinking, “How is it possible that my child is in their final year of primary school!” As a team, we will endeavour to make this year an enjoyable and memorable experience and prepare your child as best we can for secondary school.</p> <p>The year 6 curriculum is broad and varied and we can't wait to share it with your children while nurturing their independence and enquiry skills.</p> <p>In writing this half term, your children will be learning how to create atmosphere using a range of descriptive techniques. We will be studying a slightly creepy picture book called <i>The Island</i> by Gary Crew and</p>	<p>In geography, we will be learning about coastal erosion and looking at a case study of a place in Norfolk called Happisburgh. The children will learn about the unpredictable future of this coastal village and the action which is being taken to try and protect it from the elements.</p> <p>Our first science topic is 'Light and Shadows' and we will explore, through a range of practical experiments, how light travels, how colours of light are created and how shadows are formed.</p>
---	---

School Rules



Springhill Catholic Primary
School

We are well behaved and polite at Springhill. We look smart in our correct school uniform.

Our School Rules:

1. We walk inside the school building (we do not run).
2. We are silent when walking through the school or moving from one class to another.
3. We hold open doors for adults and say hello.
4. We listen when the teacher is talking and follow instructions, we take turns to listen to others (we do not talk when the teacher is talking).
5. We close our locker doors.
6. We have kind hands and feet and we use kind words (we do not hurt others or say unkind things).

Behaviour System

All children start each day *'on the stars'*. This means they are ready to learn and doing exactly what they need to do.

If a child makes a bad choice, they will be moved to *'the moon'*. This is a warning and a chance for the child to rectify their behaviour and move back up the ladder.

If the behaviour continues or a child breaks one of the school rules, their name may be moved to *'the earth'*. This means they need to spend 10 minutes in reflection time with a member of the leadership team.



Behaviour System

Fantastic behaviour, outstanding work, polite manners, helping others, living the school's mission statement etc all result in children being moved up the behaviour ladder to '*the satellite*'. This is an amazing achievement and an acknowledgment of their effort!

Children who go above and beyond and are shining examples of Springhill students will be moved to the top of the ladder - '*the big bright star*'. Three '*big bright star*' awards a half term will result in them attending a special celebration with Mrs Ashworth.



King and Queen of the Day



If your child is the 'Star of the Day', they get to wear a crown and a rosette for the day. They will be celebrated and all members of staff know they are VIPs for the day.

School Houses

- Each class in the school is in one of these 3 houses.
- Children can be awarded house points by all members of staff for hard work, exceptional effort, manners, helping others, being kind and considerate etc
- Year 6 house captains will total up the house points each week



FCS



FEL



FDH

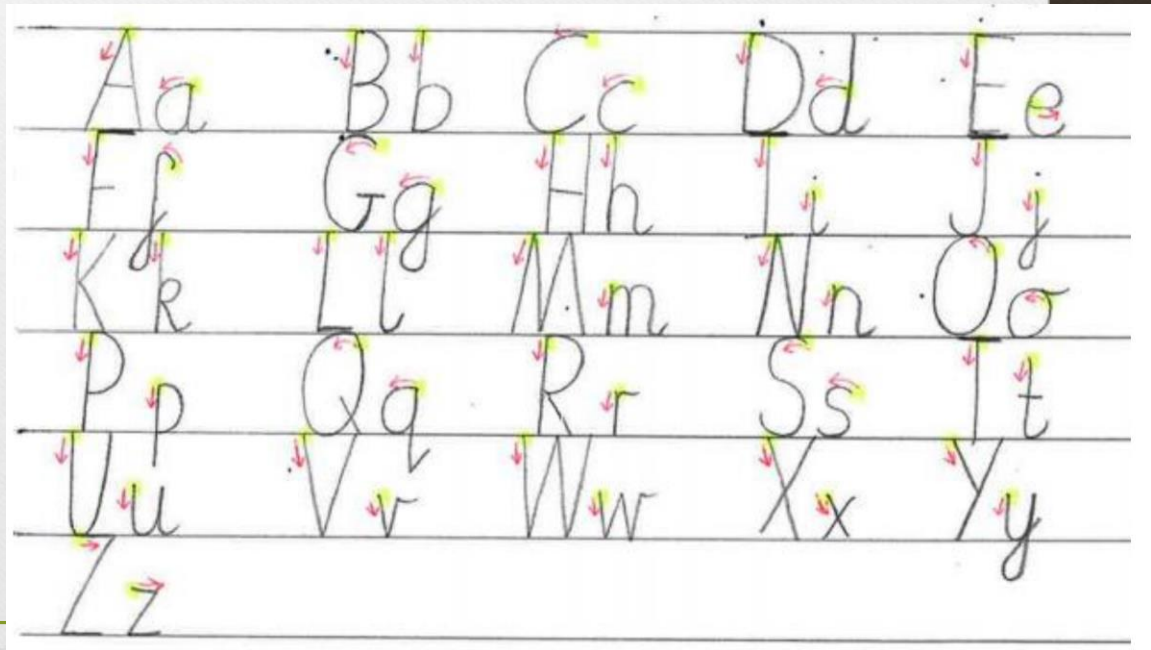
Letter Formation at Springhill

- Letters f and t are $\frac{3}{4}$ height letters

-
- Tall letters b, d, h, k, l (touch the top)

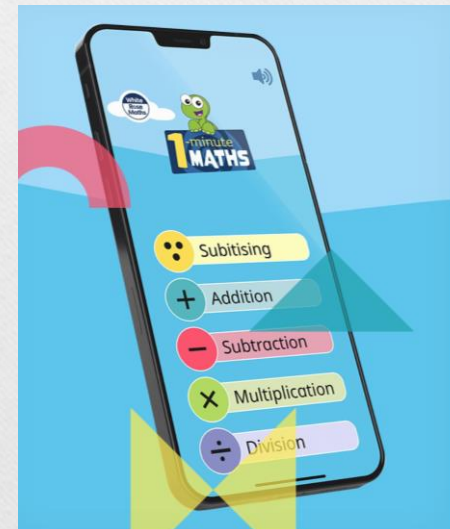
- Tail letters
f, g, j, y

- Lower case k



Homework

- 10 minutes reading
- 10 minutes phonics
- Optional maths – Numbots



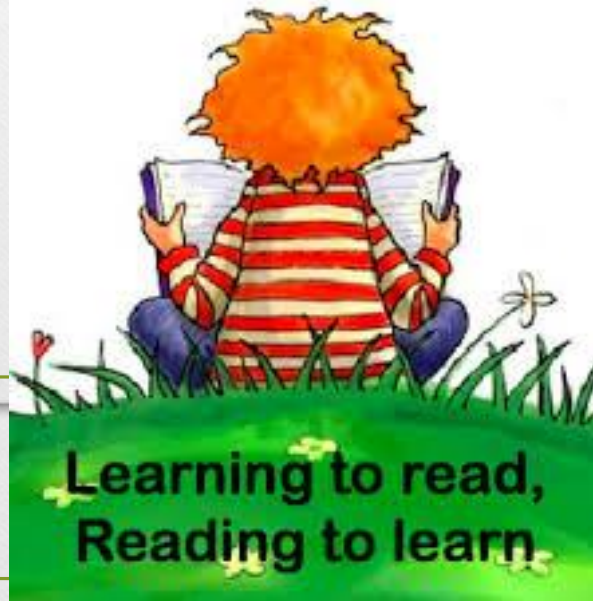
What if homework isn't being completed?

- The class teacher will talk to the child about why they haven't done the homework
- Phone call to parents
- Parents invited in to discuss with the teacher
- Please contact us if the homework feels too much/ too challenging etc.

Trips, Visitors, Events and Clubs

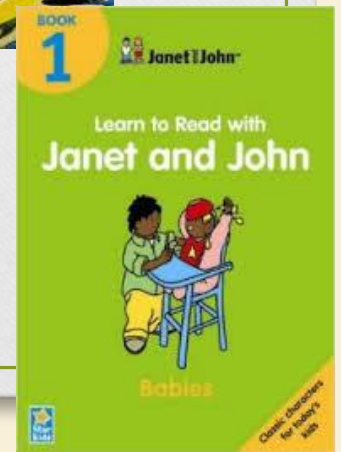
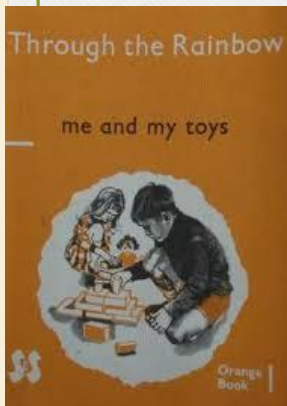
- Trips for this year are currently being booked
- You will receive a letter with dates and prices soon.
- (Church, Longdown Dairy Farm, Blue Reef Aquarium, Pantomime in school)

How to teach your child to read and spell



**Learning to read,
Reading to learn**

How did you learn to read?



When does the magic begin?

- ❖ Fostering a love of books and stories
- ❖ Having books in the home – average is 10 books
- ❖ Sharing books and talking about them
- ❖ Learning about how books 'work'
- ❖ Hearing sounds around them and in words

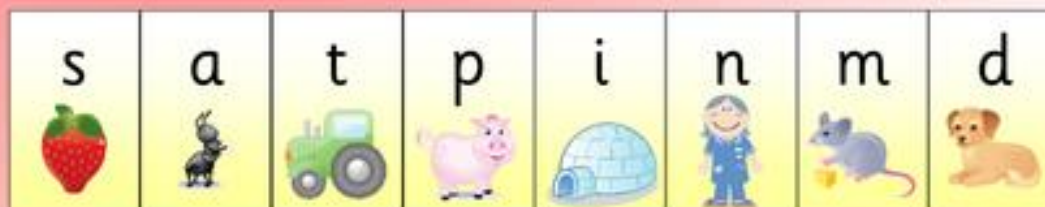


Phonics – what, why, when, how

- ❖ Letter sounds **NOT** letter names
- ❖ Learning the alphabet does not help a child to read
- ❖ 44 sounds in English - not just a-z
- ❖ Letters and Sounds with cued articulation - [Jane Passy Cued Articulation - YouTube](#)
- ❖ Keywords/tricky words
- ❖ Phonics practice books
- ❖ Synthetic phonics = ‘all through the word’
- ❖ Avoids mistakes through guessing using other ‘clues’
e.g. The mouse was looking for the ch...

Which sounds do you recognise?

Phase 2 Sounds



What about these?

Phase 3 Sounds

j	v	w	x	y	z	zz	qu	ch
								
sh	th	ng	ai	ee	igh	oa	oo	oo
								
ar	or	ur	ow	oi	ear	air	ure	er
								





		I can read	I can spell
s a d	sad		
t a d	tad		
p a d	pad		
m a d	mad		
D a d	Dad		

Dad is mad.

Pam is sad.

		I can read	
a n	an		
t a n	tan		
p a n	pan		
m a n	man		
D a n	Dan		

Dan is a man.

What about spelling?

- ❖ Use of letter sounds when segmenting (breaking down words/sound talking)
- ❖ Matching sounds they hear with letter shapes
- ❖ Correct letter formation
- ❖ Pencil grip – froggy legs, log under



New reading books

- Fully decodable to support segmenting and blending
- Introduce the tricky words in line with our teaching
- Variety of reading schemes
- No reading stages
- Books chosen by the teacher
- Changed twice a week

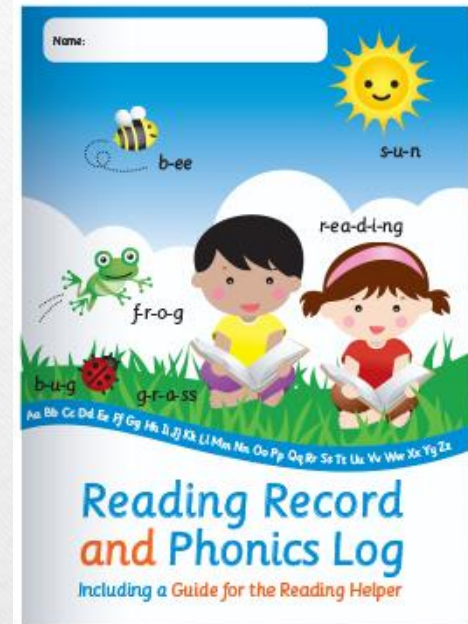


How can I support my child at home?

- ✓ Ensure that your child is learning the letter sound first and foremost
- ✓ Encourage them to sound out all through the word
- ✓ Ensure sounds are pure e.g. mmm as opposed to muh
- ✓ Regular practice of letter sounds with actions and keywords
- ✓ 10 minutes phonics everyday
- ✓ 10 minutes reading everyday and talk about the story
- ✓ Choose a relaxed time to read with no distractions
- ✓ www.oxfordowl.co.uk

Reading Records

- Every time your child reads their book to you, sign and date in the reading record
- This will be checked by a member of the year team once a week



Prizes will be given when the children reach different reading milestones.

Shared reading tips

- **The 5 Ws – who, what, where, when and why (useful questions to ask when talking about stories)**
- **Use a mixture of closed questions (which can be answered with a single word, or a small number of words) and open questions (which require a fuller response)**
- **Ask children to summarise what has happened in the book or story so far, and to predict what will happen next**
- **Talk about links between the book and real life**

Take the pressure off!
Less of this...



And more of this...



ANY
QUESTIONS?

