



A Partnership with Parents



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Help with Reading at Home

Reading with a child is an important way in which parents can benefit their child's education. Parents in their own homes can make learning to read an intimate and happy experience, in an atmosphere that we cannot hope to reproduce in a classroom full of children and one adult.

There are many different ways of approaching reading:-

- ⊖ Reading to your child.
- ⊖ Reading together with your child (paired reading).
- ⊖ Listening to your child read.
- ⊖ You read a section to your child then they read the same section to you.
- ⊖ Taking it in turns to read.
- ⊖ The child reads to various members of the family.

It is important to look upon reading as an enjoyable process, an opening into the world of books, (fiction and non-fiction), not a ladder to get from one level to another in reading scheme.

Decoding of words is not the only reading skill, fluency and expression, are equally important. Children should also be able to predict what might happen next, understand the meaning of new words and be able to retell a story. It is very important that children understand what they have read and comprehension skills are an intricate part of the English SATs.

If a child makes a mistake, or gets stuck on a word when they are reading, there are many ways in which you can help them. It is not a good idea to concentrate only upon the letter sounds when there are other clues which could help your child get the word right. The ideas, below, should help your child to use a wider range of approaches.

You can prompt them by saying -

- ⊖ Can you guess what this word might be?
- ⊖ What word would fit in here?
- ⊖ What word would make sense here?
- ⊖ Have another look at this first letter?
- ⊖ Something didn't make sense then, try it again.

You can give extra help by saying -

- ⊖ Let's miss it out and come back to it later.
- ⊖ Go back to the start of the sentence and have another go.
- ⊖ How does the word begin? Now have another guess.
- ⊖ Look at the picture, is that any help?
- ⊖ Have another guess.

Check your child's guess by asking them -

- ⊖ Does that make sense?
- ⊖ Does it sound right?

Tell them how they are getting on by saying -

- ⊖ You really tried hard to work that one out.
- ⊖ Yes it is a hard word!
- ⊖ How did you work out that hard word?
- ⊖ What clues did you use?
- ⊖ Well done! You realised that bit didn't make sense.

Each year we have an 'I Love Reading' project and a 'Book at Bedtime' month. Please support your child's progress in reading by taking an active part in these projects.

Help with Reading at School

**Do you enjoy listening to your child read?
Can you spare some time during the school day?**



If the answer is yes to the above questions, would you be interested in coming into school and listening to children read individually. As part of our aim to continue to raise standards in literacy we aim to provide additional reading sessions during the day with the support of parent volunteers.

We provide training sessions which suggest strategies to employ to support children whilst listening to them read.

We have copies of the basic skills guidance book 'Reading at Home' which we are happy to loan to parents.

Should you wish to discuss this further, speak to the Headteacher, Mrs Sarah Binns or Mrs Shaw, Reading Co-ordinator.

NB We do ask Reading Volunteers to have an enhanced DBS disclosure

Help with Maths

The ideas below are based on the principles of using everyday activities to support mathematical understanding. They don't require any special equipment or lots of recording.

Counting

- ⊖ Ask him/her to count out 3 forks / knives etc for tea.
- ⊖ Ask him/her to fetch 2 tins of beans when shopping / put 5 potatoes in a bag.
- ⊖ Count the stairs to bed each night - this can progress to counting in 2s, 5s and 10s.
- ⊖ Play games like snakes and ladders.

Children need to see and hear you counting, make deliberate mistakes for them to correct!

1 2 3 4 5 6 7 8 9 10 1 2 3 4 5 6 7 8 9 10

Number recognition / ordering

- ⊖ Look at numbers in the environment - houses, buses, in shops, on birthday cards. Tell them the numbers and ask if they can see a 7 etc.
- ⊖ Play 1 to 10 - try to find a number 1 followed by a number 2..3 etc. If you see a number 4 before you have spotted 3 it doesn't count.
- ⊖ Write numbers on cards and cut numbers out of paper / card and order them.

1 2 3 4 5 6 7 8 9 10 1 2 3 4 5 6 7 8 9 10

Writing numbers

- ⊖ If you are playing a role-play situation there are many opportunities e.g. playing school or shops.
- ⊖ Make a birthday card for a brother or sister with their age on.
- ⊖ Write a list for shopping, you write the item they write how many.

1 2 3 4 5 6 7 8 9 10 1 2 3 4 5 6 7 8 9 10

Addition and subtraction

- ⊖ Shopping is a very natural context e.g. we need 4 apples, I've got 3, how many do you need to get?
- ⊖ Add money to make larger totals e.g. 5p + 2p is?

Children will be at different stages with this. Some may need to count to 5 then 2 more whilst others will start at 5 and count on 2.

- ⊖ Concentrate on the language e.g. what is 1 more than / less than ___? How many altogether? Count on.. back..
- ⊖ Why not chalk a number track on the ground and play a game using the language.

1	2	3	4	5	6	7	8	9	10
---	---	---	---	---	---	---	---	---	----

Jump on number 2.
Count on 3.

Where are you?

Find number 8.
What is 1 more than
8? What number
comes before 8?

Multiplication and Division

- Children need to see multiplication as repeated addition. E.g. counting in 2s is $2 + 2 + 2$ etc.
- Using things like pairs is a good way to introduce this.
- Count pairs of socks / gloves in 2s.

2,4,6,8

How many pairs?
How many socks?
So 4 lots of 2
socks makes 8.

Time

- Point out different times throughout the day - breakfast /teatime.
- Find out what time favourite TV programme are on and how long they last for.



Weight

- Play lighter / heavier. One person thinks of something very light e.g. a feather, the next person has to think of something that would be heavier e.g. an elephant, then it goes back to lighter than an elephant etc.
- Compare the weight of two objects / bags by holding them. Talk about which is heavier / lighter. Introduce a third object - try to order them. Talk about heaviest and lightest.
- Let your children help you weigh out ingredients when baking. Ask questions such as 'We need 200g of flour, I've poured 100g, how much more do we need?' and 'We need 100g of chocolate, this is a 400g bar, so how much of it do we need?'

Maths is Fun!

Help in the Classroom or with Educational Visits

Class teachers arrange for parents to visit and help in the classrooms. By spending time in a classroom, parents have the opportunity to see the work of the school and gain a valuable insight into the resources and teaching methods used. Should you wish to help in the classroom or with visits within the locality or on educational visits, please see the class teacher.



Parents can support with all aspects of the curriculum.

Do you have a talent or interest you could share with school?

Can you play an instrument? Knit? Sing? Paint? Speak another language?

- ⊖ Can you talk with children about a hobby or your job?
- ⊖ Can you organise a lunchtime club to share your talent?
- ⊖ Could you support our gardening work?
- ⊖ We would also appreciate your support with concerts, especially at Christmas.
- ⊖ We also welcome you to share your talent/interest in classes.

Please speak to the class teacher, Head Teacher Mrs Sarah Binns or Deputy Head Teacher Mrs Elizabeth Harris if you would like to discuss any of these aspects further.

GOLD Artsmark

Did you know that Stannington Infant School has achieved the GOLD Artsmark for our dedicated appreciation and provision of the arts within the curriculum.

- ⊖ Do you have a talent or interest associated with the Arts such as within the fields of art, dance, poetry and music?
- ⊖ We hold 'Arts weeks' throughout the year and would welcome your contributions to these events as well as welcoming you into school throughout the year.

Please speak to the class teacher or our Arts Co-ordinator, Mrs Lesley Barker should you be able to help.

Attendance

Our attendance for the year 2016/2017 is 96.2%.

Only you can help us achieve this target!

Unauthorised Absence means all absence which does not fall into one of the following categories:

- ⊖ Illness
- ⊖ Medical or dental treatment
- ⊖ Annual family holiday, of not more than 10 days, for which prior permission has been given (we encourage all families **not** to take holidays in term time)
- ⊖ Receiving part time education elsewhere
- ⊖ Days of religious observance
- ⊖ Exclusion
- ⊖ Other circumstances authorised by the Head Teacher.

All other absence, for whatever reason, is therefore unauthorised and unlawful.

Attendance Stickers

If a child achieves above the school target of 96.2% attendance during a full term, they are awarded with an Attendance sticker for that term.

Becoming a Parent Governor

The Schools Governing Body provides a key role in the leadership and strategic development of the school.

Governor training sessions are held throughout the year covering issues we need to address in running the school. In addition to termly meetings of the full governing body, we have several committees which meet more frequently to deal with matters needing a more rapid response. They can make decisions or report back to the full governors as appropriate.

If you are interested in the role of Parent Governor speak to the Head Teacher, Mrs Sarah Binns (2344401) or Liz Tunnard, Chair of Governors e-mail elizabeth-tunnard@btinternet.com.

Join the Parents Fundraising Association (PFA)

The PFA are very active in helping to raise money and organise social events for the school. We have many fund raising events during the year such as a School Disco and Easter bunny hunt. The monies raised provide valuable resources in school such as books, computers and Arts and PE equipment. Our school garden is mainly funded through the monies raised by the PFA.

The PFA meet voluntarily on a regular basis and should you wish to join or help with the PFA please come along to a meeting or speak to the Head Teacher, Mrs Sarah Binns.

In the past the PFA have funded computer equipment, playground equipment and books for the library.



Co-ordinate Voucher Collections

There are now many companies, supermarkets and products offering vouchers for schools.

We have recently acquired equipment for playtimes from the Sainsbury's Active Scheme and using the Tesco ICT vouchers we have purchased Roamers and a digital microscope.

Can you, or perhaps you and some friends, spare some time to organise the collection of these vouchers? As you can see, schools can benefit greatly from money and resources on offer and we appreciate the support from these schemes.



Come along to Meetings, Events and Activities at School

- Take part in one of the focus weeks
- We have regular 'come along and see sessions' where we model different aspects of learning
- Join us for class assemblies, Christmas concerts, the Arts picnic and more!
- Parents meetings take place twice a year and we hold curriculum evenings as part of transition.

Thank you for taking the time to read this information. We look forward to working with you and your child.