



Newsletter

January 2016 - Rising Stars

Information for Children attending Tuesday and Thursday afternoons (Rising Star's)
These special sessions prepare the children for a school environment.

Parents encourage their children to be left in the entrance hall to put their belongings in the cloakroom themselves with the support of the member of staff and at the end of the sessions the parents do not collect the children from inside the building. The children are greeted at the outside door as they do at school.

Adult child ratios are higher during these sessions to help the children with their new challenges.

Lunch Time: - These sessions are more structured with the children having hot dinners or bringing their own lunch boxes. This is a time for socialise and learning to ask for help getting ready for school.

Quiet Time: - Children may choose a book from the Book Corner and read quietly on their own or with a friend whilst waiting for the other children to finish lunch.

Registration Time: - At this time the children learn to sit and listen for their names, the letter for the day is discussed and the topic activities which are to be provided.

Story Time: - The children are encouraged to listen to the story and join in so that the story can be re-enacted at a later time.

Activities: - The children are divided into four groups and where possible they are put together with other children going to the same school. Each group will complete an adult led activity or game relating to our topic/letter sound or number for the week. They then move around the tables as a group until all activities have been completed for the session.

Free Play: - Children may choose to play with any of a number of activities in the Nursery. There is always painting, sand, water, play dough, construction kits, paper, pens, pencils, crayons, Scissors, glue, cards, catalogues and collage materials. We also have a home corner, dressing up Clothes, hats, accessories, prams, pushchairs, dolls, construction tracks, plastic animals, a seesaw a trampoline, a book corner, a music corner, with instruments, tapes and a CD/tape player and a large selection of toys on table tops and in large boxes. In the drawers of each table is a selection of jigsaws, threading, small dolls, figures, dinosaurs, plastic insects, matching, sorting, cubes, shapes, poly-flowers, lacing, peg boards, trolls and magnifying glasses.

This is a time for children to develop relationships and to talk about any events or experiences that may have occurred. They can select any activity or resource, or initiate imaginative play.

Tidy Time: - The toys and equipment are tidied away by the children and the staff, creating a time to show respect for property, co-operation and independence.

Outdoor Play: - If the weather is fine, we all go outside to play on the tricycles, scooters, cars, seesaws, slide, and the climbing frame or with the balls, bats, ropes and hoops.

In the Summer term after the May holiday the children bring in a change of clothes consisting of T-shirt, shorts and pumps so that the children can get used to getting changed and participating in P.E.

Carol Hughes Heather Harden

Letter Sounds and Oral Blending

Each child will have a book which we encourage the parents to help their child find pictures from magazines or books and stick them linked with the letter sound of the week.

Please be aware letter sounds do not always correspond with the first letter of the words. Your keyworker will be happy to explain if further information is required.

Please bring the book instead of the show and tell item for these sessions as the children have so much to carry.

Week 1 letter sound 's'.

Week 2 letter sound 'a'.

Week 3 letter sound 't'.

Week 4 letter sound 'i'.

Week 5 letter sound 'p'.

Week 6 letter sound 'n'.

Week 7 letter sound 'c' or 'k'.

Week 8 letter sound 'e'.

Week 9 letter sound 'h'.

Week 10 letter sound 'r'.

Week 11 letter sound 'm'.

The system we are going to follow is called phonics and an example can be found on this website www.jollylearning.co.uk. We have listed some of the information.

Learning the Letter Sounds

1. s, a, t, i, p, n
2. c k, e, h, r, m, d
3. g, o, u, l, f, b
4. ai, j, oa, ie, ee, or
5. z, w, ng, v, oo, oo
6. y, x, ch, sh, th, th
7. qu, ou, oi, ue, er, ar

Each sound has an action which helps children remember the letter(s) that represent it.

Children should learn each letter by its sound, not its name. For instance, the letter *a* should be called *a* (as in *ant*) not *ai* (as in *aim*). Similarly, the letter *n* should be *n* (as in *net*), not *en*. This will help in blending. The names of each letter can follow later.

The letters have not been introduced in alphabetical order. The first group (*s, a, t, i, p, n*) has been chosen because they make more simple three-letter words than any other six letters. The letters *b* and *d* are introduced in different groups to avoid confusion.

2. Blending

Blending is the process of saying the individual sounds in a word and then running them together to make the word. For instance sounding out d-o-g and making dog

Remember that some sounds (digraphs) are represented by two letters, such as sh. Children should sound out the digraph (sh), not the individual letters (s-h).