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In This Newsletter



- **Reading**
- **Phonics: Read Write Inc.**
- **Ryefield Lottery**
- **Friend of Ryefield Christmas Shop**
- **Operation Christmas**
- **Santa Dash: Christmas Jumper Day**
- **Wellbeing**
- **Term dates**

Reading



We want your child to love reading – and to want to read for themselves. This is why we put our efforts into making sure they develop a love of books as well as simply learning to read.

At Ryefield, we continue to reinforce the importance of reading. One of the targets we have set ourselves is that every child leaves the school with a reading age that is in line with their chronological age. Reading well by the age of 11 ensures that children are reading above what is considered the basic level of functional literacy for an adult.

It means children are able to read lots of different materials – including books, letters and short articles in magazines and newspapers. People reading at this level are able to read and follow written instructions where each step contains up to three short sentences, and to look at graphical resources, such as a town map or a price list that is up to a page long. If people are reading at this level, then they are able to consult reference books or a dictionary to be able to look up information.

When children have fallen behind in reading by 11, the impact can last for the rest of their lives. They are less likely to go on to secure good qualifications. Their chances of getting a good job and pulling themselves out of poverty are severely diminished, plus there are wider issues, such as increased risks of poor health and poor lifestyle choices.

"Learning to read begins the first time an infant is held and read a story. How often this happens, or fails to happen, in the first five years of childhood turns out to be one of the best predictors of later reading."

Maryanne Wolf, Proust and the Squid: The Story and Science of the Reading Brain

*Reading with young people is the closest you are going to get to a magic bullet to help increase their **chances** in later **life**," he said. "It's amazing. More than so many other measures, being **read** to is the best indicator of later **life** outcomes so it's the best thing you can do."*

Dan Snow, via Coram Beanstalk

What are we doing as a school?

Since September the school has updated its literacy curriculum. In addition to 'The Power of Reading', Ryefield has created (in partnership with researcher Bob Cox) 'Opening Doors' units. This is a book based English curriculum designed to not only foster a love of literature, explore the challenging archaic language and structure of classic texts, but also raise standards in Reading and Writing.

How can our children be supported at home?

Daily reading makes the world of difference. A little bit of reading every day appears to be better than less frequent, more extended periods: pupils who read on a daily basis, even for a few minutes, may experience more growth in reading ability than students who read for an extended period once or twice a week.

Books and stories are important, as they offer a way of expanding cultural and imaginative horizons, introducing children to a wide range of vocabulary and grammatical structures, and introducing the concept of 'beginning, middle and end'. But reading anything counts, particularly if it builds on the child's personal interests. This more eclectic and inclusive view of reading material is good for children and good for parents. From a child's point of view, allowing her or him to choose their own materials gives them a sense of ownership, and is more likely to result in them enjoying reading and persisting with it.

Boys in particular benefit from reading being made purposeful in terms of following their interests. And from a parent's point of view it allows for the opportunity to integrate reading into everyday life, whether while on the bus or looking at the breakfast cereal packet in the morning.

Over the Christmas period, why not join in on the school's 12 Challenges of Christmas. This is a fun way to ensure that your child continues to engage with books.

Learning to read is the most important thing your child will learn at our school. Everything else depends on it, so we put as much energy as we possibly can into making sure that every single child learns to read as quickly as possible.

CHRISTMAS READING CHALLENGE

THE 12 CHALLENGES OF CHRISTMAS

Read a Christmas themed book



Have a whole family bedtime story



Create a puppet show of a book



Read a story by the Christmas tree



Read a book that is older than you



Build a den and share a story in it



Read a story about an animal



Read a book about kindness



Share a story with someone over Zoom



Draw a picture from your favourite book



Share a poem with someone



Read a book that makes you laugh



TIS THE SEASON TO GET READING!

@MISTERBODD



How will my child be taught to read?

We start by teaching phonics to the children in the Reception class. This means that they learn how to 'read' the sounds in words and how those sounds can be written down. This is essential for reading, but it also helps children learn to spell well. We teach the children simple ways of remembering these sounds and letters. Ask them to show you what these are.

The children also practise reading (and spelling) what we call 'tricky words', such as 'once,' 'have,' 'said' and 'where'.

The children practise their reading with books that match the phonics and the 'tricky words' they know. They start thinking that they *can* read and this does wonders for their confidence.

The teachers read to the children, too, so the children get to know all sorts of stories, poetry and information books. They learn many more words this way and it also helps their writing.

How will I know how well my child is doing?

We will always let you know how well your child is doing.

We use various ways to find out how the children are getting on in reading. We use the information to decide what reading group they should be in. Your child will work with children who are at the same reading level as him or her. Children will move to a different group if they are making faster progress than the others. Your child will have one-to-one support if we think he or she needs some extra help to keep up.

We also use a reading test so that we can make sure that all our children are at the level that they should be for their age compared to all the children across the country.

In the summer term, the government asks us to do a phonics check of all the Year 1 children. That gives us extra information about their progress. We will talk to you about how well your child has done, and especially if we have any worries at all.

How long will it take to learn to read well?

By the end of Year 2, your child should be able to read aloud books that are at the right level for his or her age. In Year 3 we concentrate more on helping children to understand what they are reading,

although this work begins very early on. This happens when the teacher reads to the children and also when the children read their own story book.

How do I know the teaching will be good?

All the staff have been trained to teach reading in the way we do it in this school. We believe that it is very important that all the teachers and teaching assistants work in the same way. Senior teachers watch other teachers teaching to make sure that the children are learning in the way we want them to learn.

If you are worried about the teaching or you have any questions, please come to school and talk to us.

What can I do to help? Is there anything that I shouldn't do?

You will be invited to a meeting so that we can explain how we teach reading. Please come and support your child. We would very much like you to know how to help.

Your child will bring different sorts of books home from school. It helps if you know whether this is a book that your child can read on their own or whether this is a book that you should read *to* them. The teacher will have explained which is which. *Please* trust your child's teacher to choose the book(s) that will help your child the most.

Help your child to sound out the letters in words and then to 'push' the sounds together to make a whole word. Try not to refer to the letters by their names. Help your child to focus on the sounds. You can hear how to say the sounds correctly at this link: <https://ruthmiskin.com/en/find-out-more/parents/#lg=1&slide=2>

Sometimes your child might bring home a picture book that they know well. Please don't say, 'This is too easy.' Instead, encourage your child to tell you the story out loud; ask them questions about things that happen or what they think about some of the characters in the story.

We know parents and carers are very busy people. But if you can find time to read to your child as much as possible, it helps him or her to learn about books and stories. They also learn new words and what they mean. Show that you are interested in reading yourself and talk about reading as a family. You can find out about good stories to read to your child here: <https://www.facebook.com/miskin.education>

Does it matter if my child misses a lesson or two?

It matters a lot if your child misses school. The way we teach children to read is very well organised, so even one missed lesson means that your child has not learnt something that they need to know to be a good reader.

What if he or she finds it difficult to learn to read?

We want children to learn to read, however long it takes us to teach them. We will find out very quickly if your child is finding reading difficult. First, we move children to a different group, so that we can make sure that they have learnt what they need to know. If they still struggle, we give them extra time with an adult, on their own. These adults are specially trained to support these children. Your child will still be in the same group with the other children and won't miss out on any of the class lessons.

If we have any serious worries about your child's reading, we will talk to you about this.

Some children take a bit longer to learn to put sounds together to read a word, e.g. c-a-t to make the word 'cat'. At our meeting, we will explain how you can help your child to do this.

What if my child turns out to be dyslexic?

The way we teach reading is especially helpful for children who might be dyslexic. This is because we use a very well-organised programme that has a strong focus on phonics. This is very important for children who find learning to read difficult. If you are worried about your child, please come and talk to us.

My child has difficulty pronouncing some sounds. Will this stop him learning to read through phonics?

This isn't a problem for learning to read as long as we know what sound the child is trying to say. This is not something to worry about. Many children have a few sounds that they can hear clearly but find it difficult to say, particularly the l-sound, r-sound, w-sound, th-sound, s-sound, sh-sound and j-sound. Often they say a t-sound for the c-sound; "tttssh" for the s-sound; "w" for the r-sound and "r" for the l-sound. You can help your child by encouraging him or her to look at your mouth when you say the sound. Whatever you do, do not make your child feel a failure. They can easily learn to read, even if they find one or two sounds difficult to say.

Don't hesitate to contact us if you have any concerns. We are here to help.

[Ryefield](#) launches its own lottery!



YOUR
SCHOOL
LOTTERY



Striving for Excellence

WE'VE LAUNCHED A LOTTERY

Buy your tickets now to
help our fundraising

- Tickets cost just £1
- All profits go to our school
- Local cash prize every week
- Chance to win the £25,000 jackpot!
- Drawn every Saturday at 8pm

To start supporting, visit:

yourschoollottery.co.uk

and search for: Ryefield Primary

Supporters must be 16 years of age or older

Click on the link to join Ryefield's fundraising lottery.

Welcome to Ryefield Primary's lottery. This lottery has been set up specifically to raise money and make a difference for our children!

There is a guaranteed winner for each school every Saturday which is drawn on a raffle basis, as well as the chance to match all six numbers and win the top prize of £25,000!

Play the lottery, support your school - it's that simple!

Tickets for the lottery cost just £1 per week, with a top prize of £25,000!

Each ticket will consist of 6 numbers and each number will be between 0 and 9. There will be a draw every Saturday night when a 6 digit winning combination will be picked. Match all 6 and you win the JACKPOT!

It's a fantastic way to bring Parents, Carers, Teachers and the wider community together, in partnership with our school, and at the same time give something back. We hope to raise funds that can support and enrich the education of our children - we aim to provide extra resources for the children.

[Click here to register and purchase tickets!](#)

Friends of Ryefield Christmas Shop



The following dates are for the Friends of Ryefield's "Christmas Bubble Secret Shop"

There will be a selection of gifts for the children to buy in the price range:

From £1.00 - £5.00 maximum

The Shop will be open during school hours; each class will have an opportunity to visit the shop.

Monday 7th Dec – Year 6

Tuesday 8th Dec – Year 5 and Year 4

Wednesday 9th Dec – Year 3

Thursday 10th Dec – Reception and Nursery

Friday 11th Dec – Year 1 and Year 2

If your children forget their money on the day above unfortunately they will not be able to attend the shop on another day!



All monies should be in an envelope with your child's name and class clearly written on the envelope. If you have more than one child and/or would like to purchase two gifts please can you put the money for each gift in a separate envelope.

The children will visit the shop, and under the direction of our helpers, a label will be stuck to the presents from the helper and then all presents are placed in a bag for your children to take home.

All items will be quarantined before being sent home.

Operation Christmas



As we head towards Christmas, Ryefield encourages your children to remember that this is a time of year where we should think about the needs of others, over the needs of ourselves. A group of likeminded parents and staff have banded together to form Operation: Christmas. This initiative is about people coming together to help improve their lives and make this time of year a little shine a bit brighter for some members of our school community. We are asking you to complete a simple neighbourly act: to help us create Christmas hampers that will be gifted to members of the school community.

In order for us to create hampers that contain a wide variety of items, we are asking year groups to bring in specific items from the following list:

Year Group	Contribution
Nursery and Reception	Hot chocolate, jellies, or custard
Year 1	Seasonal savouries such as mince pies or biscuits
Year 2	Pasta, rice or dried fruit
Year 3	Tinned soup or condiments (ketchup, mustard, etc)
Year 4	Tinned fruit or preserves (jam, marmalade, relish etc)
Year 5	Tinned vegetables or spreads (Nutella/Chocolate Spread)
Year 6	Tinned meat or cereals/porridge

Santa Dash & Christmas Jumper Day: 11/12/2020



As part of our 'Daily Mile' the School Games Crew thought it would be fun for students to take part in a Santa Dash this year, this will take place instead of your child's daily mile, and will be held on Friday 11th December.

Children and staff can come to school wearing Christmas jumpers and accessories and simply have fun on their run/walk.

Wellbeing



Everyone at Ryefield – parents, pupils and school staff have been affected in one way or another by the unprecedented events of this year.

I have been lucky enough to attend several seminars by Dr Karen Treisman, MBE She is a Highly Specialist Clinical Psychologist who works across the National Health System and children's services. She has extensive experience in the areas of trauma, parenting, adversity (ACE's) and attachment.

Dr Treisman uses a range of therapeutic approaches with families, systems, and children. She is the author of eleven books, including the bestselling book, "The therapeutic treasure box", and four sets of therapeutic card decks.

Her website features a wide-range of resources, videos, podcasts etc. The section on Covid, Anxiety and Stress is particularly valuable and can be found here:

<http://www.safehandstinkingminds.co.uk/covid-anxiety-stress-resources-links/>

Please look for the 'Covid, Anxiety, Stress Resources' link on the website homepage. I hope you find some of her strategies useful – for yourselves and your children.

Feel free to contact myself, Miss Lansiquot in the Hub or Mrs Avery, our Family Support Adviser, if you would like any further wellbeing support.

We are here for you!

Mrs Hayward – Special Educational Needs Coordinator (SENCO)

Term Dates



Term Dates

Autumn term 2020

For Christmas Shop: 7 - 11 December (SEE ABOVE FOR MORE INFORMATION)

Nasal FLU Vaccination: 8 December

End of term: Friday 18 December

EARLY SCHOOL CLOSURE: EYFS = 13:00, KS1 = 13:15, KS2 = 13:30

Spring term 2021

INSET: Monday 4 January (SCHOOL CLOSED TO PUPILS)

Term starts: Tuesday 5 January

Half term: Monday 15 February to Friday 19 February

Term ends: Wednesday 31 March

Summer term 2021

Term starts: Monday 19 April

Half term: Monday 31 May to Friday 4 June

INSET: FRIDAY 2 July (SCHOOL CLOSED TO PUPILS)

Term ends: Wednesday 21 July

Staff Prep Days: Thursday and Friday 22 + 23 July (SCHOOL CLOSED TO PUPILS)