

Reception Class Newsletter

18th September 2015



Gosh the weeks are beginning to fly by and we've all done another week! Thank you for the wonderful comments you have been writing in the school planners. It is lovely to read how the children respond to the books you are sharing together.

Over the next few weeks we will begin to change some of the morning activities to help the children with their fine motor skills. One of the activities involves scissor skills and another pencil control. Writing is a physical process and most children are at the very beginning of this process. Look out for our special 'Dough Disco' and 'Funky Finger' activities which will also begin soon and will help with this. I will send out further information once we've started about how you can help at home and what we've been doing! In preparation we will be learning the finger rhyme 'Tommy Thumb where are you?' It will be really helpful if you could practise this with your child. I have attached the rhyme to this sheet in case you are a little rusty or you know a different version to me! <http://musicbus.com/resources/song-words/song-words-t/tommy-thumb/> has the words and tune.

We have begun our Read, Write, Inc. lessons this week. Our first few sounds are m, a, s and d. Some children have picked these up quite quickly and some children need more time and reinforcement. Please **do not** worry if your child doesn't seem to know the sounds. It takes time and lots of practice! Activities to support our learning will start coming home soon. We only send homework activities based on 2 sounds and we are always working ahead in the class, aiming to learn 3 new sounds a week. We send homework out on a Friday and ask that it is returned the following Wednesday. This gives us chance to mark them and put in the next sounds. I must also stress that our focus initially is **READING** these sounds writing them comes later when your child is ready. As tempting as it is, please hold back from asking your child to write these letters. Alongside learning to read them we have been learning a rhyme to help with formation but putting pencil to paper will come a little later. It does work this way I promise!

Mrs Ling talked with the children yesterday about special people in our lives and the children made a wonderful class book of their favourite people. We have been talking about our senses too. Each week we will focus on a different sense. This week we began with hearing. We went on a listening walk around school, we used our bodies to make different sounds, we made sounds with a range of percussion instruments, listened to animal sounds to see if we could guess the animals and played a game where we had to listen carefully to see if we could work out who had 'stolen' the keys from under our chair (we were blindfolded so we couldn't peep!)

Congratulations to Jacob C and Madison who are our Stars of the week for this week and to Stanley, Maisie N and Etienne who used their manners and knife and fork very well to earn them a place each on today's VIP table. I just wanted to let you know how full of praise our Midday Assistants are for the way the children have settled so quickly, how polite they are and what a great go they have at using their knife and fork!

Show and Tell! Lots of the children have begun to talk about bringing things in to show their friends and I know some of them have already mentioned it at home. In order to encourage the children to develop their language, speaking, listening and confidence we encourage the children to bring in items from home to share in front of the class. Each group is allocated a day of the week and we ask that only ONE thing is brought in to talk about. Items for 'show and tell' are kept in our store cupboard and brought out at the appropriate time in the day. The order is as follows:

Monday – Red Group
Tuesday – Blue Group
Wednesday – Green Group
Thursday – Orange Group
Friday – Yellow Group

It will remain the same each week. Any questions please ask!

Many thanks,

Mrs Rogers and Mrs Newbould

*Tommy Thumb, Tommy Thumb, where are you?
Here I am, here I am. How do you do?*

*Peter Pointer, Peter Pointer, where are you?
Here I am, here I am. How do you do?*

*Finger Tall, Finger Tall, where are you?
Here I am, here I am. How do you do?*

*Ruby Ring, Ruby Ring, where are you?
Here I am, here I am. How do you do?*

*Baby Small, Baby Small, where are you?
Here I am, here I am. How do you do?*

*Fingers All, where are you?
Here I am, here I am. How do you do?*