



Castlefields Primary School, Castlefields, Bridgnorth, Shropshire WV16 5DQ

13th September 2024

Toys in School : Reception to Year 6

Please can we ask that children in Reception to Year 6 refrain from bringing toys into school. We have lots of play equipment for children to use. This will help to limit the amount in your child's bag. Please consider whether you can send your child with a smaller bag (or preferably just a book bag) as our pegs are weight limited.



Read, Write, Inc

Please see the attached information leaflet about the new Phonics and Spelling Scheme in School.

Arriving/Collection from School

When arriving/leaving school please can we ask that you only use the designated pathways. For safety, please do not walk across the car park. By way of reminder, the school car park is for staff use only at all times.

Class WhatsApp Groups

A reminder that the class WhatsApp Groups are not run or supported by school. If you require any information about school dates etc, or have a concern please contact school direct. Thank you.



Local Educational Trips

In an attempt to minimise and simplify the paperwork that we ask you to fill in, we are asking you to complete a General Consent Form to cover consent for all local educational trips and visits during the 2024-2025 academic year.

Please use the below link or see ClassDojo.

<https://forms.office.com/e/diYVjZnP6J>

For siblings, please complete a separate form for each child.

Thank you to everybody who has already completed this.

Cold Weather



Just a reminder that we do try to take all children outside during break-times and lunch-times so that they can have some fresh air. Please remember to send your child in with a named warm waterproof coat and gloves/hat etc.

For those children in KS2, please can you send your child in with a spare pair of shoes/trainers that they can use to play on the school field at lunchtime. This is to minimise the amount of mud in school. These can be an old pair of trainers, wellies etc, just something that won't matter how muddy they get. At the moment, as you will appreciate, the field can get very muddy; if your child does not have a pair of shoes that they can use at lunchtime, they will be kept on the KS2 playground to play. If this places you in any difficulty, please let us know and we will endeavour to source something for your child.

School Lunch on Monday 16th September

There will be a Blue Option on Monday of an All Day Breakfast with a pork sausage.

Requests for Holidays in Term Time

We would like to reiterate the importance of not booking a holiday in term time. Missing school for any reason can cause a child to fall behind in their learning.

When booking a holiday, please check that it takes place during the school holidays. Absence during term time can only be considered in 'exceptional' circumstances by prior agreement with the Headteacher.

This also applies to all children who are under 5. As parents have applied for and accepted a school place, they have agreed to attend school and abide by policies and procedures which includes requesting holiday in term time. Holidays for under 5's can also only be granted in 'exceptional' circumstances.

This Week's News

Year 4 had a really lovely morning with the chef on Thursday. They discussed the importance of food and about what food gives us. They then did a tasting session. The children were all fantastic! The next session is booked for the Spring term.



Year 2 have had great fun creating their own mixed-up animals, using their descriptive skills to bring them to life. We have had eleraffes, spandas, seasnakes, rigers and tigerpards among many others. We are so proud of how hard everyone has worked.



New House Captains

Congratulations to our new House Captains. Pictured are:

Dolphins Olivia W and Isabelle W

Whales Lottie C and Maddie K

Sea Horses Mia B and Dantae W

Turtles Xander P and Elizabeth B



Next Week's News

The first KS1 Cross Country event takes place on Tuesday 17th September at Idsall School. There is still an opportunity to take part; please, don't worry if you think you will come first or last, just come along and have fun! The form is available on ClassDojo.



PTA News

AGM

On Thursday 19th September the PTA AGM will take place in the school hall at 7.30 pm. Although we have a very strong committee, the PTA are also looking for new members. With challenging budgets that are increasingly stretched, we would really struggle to finance all of the extras at school without the help of the PTA. Please do come along and support them.

Bags2School Collection

The PTA have a collection of clothes and other items scheduled for Thursday 17th October. Please bag up any old items you'd like to donate on that day. This can include paired shoes, clean bedding, towels, curtains, bags etc. Sorry, no logo uniform is accepted.

Read Write Inc. Phonics



Read Write Inc. (RWI) Phonics Parent Information Booklet

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c c	k k	u u	b b	f f
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What is RWI Phonics?

Read Write Inc. is a government backed phonics scheme designed by Ruth Miskin, which through systematic teaching and consistent routines, enables children to achieve high levels of reading success. At Castlefields Primary School we believe that reading is the key to all learning and we are fully committed to making sure that every child is a reader.



Who Teaches RWI Phonics?

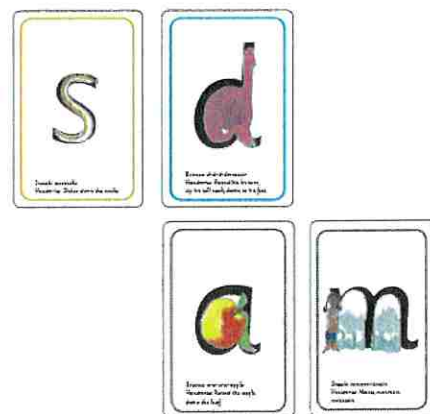
We have a dedicated team of Teachers and Teaching Assistants who have all received RWI training. The scheme is overseen by our RWI leaders, who will monitor RWI sessions and ensure that all teaching is high quality and that children are focused and engaged.

How does RWI ensure success?

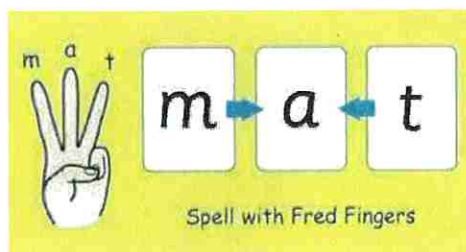
Each child is carefully assessed and placed into a RWI group based on their phonics sound knowledge and reading skills. This ensures that all children are working at the right level for their ability which is the best way to ensure progress and confidence in their reading skills. Your child might not be taught phonics by their own class teacher however all information and session notes are passed on from their RWI Tutor to enable further guidance and support in all subsequent lessons. Groups are assessed every half term and children are moved accordingly to either accelerate progress or provide further consolidation. Any children who are not making sufficient progress will be given targeted intervention or additional 1:1 support during afternoon sessions. This combination of rapid acceleration, streamed groupings and targeted support all helps to ensure our children are confident readers.

How will my child learn to read?

Children are taught the early sounds in Set 1. This covers the alphabet and a few 'special friends' which are two letters which make one sound such as 'sh'. They will learn to spot and recognise them quickly through fun activities and also to write them using 'phrases' to help them remember the correct formation. Tutors teach children 'pure sounds' to ensure that they are correctly pronouncing each sound.



Using these simple sounds, children will learn to 'blend' words together so c-a-t becomes cat. To help the children do this, we have a lovely green frog called Fred! He can only talk in sounds, so the children put the sounds together to make the word. We call this 'Fred Talk'. This is also used in early reading, as when children see a new word they can





use 'Fred Talk' to break down the sounds and then say or read the word. Similarly, this supports early writing skills as children use 'Fred Fingers' to break down a spoken word into its sounds to enable them to write the word. We use the phrase 'Say the word – pinch the sounds' to help children remember.

When they are confident with blending and know all of their Set 1 sounds, the children will move onto Set 2 sounds and then Set 3 sounds, which introduce alternative spellings for sounds they know and more special friends. They may begin to use 'Fred in their head' to read more quickly and fluently, which helps to build up speed, however this stage is also tricky for children as they need to be able to spot 'special friends' easily within new words.

Words which can be decoded are called 'Green Words' as they can be deciphered using phonics knowledge. Unfortunately, there are lots of words in the English language that do not follow these rules ... they are called 'Red Words' or tricky words and need to be learned by sight. We use the phrase 'If it's red - it's hard to Fred' to remind children.

When faced with an unfamiliar word we use the phrase 'Special friends – Fred talk – Read the word' as this reminds them that it is important to spot the special friends before attempting to read the word. To further consolidate this, we also use 'Alien Words' which are made up words that do not make sense. These words test to see if the children can spot any special friends and that they have good sound knowledge, rather than recognising familiar (or sense)

 sheb

 ched

words and using memory rather than reading skills. This technique is also used in the National Year 1 Phonics Check.

By moving through the carefully designed stages (or colours) of books which consolidate the sounds learned at the right time, children will gain speed and confidence in their reading ability. As reading becomes more fluent, children begin to understand the

stories they read and can enjoy the books. As part of the RWI sessions they will read their group books a total of three times; to support learning new speedy green words and more tricky red words, to investigate vocabulary and to build expression known as their 'storyteller voice'.



They will also complete comprehension activities as part of each book to ensure they know word meanings and can find and retrieve information as well as give opinions about the story or link to other books they know or life experiences

How does RWI link to writing?

After the session with their RWI Tutor, children will return to class for a literacy lesson with their teacher. They will explore many different writing activities, building up sentence structures and rehearsing ideas before writing. During this, they will

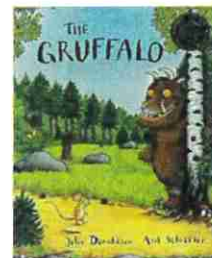
Complex Speed Sounds												
Consonant sounds												
f	l	m	n	r	s	v	z	sh	th	ng		
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ck	ch			ge	ge							
Vowel sounds												
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use the Sound charts to help them identify the correct spelling for a sound and will be taught various spelling strategies within their class to support spelling. They will continue to work on letter formation and investigate grammar and punctuation rules appropriate for their year group. This will enable all children to practice and apply their individual phonics learning throughout the lessons and for class teachers to provide further input.

How can I support my child with reading?

All children doing phonics will take home a 'Reading for Pleasure' library book. This is a book that they are interested in and have chosen to enjoy with

you. They can look at the pictures and spot letters or sounds that they know to build confidence but most importantly they should hear you read the book with expression in order to absorb the rich language and vocabulary within in and learn to love story time.



When your child is learning to blend, they will be given RWI Blending books. To help your child with these, ask them to try to 'Fred Talk' the word and blend it together ... when they turn the page they will see if they were right! Encourage them to sound out carefully using



pure sounds and give lots of praise and support for effort and success. You should also continue to read their library book and encourage them to spot any sounds, special friends or words they know to boost rapid identification by sight.

Once confident in blending, children will begin to receive a RWI book.

This is a Book Bag Book. This will be unfamiliar to your child so read the opening instructions on the front page carefully before reading. These will be changed either once every 3 days or once every 5 days.



We also have a subscription to the online e-library. Children will receive a log in for this. They will be assigned the book that they have recently read in their phonics group. They will have read this book three times with their RWI Group Tutor so should be confident and familiar with the story. This is done to build self-esteem and enjoyment in reading as well as to allow them to show off their reading skills to you!



There are questions at the end of the online library book to check understanding and promote discussion of the story. Please take the time to complete these activities as there are the early comprehension skills which are built upon throughout school.

Don't forget that even if your child can read RWI books it is still important for them to regularly hear you read in order to learn expression. This will remove some of the pressure on them and also helps to improve their vocabulary levels as the books they listen to can be for any age.

Glossary

Vowel graphemes – ways of spelling:

the short *a, e, i, o, u* sounds (e.g. **hat, pen, sit, hop, tub**),
the long *a, e, i, o, u* sounds (e.g. **play, see, high, snow, zoo, book**),
the *ar, or, air, ir, ou, oy* sounds (e.g. **car, for, fair, whirl, out, toy**),
and the *ire, ear* and *ure* sounds (e.g. **fire, near, pure**)

Homophones – words that sound the same but have different meanings and are spelt differently (e.g. **hear, here**)

Silent letters – letters in words that aren't sounded out when we read the word (e.g. **scent, numb**)

Prefixes – a group of letters that can be added to the start of a word to make a new word (e.g. **well, unwell**)

Suffixes – a group of letters that can be added to the end of a word to make a new word (e.g. **short, shorter**)

Exception words – words that don't follow the spelling or phonic rules that children are taught

Plural nouns – more than one person or thing (e.g. **fox** is singular, **foxes** is plural)

Root words – the most basic part of a word with no prefix or suffix (e.g. **unhelpful**)

www.ruthmiskin.com/parents has many videos to help you support your child with reading and writing.

For more information on *Read Write Inc.*, please talk to the *Read Write Inc.* manager in your child's school or visit www.readwriteinc.com.

Read Write Inc.

Spelling

Extra Practice Zone Information Booklet

Your child is learning to spell with *Read Write Inc. Spelling*, a systematic spelling programme for children in Years 2–6 (Primary 3–7).

Your child's school has a subscription to *Read Write Inc. Spelling Online* on Oxford Owl.

This booklet shows you how you can help your child practise and consolidate their spelling by using the **Extra Practice Zone**.



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How to get in touch:

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fax +44 (0) 1865 313472

What is the Extra Practice Zone?

This is an area on Oxford Owl with over 1,000 spelling activity screens.

There are a variety of activity types including typing in, matching pairs, multiple choice, and highlighting.

The activities included in the Extra Practice Zone are:

1. **Spell the Vowel** (spelling words with vowel sounds)
2. **Sounds the Same** (using the correct spellings of homophones – words that sound the same but are spelt differently, e.g. hear and here)
3. **Swap, Double or Drop?** (spelling words with suffixes)
4. **Rule Breakers** (spelling words that don't follow the spelling rules)
5. **Playing with Plurals** (spelling singular and plural nouns)
6. **Word Endings** (spelling words with endings that sounds the same but are spelt differently, e.g. metal, pencil, snorkel)
7. **Silent Letters** (identifying silent letters within words)
8. **Spell the Root** (identifying the root of a word with a prefix and suffix)
9. **Odd Sound Out** (spelling Greek/French/Latin words)
10. **Odd Rhyme Out** (spelling rare grapheme-phoneme-correspondences)

Please see the last page of this booklet for a glossary of terms.



How should my child use the Extra Practice Zone?

Your child's teacher will tell you which activities your child should complete at home.

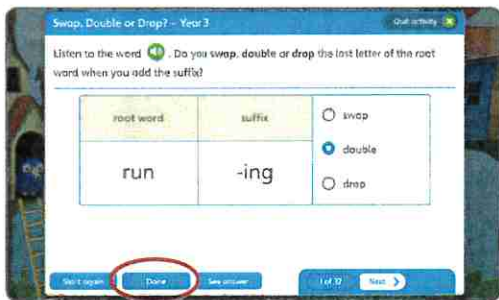
To get the best out of *Read Write Inc. Spelling*, we recommend that your child logs into the Extra Practice Zone three times a week, and spends 5–10 minutes on each activity that their teacher has recommended.

Avoid completing activities that your child's teacher has not recommended, as the activities are carefully designed to match the stages of the programme.



Try and enjoy the spelling session – if you don't, your child won't.

8. Use the 'Done' button to mark the answer, and the 'See answer' button to show the answer.



How does my child access the Extra Practice Zone?

The Extra Practice Zone can be accessed on Oxford Owl.

1. Go to www.oxfordowl.co.uk
2. Click on the 'Log in' button (top right).
3. Type in the class username and password that your child's teacher has given your child, and click 'Log in'.



Write your username and password here:

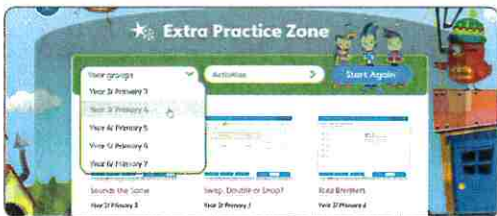
Username:

Password:

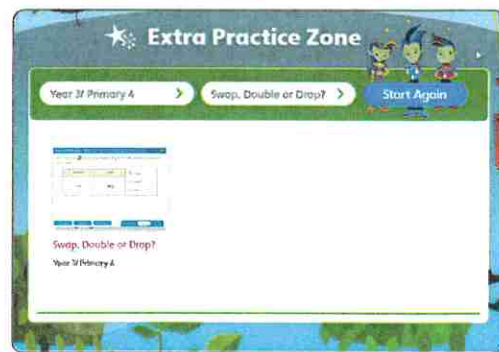
4. Click on the 'Extra Practice Zone' button.



5. Use the 'Year groups' dropdown menu to find your child's year group, and the 'Activities' menu to find the activity that your child's teacher has recommended.



6. Click on the activity to open it.



7. Follow the instructions on the screen to complete the activity.

