

Weekly Newsletter



8th January 2021

Thank you all so much. We've felt so supported, encouraged and motivated by our parents and the wider community this week. We will continue to reflect on and develop our Virtual Learning Offer in order to best deliver our planned curriculum to the children:

Spelling Development

Raising attainment in spelling is one of our school priorities this year. In January, we were due to formalise and launch a range of strategies to complement this area. I realise how busy you will all be, trying to meet the demands of Home Learning, and juggle your own personal circumstances at home and work. However, if you are struggling to think of extra things to do, focusing on supporting your child's spelling would be one of them.

Evidence-based approaches/strategies that have the biggest impact on spelling:

- **Contextualisation**: we expose children in class to new spellings which are derived from the books they study (Literacy Tree Curriculum). It is our belief that this will build children's affinity with vocabulary and spelling, and therefore language, as it is contextualised to their reading. When you are reading a book with them, tackle new vocabulary as it emerges
- **Phonics**: use phonic sounds as a strategy to help them spell, but ensure you know how to pronounce the sounds properly as if they are not, this will be counter-productive.
- **Mnemonics** (aide memoires) – to support memory retention
- **Word recognition Blocks**: learning spellings through the shape that the words make. An alternative to phonics. Use A to Z Teacher Stuff (website) and select the Word Shape Worksheet Generator option to prepopulate your own spellings with your child...really fun!
- **A multi-sensory approach** to spellings e.g. writing them in different coloured chalks on the playground; designing colourful spelling posters – use shaving cream, sand, glitter – whatever you like!
- **Look, Cover, Write, Check**
- **Etymology** – all about the origin of words. Will build knowledge, understanding and affinity with language.
- **Use dictionaries and thesauri (for related synonyms)** in order to feel excited about spelling and learning new definitions.

Spelling Lists:

Search online for your child's year group followed by 'word list' to see a list of spellings they should know at the relevant age. You can always differentiate down or above as required.

Also, High Frequency Word Lists– do they know how to spell these? Take a look

Spelling Shed

Dali and Banksy logins are available for you over the telephone – please call. Picasso will be ready next week. Your children will love it.

We have assigned them weekly spelling lists for their year's curriculum and the year below in order to build confidence. If I've done it correctly, they should receive them each week until September 2021 and I think, if they have played games five times, something/a new one unlocks. Sorry for being so vague – I've only just learnt how to do this myself and need some time to play and research.

There is a competitive element on there too where I am told you can compete against your class/schools/people globally. Again, my learning isn't there yet so I need some time to research this element, too.

What I do know, though is that these assignments will give them complete curriculum coverage for the year in spellings.

I really want your help to get children 'buzzing' about spellings this year.

Any efforts they've made in spellings during lockdown with any of the above strategies or bits they've loved on Spelling Shed, I would love to hear from them or you directly so I can praise them up: Head@earith.cambs.sch.uk

Message from Mrs Lawrence:

In Banksy Class this week, there was a strange occurrence in the five senses garden! Mr Newman and myself discovered an unusual and enormous footprint- shaped a bit like a giant gorilla's! We all wrote news reports about the event. This discovery has launched our new book in class- King Kong! So far, we have found out that a movie is going to be filmed and the director is looking for his 'leading lady'! We helped him out by writing persuasive adverts for the role. We've discussed using prepositions and contractions in our writing too. In maths, we recapped division before starting adding and subtracting fractions- we are gradually becoming experts! In PSHE, we shared our New Year's Resolutions and created dream jars about our hopes and wishes for 2021 and, in music, we have been listening to and learning about the Djembe drums! The class have been incredible in school and working from home, I could not be prouder.

Message from Mrs Nicholls:

Picasso have been using the text The Magic Paintbrush by Julia Donaldson. We have shared the story and then the children considered what they would paint if they had a magic paintbrush like Shen. The children then used their pictures as a basis for their writing, either writing words to describe the picture or whole sentences.

I would like to say how impressed I have been with the children who are learning at home and school. They have participated in lessons, learning how to mute and unmute the mic so they can speak and also use the 'raise hand' button to show they want to talk. I am so proud of them.

Message from Mrs Barber:

In Dali Class have been amazingly resilient learners during our very unusual start to the Spring Term, we are so proud of them all! The children have written predictions and setting descriptions based on the Charlie and Lola story 'Look After your Planet'. We have been keeping fit; children learning at school enjoyed a hockey lesson on the playground, practising ball control, while children learning at home either joined in with an online PE lesson or made the most of their bikes, scooters and trampolines! In Maths, we have been handling data and interpreting tally charts and pictograms, including a tally chart of birds. This links to our upcoming learning in DT, when we will be making bird feeders from recycled materials.

If you are still struggling with access to a device, please still make us aware in case anything comes up. If we can help, we will!

Wishing all our families well.

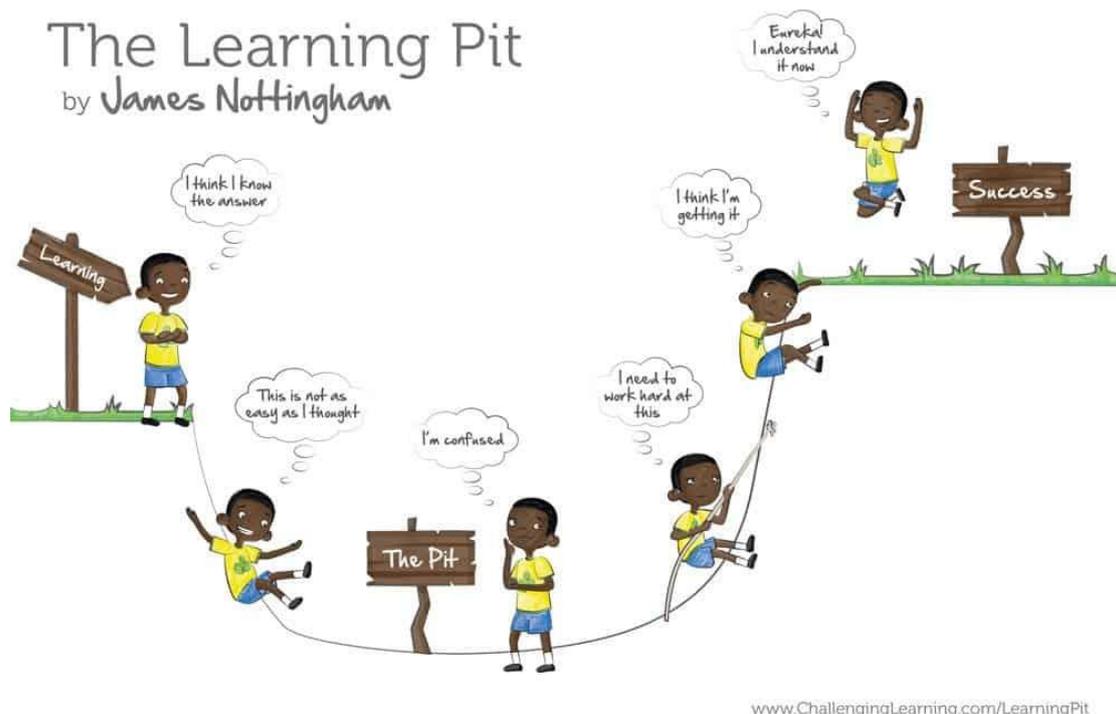
The Friendly Dinosaur (passing through) popped by the car park today in order to spread you some lockdown cheer – see our weekly award assembly



3 hours BBC Primary lessons a day on CBBC – if it helps, but please ensure children access our curriculum to ensure appropriate coverage throughout the year: <https://www.bbc.co.uk/news/entertainment-arts-55552962>

Do you have an XBOX or PlayStation – can you access Google Classrooms through that: <https://edtechawesomeness.com/2020/03/17/access-google-classroom-with-your-phone-your-xbox-or-your-playstation/>

The Learning Pit (James Nottingham) has certainly been in full force this week – by students, parents, teachers, TAs and me.



James Nottingham explains it beautifully here – if you have the time, parents, please watch this: <https://www.youtube.com/watch?v=3IMUAOhuO78>

Attendance

The winner of the attendance cup for w/e 18.12.20 was:

Picasso and Banksy – 100%

Whole School ~Attendance 96.04%



Please see Sid The Cygnet on his website page

<https://www.earith.cambs.sch.uk/index.php/sid-the-cygnnet>

Also the weekly Award Assembly

<https://www.earith.cambs.sch.uk/index.php/coronavirus/assemblies>

