



St. Lawrence Primary School

La Grande Route de St Laurent
St Lawrence
Jersey
JE3 1NG

Telephone: 01534 863172
Nursery: 01534 865524
Email: admin@stlawrence.sch.je



22nd April 2025

Dear Parents,

We hope that your children have enjoyed their first week back after the Easter Holidays. The children have settled back into the routines quickly and are enjoying being together again.

Morning Drop offs

This term, to continue to support children in preparing for the move to Year 1 drop off will be from 8:30am – 8:45am through the school hall door. Children walk through the school hall door and up the corridor to the classroom. If you have any concerns, then please contact me. Children with an older sibling come up through the school and your child's sibling will need to verbally inform the staff in the classroom that your child has arrived. **Please remind them about this.** Once your child arrives in class they are encouraged to independently, unpack their bags. After unpacking their bags they then have some activities to support their Writing and Maths development.

- Name writing
- Letter formation
- Number formation
- This term we also now have a book to practise sentence writing.

We have a couple of Year 4 helpers that come most mornings to support the children. We will then stop for the register at about 8:45/50am before starting our RWI sessions. It is really helpful if your child is in the class by 8:45am to ensure that the start of the day is a smooth transition for your child and they are settled for RWI and do not interrupt the flow of the lesson for themselves and others.

Please remind your child if they have letters in their bag to give them to us, as we do not get the opportunity to check 24 bags each morning. If a sibling is bringing them to class, you could also ask them to prompt your child. If a letter is coming back each day or anything is urgent, then please drop the admin team an email and they will notify me. If your child comes into school upset or tearful, they are nearly always happy within a few minutes. Should your child not settle, please be assured that we will contact you.

If you arrive after 8:45am, please could you bring your child around to our main reception area where Mrs Sangster will sign them in, you can say goodbye to them and then Mrs Sangester will bring them to class. The school policies ask that parents wait in the Reception office area during the school day.

Just a reminder due to safeguarding, parents need to wait in the entrance/office area unless there are exceptional circumstances.

Lunchboxes –

Please read our lunchbox policy on the School website [OCR Document \(sch.je\)](#) . Please remember NO SEEDS OR NUTS in snack or lunchboxes due to allergies within the class/school. (This includes hummus (sesame), peanut butter, Nutella/chocolate/nut spreads)

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Summer Term

This term children will continue to work towards following the class and school rules. We have a visual flow chart in class with clear expectations.

With the weather improving (hopefully) please be aware the children have access to outside areas most of the day and are outside during lunch play (12:30 – 1pm). Please ensure that **suncream** is administered before they come to school. Some creams offer all day protection and you may find these more suitable for your child. Please bear in mind the children may be playing with water etc, so a waterproof cream may help cover this.

If you would like to send in a **named sun hat** for your child we will have these in a box for the children to access. I can send them home at the end of term.

The children have access to their water bottles and are reminded as a class to go for a drink at several points throughout the day (e.g. with snack, after playtimes/being outside). We also encourage the children to begin to independently identify when they may need a drink/ need to take jumpers off e.g. 'I can see you look hot and sweaty if you have a drink and take your jumper off, then it will help to cool you down.' They children can win a house point if they show me an empty bottle before the end of the day. The children have the option to re-fill their water bottle in school. Please ensure your child has a named water bottle for in the classroom as well as a drink to take to the hall at lunchtime. Please can I send another request to ask that bottles only contain **water** in the classroom. We had a couple of spilt juices last term that took an adult away from working with children to clean up the mess which also upset children when it spilt on their activity.

As you may know, St Lawrence school values are Independence, Responsibility and Success. These too are reflected in our class rules and we use a house point system to embed them further. The staff in the classroom frequently point out and celebrate examples of the school values that we see and award house points. The children are assigned to a 'House' and these are colour coded – Rocco (red), Seymour (blue), Kempt (green) and Lewis (purple). Children are encouraged to wear House Colours for various school events (such as Sports Day). If your child has an older sibling in school then your child will be in the same house as them.

Reading

www.youtube.com/watch?v=9TC8c2se0xs&t=247s

RWI sessions will start again on Monday 28th April. The children have been assessed and are taught in smaller ability groups.

The children will be re-capping the sounds they have been previously taught, and some 'special friends' (more than one letter making a sound e.g. ch)

We will continue to practise oral blending and some groups will begin to blend sounds together to read words.

At this stage we do not learn letter names. We focus on the 'pure sounds' (without the 'uh') e.g. c-a-t is easier to hear than -cuh-ah-tuh (as they sometimes then add an 'u' when recording the words).

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Watch the [Sound Pronunciation Guide video](#) to help you.

<https://www.oxfordowl.co.uk/for-home/reading-owl/find-a-book/read-write-inc-phonics--1/phonics-pure-sounds-video>

Blending video - www.youtube.com/watch?v=dEzfpod5w_Q

On Monday your child will bring home a letter telling you which group they are in, detailing the sounds and skills they will be working on and ways to support at home.

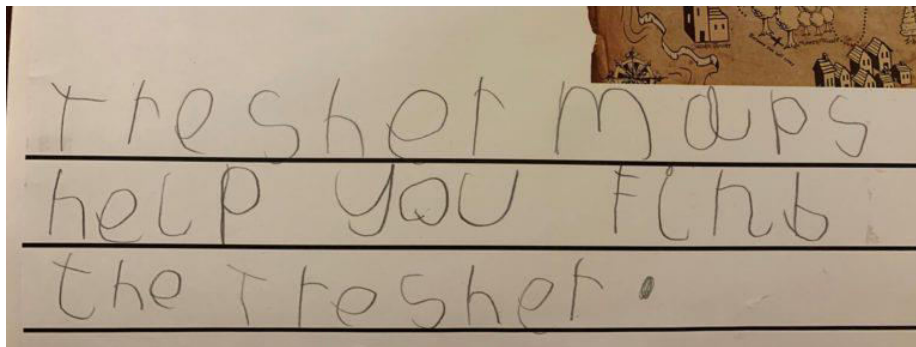
The Jersey Library also offers some early reader books if you are looking for further materials, once your child is able to identify the sounds and orally blend they will be working on reading short cvc words in simple sentences.

Writing

Opportunities at home to develop gross motor and fine motor skills will all help towards writing skills. This term we will continue to work on achieving the Early Learning Goal in Writing. Children need to achieve this goal to be on track for accessing the Year 1 curriculum.

The Early Learning Goals in Writing:

- Write recognisable letters, most of which are correctly formed.
- Spell words by identifying sounds in them and representing the sounds with a letter or letters.
- Write simple phrases and sentences that can be read by others.



This example shows a child who we have judged has achieved the ELG. Enough letters in the sentence are correctly formed. Although some letters such as the 'r', 'd', 'o' and 'h' are not correctly formed, the child clearly has enough knowledge of handwriting formation to mean this can be read back by themselves or others. The letters not formed correctly and spelling will be targeted in future learning.

Handwriting

The handwriting policy is on the school website and models how to form each letter

<https://www.stlawrence.sch.je/wp-content/uploads/Handwriting-policy-update-March-21.pdf>. It is important to use the rhymes to help the children correctly form the letters – if for example they start 'p' from the bottom practising drawing lines from top to bottom will help, if they incorrectly form 'a', practising drawing 'c' from top to bottom will support this. This could be writing in sand/mud, tracing on their back, air drawing.

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Letter formation videos area available on this website – some of the speak a little quickly, so you may want to slow down the playback speed of your video.

Letter formation videos - www.youtube.com/channel/UCZhrFZlv6caOglgfHW-Ug/videos

Spelling

If your child is writing words and sentences then encourage them to record the sounds they can hear. If they ask to spell a word in school we would ask them to use their 'Fred Fingers'. Spellings may not always be correct at this stage, when spelling unknown or larger words, but we encourage children to record the sounds they can hear.

Fred Fingers

Fred Fingers are used for spelling. Children hold up the hand that they do not write with. They sound out the word they are spelling and put up the correct number of fingers for the word.

For example d – o – g = 3 sounds = 3 fingers, f – i – sh = 3 sounds = 3 fingers, c – r – a – sh = 4 sounds = 4 fingers.

Ask your child how many sounds they can hear in the word 'dog'

Ask your child to put up their Fred Fingers (there should be 3 for dog)

Pinch the sounds with the hand that they write with

They pinch the first finger and say they first sound in the word 'd'

Pinch the middle finger and say the middle sound 'o'

Pinch the last finger and say 'g'

Pinch sounds from left to right.

For words with 2 sounds use the 'pointer finger' and middle finger.

For words with 3 sounds used the pointer finger and next to fingers

For words with 4 sounds use all 4 fingers

For words with 5 sounds use all 4 fingers and thumb.

Work from left to right.



Red Words

Red words are words that cannot be broken down. These are taught explicitly, and are words that children need to read by sight. The children should be told these words and practise sight reading them (without blending).

E.g. I, said, to, the

Library (Thursday)

Each Thursday, we will visit the school library. Your child will choose a book to bring home and share with you. Due to our trip we will start Library visits on Thursday 1st May. Most weeks, we give the children opportunities to talk about the book they took home and answer some questions about it. This is an invaluable opportunity to help develop speaking skills. Please could you ensure that your child has their book in their reading folder every Thursday so that they can benefit from these sessions – thank you. If due to staffing their book is not changed on a Thursday, we will keep them in the basket to change on a Friday.

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We will only change books if the previous book is returned. We do not check book bags. Children are given verbal and visual reminders to put their library book into the library box on a Thursday. Please ensure library books are returned in the library folders that were given at the start of the year. If a book is placed in the box without a folder, then we do not know who it belongs to and the children sometimes struggle to remember if it was the book they took home.

Numeracy

We are following the White Rose Maths scheme. We are starting the term by looking at 3D shapes and numbers to 20 and beyond. Within the learning environment there are also opportunities to practise skills already taught. Please encourage your child to read numbers and identify shapes when out and about. We will continue to work on number formation and subitizing, we have also introduced tens frames and part whole models.

Part Whole Models

www.ncetm.org.uk/classroom-resources/primm-102-introducing-whole-and-parts-part-part-whole/

Or

www.hillsideinfant.org.uk/part-whole-model/

Ten Frame

www.hillsideinfant.org.uk/ten-frame/

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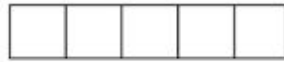




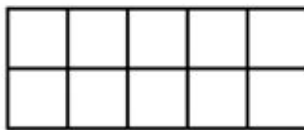
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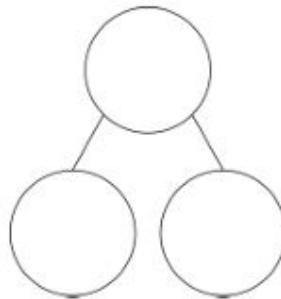
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5 frame



10 frame



Part-whole
model



Number line

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100

Hundred

5 frame - helps when finding number bonds to and within 5. Number bonds are 2 numbers that make a particular value for example $2 + 3 = 5$, $2 + 2 = 5$ etc.

10 frame - helps when finding number bonds to and within 10. Number bonds are 2 numbers that make a particular value for example $2 + 8 = 10$, $2 + 6 = 8$ etc.

Part-whole model - helps to identify the parts of a number for example 8 is made up of 5 and 3, 4 and 4 etc. Can also be used to work out tens and ones of a number e.g. 12 is made from 10 and 2.

Number line - supports children when adding and subtracting.

Hundred square - helps to identify 1 more and 1 less, 10 more and 10 less.

It can be used for addition and subtraction

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Independent Activities

We have a wide range of resources in the classroom that the children are free to access independently. There will also be a range of teacher-directed activities. The children will have access to the outdoor area and will wear their puddle suits and wellies on wet days. They also wear them when accessing the mud kitchen. We observe the children in their play and look for ways we can add to it or enhance the way they are accessing resources to progress their learning.

Other activities (PE Thursday and Friday)

This term our PE days will be Thursdays and Fridays. On Thursdays we are supported by Sports Bugs, where the children develop a range of skills linked to the Early Learning Goals. On a Friday we will have a dance lesson with Dragos from Step By Step Dance school. Please could your child come into school on a Thursday and Friday in their PE kits (either shorts or tracksuit bottoms, depending on the weather). Every day the children have access to outdoor play equipment such as balls, hula hoops, and stilts, which aids their physical development.

The final group of children will start swimming on Wednesday 23rd April. This means that all children have benefitted from the opportunity of a term of free swimming lessons, based at Le Mourier Swim School. Please can those children who are swimming wear their PE kit on a Wednesday.

Other reminders

Please could you ensure that your child has a named water bottle with them every day (separate to their lunchbox) as well as a mid-morning snack (if in a pot, please ensure this is named). It would be useful if these were sent in in the green book bag. Once the lunchboxes have been placed on the trolleys in the corridor outside of the classroom, they do not have access to them until lunchtime, **hence the need for their snack and water bottle to be separate**. Children only need one small snack and are encouraged to drink water with their snack.

It would be great if we could promote some fruit and vegetables at snack time. Please help them practise opening packets, unpeeling fruit and putting their rubbish in the bin.

Our school has a Facebook page – look out for our school logo – and a website www.stlawrence.sch.je and you can keep up to date with information using these sites. In addition, we operate a 'Parent Email' service to keep you informed. There is also a Reception 'What's App' group – please let me know if you wish to be added to this, and I will speak with the PTA members.

Pick up times are at 3pm and seem to have been working well. Whoever is collecting your child should have a QR code, and they are then released via the external Hall doors if you are on foot, or they are escorted down to the car park we also use for morning drop off.

The team and I are excited to continue working with you and your child this term. We have lots of exciting activities planned and we are very proud of the children's achievements so far.

You will receive a written report before the end of the Summer Term. If you would like to meet with me

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during this term, then please email me to arrange a 10 minute meeting.

I have attached the Early Learning Goals, these are what the children are assessed against during the Summer Term. The children need to achieve the goals to be on track for Year 1.

If you have any questions, please do not hesitate to email me. If it is urgent please email Ms Sangster or Ms Juste, as I do not always get to access my emails during the working day. Please see the schools communication policy (on the school website) for further information.

Yours sincerely,

Mrs Lowry
m.lowry@stlawrence.sch.je

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