



News and Information

Date: 5th November 2021

Dear Parents and Carers,

It has been a busy start to the half-term but it has been so rewarding to see the children come back refreshed and raring to go. Many of the children in school have been completing assessments this week but they have made us all proud with their hard-working, growth-mindset attitude. As you can see from the key dates coming up, we have got so many exciting events planned for the children this term. We are so lucky at Bierton to have such amazing, hard-working staff who will be working tirelessly to ensure their 'lights' shine brightly at a very exciting time of the year. Linked to this newsletter, there are lots of informative pages that we hope provide you with an invaluable insight to your child's learning. I hope you find them useful.

Have a lovely weekend

Mr W Gadsby

School Council Update



Hello, our names are Callie Pollard and Dexter Sale and we are this year's Head Girl and Head Boy. As part of our role this year, we are leading School Council and will provide you with an update of what we've been discussing. Last half-term, we discussed plans for Children in Need; how to raise money for equipment at lunchtimes and competitions against teachers. One competition already up-and-running is the TTRS fortnightly challenge against a teacher (see Maths page). Some of our ideas for Children in Need Day was wearing pyjamas/ onesies, no pens day and holding a cake sale so look out for a letter coming out early next week. For our next question, we have asked our school council representatives to ask their classes what activities they would like to be able to do at lunchtimes. We will update you on what they said in the next newsletter.



Key Dates coming up:

November

- Monday 8th—Year 1s visiting St James' Church
- Thursday 11th —Remembrance Service in school
- Friday 19th—Children in Need Day
- Monday 22nd—Progress Reports go out
- Tuesday 23rd—Parents Evening 3:30-6:30pm
- Wednesday 24th—Parents Evening 3:30pm—6:30pm
- Thursday 25th—Whole school flu vaccinations; FOBS Christmas Fayre
- Friday 26th—INSET Day
- Tuesday 30th—EYFS/ KS1 Performance 1:30pm

December

- Wednesday 1st—EYFS/ KS1 Performance 1:30pm
- Thursday 2nd—EYFS/ KS1 Performance 1:30pm
- Monday 6th—KS2 Performance 1:30pm
- Tuesday 7th—KS2 Performance 1:30pm
- Wednesday 8th—KS2 Performance 1:30pm
- Thursday 9th—Pantomime Performance—whole school to watch
- Tuesday 14th—Nursery Christmas Performance 9:00am
- Wednesday 15th—Christingle Service
- Thursday 16th—Hot Christmas lunch
- Friday 17th—Class parties; school closes at 1:00pm

Phonics at Bierton



Read Write Inc Book

Each week, all the children on the Read Write Inc Phonics Scheme will bring home a copy of the book they have been reading in their phonics lesson. Continuing to read this book at home daily will develop their confidence and fluency.

Phonics Screening Check

As you will be aware the Phonics Screening Check will be happening this half term.

This is for all children in year 2 and the children in year 3 who didn't meet the expected standard in the summer term.

The children will complete the 40 word reading challenge, 1 to 1 with Mrs Bailey. This will be done in a quiet room away from the classroom.

Children can practise the pseudo words using the practise tasks set on Seesaw.

You will be notified of your child's result before the Christmas holiday.

For more information about the phonics screening check go to: www.home.oxfordowl.co.uk/at-school/primary-school-assessment-tests/year-1-phonics-screening-check/

Vocabulary

Each fortnight, we will share a phonics term with you.

This week's term is **graphemes**

Graphemes are written symbols that represent a sound (phoneme). Some phonemes may be represented by more than one grapheme.

The Stages of Early Reading

Phonics is a tool which supports the wider skills of reading. Reading is the most important skills your child will develop in their time at school . There are 4 stages to the development of early reading skills.

"Being able to read is the most important skill children will learn during their early schooling and has far-reaching implications for lifelong confidence and well-being" (Letters and Sounds, 2007)

Stage 1—Sound Awareness

Sound awareness is the beginning of phonics development and it starts at a very early age. In Nursery, the children participate in song, rhymes and games which support their development in this area. Children learn about rhyming words, syllables and patterns of sound. This will later support them to hear the sounds in the words and understand spelling patterns.

Stage 2—Letter-Sound Correspondence

After this, children will begin to develop their letter-sound correspondence. Letter-sound correspondence refers to the ability to know what sound each letter (and each combination of letters) makes. Children will be able to see the letter(s) say the sound which is made by that letter(s). This video show you the clear pronunciation of each sound. <https://youtu.be/UCI2mu7URBc>

Stage 3—Blending

Once the children can recognise their sounds, phonics blending is a way for children to decode words. With phonics blending, children fluently join together the individual sounds in a word. With a word like *jam*, we start by sounding out each individual sounds (/j/, /ă/, /m/). Then, they slowly blend those sounds together ("jjjaamm"). Finally, they read the word ("*jam*").

Stage 4—Fluency

As we become confident with blending we begin to develop our fluency, this means we can read well and in a way that is easily understood. Reading fluency is the ability to quickly and accurately read with expression. This means we can read a sentence smoothly while recognizing most of the words.



Words of the fortnight

Each fortnight, I will share some exciting vocabulary words. If your child uses them in their writing at school they will receive a dojo.

EYFS: **chop**

Year 1 and 2: **huge**

Year 3 and 4: **gradually**

Year 5 and 6: **awkward**

Vocabulary

Each fortnight, I will share some grammar vocabulary with you.

This week's words are: **adjective** and **adverb**

An **adjective** describe a noun and an **adverb** describes a verb.

The **pink pig** **lays** **gracefully** in the **mud**.

Adverbs can be used to describe, how, where or when a verb is happening. The **adverb** can be placed before or after the verb.

Gracefully, the **pink pig** **lays** in the **mud**.

Literacy at Bierton

Reading Fluency

Reading fluency is an important skill for our children to develop. A child's reading fluency increases it has a positive impact other areas.

- increased stamina – able to read more text for a longer whilst retaining understanding
- increased accuracy – make less substitutions, omissions, mispronunciations, additions
- increased enjoyment – pupils read more and are more willing to explore a wider range
- increased confidence – pupils tackle challenging texts with greater willingness
- increased engagement – both in reading and as part of discussion with others

Here are some ways to help your child improve their strategies:

⇒ Listen to examples of fluent reading, for example reading to them or listening to audio

Book Review

As a fan of the previous J.K. Rowling books I had this one on pre-order ready for its release. This book is bursting with festive charm and imagination, this magical adventure, revolves around a boy's determined quest to find his missing toy pig before Christmas Day.

I really enjoyed how the relationship between Jack and Christmas Pig developed and they met some great things along the way.

This was a book that I could not put down and enjoyed from beginning to end. I enjoyed it so much I didn't want to it finish.


Mrs Soffe—English Team





Fluency Facts

Each fortnight, we will share some fluency facts for you to learn and recall with your child. If your child can recall the fact when asked by a teacher, they will receive a dojo.

Early Years	1 and another 1 makes 2
	1 and 1 and 1 makes 3
Year 1 and 2	Odd and even 'Odd block and even tops'
	
Year 3 and 4	10 more and 10 less $50 + 10 = 60$ $50 - 10 = 40$
Year 5 and 6	Prime numbers A number that can only be divided by itself and 1. E.g. 2, 3, 5, 7, 11

Maths at Bierton

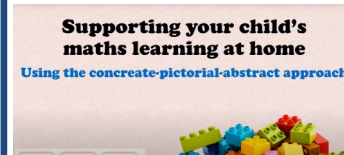
Concrete-Pictorial-Abstract Approach

As a school, we use a concrete-pictorial-abstract approach in Maths. This involves children learning new ideas through concrete experiences first, before drawing diagrams and writing abstract problems. Below are links to two different videos:

1) [What is the CPA approach?](#) In this video, Dr Yeap Ban Har explains the CPA approach and why it is used within the classroom. He provides examples using Maths No Problem (the Maths approach we follow from Year 1—Year 6). To view the video and find further information, please visit: <https://mathsnoproblem.com/en/approach/concrete-pictorial-abstract/>



2) [Using the CPA approach to support your child at home.](#)



This video gives further information about the CPA approach and provides suggestions on ways to support your child at home. <https://youtu.be/jTbHBOgkFd8>

Times Table Rock Stars and Numbots Challenges

This week, the following classes have topped either the Numbots or Times Table leader board within their key stage. Remember, if your class comes first (highest percentage of children playing) three weeks in a row, you win extra playtime!

Well done:



Cedar (Numbots), Hazel (Numbots) and Hazel (TTRS)



Teacher Challenges!

On **Friday 19th November**, Mrs Bailey will complete a Rock Slam against any willing opponents on Times Table Rock Stars. If you would like to compete, please challenge her by **Thursday 18th November**.

Thank you to everyone who challenged Miss Mayer. A special shout out goes to **Micah F, Tommy S and Amelia B** who answered more questions correctly than her within 1 minute.

Vocabulary

This week's words are:



- add
- plus
- total
- sum
- altogether
- +

All of these words mean are alternative words for add.

RELIGIOUS EDUCATION AT BIERTON

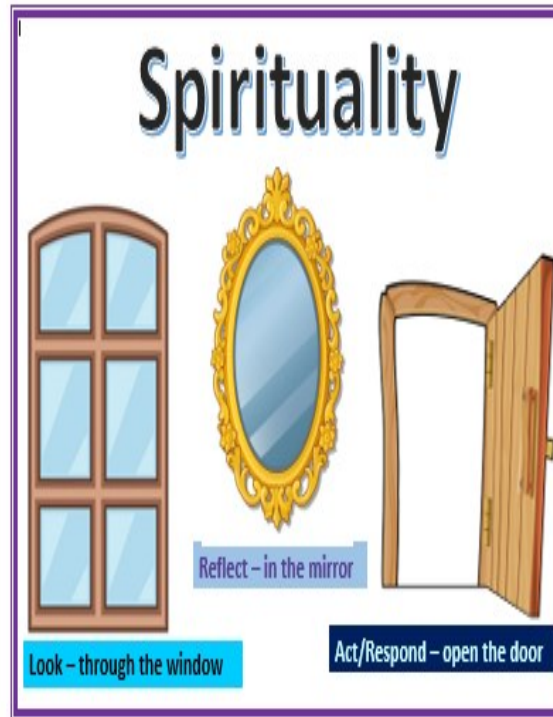
Christian Value of the half-term

This half-term we will be focusing on COOPERATION. The children have all thought about what this might look like in school and created feathers for their Bierton Bird display in class with words and pictures that represent this. Throughout the half-term we refer to this value and highlight good examples of it in action.



Harvest donations

We were completely blown away with your kind and generous donations in response to our harvest appeal. These have gone to a local food-bank, 'Bridge the Gap', to distribute to those in need in our community. Once again, you have let your lights shine brightly in order to help others. Although we may never see it, this will make a difference to people's lives.



Spirituality

At Bierton we encourage the children to develop their spirituality. To help them understand this we use the 'Windows, Mirrors and Doors' model. We find opportunities to look at the world and discover new things (windows), consider how these make us feel. (mirrors), then think about what we could possibly do moving forward. Not all spiritual moments will include this process and we believe it is equally important to take time to appreciate all the beauty in the world and celebrate this.



Let's Celebrate!



Top classes	Top individual scorers
Spruce Pine Cherry	David F Grace B Micah F



Class	Total word count	Number of quizzes passed
Cedar	432,904	446
Cherry	222,115	380
Hazel	1,383,515	821
Holly	1,811,471	693
Pine	2,022,557	575
Spruce	2,212,724	416
Sycamore	3,374,110	333
Walnut	6,518,415	393



Top Classes (% of pupils playing)	Highest Number of Coins	Biggest Improvement in Studio Speed	Fastest Current Studio Speed
1st: Hazel 2nd: Spruce 3rd: Pine	1st: Pahal P 2nd: Amelia B 3rd: Toby H	1st: Maxwell S 2nd: Amelia H 3rd: Stanley B	1st: Micah F 2nd: Sumaiyah K 3rd: Flo S
Current Rock Heroes: Amelia B, Micah F, Sumaiyah K and Tommy S			



Key Stage 1		Key Stage 2	
Top Classes (% of pupils playing)	Highest Number of Coins	Top Classes (% of pupils playing)	Highest Number of Coins
1st: Cedar 2nd: Birch 3rd: Cherry	1st: Jasmine S 2nd: Mirthika P 3rd: Mithunika P	1st: Hazel 2nd: Holly 3rd: Sycamore	1st: Joseph S O 2: Zachary Y 3rd: Musa K
Completed Diamond: Sebastian B, Logan D, Micah F, Joseph S O and Tommy S.			

