

Parent Handbook



September 2014



Contents

4	Vision and Mission Statement Aims of Holmbush Primary School Values
4/5	Spiritual, Moral, Social and Cultural attitudes and values
6	Useful contacts School Day
7	Attendance Changing books/Borrowing Maths games Clubs
8	Complaints Compliments Contributions Cycling Proficiency Encouraging Good Behaviour Every Child Counts
9	Every Child a Reader EYFS Free School Meals/Universal Free School Meals Governing Body
10	Home/School Agreement House System Internet Safety Learning Council Learning Shares
11	Lunch Key Stages Managing Medicines Mixed Age Classes Money/Permission Slips
12	School Money Music Parent Consultations Parent Register Pastoral Care
13	PE Phonics PPA PTFA Reports
14	Residentials Rewards

- School closure in emergency
- School Councillors
- Swimming
- Talk Projects
- 15 Text Messaging Service
- Travelling to School
- Update Us
- 16 Uniform
- Withdrawing your child

Other Useful Resources

- 17 Handwriting Style
- 18/19 Letter Formation Patter
- 20 Phonic Phases
- 21 First 100 high frequency words
- 22/23 Next 200 high frequency words
Children should learn to read these words and then be able to spell them.
- 24 Reading Activity Ideas
- 25 Supporting Reading Guide
- 26 100 square
- 27 Times Tables
Children should know their 10, 5 and 2 times tables by the end of Year 2. They should know all their tables before entering Year 5.
- 28-31 Glossary of Science vocabulary
- 32 Glossary of Educational Acronyms

If there is anything else you would like to see in this Parent Handbook please let us know.



Vision and Mission Statement

Learning and improving together without limits.

Our core mission is to provide excellent teaching and learning to raise standards.

At Holmbush Primary School we aim for:

High Expectations

Outstanding and creative learning journeys

Learning through challenge and excitement

Making the most of partnerships with parents and the community

Building on progress

Understanding the needs and achievements of everyone

Safe and secure environment

Happy and Healthy

Values

Responsibility

Everyone is equal

Stay Healthy

Perseverance

Encouragement

Challenge and inspire

Together as friends

Through learning the children will develop the following four Spiritual, Moral, Social and Cultural attitudes:

- **S**elf awareness
- **O**pen-mindedness
- **A**ppreciation and wonder
- **R**espect for all



We work together with the other schools in Shoreham, Southwick, Lancing and Sompting. Together we are called the Adur Family of Schools.

We share the following Spiritual, Moral, Social and Cultural values:

We are reflective

- We believe that we are here to learn.
- We have faith in ourselves and others.
- We reflect on our actions and our impact on others.
- We think deeply in lessons and during assemblies.
- We consider our environment.

We know the difference between right and wrong

- We learn to the best of our ability
- We do as we are asked the first time.
- We are always in the right place at the right time.
- We come to school properly equipped.
- We always look smart and ready to learn
- We keep to Holmbush rules.
- We act safely at all times.

We are a caring community

- We respect ourselves and others around the school and in the classroom
- We greet others respectfully (a smile helps)
- We say please and thank you.
- We keep left and hold doors open.
- We communicate considerately.
- We apologise when we should.

We enrich our lives

- We journey to and from school respecting our local community.
- We respect other faiths and cultures.
- We take part in school and community activities.
- We recognise that everyone is equal.
- We believe that outstanding progress is achievable by all.

Useful Contacts

Holmbush Primary School
Hawkins Crescent
Shoreham By Sea
West Sussex
BN43 6TN
Phone: 01273 592471
Fax: 01273 592660

Email: office@holmbush.w-sussex.sch.uk

Website: www.holmbushprimary.org.uk

All the information in this book and lots more, including useful website links are on our school website.

Our Local Authority is West Sussex

Chartwells (School Meals Provider)

To order meals: 0845 6037998 or online at www.mealselector.co.uk

All meals must be ordered a full week in advance.

School Day

8.30- 9.00 Welcome Time and Registration

10.15-10.45 Breaktime

11.50 Klee class to Lunch

12.00 Kandinsky class to Lunch

12.05 Picasso class to Lunch

12.15-1.00 Lunch Key Stage Two

1.00 BEAR time (Be Enthusiastic About Reading) and Registration

3.15 Home time

Please note that children must be registered in school at 8.50am and 1.00pm.
Attendance records show each day as two sessions.

All children should be dropped off in the Active Playground at the front of the school from 8.30am and before 8.45am.

At 3.15pm children are picked up from this playground. We appreciate that sometimes lateness is unavoidable, e.g. if you are stuck in traffic but it can be quite distressing for the child or children involved. If you are ever in the situation where you may be delayed in collecting your child please phone the office so that we can explain this to them. In addition the staff have after school commitments and late collection can have an impact on them as well. If we have not heard from you we will have no option but to make a charge of £5.00 for each 15 minutes that children are not collected.

Children are not allowed to be collected by a child under the age of 14.

Children need a water bottle, PE bag, book bag and a coat every day. These should be of a suitable size and must be able to hang on cloakroom pegs. Please discourage the use of large fashionable bags.

Attendance

Improving Attendance is a key priority for our school. All children's attendance must be at or above 97.5%, please help us to achieve this.

Appointments

Please try and make appointments for your child, i.e. dentist, optician etc. out of school hours. If your child attends appointments during the school day we will need to see the appointment card/text/email in the school office in order to authorise it in the register. Our registers are checked by the Education Welfare Service regularly.

Absence

You must phone the school on the first day of absence. If we don't hear from you we will phone you. All absence must be followed up by a written letter of explanation for your child's file. Only genuine illness is authorised unless you have been referred to the Education Welfare Officer and then NO absence is authorised. This means that absence relating to tiredness, family events, birthdays, holidays and sick pets are not authorised. If you remove your child in the afternoon your child's mark will be changed to Unauthorised.

Holidays

We are not allowed to authorise holidays in school term time. Parents must complete a 'Withdrawal From Learning Form' available from the school office. Parents should be aware that West Sussex issues fines to parents if children are away from school for a certain period of time. Currently this fine is £60 per child, per parent once 5 days absence is reached. All children with absence booked will be set extra work to complete while off school.

Monitoring Attendance

West Sussex send an Education Welfare Officer (EWO) to collect information on attendance. A copy of our attendance policy can be gained by asking the school office.

Changing Books/Borrowing Maths Games

The Library is open from 8.30am on Tuesday and Thursday mornings so children (with parents/carers if you wish) can come in and change their reading books and/or borrow and change Maths Games.

Clubs

Provision outside of the School day is called Holmbush +.

Breakfast Club runs from 8.00-.8.30 on weekdays. Places can be booked using the white forms available from the school office. These forms should then be given to the School Office along with payment which is £1.50 a session booked in advance or £2 drop in. Forms should be completed weekly for the following week.

After School Activities run after school on weekdays. These are run by school staff. Each half term an After School Activities letter will go on the website. This details the activities for that half term and includes a booking form. Places are booked with payment on a first come, first served basis.

SAS (Scott and Southwell)

Two of our Higher Level Teaching Assistants, Mrs Scott and Mrs Southwell, run an after school club on Tuesday and Thursday evenings, 3.15-5.30pm. They offer a number of activities at the club including, cooking, arts and crafts, nature trails and help with homework. This club can be booked on green coloured forms available from the office. It is £8 per session.

Complaints/Appointments

The school has a Complaints Policy which you can get a copy of by asking at the School Office. If you have a concern or issue you should always in the first instance talk to your child's classteacher. If you find the matter is not resolved you should then make an appointment to discuss it with the Headteacher. You can speak to teachers at the end of the school day in the classroom. To make appointments with any member of staff please contact the school office.

Complaints should always be put in writing to The Governing Body and placed in an envelope marked 'Private and Confidential' to the Chair of Governors. This should then be given to the School Office.

Compliments

As a school we like to know (and we need to know) what we are getting right so compliments are gratefully received so we can continue to do well. Please email or write in any compliments for the attention of the Headteacher.

Contributions

In order to pay for visits, visitors and some enrichment activities that involve extra resources or travelling we ask parents for contributions. If we do not get enough contributions some activities may have to be cancelled.

Cycling Proficiency

In Year 6 the children spend a week, usually in the Spring or Summer term, learning Cycling Proficiency. Children are assessed towards the end of the week and receive certificates. Children will need their own bikes and a helmet. Before the week starts there will be a Bike Talk.

Encouraging Good Behaviour

At Holmbush we have an Encouraging Good Behaviour policy, a copy of which can be found on our website or gained from the office. Every class operates a traffic light system for behaviour. Children will be warned first and then if their behaviour doesn't improve they receive an amber warning card. If their behaviour still fails to improve they receive a red warning card. Biting, swearing, serious unkindness or physical actions go straight to red. The teacher may decide to send the child to another class for some time out or in serious cases to the Deputy Headteacher or Headteacher. Children on amber and red may miss part of their break times as a consequence. Parents are informed by the classteacher if their child goes on red or if they go on amber more than once in a one week period.

Every Child Counts (ECC)

At Holmbush, we are an 'Every Child Counts School' where we believe that every child deserves the chance to succeed at mathematics. We have a specially trained teacher (Mrs Smith) who works with children one to one or in small groups, teaching a highly individualised programme (Numbers Count) and two specially trained teaching assistants (Mrs Ringrose and Mrs Starr) who work with small groups of children to deliver a comprehensive intervention program(1stclass@number). We also benefit from the wider support by the specialist Numbers Count Teacher for the teaching and learning of mathematics across the whole primary school age.

Every Child a Reader (ECaR)

At Holmbush we believe that every child should be a reader. To ensure that no child gets left behind, we provide two early intervention programmes to help children become confident readers by the end of Key Stage 1. 'Reading Recovery' and the 'Fischer Family Trust literacy programme' both provide daily, one to one support for pupils. These highly individualised programmes are delivered by either a dedicated Reading Recovery teacher (Mrs Hamlet) or a trained Teaching Assistant (Mrs Southwell or Mrs Scott), both of whom work closely with parents and classroom teachers throughout the programme.

EYFS – Early Years Foundation Stage

This is the name of the stage for children aged 0-5. So our Reception class is sometimes referred to as the EYFS.

Free School Meals (FSM)

Parents are eligible for their child to have FSMs if they are in receipt of Income Support, Income-based Jobseekers Allowance, support under Part V1 of the Immigration and Asylum Act 1999, Pension Credit, Income-related Employment and Support Allowance or Child Tax Credit only with an assessed income below £16,190. If you think you are entitled you need to complete a form, available from the office. Once we have confirmation from West Sussex that you are entitled we can let Chartwells know and 10 days later your child's FSMs will start.

The school receives a Pupil Premium Grant for every child on FSMs so it is very important that you apply if you qualify. A report on how this grant is spent can be found on the school website and is published each summer.

Children in receipt of FSMs are entitled to extra learning support. So it is well worth registering if you are entitled.

Universal Free School Meals (UFSM)

From September 2014 all children in EYFS and Key Stage One will receive a Free School Meal.

The Governing Body

The strategic direction of the school is led by The Governing Body. A Governing Body is made up of Governors from the community, appointed by the Local Authority, parents and staff. The Governing Body meets once a half term. The work of The Governing Body is delegated to small working parties or members of staff and more details of this can be found on the Scheme of Delegation.

Home/School Agreement

When your child starts at Holmbush you complete and return a Home/School agreement. We update these annually, in September, to improve the support we offer. You need to talk this through with your child and then your child and you need to sign the relevant parts and return one copy of the agreement to school for your child's file. **You keep a copy. You need to complete an agreement for each child.**

House System

Every child is in a house. These are named after the trees in the school grounds: Beech, Oak, Pine and Willow. Children can collect housepoints for good behaviour, kindness, learning, commitment or showing any of our school values. Each house has two house captains from Year 6. Alongside a teacher or teaching assistant the house captains lead a house assembly once a week where the housepoints are added up. The winning house gets to wear their own clothes on the following Monday. Parents of the winning house are informed by text each Friday

Internet Safety

Internet Safety or e-safety is something we take very seriously at Holmbush. The children are taught e-safety as part of the ICT curriculum as they use ICT on a daily basis.

Parents/Carers should not be sharing information about their child, the school or staff on the Internet. You should not place photos or films of school activities on the Internet. All incidents involving a breach of e-safety are reported to West Sussex and the Police.

Social Networking sites, such as Facebook say that children should not have an account until they are 15 years old. We follow this advice and will report any child we find to have an account to Facebook and West Sussex.

A leaflet about e-safety is included on our website.

Learning Council

Children in Upper KS2 are invited to apply for places on the school Learning Council. The Learning Council works with Senior Management to improve the Learning at Holmbush.

Learning Shares

A Learning Share is a chance for parents and families to come into school and share with the children what they have been learning. You will be able to see classroom displays, look through children's books and perhaps get a performance of a song, story, and piece of music or dance. There may be a chance to play games with the children that help them learn or help them stay active. Please join us, dates can be found on the school website, 2.45pm-3.45pm. There is a Learning Share every half term.

Lunch

At lunchtime all EYFS and KS1 children are provided with a FREE hot meal from our catering provider. There are two choices for KS2 children. Hot meals can be booked through Chartwells who run a Hot Meal Service in West Sussex schools. To order meals call: 0845 6037998 or book online at www.mealselector.co.uk All meals must be ordered a full week in advance.

Or children can come to school with a packed lunch. Holmbush is a Healthy School and as such children are not allowed sweets, chocolate or fizzy drinks in their lunches. Crisps, biscuits and cakes should be kept to one item a day and there should always be a piece of fruit or vegetables.

School meals are always eaten in the hall. Packed lunches will eat in the hall, occasionally in classrooms or outside if it is nice and sunny.

Key Stage One

Key Stage One is the name for the 'Infants', years 1 and 2.

Key Stage Two

Key Stage Two is the name for the 'Juniors', years 3, 4, 5 and 6.

Managing Medicines

From September 2014 we can only administer and apply prescribed medicine, tablets and creams. We are only able to administer one dose during the school day of antibiotics. Please be aware that if your child is going on a trip you will need to get prescribed travel sickness tablets, hay fever medication, sun cream etc.

Mixed Age Classes

At Holmbush Year 5 and 6 are taught in mixed age classes. This means that each class has a mixture of Year 5 and Year 6 children. This helps us to focus on preparing the children for their SATs at the end of Year Six and for the transition to Secondary School.

Money/Permission Slips and payment including School Money

We need money to come into school in clearly marked envelopes with the child's name, class and activity. Please do not cello tape money to slips or staple cheques and or vouchers. Envelopes should be dropped into the secure green box inside the front door by the office hatch. To keep in line with the banks we will be beginning to phase out cheques. We cannot accept cheques for under £5. Cheques should be made payable to *Holmbush School Fund*.

It will be clearly marked on the letter the latest date on which the payment is required. We have to put these dates on the letter as we have to meet deadlines for bookings and orders. If payment is not received by the required date it can cause unnecessary delays and, on occasion, a late payment charge.

School Money

Parents can pay for a number of activities using 'School Money'. To use this service we need your current mobile phone number. You will receive a text when this service is available. You need to then go to www.schoolmoney.co.uk and use the details from the text to pay electronically. Do not use a search engine.

Music

We use K2M (Key 2 Music) which is a West Sussex Music Service Trust scheme so every week children in KS2 Years 3, 4 and 5 will have FREE music lessons on an instrument, e.g. Ukulele or guitar.

We also provide Brass, String and Keyboard lessons through the West Sussex Music Service Trust. These lessons do need to be paid for as they are extra to the music curriculum.

Parent Consultations

In the Autumn and Spring Terms there is a Parent Consultation week. During the week teachers will be available to see parents individually to talk about your child's progress. You will receive a text message when the appointment booking process opens.

For parents with Reception children the parents meeting arrangements are slightly different. The class teacher will arrange meetings with you every term to discuss your child's progress.

Parent register

Are you a keen parent, carer or family member? We hold a register of parent helpers and parents/carers with talents that might be able to help with certain areas of the curriculum e.g. languages, gardening, history, cooking, textile work, photography etc. Perhaps in your day job or as a hobby you are an expert in something that might be of interest to our children or you can hear readers or you'd just really like to help in class and support the children's learning? Please let your classteacher know or email school. In order to support your children in the best possible way, parents do not help in their own child's class.

Pastoral Care

Our Pastoral Co-ordinator is Mrs Stepney. Mrs Stepney as well as several other members of staff is First Aid trained. All incidents and treatment are recorded. If your child has a serious medical condition we will write a Health Care Plan with you to ensure they receive the best possible care. Mrs Stepney is able to administer prescription medicines should they be needed. Please see Mrs Stepney in the main office if your child requires medication as there are various forms to be completed. It is important that we know about any medical conditions and allergies as soon as possible.

PE

Children must do at least 2 hours of PE each week. They need to change their clothes for PE lessons and must have appropriate kit and shoes as often PE is outside. Children cannot wear any jewellery for PE, including earrings which the child must be able to remove or parents/carers need to remove them on PE days. No jewellery can be worn for PE. Long hair must be tied back.

P.E Indoor/Outdoor kit:

Bottle green shorts

Dark coloured tracksuit bottoms (non branded)

Coloured house team T-shirt

Black Plimsolls or Non-branded training shoes – not fashion shoes

Bare feet for gym or dance

Phonics

Phonics is one of the ways we teach early reading and writing. Phonics are the 'sounds' of the English Language. Each letter has a sound, some additional sounds are made with 2 or more letters, e.g. sh. We teach phonics daily in Key Stage One and as appropriate in Key Stage Two. Year One children are tested on their 'phonics' using a government phonics test in June. The results of which are reported to parents.

PPA

All teachers are entitled to 10% non-contact time for planning, preparation and assessment tasks. This means that your child's class is led by another member of staff.

PTFA (Parent, teacher, friend association)

Our PTFA is a supportive group of parents/carers and staff who, as a charitable organisation, plan events for the children and families and raise money for extra school resources. They meet regularly at school. If you are interested in joining please pass your details to the office. They have a noticeboard at the front of the school where you can find out more. Every Year we have a Christmas Fair in December and a Summer Fete in July.

PTFA contact: friendsofholmbush@gmail.com

Reports

Each year in the Spring Term (March) you will receive a written annual report on your child's progress. We deliberately do the annual report in the spring term so that we can identify what it is your child needs to secure good progress by the end of the year. Then we can work together with you over the summer term to make sure that happens.

Residentialials

During Key Stage Two children go on residential trips if there is enough interest shown by parents/carers. The first is a local residential visit. The others are residential visits for a school week further away. Children gain a great deal from attending these trips. Parents are able to spread the cost of residential visits over the year using our payment plans.

Rewards

Holmbush Primary operates a Positive Behaviour Policy. Children will receive daily praise. As a school we have a whole school reward system for learning, good behaviour, politeness, being helpful, keeping the rules and positive attitude children can be rewarded by any member of staff with house points.

For outstanding achievement in learning children will be chosen by the Headteacher or Deputy Headteacher for an award, to be presented in the end of week celebration of learning assembly.

School Closure in Emergency

The Headteacher and Chair of Governors must agree on closing the school for any reason. All parents are on the school texting system so you can be contacted about the closure and reopening of the school.

School Councillors

Each class nominates two school councillors, annually. Meetings are with the Deputy Headteacher on a regular basis. There are also a Head Boy and Head Girl from Year 6 who are voted for by the children in that year group. There are also house captains in Year Six, a boy and a girl for each house.

Shoeless Classrooms

Holmbush operates shoeless classrooms. This is where to improve the learning environment children do not wear shoes in classrooms. This is not compulsory and if you still wish your child to wear shoes then they may. Most children bring in a pair of slippers or a spare pair of socks.

Swimming

Swimming is an important life saving skill for children to learn especially living near water as we do. Children must leave Primary School being able to swim 25m. Children who need to learn to swim this far will have swimming lessons at Wadurs.

Talk Projects

Each week we have a school Talk Project. We will text you the discussion question for the Talk Project on a Friday afternoon. Please talk to your child about the question over the weekend. During the following week there will be a Talk Project time when all the children share their ideas. This is to develop their speaking, listening and communicating skills.

Text Message Service

We keep all our parents/carers up to date through our Text Messaging Service called teachers2parents. This means we can send text messages to all parents or groups of parents when needed. Please make sure we have your mobile number and if your mobile number changes please let the office know straight away so you can continue to receive our texts.

Tuck at breaktimes/ Tuck Shop

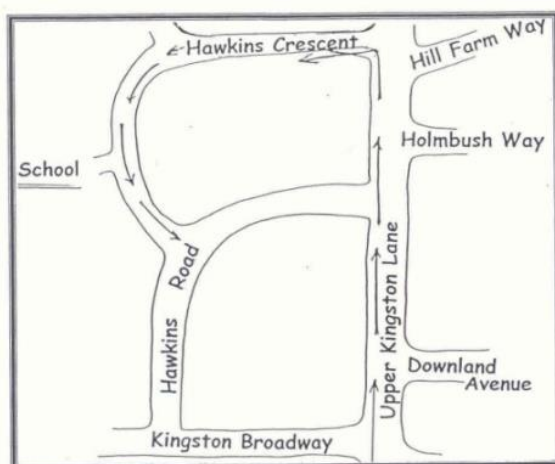
Children in KS1 receive free fruit from a Government scheme. Chartwells, our school meal provider also run a Healthy Tuck Shop at morning break selling, milk, juice and fruit.

Travelling to School/ One Way System

We encourage all children to walk to school where possible. There are bike racks and scooter racks around school if your child would like to bike or scooter to school. Children are not allowed to cycle or scooter on the school site for safety reasons. As many of our families walk to school we encourage safe parking. Please do not park over the yellow lines as children need to cross the road. We also ask that you do not block our drive or those of our neighbours. There is no parking on the grass either side of the driveway to Herons Dale.

If you wish your child to walk to and from school and home alone, please complete a form, available from the school office.

Just a reminder to all parents and new parents that to ensure the area is safe, to be kind to our neighbours and to avoid congestion a one-way system operates from 8.30-9.30am and 2.50-3.35pm around Hawkins Crescent. Please see the map below.



Update us

If your child's medical needs change please let us know or if you no longer wish them to be photographed. We like to keep our records up to date to ensure we support your children in the right way.

Uniform

Our school operates its own Uniform Policy. Our Requirements:

Girls

Black or grey skirt, trousers, shorts or pinafore dress
White polo shirt or blouse
Bottle green sweatshirt or cardigan
Black, grey, white or bottle green socks or tights
Green and white checked or striped summer dress

Boys

Black or grey trousers or shorts
White polo shirt or shirt
Bottle green sweatshirt
Black, grey or white socks

Jewellery – in the interests of safety only stud earrings and a small watch may be worn. Long hair must be tied back. There should be no make-up, nail varnish, temporary tattoos or hair colours. Hair accessories should be in school uniform colours.

No toys or electrical equipment of any kind should be in school. Mobile phones need to be switched off and children bring them in at their own risk.

Withdrawing your child

Parents/carers can withdraw their child from Religious Education lessons, daily collective worship and Sex and Relationships Education. If you wish to see our policies, schemes of work or resources on these areas of the curriculum please email or ask the office. Sex and Relationships Education begins in Year 1 and runs through to Year 6. Much of our SRE is taught during the summer term. The Units are as follows:

Year 1: Differences

Year 2: How did I get here?

Year 3: Growing Up and Changes















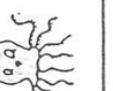















Year 4: How babies are made/born

Year 5: Girl Talk, Boy Talk



















Year 6: Let's Talk about Sex


The DVD that we use during Sex and Relationship Education Lessons can be borrowed from the school office if you are concerned and would like to see it first.


Our Handwriting Style


A  a	B  b	C  c	D  d	E  e	F  f
G  g	H  h	I  i	J  j	K  k	L  l
M  m	N  n	O  o	P  p	Q  q	R  r
S  s	T  t	U  u	V  v	W  w	X  x
Y  y	Z  z	Sh  sh	Th  th	Ch  ch	Qu  qu


Letter Formation Patter


-  Start on the line, flick in and then round like a curly 'c', up, down and flick.
-  Start on the line, up, down, back up halfway and all the way around.
-  Start on the line, curl up like a wave, back, back and round.
-  Start on the line, round like a curly 'c', all the way up, down the same line and flick.
-  Start on the line, across, up and round, back, back and around.
-  Start on the line, up and round, then back round and down the same line, below and curl the tail back all the way around and come up and across.
-  Start on the line, round like a curly c, and back, then up and all the way down, below the line, before curling around.
-  Start on the line, go up, down, back up halfway, over down and flick.
-  Start on the line, go up, down and flick. Add a dot after you have finished the word.
-  Start on the line, go up and all the way down, below the line, curl around, adding a dot after you have finished the word.
-  Start on the line, kick all the way up, all the way back down, back up halfway, round with a loop and out with a flick.
-  Start on the line, go up all the way, and then back down with a flick.
-  Start on the line, go up and down, back up the same line, over, down, back up on the same line, over, down and flick.
-  Start on the line, go up and down, back up the same line, over, down and flick.
-  Start on the line, go up round like a curly c, then back all the way around so the lines meet and then flick.
-  Start on the line, go up and all the way down, then back up and all the way around, and then flick.
-  Start on the line, go up and round like a curly 'c', then all the way back around, up and all the way down, with a sharp flick.
-  Start on the line, go up, down, back up and flick at the top.


 Start on the line, curl up and round, then back down like a helter skelter, end with a flick.


 Start on the line, curl up and down with a flick. When you have finished the word cross the t.


 Start on the line, go up and down, around then up and down with a flick.

 Start on the line, go up and then down the slope, up the slope and flick.

 Start on the line, go up and down the slope, up the slope, down the slope, up the slope and flick.

 Start on the line, go up and curl around and back, then go back up the line, crossing and going all the way up before curling the other way and flicking.

 Start on the line, curve up and down, around and then up and all the way down, curling around at the bottom, crossing and flick.

 Start on the line, go up and across, down and across with a flick.

Phonics Phases



Here are the sounds that the children are taught to read and write in each Phase of the phonics programme. Phase 4 does not have any new phonemes but works on consolidating sounds already learnt.

Phase 2 Phonemes	Phase 3 Phonemes	Phase 5 Phonemes
s	j	ay
a	v	ou (found)
t	w	ie (pie)
p	x	ea (beach)
i	y	oy (boy)
n	z	ir (girl)
m	qu	ue (blue/fuel)
d	ch	aw (saw)
g	sh	wh
o	th th (thin/this)	ph
c	ng	ew (grew/few)
k	ai (rain)	au (haunt)
ck	ee (tree)	a_e (cake)
e	igh (sigh)	e_e (these)
u	oa (boat)	i_e (hide)
r	oo oo (book/soon)	o_e (hole)
h	ar	u_e (tube)
b	or	
f	ur (turn)	
ff	ow (town)	
l	oi (oil)	
ll	ear (hear)	
ss	ure (sure)	
	air	
	er	

Children start learning their phonics the moment they start school. Children in EYFS will be working in phases 2 and 3. Children in Year 1 will be working in phases 3-5. By the end of Year 1 children should know all their phonics. In June of Year 1 the Government test all children on Phonics.

First 100 High Frequency Words

in frequency order reading down the columns

the	that	not	look	put
and	with	then	don't	could
a	all	were	come	house
to	we	go	will	old
said	can	little	into	too
in	are	as	back	by
he	up	no	from	day
I	had	mum	children	made
of	my	one	him	time
it	her	them	Mr	I'm
was	what	do	get	if
you	there	me	just	help
they	out	down	now	Mrs
on	this	dad	came	called
she	have	big	oh	here
is	went	when	about	off
for	be	it's	got	asked
at	like	see	their	saw
his	some	looked	people	make
but	so	very	your	an

To be read and spelt correctly over Years 1/2

Next 200 High Frequency Words

in frequency order reading down the columns (water to laughed then let's to grow)

water	bear	find	these	live
away	can't	more	began	say
good	again	I'll	boy	soon
want	cat	round	animals	right
over	long	tree	never	narrator
how	things	magic	next	small
did	new	shouted	first	car
man	after	us	work	couldn't
going	wanted	other	lots	three
where	eat	food	need	head
would	everyone	fox	that's	king
or	our	through	baby	town
took	two	way	fish	I've
school	has	been	gave	around
think	yes	stop	mouse	every
home	play	must	something	garden
who	take	red	bed	fast
didn't	thought	door	may	only
ran	dog	right	still	many
know	well	sea	found	laughed

To be read and spelt correctly over Years 2/3

let's	fun	any	better	lived
much	place	under	hot	birds
suddenly	mother	hat	sun	duck
told	sat	snow	across	horse
another	boat	air	gone	rabbit
great	window	trees	hard	white
why	sleep	bad	floppy	coming
cried	feet	tea	really	he's
keep	morning	top	wind	river
room	queen	eyes	wish	liked
last	each	fell	eggs	giant
jumped	book	friends	once	looks
because	its	box	please	use
even	green	dark	thing	along
am	different	grandad	stopped	plants
before	let	there's	ever	dragon
gran	girl	looking	miss	pulled
clothes	which	end	most	we're
tell	inside	than	cold	fly
key	run	best	park	grow

Reading Activities

Here are some activities for your child to work on using their school reading book. Try and do a different one every week:



- Re-tell the story to someone
- Draw and label the setting of the story
- Make up a new story for the characters
- Write a blurb for the book
- Describe your favourite part of the story
- Invent a new character and label them
- Change part of the story
- List the characters and their personalities
- Write a letter/postcard to the author/character
- Make a factsheet about your non-fiction book
- Draw a comic book
- Make a wordsearch
- Write a poem
- Write instructions
- Create a contents/glossary page for your non-fiction book
- Make a timeline of events
- Create a quiz about your book
- Write a diary as one of the characters

Or make up your own. The possibilities are endless!



Supporting Reading

Some key questions to develop children's understanding of a text.

Settings	Characters	Plot	Theme	Language/Style
<p>What kind of place is this?</p> <p>Where do you think this story is set?</p> <p>What kind of picture do you get of the places in this story?</p> <p>Does this remind you of any place you have visited?</p> <p>Can you use the pictures to help you work out unknown words?</p>	<p>How would you describe the character?</p> <p>What do you think of the character?</p> <p>Is this character like anyone you know?</p> <p>What do you think the character might say/think/do at this point of the story?</p>	<p>What has happened?</p> <p>What do you think might happen next?</p> <p>Do the pictures tell you anything the story doesn't (vice versa)?</p> <p>What was the most important/exciting event that happened?</p> <p>Were you expecting that to happen?</p>	<p>What books have you read like this one?</p> <p>What was the main idea(s) in the story/text?</p> <p>What do you think the author is trying to tell you?</p> <p>What did you think of the book?</p>	<p>What kind of book do you think this might be?</p> <p>What does the title/picture/cover suggest the book might be about?</p> <p>Can you find any of our sounds of the week?</p> <p>What high frequency words are in the book?</p> <p>Were there any interesting words or phrases in this section?</p>

Remember to use your phonics skills to decode words!



100 Square

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

Numbers 13 - 19 are 'teen' numbers. We remember this by thinking of 'teenagers'. Multiples of ten 20 - 90 are 'ty' numbers. We remember this with cups of tea.

Times Tables

×	1	2	3	4	5	6	7	8	9	10
1	1	2	3	4	5	6	7	8	9	10
2	2	4	6	8	10	12	14	16	18	20
3	3	6	9	12	15	18	21	24	27	30
4	4	8	12	16	20	24	28	32	36	40
5	5	10	15	20	25	30	35	40	45	50
6	6	12	18	24	30	36	42	48	54	60
7	7	14	21	28	35	42	49	56	63	70
8	8	16	24	32	40	48	56	64	72	80
9	9	18	27	36	45	54	63	72	81	90
10	10	20	30	40	50	60	70	80	90	100

Top Tips for learning Times Tables

- If you know all the coloured facts, then you know all the white ones too! For example, if you know $5 \times 8 = 40$, then you know $8 \times 5 = 40$. Some tables are easier to remember one way round than the other.
- The 4 x table is just double the 2s e.g. 4×6 is double 6 ($6 \times 2 = 12$) and double again ($12 \times 2 = 24$)
- The 8 x table is just double the 4s
- The 6 x table is just double the 3s
- It is easy to find 9 times a number by taking ten lots of the number and then subtract the number e.g. 9×7 is $70 - 7 = 63$
- The red numbers are the square numbers.
- One way to remember 8×7 is to think $56 = 7 \times 8$ (the digits go in order 5,6,7,8)

Children start with the 10, 2 and 5 times tables at the end of Year 1 and in Year 2. Children should know all their times tables by the end of Year 4.

Science Glossary

accelerate = Move faster.

air = A mixture of gases including oxygen. .

air resistance = Force which pushes on objects in air.

amphibians = Animals that live on land and in water. They have wet skins.

artery = Blood is carried away from the heart to the body in arteries. Arteries carry lots of oxygen.

atom = Tiny particles in solids, liquids and gases. Atoms carry sound to your ear.

attract = Two magnets will pull each other together if you put the north pole of one magnet to the south pole of the other.

axis = Where the Earth turns itself around (spins). The Earth spins on its axis, which gives us night and day.

battery = Where the electricity comes from in a circuit

birds = Animals that have feathers, two legs and a beak.

boil = Heat a liquid so that it changes to a gas.

boiling point or boiling temperature = The temperature at which liquid boils and changes into a gas. For water this is 100°C.

canine = Tooth that is sharp and pointed for ripping and tearing meat.

carnivore = Animal that eats another animal. (Secondary consumer in the food chain.)

carpel = The female part of a flower.

cell 1 = Another term for a battery

cell 2 = Tiny parts which make up a living thing.

change of state = A change from solid to liquid, or liquid to gas (or other way around).

circuit diagram = A drawing which shows all the components in a circuit and how they are connected.

circulation = When blood travels from the heart to every part of the body and back to the heart.

classify = Put things into groups. Animals are classified by five groups; mammals, fish, birds, reptiles and amphibians.

competition = How living things have to get what they need before other living things get them.

complete circuit = From one end of the battery through all the components without any gaps.

compress = When something is squashed. (Think of press.)

conclusion = What you have found out.

condensation = When a warm gas meets a cold solid, it changes to a liquid. (e.g. breathing warm air on a cold window.)

conditions = How things are, e.g. cold, light, warm etc.

conductor = Lets heat or electricity pass through.

consumer = An organism that consumes food but does not produce it i.e an animal.

degrees Celsius (°C) = unit in which temperature is measured.

describe = Write HOW something happened.

digestion = How food is broken down into tiny pieces so that it can be carried in the blood.

dispersal = Spreading seeds far from the parent plant.

dissolve = When you add a solid to a liquid, the solid 'seems to disappear'.

ear drum = Part of the ear that vibrates for us to hear the sound.

echo = Some solids are too thick for all the sound waves to travel through, so some sound is reflected back and you hear the same sound again, but quieter.

energy = Effort needed.

environment = The surroundings for a living thing.

evaporation = When a liquid is heated and it changes to a gas. (e.g. the sun heating puddles in the playground.)

evolve = How living things change so that they don't become extinct.

excrete = When a living thing gets rid of waste so that it won't be poisoned.

extend = When something stretches.

experiment = When you test an idea to prove it.

explain = Write about WHY something happened.

extinct = When animals die out and there are none left to breed.

filtering = A way to separate solids from a liquid, using paper and perhaps a funnel.

fish = Animals that have gills, fins and scales.

food chain /web = How energy is passed from one living thing to another.

force = A push, pull or twist that affects an object making it 1) start to move, 2) move faster, 3) stop moving, 4) change shape or 5) change direction.

force meter = Equipment used to measure how much force is needed to move an object.

fossil = Found in rocks, it is proof that something lived long ago.

freeze = Change a liquid into a solid by cooling (lowering the temperature).

friction = The force that tries to stop objects moving.

function = What something is used for.

gas = A material with atoms that are far apart and that spread to fill any space.

habitat = Where an organism lives.

herbivore = Animal that eats plants. The primary consumer in the food chain.

igneous = Rocks made by heat in volcanoes.

impermeable = A substance that does not let water pass through it

incisor = Tooth for cutting and slicing. (Think of scissors!)

insect = Animal with six legs and three body parts. Don't confuse with spiders, woodlice and centipedes; they are not insects, they have more than six legs.

insoluble = A solid that will not dissolve in a liquid.

insulator = A material that won't let heat or electricity pass through.

investigation = A search for proof through a test or experiment.

irreversible change = A change that cannot be undone, such as burning a piece of wood..

keys = Short information that helps you to classify things.

leaf = Part of the plant that makes the food using sunlight.

living = Use MRS NERG to work out if something is living - Move, Respire, Sensitive, Nutrition, Excrete, Reproduce and Grow.

liquid = A material that has atoms close together and almost in a pattern. A liquid will spread to fill the shape of the container it is in.

magnetic = A material that is attracted to a magnet.

major organs = Very important body parts that must be kept healthy. Heart, lungs, kidneys, liver, brain, stomach and intestines.

mammal = An animal that has fur, gives birth to live young and gives milk.

melt = Change a solid to a liquid by heating.

metal = A material that is a good heat conductor and good electrical conductor.

metamorphic = A rock that has changed because of a lot of heat or pressure.

micro-organism = A living thing (germ) that needs warmth, damp and food to survive. Some micro-organisms are dangerous they give us disease; but some are use further they help us to make cheese and break down sewage.

molar = Tooth for grinding food. (Ours are at the back of the mouth).

muscles = Help us to move. They are fixed to the bones. Muscles work in pairs, one has to contract (shorten) and the other extend (stretch).

Newton = Force is measured in Newtons. 1N will lift 100g.

nutrition = How living things get energy. Plants make their own food in the leaves using energy from the sun.

observe = Watch and look carefully.

omnivore = Animal that eats plants and animals.

opaque = An object that light can't pass through, so you can't see through it.

orbit = The path a planet makes around the Sun or that the moon makes around the Earth. (The moon takes 28 days to orbit Earth).

organism = A living thing, any plant or animal.

ovary = Female part of the plant that keeps the eggs cells safe.

pitch = How high or low a sound is. High pitch is caused by short, tight and thin objects vibrating fast.

plaque = Dissolved food (mainly sugar) and bacteria that attacks the tooth. Get rid of it by brushing your teeth after meals.

poles = There are two poles on a magnet, the north pole and south pole.

pollen = Tiny grains that carry the genes from the male part of the plant.

pollinate = When the pollen from the male part of the plant lands on the female stigma.

pollution = Waste materials that damage living things.

predator = An animal that hunts others to kill and eat them.

predict = What you think will happen.

pressure = The force over an area. E.g. a drawing pin head is a large area you push your finger on to drive the thin part into a wall.)

prey = An animal hunted by others.

primary consumer = An animal that eats plants (herbivore).

producer = A green plant that begins the food chain.

protein = Food that builds muscle.

pulse = Measures the heart rate; how fast or slow the heart is beating.

reflection = When light rays (which travel in straight lines) bounce off objects. Shiny surfaces will send a reflection of us into our eyes.

repel = When a north of one magnet is put next to a north of another magnet the two magnets push apart. (South and south will repel too).

reproduce = When male and female genes join together to make a new life.

reptiles = Animals that have scales and a dry skin.

respire = using oxygen to turn food into energy.

reversible = A material can be changed and then changed back to how it used to be. E.g. melting an ice-cube is reversible because it can be frozen back into an ice-cube.

roots = Part of the plant that take in nutrients and water. They keep the plant stable.

saliva = A liquid in our mouth which kills germs on food and makes food easy to swallow.

saturate = When a liquid can't dissolve any more solids and you can see the solids in the liquid.

sedimentary = Rock made by layers settling on top of each other.

sieving = A way to separate solids of different sizes.

sensitive = Living things are sensitive to their environment. If their environment is changed or damaged their life is affected.

sepal = Part of the plant that protects the young flower (bud) until it is ready to reproduce.

shadow = When light can't pass through an object (an opaque material), the area behind the object is dark and this is a shadow.

skeleton = Our frame to hold us up, protect some organs and help us to move. It grows with us and can mend when broken.

soil = Tiny pieces of rock and decomposed material from things that once lived.

solar system = A group of planets that orbit the Sun. The Sun is a star. The planets in our solar system are Mercury, Venus, Earth, Mars, Jupiter, Saturn, Uranus Neptune. Pluto is no longer considered a planet.

solid = A material that has atoms very close together and in a neat pattern. A solid will keep its own shape.

soluble = A solid that will dissolve in water. (Lots of headache tablets are soluble, watch out for the adverts on T.V. when they drop the tablets into water and they fizz.)

sound = You will only get sound when something vibrates. The vibration makes the atoms in solids, liquids and gases compress and extend, so they carry the sound to your ear.

sphere = A 3D rounded object. The Sun, moon and Earth are nearly spheres.

stamen = Name for the male sex organs of a plant, (the anther and filament).

state = Solid liquid or gas. A material can be in any of these three states.

stem = Part of the plant that takes the nutrients and water to all the other parts.

stigma = Female part of the plant that is sticky so that pollen will stick to it.

style = Female part of the plant that takes the pollen down to the egg in the ovary.

switch = In some circuits, the switch can be used to stop electricity making a circuit and in others the switch is used to complete the circuit.

temperature = How we measure how hot or cold something is.

translucent = An object that lets some light through, but you can't see clearly. E.g. a bathroom window; you know that someone is in there, but you can't see who!

transparent = An object that is see through.

upthrust = The force that pushes up in water.

vacuum = A place where there is no solid, liquid or gas and so there is silence, as there are no atoms to carry the sound.

Variable = what you measure in the experiment and what is affected during the experiment.

vein = Blood vessel that carries blood back to the lungs to excrete the carbon dioxide.

vertebrate = An animal with a backbone.

vibration = The movement of an object when a force has been used. No vibration = silence.

volume = How loud or quiet a sound is.

water cycle = Water recycled through evaporation or condensation.

weight = The force pulling down on a mass due to gravity.

Education Acronyms

These are the most commonly used acronyms. There is a full list of Educational Acronyms on our website.

AEN – Additional Educational Needs
AFL – Assessment for Learning
AoT – Age of Transfer
APP – Assessing Pupil progress
CP – Child Protection
CYPP – Children and Young People's Plan
EAL – English as an Additional Language
ECaR – Every Child a Reader
ECC – Every Child Counts
EWO – Education Welfare Office
EYFS – Early Years Foundation Stage
FFT – Fischer Family Trust
FOH – Friends of Holmbush
FS – Foundation Stage (Reception classes)
FSM – Free School Meals
IBP – Individual Behaviour Plan
IEP – Individual Education Plan
INSET – In-service Education and Training days
K2M – Key 2 Music (A West Sussex scheme where every child in the class has music lessons weekly on an instrument)
NQT – Newly qualified teacher
OFSTED – Office for Standards in Education
PSHE – Personal, Social, Health Education
QTS – Qualified Teacher Status
SATs – Standard Assessment Tasks
SEN – Special Educational Needs
TAC – Team around the child (these are meetings for children at risk)