



Shirley Infant School

Newsletter 3 - February 2022

DCSF: 852/2426



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DIARY DATES



SPRING

18th February School closes for Half Term
28th February School opens for Spring 2
8th April School closes for Easter

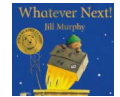
SUMMER

25th April School opens for Summer 1
2nd May BANK HOLIDAY
3rd May Extra INSET DAY
27th May School closes for Half Term
6th June School opens for Summer 2
24th June INSET DAY
22nd July School closes for Summer

Dear Families,

The children have continued to be amazing through this time. They have thrived in us moving their experience of school back to more of the structure they needed.

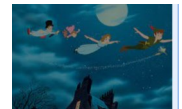
The staff have continued to plan fabulous topics that have enriched the children's learning. In Year 1 they have continued their topic on Space. We have seen some fabulous stories based on the book 'Whatever next'. Can your child tell you their story for bedtime instead one night?



In Year R they are learning about 'People who help us'. Ask your little one about the push and pull forces they have learned about. Can they find them in the home?



In year 2 they have been learning about Journeys and looking at the journey of Peter Pan, Wendy, John and Michael. Can your child retell you the key events that happened?



We have seen so much progress from your little ones and are so proud of them. We do continue to see the impact of COVID. It is evident in nearly every child in some way or form. We recognise 'gaps' that young children have due to lack of social interactions. This is from the loss of parks and extra curricular clubs being closed to family and friends socialising and visiting soft play and other day outs not being available. The impact on the children has been great and this table shows their last uninterrupted school year:

Year Group	Last Uninterrupted School Year
Y6	Y3
Y5	Y2
Y4	Y1
Y3	Reception
Y2	Nursery
Y1	Never experienced 'normal' school
Reception	Large numbers with disrupted access to Nursery or no pre-school experience.
Nursery	Large numbers have never been away from their parents/carers or socialised beyond the family unit.



We are now finding that as the children are all out in the playground they are finding socialising together more difficult. They were so excited to start with. We are starting to see more fallings out and behaviours that maybe would be seen in their younger years. We are working hard through PSHE sessions and additional adult support to help work with them. Please continue to support us during this time and give your child strategies to ask for help or use our zones of regulation to share with us and you how they are feeling.

We continue to be so proud of all of them every day!
The Shirley Infant team

Mrs Gregory and The Shirley Infant Team

STAFFING

We have a few new welcomes to the team to introduce you to. These are:

Miss Baddams She will be joining Woodpecker Class to become their new TA.

Mrs Enemark who has taken up the position as our new Business Manager. She is settling in with the office team.

We welcome back Mrs Smith who will be covering Mrs Lubbock-Smith in Rabbit Class.



Parent View we need you:

Please take a little time and click on the following link to provide feedback on Shirley Infant School;



[Parent View](#)

How to help your child's language development and reading

A critical part of supporting early reading skills is to improve children's language and communication skills and create a language-rich environment is to be the role model.

A child's core language acquisition occurs between one and four years old, with children acquiring basic phonology, syntax, and vocabulary during this period. Evidence indicates that success in literacy relies on the secure development of language, and that these skills are amongst the best predictors of educational success. **Here are some examples to help of how you can develop your child's reading and language:**

Narrating a child's activity
e.g. "The Stegosaurus is stomping and plodding its way into the tidy up box."

Commenting e.g.
Child: "Look at what I found!"
Adult: "Wow, that is a hairy spider!"

Recapping e.g.
"First we did... then we... finally we..."

Reflecting
e.g.
"I was thinking what a great idea it was to..."

Extending e.g.
Child: "My car was the fast."
Adult: "Yes, your red car was the fastest."

Implicit corrections e.g.
Child: "I hid the dinosaur in the box."
Adult: "You hid the dinosaur in the box!"

Make links e.g.
"It's just like when you..."

Suggest ideas e.g.
"We could try..." or "Perhaps..."

Imagining e.g.
"What might it be like to..."

Reminding e.g.
"Remember when you had this problem before? What did you do to fix it?"

Explaining e.g.
"When it is cold outside, we wear more clothes to keep warm."

Pondering or asking open questions
e.g. "I wonder why..." or "What could happen next?"

Posing problems
e.g.
"Maybe there's a way of..."

Modelling your thinking
e.g. "I think I'm going to use the small paint brush so I can carefully add the eyes."

ROAD DUTY

A massive thank you to all our community members who have volunteered to help with our road closure. We truly are very grateful for this support. We believe in this and know how much it makes everyone feel safer travelling into school. It is difficult balancing this however, with the additional support it has been gratefully received. We are very short for the afternoon duty. If you can help from 2:55pm till 3:15pm we would be so grateful.



WORLD BOOK DAY

Our theme this year is bedtime stories. We will be looking at lots of amazing stories you can share with your child at bedtime. Look out for the children's favourites after half term. Don't forget they can come dressed in their PJ's on 3rd March 2022.



HELP IS HERE

We know these times continue to bring difficulties and challenges for us all. Please remember we are here to help as much as we can. I would like to remind you that we have Karen Allen, our family support worker, should you again find yourself in a situation with which you may need support. You can contact her via email on:



Karen.allen@shirleyschools.co.uk

WHOLE SCHOOL ATTENDANCE IS CURRENTLY 94.7%



93.58%



93.81%



93.89%



94.28%



94.32%



94.70%



95.25%



95.48%



96.87%