

*Glinsk N.S.*



*Information Booklet*

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# Welcome

On behalf of Glinsk N.S. school community, we extend a very special welcome to you and especially your child. We hope your child will be very happy here and we look forward to having a positive working partnership between parents and the school community.

## **Mission Statement:**

- Our mission is to provide opportunities for children to experience their world, to respect themselves and others, to respect their environment, and to appreciate and understand their cultural heritage.
- Our mission is to provide an atmosphere where children can develop socially, emotionally, physically, academically and spiritually.
- Our mission is to ensure that each individual is allowed to develop to the best of his/her potential, accepting the varying abilities of each child.
- Our mission is to provide a relaxed atmosphere with a deep sense of community where surprise, challenge, hard work, celebration, humour and satisfaction is the natural order of the day for all.
- Our mission is to value and affirm the role of Parents and to create an infrastructure that allows Parents to be active participants in the life of the school.
- Our mission is to value the fact that our School is part of a community to which the school can both give and receive.

## Starting School

A big welcome to all the Junior Infants!

In order that your son/ daughter may have a happy introduction to school life, we suggest that you consider the following as recommended by the **I.N.T.O. "Your Child and the Primary School"**

Children should be able to:

- Put on and take off coats and hang them up
  - Use the toilet properly and wash their hands
  - Tidy up after their activities carefully and neatly
  - Share toys and activities
  - Use a tissue
  - Put belongings in and out of their school bag or lunch box independently
  - Change their shoes – shoes with velcro straps are most suitable for infants if they cannot tie shoelaces
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- Allow your child/ children to do things independently. Encourage confidence by having children dress themselves. Please allow extra time for this in the morning. Praise their efforts at every opportunity.
  - Choose a lunch box and drink that your child can open easily and does not require assistance.
  - Choose lunches that will ensure he/ she is independent. For example peel his/her orange before school and open any packed food if your son/daughter cannot manage it him/herself.

- Label all your children's clothes (including jackets) and belongings clearly and check these labels regularly to ensure that they are still legible after washing.

## **School Staff**

### ***Teaching Staff***

Julie Brennan – Junior & Senior Infants Class Teacher

Gráinne Nolan (Principal) – 1<sup>st</sup>, 2<sup>nd</sup> & 3<sup>rd</sup> Class Teacher

Ciara Roughneen (Deputy Principal) – 4<sup>th</sup>, 5<sup>th</sup> & 6<sup>th</sup> Class Teacher

Sharlene Coyle – Learning Support Teacher

### ***Ancillary Staff***

Mary Timothy – School secretary

Eileen Caulfield – School cleaner/ caretaker

### ***Contact Details***

School phone number: (094) 9655257

School e-mail: [glinkschool@gmail.com](mailto:glinkschool@gmail.com)

School website: [www.glinskns.ie](http://www.glinskns.ie)

Twitter: @Glinsk\_NS

## School Opening Times

Glinsk N.S. is officially open for 5 hours and 40 minutes each day, (4 hours and 40 minutes for Junior and Senior Infants) as set by the Department of Education guidelines and which is standard in all Irish Primary Schools

- School commences each morning at 9.20am.
- 9.20-9.40 is *Assembly Time*, punctuality is important as constructive playtime and socialising takes place during this time, especially in the Junior room. Many children are upset if they arrive after class has commenced.
- For Junior and Senior Infants, school will finish at 2.00 pm.
- For classes, First to Sixth, school will finish at 3.00 pm.
- There are two breaks.
  - ✓ First Break: 10.55 am -11.05 am. Children eat a small snack at this time. Please adhere to our healthy eating policy
  - ✓ Lunchtime break: 12.30-1.00pm. Children eat the remainder of their lunch before playtime in the school yard. In inclement weather, children remain in their classrooms during breaks.

Junior and Senior Infants are collected from their classroom. The school bell rings at 2p.m. at the end of the infant school day. Children attending afterschool are also collected from their classroom at both 2p.m. and 3p.m. Children travelling in cars must wait inside the gate until collection. Children who travel on the school bus remain in the classroom or assemble at the bus assembly point until the bus arrives.

## School Policies

The following school policies are available on the school website at [www.glinskns.ie](http://www.glinskns.ie). Hard copies of these policies are available on request.

- Anti-bullying policy
- Child First policy
- Healthy Eating Policy
- Code of Conduct policy
- E-learning plan
- Assessment policy
- Administration of Medication policy
- Enrolment Policy
- Access to Records Policy
- R.S.E. Policy
- Code of Conduct Policy
- Homework Policy
- Health Eating Policy



The Schoolwear Centre (Tuam) will measure pupils for crested sweat jumpers (round neck) or knitwear (v-neck) usually in June. You will be contacted in advance with the date when staff from the Schoolwear Centre will attend Glinsk N.S. to measure pupils. This order is delivered to the school and you will be notified towards the end of August when they can be collected at Glinsk N.S. All other uniform items are readily available in department stores and other clothing retailers.

### Boys

- Crested maroon school sweat jumper or knitted jumper
- A grey/ white polo shirt or shirt
- A plain navy tracksuit bottoms or grey school trousers

### Girls

- Crested maroon school sweat jumper or knitted jumper/ cardigan
- A grey/ white polo shirt or shirt
- Grey skirt/ grey pinafore or grey trousers (girls can wear grey or maroon tights with skirt/ pinafore in winter)
- A plain navy tracksuit bottoms

Both boys and girls can wear a plain navy tracksuit bottoms as listed above for comfort and it may be easier for pupils when using toilet facilities.

## **School Calendar**

The school calendar is sent to all parents/ guardians at the beginning of the school year.

## **Parent – Teacher Meetings**

Parent – teacher meetings are usually held during November to discuss your child's progress at schools. Details of dates & times are confirmed in advance during the first term.

## **School Reports**

School reports are posted home at the end of the school year. The purpose of the reports is to inform parents of their child's progress across curricular & social areas.

## **Book Rental**

We established a book rental scheme in September 2014. As infant pupils will write in school workbooks, these workbooks must be purchased. Pupils will receive class readers on a rental basis. As pupils move from 1st class upwards, textbooks are provided for an annual book rental fee (costs are notified to families in September each year). Pupils in the senior classes purchase a small amount of workbooks in addition to rental books. Booklists for September will be posted to you in June.

## **Library Books**

Children will receive a library book every Monday and Wednesday from the Oxford Reading Tree Series and Dandelion Series. These maybe picture books which are great to encourage oral language as children describe or tell the story or the books maybe a story book. It is not expected that children can read these books. Please read them with your child as library books are an invaluable resource for developing many aspects of literacy. We hope that children will begin or continue to appreciate library books and most of all enjoy them!

## Healthy Lunches

Please see our Healthy Lunch policy on [www.glinskns.ie](http://www.glinskns.ie). Our healthy lunch policy is for **all school days**. Some children have serious food allergies so please encourage your children **not** to share lunches. Children should not accept food from other children or offer some of their lunch to another children. This is one time when it is not good to share!!

## Homework

All books & copies belonging to Junior Infants children remain at school unless needed for homework. Children will just keep their homework copy/folder in their school bag. Junior infants will receive a small amount of homework Monday to Thursday with no homework on a Friday as per Glinsk N.S. homework policy.

## Jolly Phonics Scheme



The Jolly Phonics programme will be used with Junior Infants to teach reading & writing. The pupils are taught the main sounds of English (42 sounds) and not just the 26 alphabet sounds. As they learn the letter sounds, they will be taken through blending the sounds (putting the sounds together) to form words and read.

The sounds are not taught in alphabetical order but rather grouped with 6 sounds in each group. The sounds in each group are:

**Group 1:** s, a, t, i, p, n

**Group 2:** ck, e, h, r, m, d

**Group 3:** g, o, u, l, f, b

**Group 4:** ai, j, oa, ie, ee, or

**Group 5:** z, w, ng, v, little oo (as in look) & long oo (as in soon)

**Group 6:** y, x, ch, sh, voiced th (as in this/ that) & unvoiced th (as in three)

**Group 7:** qu, ou, oi, ue, er, ar

There are 5 areas to the Jolly Phonics programme:

1. Learning the letter sounds
2. Learning letter formation
3. Blending sounds for reading
4. Identifying sounds in words for writing
5. Tricky words

As each sound is taught, the first 4 skills above will be taught simultaneously.

We will use Jolly Phonics for the Interactive Whiteboard which has lots of interactive activities for the children. Each letter sound starts with a story, a song and also an action, which helps children remember the sound the letter makes. As each sound is taught it is entered into a Sound Book which your child will bring home to practise making the letter sound, with plenty of repetition until the sounds are recognised automatically.

As each group of letter sounds is taught, your child will bring home 2 laminated sets of each letter. The following simple games/ activities can be played with them once they have all of the Group 1 sounds and thereafter with other sounds.

**Pairs game:** letters are all placed face down, each player takes a turn to turn over 2 cards and say the letter sound on each card. If the sound is the same, the player keeps the cards. This develops memory and reasoning.

**Reading words:** Arrange the letters to make simple words in particular 3 letter words e.g. sat/ tap/ tip/ pin etc which can all be made using the first 6 letters taught in the first group. Pupils sound out the letters, blending them together to read the word.

**Building words:** Say a simple word e.g. tap/ sat/ sit (short 3 letter words) and in particular say each sound in the word. Children pick up the letters that make those sounds and lay them in the correct order. In the beginning pupils will/ may need help with this but gradually they will be able to do this without assistance.

I would suggest picking one of the three activities each night for homework. It is not intended that they do all three activities each night.

This may seem like a lot of work but this programme will be over the entire year and may even continue into senior infants. It is a very structured programme and goes in stages. You will know what sound we are working on in school as children's homework will be based on that each evening.

Each child will receive a plastic wallet folder and laminated sound cards as they are taught/ learned for the above games and they will be placed into that folder which will be sent home each evening in their homework copy/folder.

## **What you can do to help your child develop pre-reading skills**

### **Matching**

- Card games
- Dominoes
- Pairing up socks from the laundry
- Shape sorters
- Jigsaw puzzles

### **Rhyming**

- Say nursery rhymes
- Miss the end of rhymes for your child to complete, e.g. "Humpty Dumpty sat on a wall, Humpty Dumpty had a great...?"
- When that gets too easy for them, make it harder! "Humpty Dumpty sat in a tree, Humpty Dumpty had a cup of ...?"
- Play rhyming games such as "I Spy with my little eye, something that rhymes with fox" (box).
- Encourage your child to sing along to nursery rhymes.

### **Letter Skills**

- Introduce letters and their sounds gradually
- Start with letters that are important to your child, such as their initial, all those with an interesting shape which makes them easy to recognise.
- Use letter sounds rather than names - 'a for ant' as taught in the Jolly Phonics Programme. Letter sounds are much more useful in learning to read than names.
- Generally, stick to lower case letters to start with, except for the first letter of a name.
- Try using magnetic letters

### **Direction**

- Your child won't need to know 'left' and 'right' in order to read - lots of adults still get mixed up!
- When reading to your child, follow the print with your finger.
- Later, you can ask them where you should start - try reading the words in reverse order, to demonstrate that the story doesn't make sense if you don't start in the right place.
- Many activity books have activities which reinforce left-right direction, such as exercises for the child to draw a line to take the bunny (on the left) to its hutch (on the right)

## **Motor Skills**

- Encourage your child to be creative, drawing and painting with lots of different tools and materials.
- Playing with small toys, especially construction sets will help to develop fine motor skills.
- Activity books with simple mazes and other exercises involving following a path.
- Using child-friendly scissors is a useful skill which also helps improve fine motor skills.

## **Concepts of Print**

- Reading books with your child is the best way to help them learn how to handle books.
- Have a special place where books are kept, which is within your child's reach.
- Visit the library.
- Talk about the books you read - point out the title, ask them what they think the book will be about, etc.

## **Language Skills**

- Reading stories to them and talking about the pictures will broaden their vocabulary.
- Talk about what they think will happen next in the story (prediction skills)