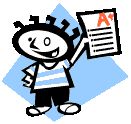
**St John the Baptist Primary School**



**Primary 1 Parent’s Handbook**

**Hints to assist your child make an easy entry in Primary 1**

**Welcome to your school**

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**PRIMARY 1 – TIMETABLE, SESSION 2012 – 2013**

**Start Day = Tuesday 21st August 2012**

**ALL Primary 1 will begin at 8.55 am and leave at 12.30 pm**

**UNTIL**

**Monday 3rd September 2012**

**From this week children will stay at school all day until 3.15 pm, with the exception of Friday when finish time is 12.30 pm.**

**Lunches will be served from this week. Payment is made on Monday for the whole week. Lunches currently cost £1.75 per day and are available from Monday to Thursday (£7.00). Milk is available for pupils at the mid morning break, the cost of which will be advised to you separately.**

**Please note that Monday 17th and Tuesday 18th September are school holidays for children and school will re-open on Wednesday 19th September.**

**j0195384 Some School Jargon**

**CfE**: Curriculum for Excellence

Four Capacities are: Successful Learners, Responsible Citizens, Effective Contributors and Confident Individuals. Through a range of experiences within the Early Level, the 8 areas

of the curriculum which will be covered in school are; Languages, Mathematics,

Expressive Arts, Technologies, Religious and

Moral Education, Social Studies and Sciences.

**Stages**

**Early** The pre-school years and P1, or later for some.

**First** To the end of P4, but earlier or later for some.

**Developing** The pupil has started to engage in the work of the new level and is beginning to make progress in an increasing number of outcomes across the breadth of learning described in the experiences and outcomes for the level.

**Consolidating** The pupil has achieved a breadth of learning across many of the experiences and outcomes for the level and can apply what he/she has learned in familiar situations. The pupil is beginning to undertake more challenging learning and to apply learning in unfamiliar contexts.

**Secure** The pupil has achieved a breadth of learning across almost all of the experiences and outcomes for the level, including any significant aspects of the curriculum area and has responded consistently well to the level of challenge set out in these experiences and outcomes. The pupil has moved forward to more challenging learning in some aspects and has applied what he/she has learned in new and unfamiliar situations.

**Early Intervention** Pr1, 2 and 3 children taught in small groups, with the help of other adults apart from their own teacher, so that attainment can be hastened and any problems to progress can be picked up early

**Curriculum** Everything that we teach and learn in school

**Setting** Children put into small ability groups perhaps from different classes so that focused teaching can take place

**PSD** Personal and Social Development: Talk and discussion about relationships with other children and adults

**Social Subjects** Learning about people and place, people in other countries

**ICT** Information and Communication Technology: Using computers as a tool for supporting the curriculum

**Targets** What we aim to teach and learn

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**Writing** NOT handwriting, but using skills to write about anything that interests us

 j0215204

School Concerns

**Progress of their child**

**Lateness**

**Missing their parent/**

**guardian**

**Not knowing**

**everyone**

**Changing for PE**

**Losing money**

Possible Parent Concerns

**Toilets**

**How to contact parents in an emergency**

**Holidays during term time**

**Unexplained**

**absences**

**Children not picked up on time**

**Parent Guidelines for Building Self Esteem Through Literacy**

Spend quality time together

Encourage your child to read for fun

Listen carefully to your child’s ideas

Find ways to encourage your child’s efforts

Enjoy family activities and projects

Share favourite books and stories

Talk to your child often

Establish a daily read-aloud time

Engage your child in natural reading activities

Model the act of reading for your child

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10 Reasons to Read to Your Child

1. Because when you hold them and give them this attention, they will know you love them
2. Because reading to them will encourage them to become readers
3. Because children’s books today are so good that they are fun, even for adults
4. Children’s book illustrations often rank with the best, giving them a lifelong feeling for good art
5. Books are one way of passing on your moral values to them. Readers know how to put themselves in other’s shoes
6. Because, until they learn to read themselves, they will think you are magic
7. Because every teacher and librarian they ever encounter will thank you
8. Because its nostalgic
9. Because, for that short space of time, they will stay clean and quiet

10 Because, if you do, they may then let you read in peace

*from: The Unabashed Librarian Magazine, No 39*

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**At St John the Baptist Primary School**

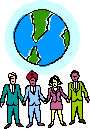
**We will be……….**

**Successful Learners** **Confident Individuals**

j0078629

j0198327

**Responsible Citizens** **Effective Contributors**



j0285464

**Bridging the gap between home and school**

Have a place for treasures

Get involved in school functions

Have a bedtime routine

Show a positive attitude

Stay in touch with teachers

Talk and write about what happened at school

Make culture important

Make literacy/numeracy learning a part of life

j0297575

**Some advice from parents who have done it all before**

* Talk to the teacher
* Don’t be frightened to ask questions
* Talk to your child
* Talk to other parents
* Take one day at a time
* Do your best to come to parent meetings
* Consider that you might be more worried than your child
* You’ve got to leave your child so prepare and accept it
* Be strong, don’t become emotional
* Put them in and run!
* ENJOY the experience