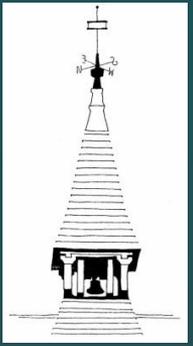


WELCOME



to  
Onyx Class

*MONDAY 8TH SEPTEMBER 2025*

# Meet The Staff

**Mrs Wagg  
Mrs Coleman  
and.....**

**Mrs Minshall-Thomas (Computing)**

**Mrs Kyle (RE, French)**

# Our School Aims

Our Sound Superstars (our values)....

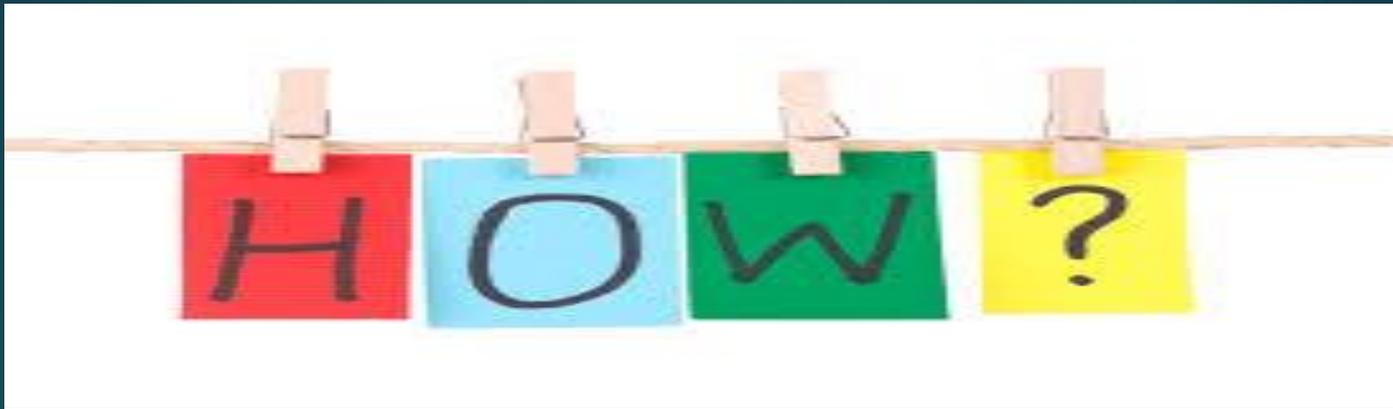
- ▶ Be Resilient 
- ▶ Be Curious 
- ▶ Be Independent 
- ▶ Be Caring 
- ▶ Be a Team Player 
- ▶ Be Mental Health aware

# What we aim for...



- Independence
  - Resilience
  - Respect
- Good Communication
- Enthusiastic Learners
- Creative Thinking
  - Confidence
  - Responsibility
  - Risk taking
  - Team players
- Decision Making





- Role Models
- Opportunities to lead others/take on different roles
- Buddies
- Year 6 responsibilities-Head Boy/Girl/Captain/Vice/Sports
- Class/whole school roles
- Classroom set up/Working Walls/Talk partners
- Expectations
- Wider opportunities
- Inter-school working
- Sound School Council



# Primary Curriculum

- ▶ Autumn 1 – Ancient Greece
- ▶ Autumn 2 – Trade and economics
- ▶ Spring 1 – Shang Dynasty
- ▶ Spring 2 – Amazing Americas
- ▶ Summer 1 – Our Changing World
- ▶ Summer 2 – Leisure and Entertainment

# Accelerated Reader



# Writing



2016 KS2 English writing exemplification

This first person narrative effectively captures the tension and drama of the minutes immediately before the dancer goes on stage. The concluding sentence, emphasising the smallness of the girl, provides a dramatic contrast with the carefully built up sense of a momentous occasion, leaving the reader to imagine the performance.

The immediacy of the situation is conveyed in the first 2 paragraphs by the use of the present tense, including the progressive form. In the final paragraph, the dancer appears to step back from and comment on the experience, before using the past tense for dramatic effect to describe her entrance onto the stage.

Atmosphere and anticipation are created across the 3 paragraphs through the minute recording of physical sensations (*an unexpected flutter*); the inclusion of vivid backstage description (*tall skinny girls chattering and giggling*); and the relief in the final sentence that, at last, the terror of the wait is over.

(C)

The Applause

I am in the dressing room with the music ringing in my ears; the small room is bustling with tall skinny girls chattering and giggling ~~But~~ - but all I can think of is the stage and the applause. My racing heart thuds

Controlled multi-clause sentence consists of 3 co-ordinated clauses, separated by a semi-colon and a dash, to introduce and orchestrate all the elements of the crowded scene. (GP)

underneath my silky tutu. Thud. Thud. Thud.

Single clause sentence and repetition of vocabulary and structures build tension. (GP)

Then suddenly the stage director is at the door, calling my name. My name. My stomach gives an

unexpected flutter and I take a deep breath. As the stage

Multi-clause sentence incorporates a fronted subordinate clause and a series of independent clauses separated by dashes. (GP)

door swings open, I tell myself everything will be okay - nothing could possibly go wrong - I have been training for this since the age of three. Fat Bulky men with headsets

and clipboards keep ushering me in the right direction.

Expanded noun phrase (incorporating a preposition phrase) creates effective compressed description. (GP)

Half of me wants to run onto stage and dance my heart out but there is also a part of me that wants to go and hide away. Adrenaline ~~was~~ is circling its way around my body and rushing into my fingertips.

Walking into the wings is like waiting for your death. Although I was extremely excited, I was even more nervous. I stopped a few centimetres from the stage

Use of adverbs provides balance and emphasis to the sentence. (GP)

JetPens



Children are to continue to come into school wearing their PE kits.

P.E. Kit:

- ▶ Black shorts
- ▶ Navy T-Shirt
- ▶ Sound Sports Hoodie
- ▶ Dark Tracksuit (woolly hats are useful in the winter months!)
- ▶ Trainers



Onyx PE sessions are on a **Wednesday** and a **Friday**.

Please remove all jewellery before coming to school on these days.

# Bags

# Pencil Cases

# Lunchboxes

# Drink bottles





## Friday Spellings

- ▶ New spellings set & sent home
- ▶ Quiz for application– following Friday (sentences)
- ▶ Half-termly statutory spelling list words
- ▶ Weekly spelling rule focus

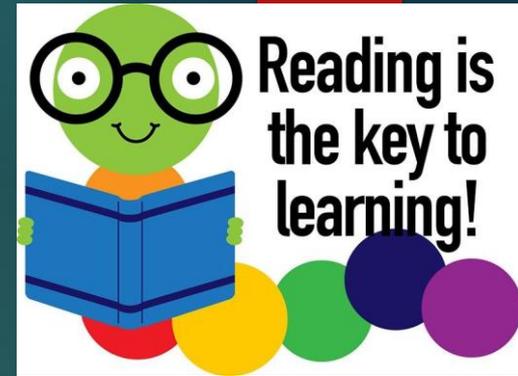
## Homework

- ▶ Maths & English Homework sent home
- ▶ Return all homework by Wednesday am

It is vital for your child to read at least 5 times per week. Please record in their diary and parent/adult to initial.



# Reading Diaries



It is crucial that we continue with home and school using the diaries to show the reading they do at home and school. Please write in their diary when you hear your child read.

Day/Book	Child and Parent/Carer Comments	Teacher Comments
26.9.22 This and that	We practiced the flash cards and went over them several times, the only one she struggled on was they. (mum) Well done (mum)	We looked at the 'ch' sound in Chip -chop -chin
Holidays 27.9 Then and Now Mum's New Hat up to page 10		A good start (mum) I encouraged (mum) to just read the Hfruit rather than pinching (mum) (it disallowed). A good try today! (mum)
27-09-22	(mum) read mum's new hat and she read very well (mum)	
28.9.22 Tails	well done (mum) you did really well and read the whole book brilliantly (mum)	well done for recalling the (ai) sound Well done today! (mum)

# Home - School Communication

It is really important that as a school we keep strong communications between home and school. You can use the methods below to share information with staff at Sound.

- Use the children's diaries/planners to record reading through the week.
- If you wish to speak directly to a member of staff (and it is something you would rather not share in the planner or SHOULD NOT BE SHARED ON CLASS DOJO) either ring the school office (01270780270) to arrange a meeting or email [admin@sound.cheshire.sch.uk](mailto:admin@sound.cheshire.sch.uk) . They will then get back to you as soon as possible. Please add for the attention of (add teacher/staff member it is for)
- All communications should first and foremost go through to the class teacher, unless it is something which is needed to be directed to the Deputy or Headteacher.
- We will keep you regularly updated through our website, Facebook, and Class Dojo. You will also receive Mrs Minshall-Thomas's weekly highlights, giving you a snapshot of what's going on in school..
- Reminders, or other general information will go through our teachers2parentsapp and Class Dojo. We will be keeping both running for now through school. Microsoft Teams will be used for Virtual Parent Meetings.



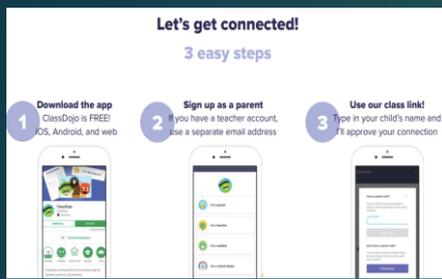
<https://soundprimary.co.uk>



# Sound School Communications

Please see below the communications that will be used by Sound School and what for.

Teacher2Parents (Eduspot)	Class Dojo	School Website	School Facebook	Face to Face
Admin/Staff emails	Children's Dojos for Positive Behaviour	Whole School key documents	Weekly highlights of school events & achievements for our wider community	Staff/Headteacher on the playground at the beginning and end of day – quick memos.
Electronic letters	Share pupils work and achievements	School Policies/Procedures		In person Parent Meetings
Confidential Documents	Sharing pictures of the curriculum in action!	Galleries of achievements/ events over the whole year		Open Days
School Dinners	Class/whole school announcement/ reminders of events etc..	Attendance Information		
Parent Bookings		School Curriculum overviews		
Confidential emails				
All attendance queries				



# Class Dojo



## ▶ We DO use this for:

- Sharing your children's learning and achievements with class dojos!
- Whole class/school announcements of events or reminders

## We DO NO use it for :

- Concerns/complaints through private messaging – these STILL go through the schools central email.
- Urgent, quick response messages – these still go through the school office
- Any attendance queries or absences – these still go through the school office

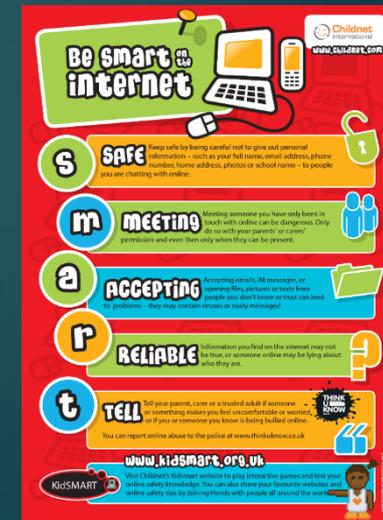
**PLEASE REFER TO THE CLASS DOJO CODE OF CONDUCT SO THIS GREAT APP CAN CONTINUE TO BE A GREAT SUCCESS!**

# Online Safety (Safeguarding)

Safeguarding Lead (DSL) : Mrs Minshall-Thomas Deputy Safeguarding Lead : Mrs Wagg,

Online Safety : Laura Minshall-Thomas

- ▶ Online Safety at Sound
- ▶ - Built into the Curriculum Plans & special awareness days and weeks
- ▶ - Continual Staff CPD
- ▶ - School Safeguarding Team – pupil safeguarding leads work with the DSL, Safeguarding Governor, PC Jarvis & other external organisations
- ▶ - Parental workshops and guides shared on our school platforms.
- ▶ - regular updates/useful guides shared on Class Dojo
- ▶ [Online Safety - Sound and District Primary School \(soundprimary.co.uk\)](http://www.soundprimary.co.uk)



# SATs...

- ▶ Week commencing Monday 11th May, 2026

(Please don't book any holidays for this week!)

- ▶ Parent Meeting-January
- ▶ Boosters from February Half Term



Friday 17<sup>th</sup> July 2026

# Positive Discipline

- ▶ **Lots of praise for good work and behaviour**
- ▶ **Team/ Dojo Points**
- ▶ **Wow Work**
- ▶ **Fridge!**
- ▶ **Accelerated Reader – prizes and incentives**

Sanctions displayed clearly for when necessary. Made and agreed by the class/school.



# Help from home...

- ▶ Reading of different genres & questioning for understanding
- ▶ Mental Arithmetic – multiplication table, square numbers, prime numbers, square roots etc (Y5 Multiplication Tables)
- ▶ Spellings
- ▶ Handwriting
- ▶ Extra work after lessons – DRIP! DRIP!
- ▶ Useful websites: BBC Skillswise, Coxhoe Durham, TOPMARKS, Nrich
- ▶ Checking homework-not doing it!
- ▶ COHESION!



# PTA

At Sound and District we have a very supportive PTFA who help to raise funds for the school, organise exciting events and experiences for the children and help to further develop a strong parent - school relationship.

Shop online?  
Click. Shop. Give for free with   
John Lewis Amazon eBay Tesco Sainsbury



In behalf of the school, we thank you for donating new, wonderful white boards to all the classes in our school. It now improves our wide range of learning, as it has many features. The multitude of opportunities that we wouldn't have before. Also, our teachers are very excited to use them.  
Love from: Head boy and Head girl and the Sound team.



If you would like to join 'The Friends of Sound' and work closely with the school, please contact the school office for further information.

Find us on 

<https://www.facebook.com/soundpta/>

WEB:

<http://www.soundpta.com/>



Look out for our events through the year, support at these events is always welcomed!



As well as the school office we now have the following contact :  
[info@friendsofsoundschool.com](mailto:info@friendsofsoundschool.com)

# Questions...

