



# CASTON NEWS

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## Weekly Attendance

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Fry Class	-	80%
Nelson Class	-	92.59%
Carter Class	-	94.4%
Cavell Class	-	91.18%

Congratulations to Carter Class for having the best attendance figures this week.

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## Harvest Festival

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This years' service will take place at the Church of the Holy Cross in Caston on Tuesday 26<sup>th</sup> September at 9.30am. Everyone is welcome to join us.

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## Online Safety

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Please find attached to this newsletter a safety poster for Whatsapp. This will also be available to view on our website, click the link below.

<https://www.caston.norfolk.sch.uk/parents/online-safety-guides-updated-09-2023>

Here you will find more guides to keep your child safe online.

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## Dates for your Diary

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25<sup>th</sup> September 1.50-2.50pm – Stay and Play starts  
26<sup>th</sup> September – 9.30am - Harvest Festival at the Church  
29<sup>th</sup> September – Macmillan Coffee Morning  
3<sup>rd</sup> October – 1.30-2.30pm New Intake Open session  
9<sup>th</sup> October – 9.30-10.30am New Intake Open Session  
23<sup>rd</sup> -27<sup>th</sup> October – Half Term  
7<sup>th</sup> November – School Photographs  
8<sup>th</sup> November - Flu Immunisations taking place  
13<sup>th</sup> November – 1.30-2.30pm - New Intake Open Session  
17<sup>th</sup> November – Children in Need  
20<sup>th</sup> December – End of Term

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## Uniform

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This is a reminder what our uniform consists of:

### Boys and Girls

Royal blue sweatshirt and cardigan with school logo.  
Grey trousers, skirt, shorts or pinafore.  
White polo shirt  
Grey or white socks or tights  
Girls summer variation – Blue and white checked summer dress  
Black school shoes

Please ensure your child is wearing the correct uniform

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## Christmas Dates

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We are letting you know in advance dates that we already have arranged. More details to follow

Reception/Nelson Class Nativity 11<sup>th</sup>, 12<sup>th</sup> and 13<sup>th</sup> December  
Christmas Jumper Day and Christmas Lunch on Monday 18<sup>th</sup> December



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## Pre-School Stay & Play Starting 25<sup>th</sup> September

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Reminder Pre-School Stay and Play starts on Monday 25<sup>th</sup> September from 1.50-2.50pm. Open from birth to starting school. There is no charge but a donation for tea and coffee is appreciated. No need to book just turn up.

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## Food Bank

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Our Take What You Need and Give What You Can food bank is located in the reception area at school. If you see something that you or a neighbor can use then please help yourself. If any one can make any donations they are gratefully received.

We also have at present a selection of Children's books. Come and take a look!

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## Changing Weather

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Now that the weather is changing please can all children bring a coat to school and have welly boots or spare shoes to go on the field in (these can be left in school).

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## New Intake – September 2024

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We will be holding open sessions for parents and children who will be starting school in September 2024.

These will be on the following dates and times:

- Tuesday 3<sup>rd</sup> October 1.30-2.30pm
- Monday 9<sup>th</sup> October 9.30-10.30am
- Monday 13<sup>th</sup> November 1.30-2.30pm

If you or anyone you know would like to view the school but are unable to make these dates or times please contact the school to arrange an appointment.

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## Spellings

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Thank you to everyone who has embraced our new approach to spelling throughout the federation.

In Key Stage 2, we have been developing our children's ability to spell linked to a spelling pattern following 'No Nonsense Spelling'. The children are taught daily the spelling rules and patterns, and then we ask for them to continue this practice at home. We hope this new approach will embed the spelling into everyday learning rather than being linked to a stand alone test. The children's weekly spelling words will be sent home with a link to the taught pattern or rule (unless common exception words). The children may want to learn these by: writing them into sentences, 'write cover check' sheets, handwriting patterns or by using one of the many apps available. This is an individual choice- (see ideas below). They will then have a weekly spelling check where the understanding of the use of the word is also checked by writing it into a sentence. This may look different between classes and children due to individual needs. We always like to celebrate progress and individual achievements so class rewards will continue to be used alongside the spelling check. However, the real progress is seen in the child's writing throughout the school day when the spelling words are spelt correctly out of a spelling lesson context. All staff will be looking out for this too! Please chat to your class teacher if you have any further questions.




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<p><b>Look, say, cover, write, check</b></p>	<p>This is probably the most common strategy used to learn spellings.  <b>Look:</b> first look at the whole word carefully and if there is one part of the word that is difficult, look at that part in more detail.  <b>Say:</b> say the word as you look at it, using different ways of pronouncing it if that will make it more memorable.  <b>Cover:</b> cover the word.  <b>Write:</b> write the word from memory, saying the word as you do so.  <b>Check:</b> Have you got it right? If yes, try writing it again and again! If not, start again – look, say, cover, write, check.</p>
<p><b>Trace, copy and replicate (and then check)</b></p>	<p>This is a similar learning process to 'look, say, cover, write, check' but is about developing automaticity and muscle memory.          Write the word out on a sheet of paper ensuring that it is spelt correctly and it is large enough to trace over. Trace over the word and say it at the same time. Move next to the word you have just written and write it out as you say it. Turn the page over and write the word as you say it, and then check that you have spelt it correctly.          If this is easy, do the same process for two different words at the same time. Once you have written all your words this way and feel confident, miss out the tracing and copying or the tracing alone and just write the words.</p>
<p><b>Segmentation strategy</b></p>	<p>The splitting of a word into its constituent phonemes in the correct order to support spelling.</p>
<p><b>Quickwrite</b></p>	<p>Writing the words linked to the teaching focus with speed and fluency. The aim is to write as many words as possible within a time constraint. Pupils can write words provided by the teacher or generate their own examples. For example, in two minutes write as many words as possible with the /i:/ phoneme.          This can be turned into a variety of competitive games including working in teams and developing relay race approaches.</p>
<p><b>Drawing around the word to show the shape</b></p>	<p>Draw around the words making a clear distinction in size where there are ascenders and descenders. Look carefully at the shape of the word and the letters in each box. Now try to write the word making sure that you get the same shape.</p> <div style="text-align: center;"> </div>



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<p><b>Drawing an image around the word</b></p>	<p>This strategy is all about making a word memorable. It links to meaning in order to try to make the spelling noticeable.</p>  <p>You can't use this method as your main method of learning spellings, but it might work on those that are just a little more difficult to remember.</p>
<p><b>Words without vowels</b></p>	<p>This strategy is useful where the vowel choices are the challenge in the words. Write the words without the vowels and pupils have to choose the correct grapheme to put in the space. For example, for the word <i>field</i>:</p> <p style="text-align: center;">f ____ ld</p>
<p><b>Pyramid words</b></p>	<p>This method of learning words forces you to think of each letter separately.</p> <p style="text-align: center;">       p        py        pyr        pyra        pyram        pyrami        pyramid     </p> <p>You can then reverse the process so that you end up with a diamond.</p>
<p><b>Other strategies</b></p>	<p>Other methods can include:</p> <ul style="list-style-type: none"> <li>• Rainbow writing. Using coloured pencils in different ways can help to make parts of words memorable. You could highlight the tricky parts of the word or write the tricky part in a different colour. You could also write each letter in a different colour, or write the word in red, then overlay in orange, yellow and so on.</li> <li>• Making up memorable 'silly sentences' containing the word</li> <li>• Saying the word in a funny way – for example, pronouncing the 'silent' letters in a word</li> <li>• Clapping and counting to identify the syllables in a word.</li> </ul>





# CASTON NEWS

At National Online Safety, we believe in empowering parents, carers and trusted adults with the information to hold an informed conversation about online safety with their children, should they feel it is needed. This guide focuses on one of many apps which we believe trusted adults should be aware of. Please visit [www.nationalonlinesafety.com](http://www.nationalonlinesafety.com) for further guides, hints and tips for adults.

## What Parents & Carers Need to Know about

# WHATSAPP

AGE RESTRICTION  
**16+**  
in UK and Europe,  
rest of the world 13+

With more than two billion active users exchanging texts, photos, videos and documents, as well as making voice and video calls, WhatsApp is the world's most popular messaging service. Its end-to-end encryption only allows messages to be viewed by the sender and any recipients: not even WhatsApp itself can read them. This privacy issue has been in the spotlight recently, as the UK's Online Safety Bill proposes to end such encryption on private messaging; WhatsApp is unwilling to do so and has reportedly considered withdrawing its service in the UK should this legislation go ahead.

...MSG ME...

**WHAT ARE THE RISKS?**

**EVOLVING SCAMS**

WhatsApp's popularity makes it a lucrative hunting ground for scammers. Recent examples include posing as the target's child, requesting a money transfer because of a spurious 'emergency'. Plus a scam where fraudsters trigger a verification message by attempting to log in to your account, then (posing as WhatsApp) call or text to ask you to repeat the code back to them, giving them access.

**CONTACT FROM STRANGERS**

To start a chat, someone only needs the mobile number of the WhatsApp user that they want to message. If your child has ever given their number out to someone they don't know, that person could then contact them via WhatsApp. It's also possible that your child might be added to a group chat (by one of their friends, for example) containing other people that they don't know.

**FAKE NEWS**

WhatsApp's connectivity and ease of use allows news to be shared rapidly – whether it's true or not. To combat the spread of misinformation, messages forwarded more than five times on the app now display a 'Forwarded many times' label and a double arrow icon. This makes users aware that the message they've just received is far from an original – and might not be entirely factual, either.



**'VIEW ONCE' CONTENT**

The facility to send images or messages that can only be viewed once has led to some WhatsApp users sharing inappropriate images or abusive texts, knowing that the recipient can't re-open them later to use as evidence of misconduct. People used to be able to screenshot this 'disappearing' content – but a recently added WhatsApp feature now blocks this, citing increased privacy.

**CHAT LOCK**

Another new option allows users to store certain messages or chats in a separate 'locked chats' folder, saved behind a passcode, fingerprint or face ID authentication. The risk here is that this function creates the potential for young people to hide conversations and content that they suspect their parents wouldn't approve of (such as age-inappropriate material).

**VISIBLE LOCATION**

WhatsApp's 'live location' feature lets users share their current whereabouts, which can be helpful for friends meeting up or parents checking that their child's safely on the way home, for example. However, anyone in your child's contacts list or in a mutual group chat can also track their location – potentially letting strangers identify a child's home address or journeys that they make regularly.

## Advice for Parents & Carers ...TYPING...

**EMPHASISE CAUTION**

Encourage your child to treat unexpected messages with caution: get them to consider, for example, whether the message sounds like something a friend or relative would really send them. Make sure they know never to share personal details over WhatsApp, and to be wary of clicking on any links in messages. Setting up two-step verification adds a further layer of protection to their WhatsApp account.

**THINKING BEFORE SHARING**

Help your child to understand why it's important to stop and think before posting or forwarding something on WhatsApp. It's easy – and all too common – for content to then be shared more widely (even publicly on social media). Encourage your child to consider how an ill-judged message might damage their reputation or upset a friend who sent something to them in confidence.

**ADJUST THE SETTINGS**

It's wise to change your child's WhatsApp settings (go to 'Privacy', then 'Groups') to specify which of their contacts can add them to group chats without needing approval: you can give permission to 'My Contacts' or 'My Contacts Except...'. Additionally, if your child needs to use 'live location', emphasise that they should enable this function for only as long as they need – and then turn it off.

**CHAT ABOUT PRIVACY**

Some parents like to check in with their child about how they're using WhatsApp, explaining that it will help to keep them safe. If you spot a 'Locked Chats' folder, you might want to talk about the sort of chats that are in there, who they're with and why your child wants to keep them hidden. Also, if your child has sent any 'view once' content, you could discuss their reasons for using this feature.

**Meet Our Expert**

Dr Claire Sutherland is an online safety consultant, educator and researcher who has developed and implemented anti-bullying and cyber safety policies for schools. She has written various academic papers and carried out research for the Australian government comparing internet use and sexting behaviour of young people in the UK, USA and Australia.



...HEY OSCAR...

**NOS National Online Safety**

#WakeUpWednesday

Source: <https://blog.whatsapp.com/an-open-letter> | <https://iaq.whatsapp.com/1077019839582332> | [https://iaq.whatsapp.com/381005894189245?helpref=hc\\_inov](https://iaq.whatsapp.com/381005894189245?helpref=hc_inov), <https://www.whatsapp.com/security> | <https://blog.whatsapp.com/chat-lock-making-your-most-intimate-conversations-even-more-private>, <https://www.aura.com/learn/whatsapp-scams>

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