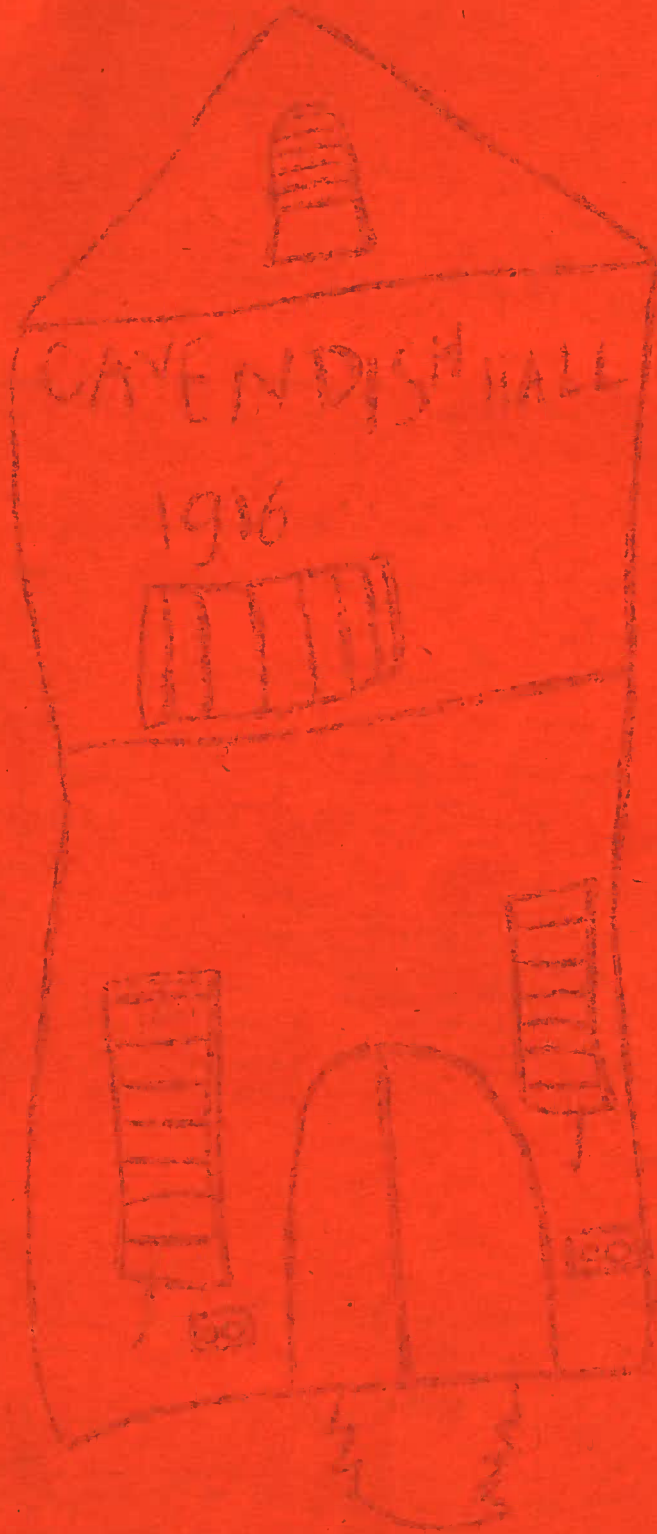


*Kap*

1983.

SALTUS CAVE INDIAN PREPARATORY SCHOOL



Simon Tule  
age 6 years

INFORMATION FOR PARENTS

SALTUS GRAMMAR SCHOOL

PREPARATORY DEPARTMENT

Information for Parents, Part 1.

INDEX

Page

Organisation of Saltus Grammar School	1
Telephone Calls	1
Fees	<del>1</del> 1
Reports: Parent-teacher Conference	2
School hours, Bus, Lunch, <i>AFTER SCHOOL PICK-UP</i>	<del>2</del> 2
<u>Uniform</u>	<del>3</del> 3
Notes on teaching methods in Reception classes	<del>4</del> 4
(a) Reading	<del>4</del> 4
(b) Handwriting	<del>5</del> 5
(c) Arithmetic	<del>5</del> 5
(d) Homework	<del>5</del> 5
Handwriting sample	<del>6</del> 6

THE SALTUS SHOP

The Saltus Association operates the Saltus Shop for the benefit of the parents and boys. The shop is open Tuesday, Wednesday and Thursday afternoons from 3 - 4 p.m. during term time and the week prior to the commencement of school in September.

The shop carries good used clothing on consignment (60% of the proceeds to consignee), some school clothing and supplies.

SALTUS GRAMMAR SCHOOL

ORGANISATION

Headmaster: Mr. J. K. McPhee, B.A., Dip. Ed., M.Ed.

The school as a whole provides quality education for boys of all ages in three separate departments.

- (a) The Preparatory Department, Headteacher Mrs. M.V. Hopkins, Cavendish Hall, Middle Road, Devonshire 4-18.

A boy normally spends three years in this department, receiving a thorough grounding in all basic subjects.

- (b) The Junior Department, Headteacher Miss E.M. Wilkie, Woodlands Road, Pembroke.

The four year course leads to preparation for the examination for admission to the Senior School.

- (c) The Senior Department, Senior Master, Mr. <sup>N.J.G. Kermode, B.A. (Hons.)</sup> ~~F.L. Stephenson~~, St. John's Road, Pembroke.

A five year course prepares boys to sit the London 'O' Level examinations, and a further year, Senior Year, leads to University entrance.

Telephone Calls: It is often necessary to call with an enquiry, and much time can be saved by calling the right person at the right time.

\* Cavendish:

Money Matters: Deposits, fees, bills, etc. Call the main office, 2-6177, and speak to Mr. G. Rosser, Registrar.

Future Educational Plans: call 2-6177 to make an appointment to meet with the Headmaster.

Anything to do with your son's progress, health or happiness while at Cavendish, call Mrs. Hopkins at 2-7170 from 9.15-9.30 a.m. any day except Monday, and 12.30-1.30 p.m. daily.

- See next page - 7.

FEES

*Lead  
- at 84*

The annual fees for the year commencing last September were \$ 1,550.00 payable in two instalments at the end of September and February. Inevitably there will be a fee increase for September 1984 and this will be established by the Trustees in the near future.

There is also a deposit of \$5.00 to be paid by ~~March~~ <sup>31st March</sup>. This deposit is held until the child leaves the school, when it is refunded in full so long as a full term's notice has been given.

Extras - there is a nominal charge of \$30.00 to pay for all text books used plus a further \$30.00 to cover all stationery and materials such as pencils, crayons, erasers. The children do not need to bring any educational materials at all, ~~thus ensuring that they have suitable pencils and crayons at all times.~~ In addition there is a charge for the School Year Book of \$7.00.

The school supports a few charities ~~for which donations may be requested from time to time~~, and there are fund-raising activities within the school, but ~~such~~ donations are entirely voluntary.

Milk is the main 'extra', and can be ordered <sup>each term.</sup> on a ~~special form~~ which is sent home with the child on the first day of school.

*New Page*

Reports - A termly report on each child's progress and conduct is supplied in a book which covers his progress through the Preparatory School. No grades are given during the first year when we are concerned more with a child's development as an individual than comparing him with other children.

Parent-teacher meetings and conferences. No formal parent-teacher conferences are scheduled. We believe that such meetings should be arranged as soon as they are thought necessary by the parent or the teacher, and should not have to wait for a pre-arranged date. Teachers will make themselves available for consultation, given reasonable notice, and welcome the opportunity to meet with parents.

In addition Mrs. Hopkins is available daily for telephone consultation (see number and times, page 1) and is always willing to arrange a private conference.

School Hours: 8.45 a.m. - 3 p.m. (First year classes come out at 2.45 p.m., but children waiting to travel with boys in higher classes are kept inside the school until this time). During the first week children can be delivered any time between 8.30 and 9 a.m., but after this we do ask that every effort be made to have them at school by 8.45.

Bus: A Government bus leaves the school daily at 3.05, arriving at the Hamilton Bus Terminal at about 3.25 p.m. The children are seen on to the bus by a teacher. Children should bring the exact fare in clearly marked envelopes, (or else a set of tickets available at any Post Office) and give it to the Class Teacher for safe keeping.

Lunch: Each child brings his own lunch in a box which should be clearly marked with his name on the outside. One item such as cookies, fruit, etc., may be eaten as a mid-morning snack, and the child should be told what has been supplied for this time. Children are not allowed to open their thermos flasks during the mid-morning break, as they are unable to close them again securely and we have had many sandwiches ruined through leaking flasks. They are allowed to drink from the water fountains, and after the first week milk can be ordered which may be drunk at mid-morning or lunch time.

No rules are set about what a child may bring for lunch, as we believe that it is the parents' right to plan their child's diet. However we do request that the lunch should consist mainly of 'suitable' foods, as children whose parents give them a properly balanced meal tend to covet the 'junk foods' of their neighbours at the table. Fizzy drinks should not be sent.

After-school pick-up. The teachers voluntarily supervise the children while they are waiting for their transport after school. We request that parents assist them by sending a note when their child's transport arrangements are to be changed. Parents who are prevented from arriving between 3 and 3.15 are requested to call the school so that their child can be brought indoors to wait, as it is distressing for a small child to have to sit and watch all the others collected if he has had no message to explain that he will be leaving late. The traffic arrangements, planned to make pick-up as smooth as possible, are contained in part 2 of this booklet which is supplied at the New Parents' Meeting, *usually held in May.*

Car Pools. To assist parents to form car-pools, a list of all first year children's addresses will be available at the New Parents' Meeting.

After School Care. One or two people are willing to collect children from school and care for them in their own homes until the mothers finish work. Names and addresses will be supplied on request.

\* Velcro fastening recommended.

UNIFORM

Summer: Worn from May 1st - November 10th

- White open-necked shirt or sports shirt or Saltus tee shirt
- Khaki shorts
- Short fawn, tan or white socks
- Brown sandals
- Sweater (if needed) scarlet with 'V' neck

Winter: Worn from November 12th - April 30th

- White shirt (short-sleeves preferred)
- Grey shorts (long trousers of any dark material may be worn in cold weather, but boys wearing trousers must keep a pair of shorts at school for gym)
- Grey knee-length socks
- Brown shoes or sandals, any suitable style (not dock-siders)
- Sweater - scarlet with 'V' neck
- ~~S.G.S. tie - to fasten at the back until the child is able to knot it for himself~~
- Blazer - if worn - navy with S.G.S. badge (N.B. A blazer is not a compulsory part of the uniform and should be used only as an outdoor coat, and a sweater in which the child can move more freely, worn for extra warmth indoors.)

ALL CLOTHING WHICH MAY BE REMOVED AT SCHOOL (shirt, tie, sweater, under-  
wear, shoes, raincoat, etc.) should be clearly marked with the owner's  
name: also thermos flasks, cups and lunch boxes should be marked on the  
inside.

SPECIAL EQUIPMENT

Every child should keep the following at school:

1. Painting overall.
2. Sneakers (gym shoes), ~~clip on style for those who cannot tie a bow, or~~ <sup>\*Velcro fastener recommended.</sup>
3. Cloth bag to hang on peg and contain sneakers and painting apron.
- ~~4. Small cushion about 12" square with strong loop to hang on peg.~~
4. Small sleeping bag, a bath towel doubled is suitable, with hanging loop in the middle of the long side. (for first term only).

Other equipment is needed in the first year. Please do NOT send  
lunch bags or haversacks at this stage.

ADDITIONAL FOR CLASS 3 ONLY

1. white gym shorts
2. tee shirt in team colour
- coloured gym shirt (in team colour, can be purchased at Saltus Shop)
3. suitcase or book bag (not rucksack)

The Reception class teachers have asked me to mention that it is very particularly helpful if children are able to dress themselves when they start school. There is a period of physical education or music and movement every day, and much of the teacher's time is taken up fastening shoe laces before and after this lesson. Children who cannot tie a secure bow could perhaps wear buckled sandals\* and no child should wear a tie to school unless he can fasten it for himself. In good weather the children strip down to their shorts for gym, so all clothing, even undervests, should be named, and particularly sweaters and shirts. *\* or Velcro fastened shoes*

Possibly add Satchel Shop

new page

Notes for parents of children entering Reception Classes

The following notes on our introductory methods are prepared so that you will understand how your child will be taught, not for you to teach him before he starts school. Much useful preparation is carried out by the nursery schools, and if you read to your child, count with him as a game and give him plenty of experience in using his hands for fine movement - drawing, painting, building with small blocks, etc., then he will be ready to begin the reception class programme. However, if you begin to force the pace of his learning, you may well set up a barrier which can hold him back for months when he starts school. In particular, please do not tell your child "You'll have to be able to do that when you start school." He will not be asked to attempt any task until his teacher thinks he is ready, and we do not want him to enter school with any fear of failure.

However, it is important that his language development is suitable for his age. He should be speaking in complete sentences, referring to himself as "I", and should be able to remember and carry out two and three part instructions, like "Go to the kitchen, and find the red book on the shelf with all my cookery books". If he cannot concentrate to this extent he will have difficulty in understanding the first, vital lessons.

(a) READING: Before formal reading is introduced the children are given training in perception, correct eye-movement, etc. Then the words in the first reading book are introduced as 'sight' words. When a child can recognise about twenty words he is given the first book, which he can now read quite quickly. At this stage no attempt is made to 'sound out' the letters of the words, although the sounds are gradually being taught. When a child has a good 'sight vocabulary' then word-building is introduced, by changing the first letter of a known word. Only the sounds of the letters are used during the first year although many children know the names from Sesame Street. (This programme, though excellent in many ways, appears to be responsible for confusion in the minds of children who have learned the letter names so well that they cannot grasp their sounds. These children write 'l' for the first letter in 'elephant', 'n' for 'engine', etc., and one even thought that the letter 'w' made the sound 'd' because he knew its name was 'double-you'!) Letter names and alphabetical order are introduced after the children have learned to read, so that they can use a dictionary.

PREPARATION BEFORE STARTING SCHOOL: Reading aloud to a child is the best way to make him eager to learn to read. Games to train observation like picture dominoes are valuable, and the MacDonald "Zero Books" and Ladybird "Talkabout Books" and "Playbooks" contain many suitable activities, with advice and instructions for the parent. It is ~~much~~ <sup>usually</sup> better not to introduce formal reading until your child has entered school, then our programme will be fresh and interesting to him.

HELP AFTER STARTING SCHOOL: When the teacher considers your child to be ready she will start him on flash cards and then on a book. As each book is finished, the child will be allowed to bring it home to read to the family, and he should be encouraged to read it through several times,

including the lists of words at the back. We do not send the books home for the children to prepare pages to be read at school, as we have found that some children learn the book by heart so that early difficulties may be overlooked. A child who wants to read at home can be encouraged to attempt any simple book, and single words in common use can be written on cards for the child to see how many he can master. However, if he shows no interest all such work should be left.

New page # 5

(b) HANDWRITING: Formal copybooks and handwriting lessons are now thought old-fashioned, but unless children are shown how to form letters correctly they may develop the wrong hand movements. Our children are shown how to form the letters in the basic script we use (see sample attached) but the teacher cannot watch each child to make sure her instructions are carried out. At first, they write on large sheets of un-lined paper so that their natural hand movements are not cramped. When sufficient control has developed books ruled with wide lines are provided.

form  
no hyphen

PREPARATION BEFORE SCHOOL: Opportunity and encouragement to experiment with pencils and crayons. Free drawing is more valuable than colouring between the lines. Most children go through a scribbling stage and if a child has plenty of opportunity to do this before coming to school he will be more ready to settle down to the directed work. If your child writes his name, encourage him to form the letters as shown on the sample, and not to use capitals except for the initial. It is important to see that he holds the pencil ~~correctly~~ (a thick, soft pencil or crayon is best) and to watch that he forms the letters correctly. It is very difficult for a teacher to correct bad writing habits once they are formed, so if your child has started to learn to write, please observe him at work, and if he is starting letters at the bottom, or going round the wrong way, the Nursery School should be requested to help you in correcting this.

AFTER STARTING SCHOOL: When your child wants to write, encourage correct formation of letters, but do not insist on daily writing practice. Large, well-formed letters are preferable to small, cramped ones, and good sitting position and pencil grasp are important.

(c) ARITHMETIC: It is essential for a child to understand the value of a number before abstract calculation is attempted, and the children perform many counting exercises. Addition is taught in a number of ways, using coloured rods of different length as well as counters and pictorial illustrations and exercises introducing 'new math'.

PREPARATION BEFORE SCHOOL: Counting and handling various objects, helping to set the table, count the places, etc. Children who can count to 10 may learn to recognise figures, starting with 1, 2, 3, and gradually introducing the others one at a time. If a child is ready to write the figures, please see that he forms them correctly as shown on the hand-writing sample.

AFTER STARTING SCHOOL: When your child brings home examples of his work ask him to show you how he did it, and then offer to make up more examples for him to work. Try to avoid attempting a new stage before it has been introduced at school, and in particular avoid written work above 10 as much preparation is needed. Counting may go as high as your child can manage with enjoyment, but a child should not learn to write 11 as 'two ones' but wait until he can understand that it is 'one ten and one', a concept which needs careful introduction.

(d) HOMEWORK: No homework is set for first year children who are making normal progress, and we advise parents not to start any regular homework unless the Class teacher has requested some specific extra study. A child who has worked hard at school during the day should be free to play and relax at home, so that he can return to school refreshed the next day.

I hope these notes may prove helpful; the staff are always ready to answer any questions about the curriculum which continues to change as educational methods develop. The underlying principle is that everything a child learns should be meaningful to him, and whenever possible, related to something of which he has first hand experience.

M. V. Hopkins

# Handwriting

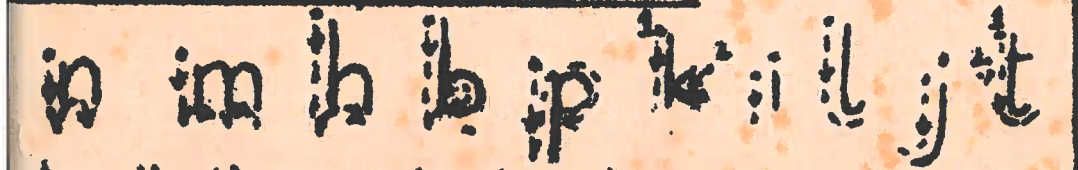
script taught to the Reception Classes.

a b c d e f g h i j k l m  
n o p q r s t u v w x y z

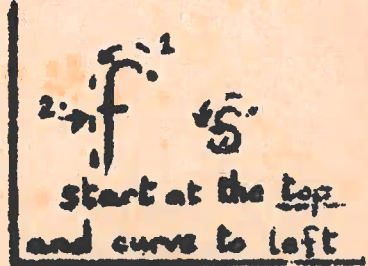
How to form the letters: start each letter at the dot and follow the direction indicated by the dotted line and arrows. Each letter is formed in one continuous movement without lifting the pencil, except t, f, k, x.



this group start by forming shape of 'C' from the top, then continue to complete the letter.



start all these with the down stroke



start at the top and curve to left

Correct pencil grasp and letter formation should be encouraged as soon as a child starts to use a pencil, bad writing habits can be impossible to eradicate. Young children should not be asked to write at home unless they enjoy it, but if they do write, use supervision and correct if necessary.

CAPITAL LETTERS should NEVER be used except in their