



Friday 2nd May
2025

The **CRANLEIGH CHRONICLE**

INCLUSION TEAM'S EDITION

MESSAGES

A very warm welcome from the Inclusion Team here at Cranleigh C of E Primary.

In this edition of our newsletter, we're focusing on reading; not just as an essential skill, but as a doorway to imagination, creativity, and lifelong learning. Read on to discover simple, effective ways you can support your child's reading journey at home.

Inclusion is at the heart of everything we do at Cranleigh. We believe every child should feel valued, seen, and supported to thrive. As part of our commitment to celebrating diversity, we're looking forward to Traveller History Month in June. This will be a chance for our whole school community to learn more about Gypsy, Roma and Traveller cultures, histories, and contributions, and to celebrate the richness they bring to our school.

Wishing you all a lovely Bank Holiday Weekend. We look forward to seeing you on Tuesday.

Mrs Mills and Mrs Jackson
SENDCo and Assistant SENDCo

Every learner
matters.

And matters
equally.

This is
INCLUSION.

Dates for your diary

Bank Holiday - No School

Monday 5th May

Youth Police Team in at Lunchtime

Tuesday 6th May

3:20pm - PTA Uniform and Book Sale

Tuesday 6th May

VE Day 80th Anniversary Celebrations

Thursday 8th May

Year 6 SATs

WC 12th May

3:20pm - PTA Uniform and Book Sale

Monday 12th May

Year 5 at the University of Surrey

Tuesday 13th May

2:30pm - University of Surrey Presentation to Year 5 Parents

Tuesday 20th May

All calendar dates can be found on our [website!](#)



**Cranleigh C of E
Primary**

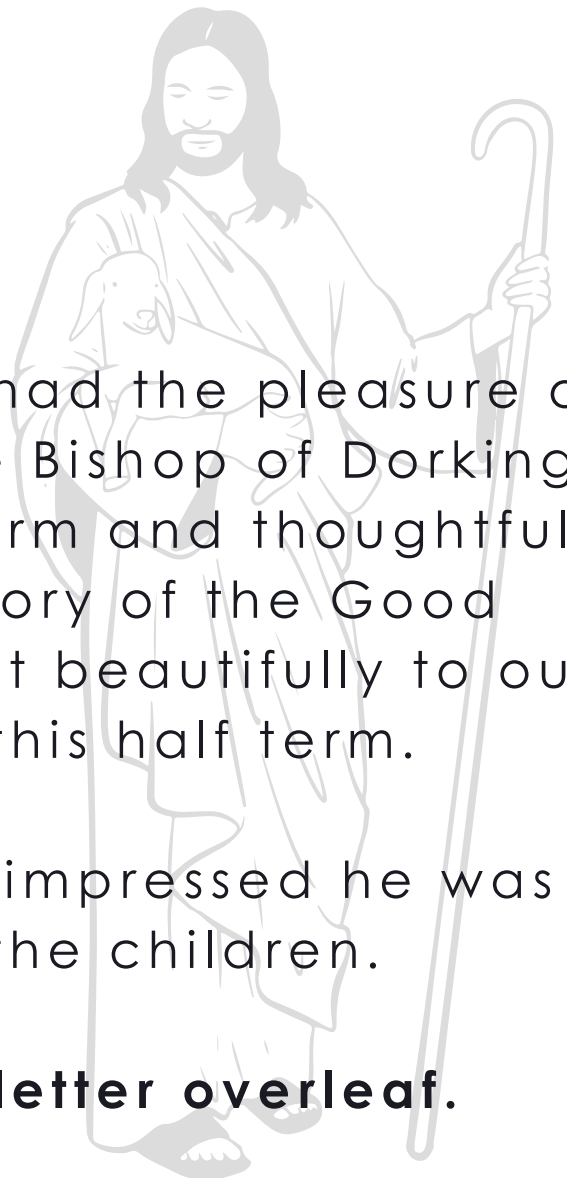


Faith

On Tuesday afternoon, we had the pleasure of welcoming Bishop Paul, the Bishop of Dorking, to our school. He led a warm and thoughtful assembly, sharing the story of the Good Shepherd and connecting it beautifully to our focus on compassion this half term.

It was lovely to hear how impressed he was with our school and the children.

You can read his kind letter overleaf.





THE BISHOP
OF DORKING

Mrs Kate Pelazza
Headteacher of Cranleigh Church of England School
By email only: KPE@cranleighprimary.co.uk

29 April 2025

Dear Mrs Pelazza

Cranleigh Church of England School

I write simply to thank you for the very warm welcome that you gave me in visiting Cranleigh Church of England school today.

I was very impressed by the culture that you are seeking to create in the school and by the way it is being successfully embedded by staff and pupils.

Everyone I met was a delight. From the office staff who welcomed me, to the teaching staff who looked so fulfilled in their work, to the children who were so engaged, polite and kind. I think my favourite moment in the visit was when one of the children visited your office and began the conversation by talking about the school values and how important compassion is! During collective worship it became clear that the values are not just known by the children, but they are lived – and the staff model them in their interactions with each other and the children. It was transparent throughout the visit.

Christian distinctiveness was tangible too. It was a delight in talking to the children to see how their knowledge of the Christian story is strong. It was heartening to see how a school in the Good Shepherd Trust is so versed in the story of the Good Shepherd!

Please pass on my thanks to your staff team.

With many thanks and warmest wishes

The Rt Revd Paul Davies
The Bishop of Dorking

The Right Reverend Paul Davies
Dayspring, Pilgrims Way, Guildford, GU4 8AD
☎ 01483 977741 ✉ bishop.paul@cofeguildford.org.uk

The Lord's Prayer using Widgit

Our Father in Heaven, hallowed be your name.



Your kingdom come, your will be done,



on earth as it is in heaven. Give us today our daily bread,



forgive us our sins, as we forgive those who sin against us.



Lead us not into temptation but deliver us from evil.



For the kingdom, power and glory are yours, now and forever, Amen.



We use **Widgit** symbols in school to promote inclusion and make learning more accessible for everyone. They're especially helpful for children with Special Educational Needs, those learning English as an Additional Language, and pupils with communication difficulties, supporting understanding, routines, and vocabulary while building confidence and independence.

Reading

At our school, we love reading. From picture books to chapter books, stories help children explore new worlds, understand different perspectives, and make sense of their own experiences.

Reading is more than just decoding words on a page. It builds vocabulary, boosts confidence, and lays the foundation for success across all subjects — from science to history to maths. When children read regularly, they develop curiosity, empathy, and critical thinking skills that will benefit them far beyond the classroom.

But perhaps the most magical part of reading is the joy it brings. Watching a child's face light up as they discover a funny character, solve a mystery, or learn a fascinating fact reminds us why we do what we do.

Together, as teachers and parents, we can nurture a love of reading that will stay with our children for life. Whether it's reading bedtime stories, visiting the library, or simply talking about books, every little bit makes a difference.



Why read for 20 minutes a day?

CHILD A

reads **20 minutes**
per day

hears **1,800,000**
words per year

scores in the
90th percentile on
standardized tests

CHILD B

reads **5 minutes**
per day

hears **282,000**
words per year

scores in the
50th percentile on
standardized tests

CHILD C

reads **1 minute**
per day

hears **8,000**
words per year

scores in the
10th percentile on
standardized tests

Did you know?

If a child is never read to, they will have heard approximately 4,662 words by the time they are 5 years old.

If a child is read to 1-2 times per week, they will have heard approximately 63,570 words by the time they are 5 years old.

If a child is read to 3-4 times per week, they will have heard approximately 169,525 words by the time they are 5 years old.

If a child is read to daily, they will have heard approximately 296,660 words by the time they are 5 years old.

If a child is read 5 books a day, they will have heard approximately 1,483,300 words by the time they are 5 years old.

('When Children Are Not Read to at Home: The Million Word Gap', Jessica A. R. Logan, Laura M. Justice, Melike Yumuş, and Leydi Johana Chaparro-Moreno, 2019)

What we are doing in school

At school, we read for learning and for pleasure.

Our Little Wandle phonics and reading programme helps children to de-code words, develop expression and comprehension in small group settings.

In addition, the programmes Lexia and Accelerated Reader provide individual reading targeted at your child's own level.

Each class also has access to the school library, where children can borrow books for pleasure.

Class teachers also read aloud daily.



Things to Try at Home

Lots of praise!

- You tried to work that out.
 - You made that story sound really exciting.
 - You pointed to the words carefully.
 - You fixed that up.
 - You went back and tried again.
 - You found the hard bit.
 - You stopped at the full stop.
 - You said the first sound of the tricky word.
 - You used the first letter sound to help you try the word.
 - You got your mouth ready for the first sound.
 - You stopped when it wasn't making sense.
 - You made it sound just like talking.
 - You were really thinking about the story
- You made that story sound really interesting and exciting.



Access the school reading books

If your child is using the Little Wandle Reading programme, you can access the ebooks via: <https://www.collinshub.co.uk/>

If your child is using Lexia, you can access this at home via: <https://www.lexiacore5.com/>

If your child is using the Accelerated Reader programme, they will have chosen a book to read at home and school. When they have finished the book, they will complete a short online quiz at school.

<https://global-zone61.renaissance-go.com/welcomeportal/6710448>

If you need any help with logins, please ask your child's class teacher and they will be happy to help.

Paired Reading

STEP 1: Reading together

- ✓ Before you start, agree on a secret signal together.
- ✓ Start reading the words aloud together. Match your pace to your child's reading.
- ✓ Your child might start by reading the words just after you - that's ok!
- ✓ Your child must read every word. It might help for you or your child to point to the word.
- ✓ Use lots of praise and positive encouragement for their reading, even if they're using clues from you to read.

Step 2: Reading alone

- When your child is confident, they use the 'secret signal' to show you they want to read on their own. Let them decide this. Stop reading when they signal.
- If they make a mistake, or get stuck on a word, give them 3-4 seconds to correct it.
 - After this time, say the word and get them to repeat - don't ask them to sound out or break it down.
 - Carry on reading together until your child signals again.

Things to be think about:

- ✓ DO praise them and say what they're doing well.
- ✓ DO cosy up together and really share the book.
- ✓ DO talk about the book and pictures as you read.

Try not to:

- Make them sound out or break words down that they don't know or get wrong.
- Make them struggle over a word - give them a few seconds, then say the word.
- Choose the book for them - your child will soon learn what they like and if a book it's too hard.

Paired reading is a simple way for adults to support children's reading, and it can be done at home! It gives children confidence, enjoyment and practise in reading, and at the same time can empower you to enjoy the process alongside them. Anyone can do it - no special knowledge or equipment is needed.

Here is a short video so that you can see it in action:

<https://youtu.be/I23wV6JKCpo>.

Let your child choose the book (even if you think it is too hard) and try to do this every day for 5-10 minutes.

Ask questions

Some children can read fluently (without needing to sound out) but it is important to check that they have fully understood what they have read. To help, you can ask questions. Using the acronym **VIPERS** can be helpful.

V = vocabulary. For example, "What does the word mean in this sentence?"







I = inference. For example, "Why was feeling?"

P = predict. For example, "What do you think will happen next?"

E = explain. For example, "Who is your favourite character and why?"

R = retrieve. For example, "Who did?"

S = sequence. For example, "Can you summarise the beginning, middle and end of this story?"

Vocabulary Draw upon knowledge of vocabulary in order to understand the text. 	Infer Make inferences from the text. 	Predict Predict what you think will happen based on the information that you have been given. 	Explain Explain your preferences, thoughts and opinions about the text. 	Retrieve Identify and explain the key features of fiction and non-fiction texts such as: characters, events, titles and information. 	Sequence Sequence the key events in the story. 
Example questions <ul style="list-style-type: none"> What does the word mean in this sentence? Find and copy a word, which means What does this word or phrase tell you about.....? Which word in this section do you think is the most important? Why? Which of the words best describes the character/setting/ mood etc? Can you think of any other words the author could have used to describe this? Why do you think is repeated in this section? 	Example questions <ul style="list-style-type: none"> Why was.... feeling....? Why did happen? Why did say? Can you explain why....? What do you think the author intended when they said.....? How does make you feel? 	Example questions <ul style="list-style-type: none"> Look at the book cover/blurb - what do you think this book will be about? What do you think will happen next? What makes you think this? How does the choice of character or setting affect what will happen next? What is happening? What do you think happened before? What do you think will happen after? What do you think the last paragraph suggests will happen next? 	Example questions <ul style="list-style-type: none"> Who is your favourite character? Why? Why do you think all the main characters are girls in this book? Would you like to live in this setting? Why/why not? Is there anything you would change about this story? Do you like this text? What do you like about it? 	Example questions <ul style="list-style-type: none"> What kind of text is this? Who did....? Where did....? When did....? What happened when....? Why did happen? How did? How many....? What happened to....? 	Example questions <ul style="list-style-type: none"> Can you number these events 1-5 in the order that they happened? What happened after? What was the first thing that happened in the story? Can you summarise in a sentence the opening/middle/end of the story? In what order do these chapter headings come in the story?



This week at Cranleigh

On Wednesday, students from Glebelands School visited Year 3 to support their Maths learning. They led fun activities like times tables games and problem-solving tasks, and also read one-to-one with the children. It was a great opportunity for our pupils to learn from older students and build their confidence.





This week at Cranleigh

It's been a busy week of Maths for Year 3! On Wednesday, they got hands-on with Mass and Capacity, using jugs and cylinders to measure in millilitres and litres. Following the White Rose Maths scheme, the children brought their learning to life while developing practical, real-world Maths skills.





This week at Cranleigh

Reception had an exciting visit from ZooLab this week to support learning in Understanding the World. The children met a range of amazing creatures, including giant snails, spiders, and millipedes (Mango the millipede was our favourite!) It was a fantastic hands-on experience that sparked lots of curiosity and conversation.



Congratulations!

House Points

Pioneers

871

Explorers

892

Discoverers

873

Adventurers

860

CLASS	STAR OF THE WEEK	HEADTEACHER'S AWARD	House point winners
Robins	Leon	Whitney	Alaia-Rose, Katie, Lola
Sparrows	TJ	Casey	Shay, Austin, Logan
Owls	Monique	Madison	Evie, Darcey, Levi
Swans	Lincoln	Tienna	Adam, Jack, Fynley
Kingfishers	Amelia	Brielle	Timothy, Cassie, Mary
Heron	James	Fergus	Davut, Lilou, Esther
Cranes	Mia	Hania	Blossom, Naz, Alex

Weekly Attendance Winners

YEAR 1

YEAR 4

YEAR 5





Safeguarding Contacts

If you have any concerns regarding a child, please ask to speak to one of our safeguarding team below straight away:

K. Pelazza: Headteacher / Designated Safeguarding Lead (DSL)

J. Mills: SENDCo / Deputy Designated Safeguarding Lead (DDSL)

N. Jackson: Assistant SENDCo / Deputy Designated Safeguarding Lead (DDSL)

T. Church: Thrive Practitioner / Deputy Designated Safeguarding Lead (DDSL)

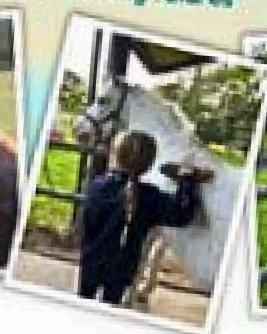
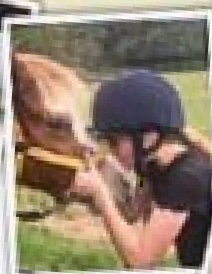
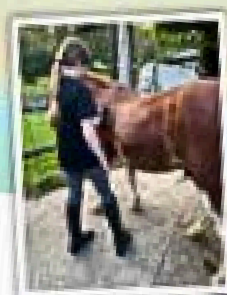
M. Parry: Local Committee Safeguarding Lead

The Good Shepherd Trust [contacts](#)

Comm
Not

Your Space THERAPIES

Secure attachments
Robust learners • Building futures



www.yourspacetherapies.org

🐾 May Half Term Mindfulness Pony Day for Kids! 🐾

Explore Calm, Connection, and Confidence with Our Gentle Ponies!

Date: Friday 30th May 2025

Time: 9.30am - 2.30pm

Location: Ponies 'n' Kids, Eaton Thorne Stables, Woodmancote, Nr Henfield, W.Sussex, BN5 9BH

Join us for a magical day designed especially for children ages 5-11! Dive into a world of peace, friendship, and mindfulness, all while experiencing the calming presence of our adorable ponies.

🌟 What to Expect:

💖 **Mindfulness Time with Ponies:** Learn calming techniques and emotional regulation skills while spending quality time with our gentle ponies.

🐾 **Pony Care:** Discover the joys of caring for ponies through grooming, feeding, and building a bond.

🐾 **Riding and Mounted Games:** Experience the joy of pony rides and engage in fun, team-based games that promote confidence and cooperation.

🎨 **Mindful Nature Art:** Unleash your creativity with activities that inspire observation and connection with the natural world.

🌿 **Connect with Nature:** Immerse yourself in the tranquillity of our beautiful, quiet stables and serene surroundings.

👯 **Make New Friends:** Build connections and friendships with other children in a supportive, nurturing environment.

Spaces are limited to 12 children! Email now to ensure your spot.

Contact: bookings@yourspacetherapies.org

Cost: £110 plus VAT

Join us for an unforgettable experience that combines mindfulness and pony magic!



Wishing you
all a lovely
bank holiday
weekend.



See you on Tuesday!