Future Academies Primary Schools
Knowledge—Aspiration—Respect

Newsletter
February 2018

Dear Parents and Carers,

Pimlico Primary has had a wonderful start to 2018. Parent Gym, MEND and our workshops have had really good turn outs: thank you for your time. We do understand that you may not have time to attend all of the workshops: they are scheduled to support you and your family, not to cause stress. The presentations are always uploaded to the school website, should you not be able to attend.

Crazy Hat Day

Thank you for helping the children so well with their crazy hats! The School Council raised £162 for their playground fund. As always, follow us on Twitter for pictures and news.

Reading at Home Daily

Reading daily with your child is one of the most valuable things that you can do! Remember to ask them questions when reading. There are some handy prompts inside this newsletter.

School Absences in Term Time

In accordance with regulations imposed by the government, leave of absence for pupils can only be granted in exceptional circumstances during term time. Please continue to submit absence request forms if needed: these will always be looked at on a case by case basis. However, do be aware that **government policy** means that **the majority of requests cannot be authorised**. The rationale is the clear link between poor attendance at school and lower academic achievement. This is a **national approach** and is not unique to the school or Trust. The school is held to account on this basis.

Parent Representative Feedback

On 17th January, Miss Smith and I met with the Parent Representatives. Their questions and answers can be found on the information board in the foyer. Thank you to those parents for their time. You are also always welcome to ask me questions on the gate.

Yours sincerely,

Miss C. Burge
Headteacher

National Teaching School
designated by
National College for
Teaching & Leadership

Ofsted
Outstanding

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Prompts for Questioning Younger/Less Confident Readers

Use Vocabulary to Understand Texts
- What does this word/sentence tell you about the character/setting?
- How has the writer made you feel happy/sad/angry/lonely? Can you find one of the words he/she has used?
- Which words or phrases make you feel…?

Identify Features of Books
- Where and when does the story take place?
- What did she/he/it look like?
- What happened in the story?
- Find it. Prove it.
- Which part of the text should I use to find…?

Identify and Explain the Sequence of Events in Texts
- What happens first in the story?
- Use three sentences to describe the beginning, middle and end of this text?
- You've got 20 words; sum up this story.
- How does the hero save the day in the story?

Inferencing
- What makes you think that?
- Can you explain why..?
- Which words give that impression?

Predicting
- Look at the cover. What do you think the book is about? What might happen?
- What will happen next? Why do you think this? Are there any clues in the text?
- How is character X like someone you know? Do you think they will react in the same way?

TOP TIPS!

1.Make reading fun: Let children copy the actions from stories, make silly voices for the characters and act out the plot.

2. Visit the library

3. Take turns: read to your child to model good reading, as well as having them read to you. They could even ask you questions!

4. Make it a routine: read at the same time every day so that it becomes a habit. Just after coming home from school or after dinner is a good idea.
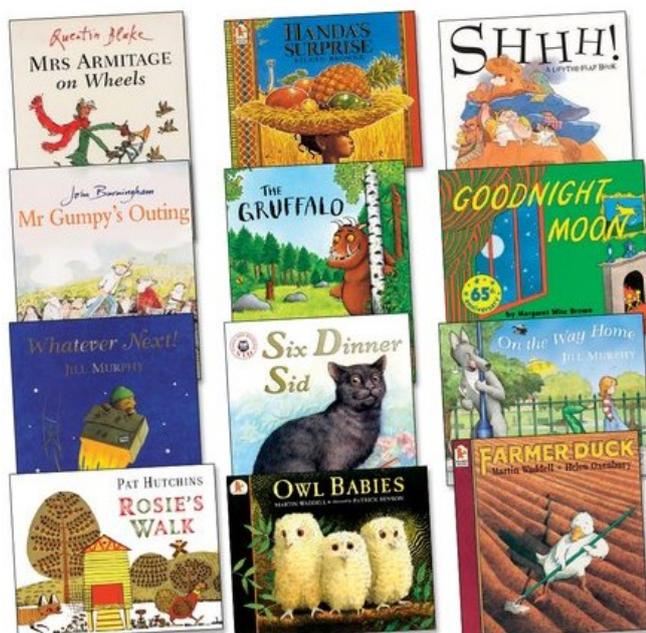
Prompts for Questioning Older/More Confident Readers

Explain the meaning of words in context
- What does this… word/sentence… tell you about… character/setting/mood etc.?
- The writer uses words like … to describe …. What does this tell you about the character or setting?
- What other words/phrases could the author have used?
- How has the writer made you and/or character feel …happy /sad/frustrated etc.?

Retrieving Information
- Where does the story take place? When?
- What did ___ look like?
- Tell me about the characters in the book.
- What part of the story do you like best? Why?
- What evidence can you find in the text to justify your opinion?

Summarising Ideas
- What's the main point on this page?
- Can you summarise the chapter? Book?
- Explain the most important point in one sentences.

Make Inferences from the Text
- Can you explain why…?
- Which words give you that impression?
- Can you explain why…?

Making Predictions
- Can you think of another story, which has a similar theme;
  e.g. good over evil; weak over strong; wise over foolish?
  Do you think this story will go the same way?
- Why did the author choose this setting? Will that influence how the story develops?

Explaining Connections
- Explain why the character did that.
- How have the character's feelings changed throughout the story? Why?
- What is the story (theme) underneath the story? Does this story have a moral or a message?
- What is similar/different about two characters?

Writer's Choice of Language
- What does this… word/phrase/sentence… tell you about… character/setting/mood etc.?
- How has the writer made you and/or character feel …happy /sad/angry/ frustrated/ lonely/bitter etc.?

Make comparisons within the text
- Describe different characters' reactions to the same event in a story.
- How is it different to…? How is it similar to…?

'Create, Connect and Share Respect:
A better internet starts with you.'

When? Tuesday February 6th 2018

What? Safer Internet Day provides a brilliant opportunity to discuss online safety with children and young people and think about how being online has changed our day to day lives. The UK Safer Internet Centre wants as many people as possible to get involved in the day and think about how to make the internet a better and safer place.

How? Try some of our conversation starters to raise awareness at home.

> What do you like most about the internet and why? What's your favourite game/app/site?

> What is okay/not okay to share online? Why?

> How do you stay safe online? What tips do you have and where did you learn them?

Fun activities at home

SIDTV (Ages 3-11)	Our SIDTV short videos provide a great way to start a discussion with children about how the internet makes them feel and what tips they have about staying safe. Some of the videos are aimed at younger children and can be watched on the UK Safer Internet Centre website or on YouTube. **www.saferinternet.org.uk/sid-tv**
The Adventures of Kara, Winston and the SMART crew (Ages 7-11)	Five cartoons for children on how to stay safe online. Each cartoon covers one of the five SMART rules which help children to make positive and safe online choices for themselves and their friends. **www.childnet.com/kara**
SMART Rules Quiz (Ages 7-11)	A fun way to check how well your child knows how to stay safe online is to challenge them to the SMART rules quiz on the Childnet website. Why not have a go too and see if your online safety skills are up to date? **www.childnet.com/quiz**
Further resources and information: UK Safer Internet Centre	**www.saferinternet.org.uk**
Childnet International	**www.childnet.com**

Safer Internet Day

This Safer Internet Day we are encouraging everyone to play their part in building a better internet.

Children and young people, schools, parents and carers, and organisations all across the UK are invited to make a pledge to do something great and positive online this Safer Internet Day using the hashtag #ItStartsWithUs.

Here is how to get involved:

1. Use the **jigsaw template** and fill in a pledge to do something positive online. It could be a picture of the kind things you will do online or a pledge to take a positive action to make the internet a better place. The jigsaw shows how your actions fit in with the actions of those around you, to create a better internet.

2. Take a photo of your pledge and share it on Twitter, Facebook, Instagram and any other social media platform with the hashtag #ItStartsWithUs

3. Get your friends, family, and colleagues involved too!

UK Safer Internet Centre

#SID2018
www.saferinternet.org.uk

Co-financed by the European Union
Connecting Europe Facility

Dates and Events

February

Thursday 1st February— <u>The NCM Programme for age 5 Reception children</u>

Friday 2nd February<u>— Exeter Open Class 3pm</u>

Monday 5th February—<u>7pm, Choir to the Young Voices Concert at the 02</u>

<u>Children's Mental Health Week</u>

Tuesday 6th February—<u>Safer Internet day</u>

Thursday 8th February— <u>Year 2 Trip to the Horniman Museum</u>

3pm <u>Grammar Workshop or Parents—Session 2</u>

Friday 9th February - <u>Reception Classes Trip to the Theatre</u>

9.30am <u>Year 3 Assembly</u>

<u>Last day of Term 3. Normal collection at 3.30pm</u>

Half Term Holiday: 12th February 2018 — Friday 16th February 2018
<u>Term 4 begins on Monday 19th February 2018</u>

Monday 19th February—<u>8.35am Parent Workshop on Pimlico Primary's Values</u>

Wednesday 21st February — <u>Vision and Hearing Programme for age 5 Reception pupils</u>

Thursday 22nd February - <u>Year 4 Trip to the National Portrait Gallery</u>

Friday 23rd February - <u>Assembly visitor from Parliament</u>

March

Thursday 1st March—<u>World Book Day</u>

Further events in March will be listed in March's newsletter

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