

School Priorities

As we whizz towards the end of the first half term I thought I would share with you some of our main priorities for this year.

Our main priority is a focus on writing and reading. We have introduced the Talk for Writing approach in our English lessons. (See 'Focus on...' for more information).

The reading has a split focus on reading for pleasure and comprehension. We have had a real push on children reading at home at least 3 times a week and have seen a huge improvement with this, so thank you for your support. The new library is also allowing children to pick high quality texts to enjoy at home.

The comprehension is taught in a weekly session and looks at a variety of different stimulus in which the children ask questions, look for themes and clues to help explain what is happening in the 'text'.

The school is continuing with the work on the 4Rs and our Take Care values. This links into our new STAR behaviour. The children recently interviewed were very positive about our new approach.

Finally, we are looking at how we can further engage parents into school life. Miss Johnston is leading this in school. We have created a parent post box in the entrance hall so any feedback about school is welcome, just fill in the slip and we will have a look at these regularly, responding if necessary.

I hope you all have a relaxing half term and look forward to seeing you all after the break.

Jess Scott

Parental Engagement

Thank you for all your support with our events held so far. The falconry day was fascinating and the children loved learning all about the different birds, who were truly amazing and beautiful. It was great to see so many parents join us.





Thank you for all your support with this event we raised over £200 for an extremely worthy cause. It was great to see so many of you enjoying the yummy cakes.

Friends of Larkfields

Thank you to all the parents who attended the AGM of the Friends of Larkfields.

The Friends donated £400 towards new books for the library and £1600 which will be shared equally between each year group and used to subsidise school trips over the coming year.

Parking

Please can I ask you again to be considerate when parking outside of school. We have had several incidents involving parents shouting and some children not being able to cross the road safely due to parking on Coronation Road.

We are currently working with the Road Safety Team to develop some ideas to keep the children safe.

This is our main priority.



Look out for our next Take Care Newsletter after half term.

Midday Supervisor Vacancy

We have a vacancy for a Midday Supervisor starting mid-November. If you are interested in the position, or know someone who is, you can download an application form from the website or ask at the school office.

Uniform

We have noticed that a small number of pupils are still not wearing the correct uniform, in particular boys wearing shorts and girls wearing large bows, culottes and boots. Can we please ask that you send your child in the correct uniform (see the school website for details). If we have had to speak to your child about their uniform during the school day, we will send a text to advise you.



Focus on... **Talk for Writing**



Imitation: All units of work will start with a 'cold write'. The 'cold write' will give us baseline information about the children's confidence and ability with the text type. Completing these before the unit begins, allows each teacher to adapt the planning and resources to fit the children's needs.

Following this, most units will have a 'Hook'. This is where we introduce the text type to the children in an interesting and imaginative way - 'hooking' the children in and engaging them straight away. A Hook might range from the children making their own fairy dust, to investigating an alien landing site.

During this first phase of imitation, the children are introduced to the key text using actions and text maps (pictures). The key to success for all children, is that they internalise the text type through repetition and rehearsal - helping them to embed sentence patterns, new vocabulary and text structures. The children look closely at the language used and the effect this has on the reader.

We call this process 'reading as a writer'. Throughout this process, the children will take part in listening and learning texts, take part in role play and drama, draw and read text maps, Magpie (each child has a writing portfolio to collect ideas, words and phrases) and develop their knowledge of grammar.



Innovation: The next stage in the process is innovation. This is where the children adapt the story/text that they have looked at, using their own ideas. They might change characters, settings, events, points of view, all whilst sticking closely to the underlying structure learnt.

During this process, the children will refer to 'toolkits' which are a range of writing tools that we may use to create a specific affect or text. These could be 'similes' for description, or 'imperative verbs' for instruction.

Each day, the children will complete a shared writing session where they are shown how to shape and construct a piece of writing as a class. During each session, the children then try to replicate this process independently. This is a very intensive stage as each part is marked meticulously and the children complete editing work based on the feedback given by teachers.



Invention: The final stage in this process is 'invention'. This is where the children are given the opportunity to plan and write their own stories/texts based on what they have learnt so far. We use this to assess the children's progress within the unit of work and set future targets.