

## Welcome back to the Spring Term!

### Weekly Diary

#### **Monday 13<sup>th</sup> January**

Wow day for KS2: Romans Rule!  
Forest School for Maigold Class  
Swimming: Discovery class  
Archery for Years 1 to 4

#### **Tuesday 14<sup>th</sup> January**

Netball club Years 4 to 6  
Gymnastics Reception to Year 6

#### **Wednesday 15<sup>th</sup> January**

Forest School for Pippin Class  
Dodgeball for Years 3 and 4

#### **Thursday 16<sup>th</sup> January**

Art club (full)

#### **Friday 17<sup>th</sup> January**

Recorder club at lunchtime  
Wow morning for KS1  
Celebration Assembly at 2.40pm  
Multisports for Years 3 to 6



Every child in the school and nursery planted a bulb last term and they are all now appearing! The planters are going to look beautiful.

### **Dates for your Diary!**

30 January	Jimjam Jamboree – storytelling event in school
31 January	Donate a bottle day (for PTA fundraising)
7 February	PTA Bingo evening
10 February	Messy Church
11 February	Parents' meetings 3.30 to 6pm
13 February	Parents' meetings 3.30 to 6pm
14 February	Inset day
17 February – 21 February	Half term
24 February	Gala Class swimming starts
26 February	Book Fair week starts
2 March	Reception and Year 6 children health measurements
5 March	Class photos
27 March	World Book Day: dress up as a character
30 March	Sponsored walk for 'School in a bag' charity
6 April – 17 April	Poetry and art focus week
20 April	Easter holidays
25 May – 29 May	Term starts; Maigold swimming
17 July	Half term
	Break up for summer holidays



**He came so that we may have life and have it to the full**

**John 10:10**

Dear Parents and Carers,

I hope that you all had a restful and enjoyable holiday and that everyone is now feeling well and full of energy. It has been lovely to welcome back the children and to hear all their news.

Our Inset day's focus was on reading. The teachers and TAs analysed and discussed our school's strengths and weaknesses as shown by data from all our children and comparing with national figures. We generally have done very well in the phonics check at Year 1 and the reading at Year 2 but fluency and the use of inference don't make good progress overall as the children go through Year 3 to 6. If a child isn't fluent (reads quickly and accurately) or doesn't have good understanding, it is a huge hurdle for them as they progress through into secondary school and beyond.

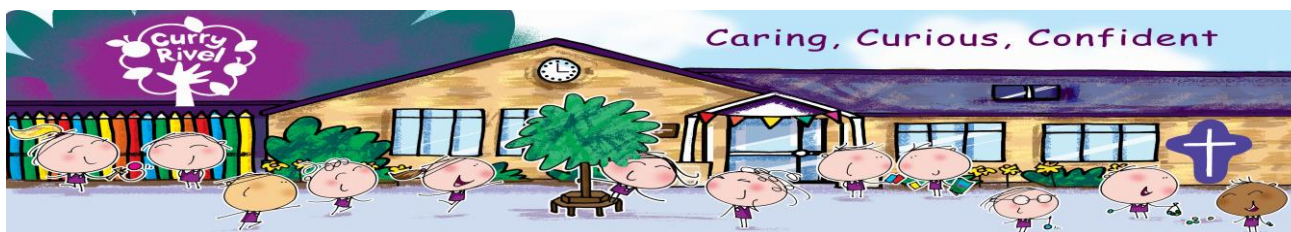
I do wonder if there is an impact from family time pressures and children not hearing bedtime stories as much when they get older. Reading to your child and talking about the story makes a huge difference to their ability to 'read between the lines' and learn new vocabulary. I personally remember that reading to my daughters was 'the carrot' to get them into bed and it was a very special time that I miss now! With the advice about not having screens on before bedtime, it would be great if bedtime stories become more common again.



Here are some hints that we are now following when teaching reading and I hope that you will be able to use them at home too....

Can your child....

<b>Predict it!</b>	...predict what might happen from what you have read? <i>What happened first? Next? After that? Finally? Why?</i>
<b>Understand it!</b>	...explain the meaning of the more difficult words in the book? <i>What does ....mean? Which word means the same as...?</i>
<b>Find it!</b>	...pick out information or key details from the book? <i>Which words....? Who? When? Where? What?</i>
<b>Summarise it!</b>	...tell you the main points in an information book? <i>What have you learned from this page?</i> ...talk about the main parts of the story? <i>What is this paragraph or chapter about?</i>
<b>Think about it!</b>	...think about what has happened in the book and give reasons why? <i>Which words tells you that....?</i> <i>How is the character feeling? How do you know?</i>
<b>Link it!</b>	...talk about how things in the book link together? <i>What are the themes in the book? What is the big idea?</i>
<b>Listen to it!</b>	...talk about why the writer has chosen words and phrases? <i>How does the book make you feel? Why? Are there parts of the book that you really enjoyed? Why?</i>
<b>Compare it!</b>	...talk about different parts of the story or characters? <i>How do the characters change in the story?</i> <i>Does this book remind you of other stories that you have read?</i>



Here is an extract from recent research about parents and reading:

*Family support for literacy does not require a high level of academic ability or substantial financial resources; simple, everyday actions such as encouraging children to read and being seen reading can contribute positively to young people's reading attitudes and behaviour. Young people encouraged by a family member are twice as likely to read outside of class every day as those who are not, and those who see their parents read regularly also report more positive reading attitudes, increased reading frequency and enjoyment. They are also considerably more likely to read above the expected level for their age than those who are not encouraged to read or who rarely see parents read.*

On other news, you will see that we have put in dates for the children's 'wow' days. These are always great as a catalyst for excitement around the class topics. We are also having a 'Jimjam Jamboree' which will be an afternoon hearing different storytellers in a cosy environment (wearing jimjams/dressing gowns, slippers with hot chocolate). More details to follow.

Our collective worship theme this half term is 'the parables of Jesus' starting with The Good Samaritan. We will be talking a lot about treating others as you would like to be treated as well as the other messages from the parables.

Finally, a couple of requests:

- Please label your child's sweatshirts, cardigans, outdoor coats so that we can get them back to the right child;
- Any child who may have been lucky enough to receive a 'smart' phone for Christmas needs to hand it in to the office at the beginning of the day. We have the same expectation for staff and children regarding anything that can take photos or be used to record.
- Unfortunately, Mrs Davies is poorly and will not be back for a while and many thanks to the office staff for their extra help and time. Please be patient if we are a bit slow to answer the phone.
- We've seen lots of Christmas toys this week. Please can they now be kept at home as children bringing their own toys into school can cause upset if they get lost or broken.

**Mrs Frances Burns**

**Acting Head teacher**

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**Welcome from our new PFSA, Suzy Wedley**

A Parent and Family Support Adviser (PFSA) can support you and your family if you are experiencing difficulties which may be having an effect on your child's education. Once referred to me, I can:

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|--|--|
| • Give a listening ear                       | Provide a friendly, supportive service                                       |
| • Support families in crisis                 | Be an advocate for parents/carers and children always aiming to empower them |
| • Arrange to meet you at your home or school | Work 1:1 with children   |
|  | Book appointments at times convenient to you                                 |

Difficulties can include: Housing Benefits, Health issues, Relationships, Family issues, Behaviour, Parenting, Attendance, Bullying, Mental Health, Emotional Health, Drug/Alcohol misuse, Sexual Health - anything which may have an effect on your child's education. I also have a twitter feed and blog to support parents and children's mental and emotional well-being.

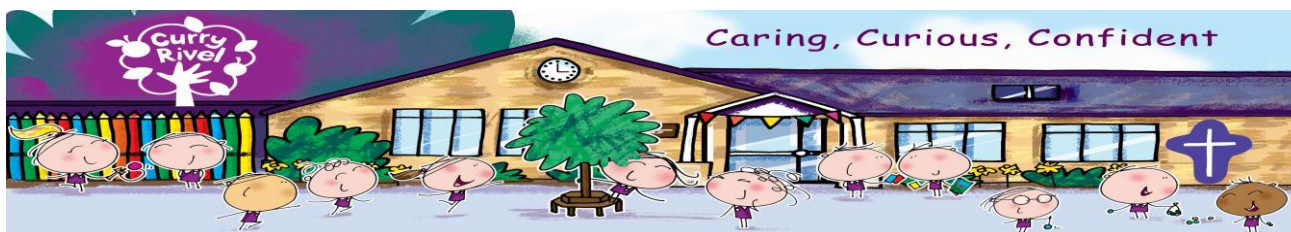
- Twitter: @HuishCLPPFSA
- Blog: [www.huishCLPPPrimaryPFSA.home.blog](http://www.huishCLPPPrimaryPFSA.home.blog)

**Suzy Wedley**

PFSA for all Huish CLP Primary Schools, Tel: 07825 833556

Email: [HuishCLPPPrimaryPFSA@educ.somerset.gov.uk](mailto:HuishCLPPPrimaryPFSA@educ.somerset.gov.uk)





## Preventing flu!

To all parents and carers: If you would like your child to receive their flu vaccination, you can contact Somerset SAINT (School Aged Immunisation Nursing Team) on 0300 323 0032 to book a community session appointment. They are running sessions across the county throughout January.



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**Would you like a flexible part-time job?**

**Do you have admin skills**

**and an interest in the running of the school?**

**Our clerk to the governor's role might be the job for you?!**



We are looking for a Clerk to the Board of Governors to work for approximately 2 hours a week during term-time. Apart from the fixed evening meetings (4 a term), you would be able to complete the duties as is convenient for you. The role is paid at £10.14 an hour. Please read the full details below and if you have any questions, do feel free to have a chat with Frances Burns to find out more about the role.

### Details:

The board, through its appointed and elected governors, plays a distinctive and essential role in the continuing success and development of the school.

The clerk's job is to work with the chair, other governors and headteacher, in dealing with administrative matters for the board and advising on procedural issues of governance and the board's statutory duties. Central to the role is preparing for, taking notes at and producing minutes for meetings. The post involves some evening work and the successful candidate should be available at times during the day. Good keyboard skills and the ability to write agendas and produce accurate concise minutes are essential. Integrity and the ability to maintain confidentiality are essential.

New clerks receive advice, support and training from the SSE-Somerset Governance Services Team and all clerks are encouraged to attend termly briefings in their locality to update themselves on the latest developments in governance.

The post will initially involve setting and sending the agenda (1 hour); the meeting (about 3 hours with preparation for photocopying, setting up the room, clearing afterwards); typing up the minutes and getting them agreed by HT and chair (2 hours). Typically, there will be 4 meetings each term. The clerk will be asked to take on additional work according to need (eg preparation and monitoring School policies schedule). This is advertised at 2 hours per week term time only with the possibility of overtime.

The post of Clerk to the Governing Body has been evaluated using Somerset's Job Evaluation Scheme at Grade 13: £10.14 per hour (£19,554 full time equivalent salary). Curry Rivel C of E Primary School is fully committed to rigorous safeguarding procedures as well as equal opportunities

Further information and an application form can be obtained by contacting Mrs Frances Burns, Acting Headteacher at [FBurns@educ.somerset.gov.uk](mailto:FBurns@educ.somerset.gov.uk) or telephone 01458 251404.



## **Weekly Award winners**

Week ending 20<sup>th</sup> December

Pippin class: Darcy J for fantastic independent writing and always trying her best.

Maigold class: Toby W for fantastic Christmas bauble addition and working hard with all his learning.

Gala class: Connie J for her creative skills in cooking and with Christmas crafts.

Discovery class: Jack M for his fantastic work in all of the Christmas activities.

Camelot class: George P for his brilliant attitude, especially in maths.

Blenheim class: Mylie P for being an exemplary role model to others

### **Bronze achievement awards:**

Paige W, Lottie B, Millie C, Tom D, Ryley B, Jacob B, Harrison W, James M, Georgia E, Katie C

Week ending 10<sup>th</sup> January

Pippin class: David B for real focus and doing his best in phonics

Maigold class: Jack C for excellent focus in all of his learning

Gala class: Holly T for amazing multiplication work this week

Discovery class: Cayden Raybould for excellent concentration and work in maths

Camelot class: Billy T for showing great enthusiasm about our new Roman topic

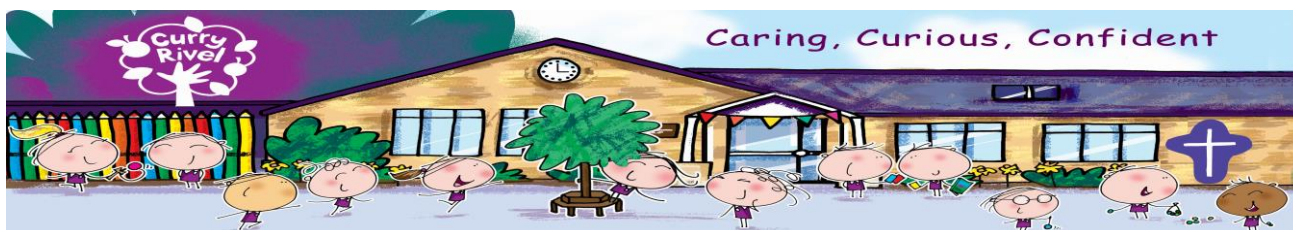
Blenheim class: Rosic C for seeking out and persevering with challenges!

Forest School: Lily-Ann R for taking risks and sharing with an adult

Lunchtime award: Freddie H for being so positive and helpful at lunchtimes

### **Congratulations to these children who had 100% attendance in the autumn term!**

Mia Y, Tiana T, Samuel T, Riley S, Miila-Louisa S, McKenzie S, Emily R, Belle R, Mylie P, George P, Jacob P, James M, Alfie J, Olivia H, Ruth H, Luke H, Anna H, Bethany H, Sophie H, Oliver H, Natasha G, Brooke-Bailey F, Sienna F, Sienna E, Sophie E, Thomas C, Chloe D, Joseph C, Esther C, Katie C, Alex C, Noah B, Arthur B, Hollie A.



## Swimming dates for February 2020 - July 2020



13 January – 10 February

**Discovery class**

Huish pool

24 February – 30 March

**Gala class**

Huish pool

20 April – 1 June

**Maigold class**

Strode pool

8 June – 13 July

**Pippin class**

Strode pool

## Safeguarding

The safety and the happiness of each child are our school's highest priorities. We take our safeguarding duty of the children very seriously. This duty covers many aspects from neglect or physical harm to e-safety and the Prevent Duty. If you have any concerns about a child's wellbeing or queries about what to do, please talk to Mrs Jo Ward, our designated safeguarding lead or Miss Hollie Westlake, our deputy safeguarding lead or phone for advice or to report a concern to Somerset Direct on 0300 1232224