

# St Giles' and St George's C of E Academy

Aspire Believe Achieve

13<sup>th</sup> January 2023



## Diary Dates

Monday 23 <sup>rd</sup> January	Football tournament at Chesterton
Mon 23 <sup>rd</sup> January	Year $\frac{3}{4}$ Maths parent workshop 3:15
Monday 30 <sup>th</sup> January	Year 1 SHINE at 2:15pm
Tuesday 31 <sup>st</sup> January	YEAR 3/4 Parent workshop on computing at 2:30pm
Wednesday 1 <sup>st</sup> February	Nursery Trip - Apple Tree Town
Monday 6 <sup>th</sup> February	EYFS parent writing workshop @2:15pm
Thursday 9 <sup>th</sup> February	Year 2 Trunk Theatre in school
Tuesday 14 <sup>th</sup> February	KS2 parent SATs meeting at 2:15pm
Wednesday 15 <sup>th</sup> February	KS1 and KS2 parent writing workshop at 2:30pm
Wednesday 8 <sup>th</sup> March	Year $\frac{3}{4}$ HG GLOW service
Wednesday 8 <sup>th</sup> March	Year 2 SHINE at 2:00pm
Monday 13 <sup>th</sup> March	Stoke's Gotta Sing - Singing Squad
Tuesday 21 <sup>st</sup> March	Recorder Festival
Wednesday 22 <sup>nd</sup> March	Year 2 SH/HB GLOW service

## Parking

We have received reports in school that parking on the streets around the building is becoming dangerous as cars are parking on the pavement meaning that pedestrians are having to walk in the road.

For the safety of all the families in school, please park carefully so we can avoid any accidents or issues.

## Homework

Just a reminder that homework is set for your child(ren) via class dojo and can be sent back to the class teacher on this system too. If you would prefer a paper copy, please just let the class teacher know.

We have seen some amazing pieces of homework completed this year so far and giving your child(ren) chance to embed the skills they have been learning in school at home makes a big impact on their progress.

## Woodwind Ensemble



This week we had the first rehearsal of our woodwind ensemble. It is open to any child who plays a woodwind instrument (recorder, flute, clarinet or saxophone).

We are looking forward to being able to do a concert for parents, alongside our singing squad and recorder group, very soon!


## Reading

We started an incentive at school last term to inspire the children to read more at home. Any child in KS1 who reads at home at least 3 times a week gets a raffle ticket and entry into the end of term draw. In KS2, a raffle ticket is earned each time a child completes and passes an accelerated reader text. This will continue this term, so please encourage your child(ren) to read at home and record it in their diary.

In school, we use 'reading dogs' to help children focus on different reading comprehension skills and it would be very beneficial if they could do the same at home too. Below are some example questions you could use to focus on the skills of retrieving information from the text.

In EYFS and KS1....

**Rex Retriever might ask...**



Where/when is the story set?

Who is/are the main character(s) in the story?

Is there a good/bad character? Who is it? How can you tell?

Is there a dilemma in this story? What is it?

How is the dilemma resolved?

How does the story end?

What do you think is happening here?

Which is your favourite/worst/funniest/scariest part of the story? Why?

Which information did you find the most interesting? Why?

Who is telling us the story?

What happened when \_\_\_\_\_?

Why is this story/poem/non-fiction text/section/chapter called \_\_\_\_\_?


Can you think of a different title for this story/poem/non-fiction text/section/chapter?

What do you remember about \_\_\_\_\_?

What happened to make \_\_\_\_\_?

What sticks most in your mind about \_\_\_\_\_?

What moment do you remember most from \_\_\_\_\_?

  
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In KS2....

## Rex Retriever might ask...

What is this information text about?

Where can a list of ingredients/equipment/facts be found?

Where in the text would you find \_\_\_\_\_?

What is the main idea of the text?

Give five facts from the text and explain how you know that they are facts.

What is an important detail in the text?

What can you learn from the map/graph/diagram/timeline that has been included?

What sources has the author used?

Which part of the text best describes/explains \_\_\_\_\_?

From whose perspective is this text written? Give evidence to show how you know.