



Dear Parents and Carers,

I hope you have had a good week.

Thank you to all those parents that attended our Year 6 SATs meeting this week. It was fantastic to see so many of you in the session in which Mr Poole and Ms Omollo shared information about the forthcoming assessments in the summer term and how best to support your child at home as they prepare for the transition to secondary school over the next few months. If you missed the meeting, we are happy to provide a copy of the slides shared so you can read them at your leisure, please pop in or call the office.

We will also be holding a meeting on Tuesday 24th January at 3:30pm for Year 4 parents in which Miss Oyebanji and Mrs Adeel will be talking through the format of the Multiplication Tables Check in the summer term as well as how daily practice at home and at school can really help embed this knowledge for life.

Next week, we are looking forward to joining schools across the country at the O2 arena for the Young Voices choir event. Children have been attending choir club with Mrs Masheder since September learning and rehearsing the songs, so they are pitch perfect on the day. We are looking forward to letting you know how we got on in next week's newsletter.

Finally a huge thank you to all parents for reading with your child at home every day. It really makes a huge difference to your child's confidence, independence and progress in all areas of the curriculum of just 10 minutes are put aside to share a book daily with your child.

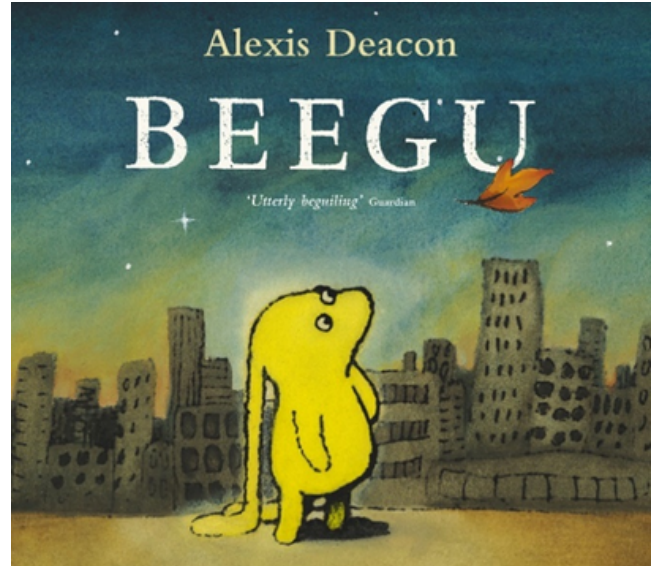
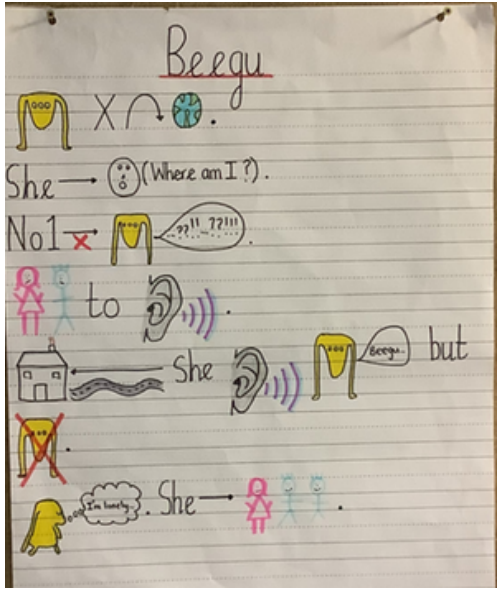
Wishing you all a lovely weekend.  
Best wishes,

Mrs Oldfield  
Headteacher



# Year 1

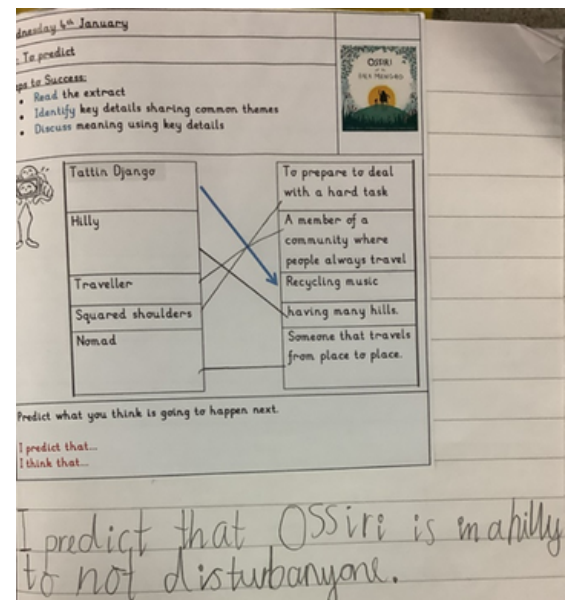
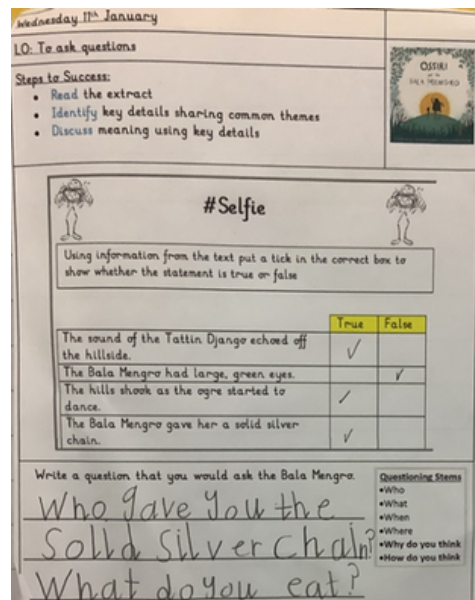
**Year 1** are enjoying reading 'Beegu' as their book for this term. After exploring strange occurrences last week as part of their hook, they have enjoyed delving deeper into the story this week. Year 1 have incorporated drama into retelling the story and have confidently described the events that have unfolded.



## Ossiri and the Bala Mengro

# Year 2

**Year 2** have enjoyed learning about different communities including the traveller community which is at the heart of the story of Ossiri and the Bala Mengro. They have shown great knowledge of vocabulary and understanding of using the text and pictures to enable them to predict what could happen in the future. They have also enjoyed asking questions about the events of the story and the characters to gain a deeper understanding.

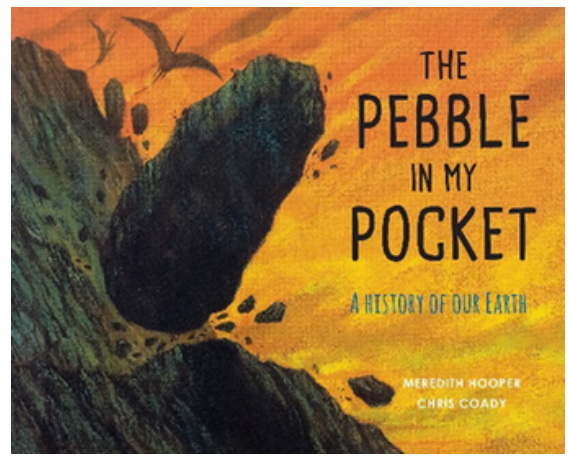




# Year 3

## The Pebble in my Pocket

**Year 3** had fun pretending to be scientists last week in their hook, where they discovered different types of rocks. This week they have been exploring the reading strategy of prediction, where they were able to identify the skills needed in order to make a reasonable prediction about the characters, the setting, and the events of the story.



Thursday 5<sup>th</sup> January

LO: To make predictions about a book.

Steps for success:

- To suggest ideas
- To justify predictions with reasons
- Use sentence stems to open predictions

Sentence stems:

- I wonder if
- I predict
- I think that because
- I bet that
- I imagine
- I think ... will happen

#Selfie

Use your sentence stems to write three predictions about what you think the book will be about.

Remember to back up your prediction with information that we know from the text!

I predict the rock came from a volcano. I wonder if the volcano resist.

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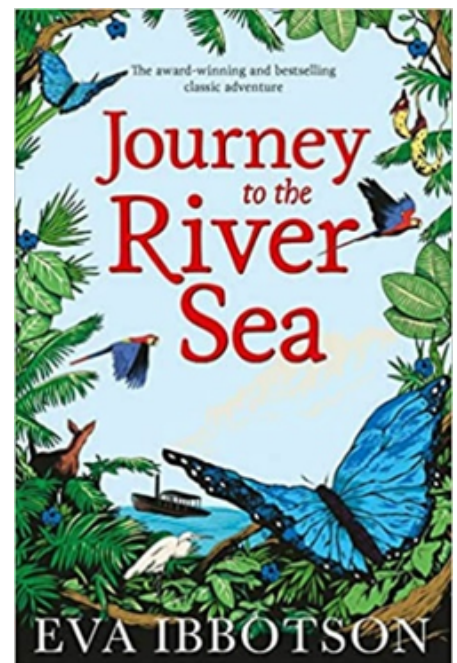
Remember to back up your prediction with information that we know from the text!

I bet that the pebble was come at the time of 65 million BC at the time of dinosaurs because it has pterodactyls in the background. I imagine that the pterodactyls will think that the pebble is an egg. I bet that the rock is still here in the ground.

# Year 4

## Journey to the River Sea

**Year 4** are enjoying their book for this term. They have used the front cover and blurb to enable them to make predictions about the story and have carefully considered the skills needed in order to make them. This week, they have been using the strategy of questioning to increase their understanding of the events in the story and the character developments.



Wednesday 11<sup>th</sup> January 2023

LO: To ask questions about the text

STS: To ask open-ended questions. To use the sentence stems when questioning.

Selfie

1. After reading Chapter 3, what questions do you have?  
2. What do you think will happen next?

Don't forget to use your sentence stems to help you thinking

Questioning Stems

- Who
- What
- When
- Where
- I wonder
- Why
- How
- What if
- Why do you think
- How do you think
- How do we know

1. Will Maia go back to England?  
2. Will Maia get a guardian?  
Will Miss Minton become her guardian?  
2. I think Maia the twins and Miss Minton will come to England because Maia liked playing the piano back then and Miss Minton might come with her because she doesn't have a guardian.

Monday 9<sup>th</sup> January 2023

LO: To ask questions about the text.

STS: Recognise the difference between open-ended and closed questions. Ask open-ended and closed questions. Use the sentence stems when questioning.

Selfie

Write down two of your favourite Questions, from your partner talk today

- I question must be closed
- I question must be open-ended.

Don't forget to use your sentence stems to help you and explain why you have made these predictions.

Questioning Stems

- Who
- What
- When
- Where
- I wonder
- Why
- How
- What if
- Why do you think
- How do you think
- How do we know

Why did she shake her head after shaking the twins hands?  
Will Maia like her new family?





**Year 5** are currently reading a Folktale based around their topic of North America, and have shown confidence in being able to make connections based around the events that have unfolded in the story. They are looking forward to understanding the characters even further and will use 'hot seating' to question the characters of Lucia and the villagers and gain a deeper understanding of their roles within the story and the impact they will have.



# Year 5

Monday 9 December 2023

LO: Understanding and making connections

Steps to success

- Use connections from your own experiences
- Use connections from the world
- Use connections from books you have read

Write a connection you can make from the book to yourself, the text and the world

Connections - Self	Connections - Text	Connections - World
<ul style="list-style-type: none"> <li>I know about this because...</li> <li>I've been/seen...</li> <li>I can identify with this character because...</li> <li>This reminds me of...</li> <li>This is similar to...</li> </ul>	<ul style="list-style-type: none"> <li>I know about this because...</li> <li>I've been/seen...</li> <li>I can identify with this character because...</li> <li>This reminds me of...</li> <li>This is similar to...</li> </ul>	<ul style="list-style-type: none"> <li>This links to...</li> <li>This is because...</li> </ul>

I can identify with this character because I was really sad when no one wanted to play with me.

I know about this because I've been bullied

This reminds me of the story

Monday 9th January

LO: Understanding and making connections

Steps to success

- Use connections from your own experiences
- Use connections from the world
- Use connections from books you have read

Write a connection you can make from the book to yourself, the text and the world

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This book reminds me of Horrid Henry and Perfect Peter because Peter never gets angry & just like Peter Lucia.

I've been in situation before when someone been unkind.

This links to the War in Ukraine.

Wednesday 11th January 2023

Text: The Last Rainforest

Read the extract.

- How does the weather reflect how the characters are feeling in this extract?
- Look at the paragraph beginning 'Finally the four people stopped by a curtain...' Why might the leaves just hunched about being on show?
- How does the story support the title 'The Last Rainforest'?
- Do you think that people would continue to visit the rainforest?

Explain your choice fully, using evidence from the text.

5. Choose three adjectives along together, choosing one as a focus attempt to reach the sky. What does this description suggest about the trees?

6. How do the animals in the last rainforest react or feel? How do you know?

7. Which statement is the best summary for the whole of page 11? Tick one.

How the tour guide doesn't like his job.

How the children are visiting the last rainforest for their school trip.

How hot it was in Australia.

How animals became extinct.

8. Summarise the events in this extract in your own words.

1. The weather is really hot, sunny and bright because the sun is shining.

2. The leaves might be hunched because they don't believe there.

3. It shows that it's the end.

rainforest and there probably isn't more.

4. Maybe, because people might want to see how the environment was before.

5. This suggests they are not held in good condition and not being looked after.

6. The animals in the rainforest are fake because in the text it says 'over-stuffed parrot' and 'a small piece of green fabric that dropped lazily'.

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8. Summarise the events in this extract in your own words.

1. By making the setting of the story hot, it shows how excited the children were even if they were under an unrelenting sun.

2. Because of their condition.

3. By making the title 'The Last Rainforest', it gives the reader an idea on how the rainforest is being treated in this sort of the story.

4. Some people might be disappointed and never go there again and some people would be super fascinated; it really depends on who they are as a person.

5. It is telling us that the trees are dying because of where they are and/or their bad condition.

6. The animals were most likely real but no longer are because of the rainforest being destroyed; like they stated.

# Year 6



**Year 6** are currently exploring a variety of short stories as part of their reading this term. They are practising the different skills needed to be able to read and understand a text, including questioning. Through skim reading, highlighting the texts, and exploring the vocabulary, the children are able to use their oracy and written skills to develop their confidence in accessing unfamiliar texts.





### INCLUSION AT WILLOW BANK

It's not always easy to think of ways to help develop your child's speech and language skills especially when family life is so busy. We asked our speech and language therapists for some quick tips to help.

Here are their ideas for working on speech and language skills that are quick to implement at home:



- **Repeating sounds and words:** When a child makes a mistake with their words or sounds, repeat the sentence back correctly so that they can understand where the mistake happened. E.g., 'I goed to the shops.' you repeat back, 'You went to the shops?'
- **Plan out talking time:** The best way to support communication, is to communicate more. Choosing an everyday activity and turning it into a conversation is a great way to support communication.
- **Giving time:** In a conversation with a child, give more time between turn-taking. This is to let the child process the meaning of what they have heard and think of what to say
- **Helping out:** Have your children help with putting the grocery shopping away. Ask them what each product and ask them where they belong in the kitchen.
- **Watch TV together:** Watch your child's favourite tv show, then have them retell you what happened in the show.
- **Use visuals to support understanding:** There are a wide range of different visual cues, so pick one that is best matched to the situation and the child's level. E.g., photos, picture-drawing, videos, signs, etc.
- **Don't pretend to understand:** Encourage your child to find another way to communicate their message if it's not the correct way.
- **Expand your child's expressive language:** Repeat back what the child has said and then add in one or two extra words. E.g., the child says, 'She's got a bike.' and you say 'Yes, she's got a new red bike.'



### WE ARE RECRUITING PARENT LOCAL ACADEMY COMMITTEE MEMBERS

Willow Bank Primary School currently have vacancies on their Local Academy Committee for parent governors.

We are looking for parent/carers who would further enjoy being part of our school in joining our local governance team, sharing your experiences for the benefit of all of our community.

#### All we ask of you is a commitment to:

- Attending one committee meeting per term.
- Reading any documents provided for the meeting prior to attending.
- Respecting confidentiality at all time.
- Engaging positively with our school in your capacity as a parent governor.

#### In return you would receive:

- An opportunity to influence the school experience and lives of children in the school community.
- A space to share your skills and experience to improve our educational offer.
- A chance to gain deeper insight into the leadership of a school.

If you believe you would enjoy being a parent governor or want to find out more, please visit the school office or alternatively email them to register your interest:

✉ [WBPoffice@watschools.org.uk](mailto:WBPoffice@watschools.org.uk)

Please note that in accordance with our safeguarding policy, all successful applications will be subject to DBS and reference checks.



Willow Bank Primary School



## PIRATE DAY

**Thursday 19th January**

**Cheese & Tomato Pizza**

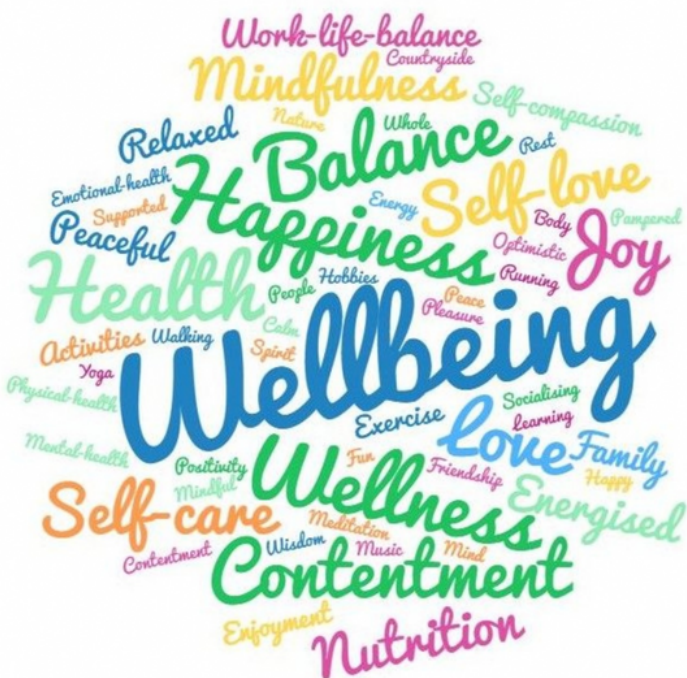
**Served with Herby Wedges, Baked Beans or Sweetcorn**

**Followed by,  
Iced Vanilla Sponge,  
Chocolate Crispy Cake  
or Fresh Fruit**

A healthy food meal is important for children and young people to keep healthy and improve their performance



WELLBEING



Well done to:	Our target is over 96%
Magnolia - 94.8%	Yew - 87.3%
Hornbeam - 92.3%	★ Mulberry - 96.2%
Alder - 91.4%	CHAMPION Redwood - 100%
Laburnum - 94.1%	CHAMPION Almond - 100%
Hazel - 95.0%	Walnut - 97.0%
★ Larch - 98.0%	★ Sycamore - 98.0%



Well Done

THINK OF THE WEEK

## Reading is THINKING!

**Predict:**  
Use clues to infer what may happen.

**Connect:**  
Use what I know to understand the text better.

**Infer:**  
Use Clues and what I know to make sense of my reading.

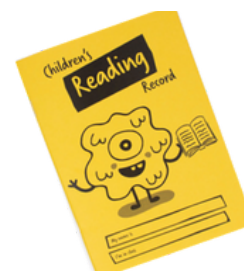
**Question:**  
Ask questions while reading.

**Visualize:**  
Create mental images of what I am reading.

**Summarize:**  
Determine which ideas are most important.

TeacherKarma.com

Don't forget that your child should be reading with you every day at home and sign in the diary when you have done so. It is helpful to write which page they have read up to and maybe even a short comment on how well they did with reading/answering questions. Adults will be checking reading records everyday.



EYFS and KS1 Parent Reading Morning

Every Thursday from 8:40-9:10am

All parents and carers welcome!





At Willow Bank we love to share the achievements that our children make both in and out of school. Mercedes attends a Karate club and has achieved a first place medal and a trophy for 'Best Effort'. Well Done and we look forward to seeing you achieve many more!

**If your child has a special achievement that you would like them to share, please speak to their class teacher.**



Peabody is delighted to announce that Cosy Corners have been introduced at some of our community centres. These are dedicated for the most vulnerable members of the community, for example, the elderly, isolated, and families who are struggling with energy bills or finances.

Each Cosy Corner offers something a little different. But whichever of our community centres people visit, they can find a warm and friendly space to relax, keep warm and get advice about staying warm this winter. People will also be able to visit a Cosy Corner for:

- free tea and coffee
- energy saving advice
- use of charging points
- get support and advice about cost of living

People can also speak to our community centre teams to find out about any other support we can offer you and your family.

**Come in for:**

- Free tea and coffee
- Energy saving advice
- Use of charging points
- Cost of living support and advice

# Cosy Corner

**Everyone is welcome!**



**For more information:**  
[www.peabody.org.uk/cosy-corners](http://www.peabody.org.uk/cosy-corners)

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