



**Newsletter 12 – 7<sup>th</sup> December 2018**  
**‘We are resilient and proud of our efforts.’**

**Diary Dates**

**Year 4 WOW Event – Class Assembly: Bones and Bodies**

YR Christmas WOW Event

**Infant Production Dress Rehearsal to school & Grandparents**

Infant Production to Parents & Carers

**Infant Production to Parents & Carers**

School Christmas Dinner

**Year 5 WOW Event – World War 1 Christmas**

Christmas Carols at Courtney (formerly Carols by Candlelight)

**Start of Term 3**

**Monday 10<sup>th</sup> December 2.45-3.10pm**

Tuesday 11<sup>th</sup> December @ 2.30pm

**Friday 14<sup>th</sup> December @ 2.00pm**

Monday 17<sup>th</sup> December @ 2.00pm

**Tuesday 18<sup>th</sup> December @ 6.00pm**

Wednesday 19<sup>th</sup> December

**Thursday 20<sup>th</sup> December 2.20-3.10pm**

Thursday 20<sup>th</sup> December 6.30-8.00pm

**Monday 7<sup>th</sup> January 2019**

**INSET Days 2018-19:**

**Friday 15<sup>th</sup> February 2019**

**Headteacher's News**

One of the areas we have been focusing on this year is Reading both in terms of how we teach reading skills and by developing a culture of reading. We have been really impressed with the level of engagement that we have had with our Reading 25s reward scheme which has resulted in children practising this skill regularly to allow them to move more quickly to 'reading to learn' from 'learning to read'. Just to clarify our system, although it is brilliant that children are choosing to read more than once a day, for our reward scheme we only count the **number of days** read.

Another of our reading initiatives is the introduction of Reading Hats – you can find a summary within this Newsletter so that you understand what the children are talking about. Already, we have had Jacob in Y2 collecting some Black Hat words to use in his writing!

And finally, thank you to those of you who managed to come to our Christmas Fair. Over £2000 has been raised - money which can be spent on enhancing the learning at Courtney. Mrs Kath did a grand job leading the FoCP team. Many hands make light work. If you feel that you can help in any way please do let us know. **Deborah Wood**

**This week's Crown Values Certificates awarded to:**

Year 1 Oak: Isis C

Year 2 Ash: Mia F

Year 3 Lime: Carson H

Year 4 Maple: Shemaiah P

Year 5 Sycamore: Grace S

Year 6 Cedar: Tyler D



**Attendance Total 97.3%**

YR Cherry 95.2%

Y1 Oak 97.0%

Y2 Ash 97.1%

Y3 Lime 98.6%

Y4 Maple 97.8%

Y5 Sycamore 98.2%

Y6 Cedar 97.2%



**Multiplication Masters**

Kamil S, Carson H, Sam K, Libby J



**Reading Certificates**

Liam B, Rhys I, Renee J, Lily C, Hannah H, Zaila H, Caitlyn J, Edie A, Marcel Z, Laila-Mai H, Bella-Rose P, Caitlyn M, Eleanor R, Harrison W, Oskar J, Joseph G, Kieshia B, Mia M, Logan O, Rhian Mc, Liam H, Ebony C, Isaac C, Shaya B



## Contact Numbers

Please, please can you remember to tell the office staff if you have a change of phone number or a change of email.

## Reading reward scheme – reminder for all parents/carers (See also Reading Hats below)

*"Reading is breathing in, writing is breathing out"*

Our reading reward scheme is called 'Reading 25s'.

Every **day** your child reads outside of school (listened to and recorded by a parent/carer) counts towards a certificate. When your child has 25 reads, a certificate will be given in assembly and your child's next goal is 50 reads. The certificates will ascend in multiples of 25. Reading books from home or the library also contribute towards the certificates. Please ensure your child has a balanced reading diet of books from home and those sent home from school. **Reminder:** this scheme counts the number of **days read** not the number of reads within day.

How you could record your child's reads:

Date	Book title and page number	Comments
4.9.17	Superheroes	Great reading. (Signed parent/carer) <b>1</b>
5.9.17	My life as a Victorian Maid	Good reading, you used the contents page well. (Signed parent/carer) <b>2</b>
5.9.17	My life as a Victorian Maid	Read to pg 45 <b>2</b>
6.9.17	Reptiles	Interesting facts about reptiles! (Signed parent/carer) <b>3</b>
When your child reaches a 25 milestone, please indicate in the same way.		
3.10.17	My life at sea	Very good reading. (Signed parent/carer) <b>25</b>

## Clifton Cathedral

On Thursday, the KS2 choir took part in the South Gloucestershire Primary Schools' Christmas Carol Service. They had practised the songs with Miss Inman and also received some expert tuition from a Vocal Coach. I'm sure we'll hear some of the favourites revisited at our very own Christmas Carols at Courtney event. Once again, the children represented the school well. Thank you to Miss Inman for making it happen.



## FOCP News

Last Saturday's Christmas Fayre was a huge success, raising a whopping **£2,149.26!**

Thank you to the FOCP Committee who master-minded the event, everyone who helped out and all those that came along to support us. We had a fantastic time and felt it was yet another reminder of what a wonderful community we are blessed with.



## Out of School Clubs (OoSC)

We are now starting week 2 of the advent calendars. As well as next weeks activities I would like to remind everyone about our final week of term.

Monday 17th December we walk to a local residential home to sing carols, hand over some gifts we have made and Christmas cards. We need to know asap whether your child is able to attend. Please advise the office.

Tuesday 18th December Kidztime returns with their balloon and magic show. A very popular evening so book early.

Thursday 20th December Film Night, again a busy one so book early.

Friday 21st December is the last day of term, we will have a Christmas Party so Fancy dress would be great if you wish.

### Our programme for next week is as follows:

Monday – Make gifts for teachers

Tuesday – Karaoke

Wednesday – Free play

Thursday – Gingerbread decorating

Friday – Pasta jewellery

**Come and enjoy the fun at Out of School Club**



## Introducing our new Reading Hats

We are introducing the Reading Hats in order to support and scaffold the different skills needed in order to become a competent reader. To start with, all classes have introduced the Black Hat, and some have played with the Red Hat and the White Hat. Lower down the school, the number of Hats introduced will reflect the relevance matched to the stage of the reading development.



### BLACK HAT – CAUTION

Black Hat encourages children to identify what they don't know when reading. This includes **topic-related and technical vocabulary** as well as **prior knowledge of time, place, genre and theme**.

Black Hat is especially useful in ensuring children are checking their familiarity with any new vocabulary they are faced with. They must be given time to explore these new words, **using a range of strategies**; this could be by using a root word, through exploring the context, finding synonyms or checking the meaning using a dictionary.



### WHITE HAT – FACTS

White Hat is used to find evidence and answers directly from the text – facts. Examples of White Hat questions include:

Who...? What...? Where...? When...? How...? Find evidence that...

The key feature of White Hat is that **children should always be referring closely to and copying from the text**.

**White Hat** underpins all other Hats, in that children should always be referring to the text when answering comprehension questions. We use **"I know...(because)..."** to answer White Hat questions



### RED HAT – THOUGHTS & FEELINGS

Red Hat is about exploring feelings – those of the reader, the characters and the author. It is used when answering inference questions. Examples of Red Hat questions include:

How is xxx feeling? What do you think about xxx? Why do you think xxx did xxx? Do you like the character/setting/ending? What does the author think about xxx? We use “**I think...because...**” to answer Red Hat questions.



### BLUE HAT – EXPLAINING

Blue Hat is used for children to delve deeper into their thinking and reasoning – thinking about thinking. This is a ‘challenge’ and links closely to ‘3 mark’ reading comprehension questions. Teachers may ask “So what?” to encourage children to explaining their ideas in more detail.

Blue Hat is often used alongside Red Hat and White Hat, so that children add to answers using “**...which means...**”



### GREEN HAT – CREATIVITY

Green Hat is all about using the key elements/features of a text to innovate. This includes:

Prediction; Summarising; Making links between texts; Identifying themes.

Green Hat also makes close links to the wider English curriculum, for example: Orally retelling a story; Story mapping; Writing a sequel or a story following a similar structure/theme/plot-line; Drama and role-play; Creating a non-fiction text based on ideas from a fiction text (e.g. a newspaper report).



### YELLOW HAT – EFFECTS

Yellow Hat is used to describe, discuss and analyse the different effects authors create with their writing. The yellow hat is used when exploring poetry. Examples of Yellow Hat questions include:

- What is the effect of using words such as xxx and xxx?
- Can you find a simile/metaphor? What image does this create for the reader?
- Can you find any words/phrases that are used to create tension/humour/excitement/atmosphere?
- How does the author make you want to continue reading the story?

Children often need support in explaining the different effects, in order to move away from answers such as “It’s an effective word to use.” A ‘bank’ of possible effects is useful for this. **White Hat** should continue to be used alongside **Yellow Hat**, so that children are referring closely to specific examples of language in the text.



### **PURPLE HAT – ORGANISATION**

Purple Hat asks children to describe the layout, presentation and organisation of a text. The purple hat is used when 'boxing-up' Narrative and Non-Fiction. Examples of Purple Hat questions include:

- How many paragraphs are there on the page? How are they used?
- What is the purpose of xxx? (e.g. labelled diagram, contents page, subheadings)
- Why is xxx bold/underlined/in italics?
- How does this paragraph/chapter link back to the beginning?
- Find three features that tell us this is a newspaper/non-chronological report/instructions.