



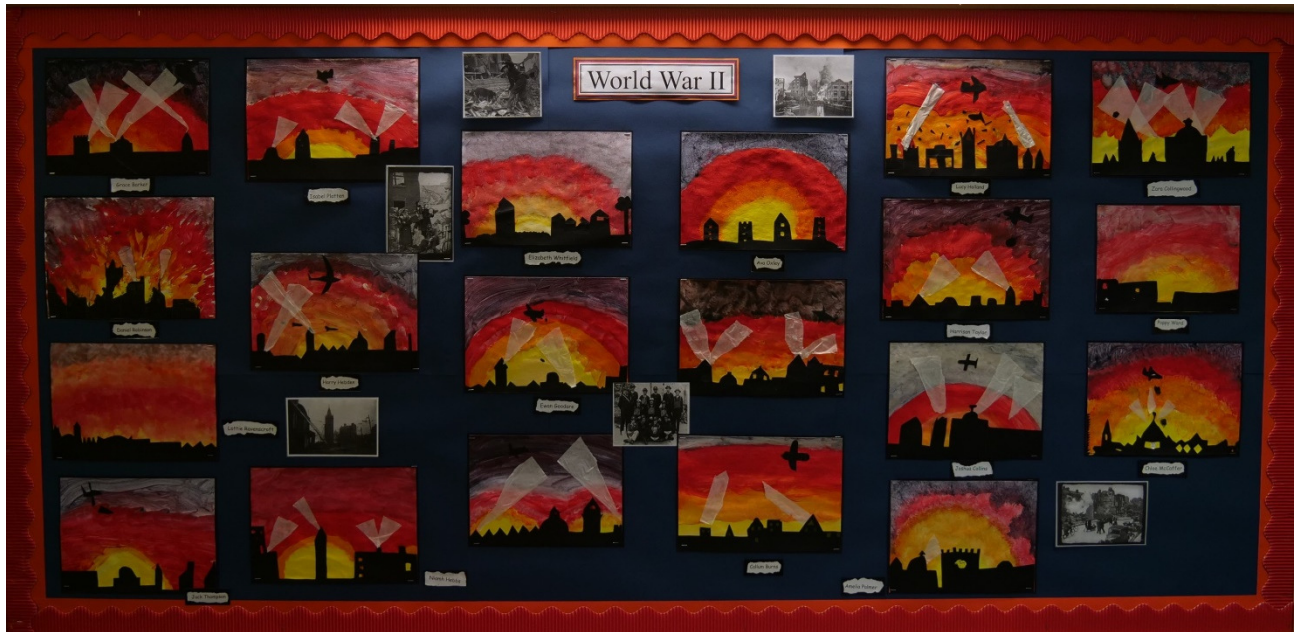
Willerby Carr Lane
Primary School

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Newsletter

8th February, 2019

Willerby Carr Lane Primary School Newsletter



Year 6 starting their WWII topic with a study of The Blitz.

Parents Join In the Fun !

Many thanks for all the parents who were able to free themselves up to come and help their children with the Year 1 Design Technology challenge: to make a vehicle with a moving axle. The children had a great afternoon designing and making their wheeled vehicles and were very proud of their end results. Great fun, great learning! Well done everyone!



Netballers Wanted !

If any mums would like to join a fun, friendly netball team on Wednesday evenings, please see Mrs Smith (Year 6) or Mrs Clements in the office.



How is your spelling?

I have always been slightly unsure how to spell the word ~~accomodate~~, ~~acomodate~~, ~~accomadate~~, ~~accomodate~~!!! It has been one of those words that for years has eluded my long term spelling memory. Each time I needed to write it, I got that slightly uneasy, unconfident feeling that I wasn't 100% sure that I would get it right. I'm sure I tried to commit the correct spelling to memory but each time I ended up having to check it by looking it up in the dictionary or on the computer. It just never stuck! A Teflon spelling!

I'm sure we've all got words like that...and, sometimes, we might even get a guilty feeling when we get stuck on such a word - "*I should have learnt that by now—I really should.*" And yet, some time after having tried, once again, to memorise it, we are back with the same lack of confidence when faced with writing the word again.

Sometimes, we might even resort to 'cheating' in our writing by changing the word to one whose spelling we know...

Spelling is
~~diffecolt~~
~~challenging~~
hard.

There are many lists on the internet of words that are commonly misspelt. Test yourself. How are you on these words:

apparently, argument, business, cemetery, disappoint, embarrass, fluorescent, glamorous, harass, independent, liaison, occasion, pavilion, persistent, receive, supersede, unforeseen ?

100% confident?

But, at last, I can say, with 100% confidence that I will always spell 'accommodate' correctly in future. Hurrah!

How have I achieved this magical feat? By changing my memorisation strategy. When I need to spell this word now, I visualise a double garage which accommodates 2 **C**ars and 2 **M**otorcycles. And on the front of each garage door is a round handle in the shape of an '**O**': 2Cs, 2Ms and 2Os.

There are many different spelling strategies that I could have used for this word, but this one worked for me, for this word.

What I find more interesting, is what didn't work for me and why not. I like to think I'm quite a good 'speller' but this word, and others like it, clearly showed up the limits of my spelling knowledge. Why had it proven such a pain?

Previously, I had looked up the word, stared at its correct spelling, noticed the tricky bits, copied it out, told myself that it had 2 Cs, Ms and Os, written it out and checked it. Good. Sorted. Learnt. And yet, some time later, I found it just hadn't stuck. Grrr!

It transpires that all I had done was put the correct spelling in my short term memory - my working memory—as it is sometimes called. This memory is great for remembering things for a short time such as the 4 digit pass code to get my car out of the gym car park. The code changes each week and the new code is displayed in the gym for members to remember. I can happily remember these 4 digits for long enough to get my car and then enter them at the barrier. If you asked me 20 minutes later, I might even still remember them. Ask me the next day and I wouldn't bet on it. Two or three days later and they've definitely gone.

I haven't made any effort to get them in my long term memory - why would I? I know I could if I wanted to. I can, for reasons

which elude me now, happily recite my 9 character NI number made up of 3 letters and 6 digits. Many years ago, I made the effort. I broke it down into small chunks, chanted them, and repeated them, and tested myself, repeatedly, every day, until they were stuck fast. Still there many years later, whenever I need them, almost like a party trick.

What this tells me is that there are many ways of successfully memorising spellings. Different ways will work for different people and for different words.

What won't work is fairly common to all of us... looking at a word, testing yourself on it until correct and then leaving it alone. That will only get it into short term memory - maybe long enough to pass a Friday morning class spelling test, but not to be stored away for correct use in the next week's writing task. How many times do teachers say, "*They get good marks in their spelling tests, but their writing is full of mistakes.*"

If we really want to help our children to improve their spelling then we need to think about how we teach them at home and at school.

Many teachers are now making much more use of visualisation techniques. Asking their pupils to draw a word. To associate it somehow with a picture. A picture of their own making that they have had to make some effort to construct themselves. A picture they then share with others and explain to them. They are also revisiting these words more regularly - little and often, not once per week. And, unsurprisingly, these words are starting to lose their Teflon coating for the children.

A note of caution however. This isn't as easy as simply copying a word out 10 times (and, sometimes, just to make things worse, miscopying a word out 10 times!). It requires a more conscious effort. So we shouldn't try to move too fast. Today, I've learnt the word 'accommodate' for good. For ever! Tomorrow, maybe I'll try 'indispensable' ...





Spelling tips

1. Does reading improve your spelling?

Reading's very important but it won't improve your spelling.

Different skills are involved. Spelling is much more difficult than reading.

According to David Crystal: *Teachers assume that reading, once taught, automatically means that spelling will be 'caught'. But there is no correlation between reading ability and spelling ability.* (David Crystal: The English Language)

Spelling won't happen because we read. A word must be consciously and deliberately learnt.

Spelling uses a set of active, productive, conscious processes that are not required for reading. (David Crystal: The English Language)

We don't read to learn spelling, we read for information or entertainment etc. We skim over the words when we read whereas spelling is an active letter-by-letter activity.

Spelling is a visuo-motor skill. This means that visual and physical skills are crucial. You must see the patterns of English and feel the writing of them. Learning to visualise the whole word can also improve spelling.

Reading a word is easy but try to spell it and there could be a number of ways to spell it, like in homophones: buy/bye/by, you/you're, its/it's, there/their/there, stationary/stationery

Look at the following words. They have the same long vowel sound 'e' + s but have 7 possible spellings:

breeze, knees, these, fleas, seize/sees/seas, cheese,

tease/teas.

Easy to read not so easy to spell!

TOP TIP number 1: Just because you've seen a word, read it, and copied it down once, doesn't mean you'll be able to spell it.

Spelling Tip 2 - using the spelling strategy - syllable breakdown.

Syllable breakdown is a strategy to help you spell long words. It's great because it helps you identify bits of the word that cause problems or helps you remember those pesky silent letters.

2 syllables: paper - pa/per
3 syllables: computer - com/pu/ter
4 syllables: application - ap/plic/a/tion
5 syllables: examination - ex/am/in/a/tion

Syllable breakdown also helps you identify prefixes and suffixes - remember those?
prefix - small words added at the beginning of a root word
suffix - small words added to the end of words

dissatisfied = dis /sat / is / fied
uncomfortable = un/com/fort/able
irregularly = ir/ reg/u/lar/ly or ir/re/gu/lar/ly

***It's up to you how you break a word down - as long as it helps you. There's no right or wrong way.**

Syllable breakdown is even better once you notice common spelling patterns. For example; the 'qua' in qualification is spelt with an 'a' not 'o' just like the other 'qua' words: quarter, quart, quantity, quaint, quality. The suffix endings that sounds like "shun" is either tion/sion/cian.

You can develop this skill by practicing spelling, noticing the patterns and rules.

Using syllable breakdown is a strategy to help you, especially with long words and it's up to you how you break the word down - as long as it helps you. There's no right or wrong way.

Exaggerate the sound, use it in combination with memory tricks. Use anything to help you remember the spelling of words that are important.

Let's look at suffixes (the endings of words). When you break a word down it helps to know the common endings.

-tion, -ment, -ly, -ture, -ing

-ture

ad/ven/ture fu/ture tem/pe/ra/ture

-ly faith/ful/ly grate/ful/ly

-ment

com/part/ment a/part/ment

-tion

de/te/ri/or/a/tion, dec/or/a/tion
mul/ti/pli/ca/tion

-sion

ex/ten/sion, ap/pre/hen/sion

Spelling tip number 3 - using memory tricks

Memory tricks are great to help you remember difficult spellings, or the bits of spelling you keep getting wrong.

You can also use tricks for deciding which homophone is right - *peace or piece, stationery or stationary* (e.g. 'e' for envelopes), *here or hear?*

Or use rhymes to remember spellings like rhythm and diarrhoea.

There are various memory tricks you could use. One is *seeing words within words*. This is good for homophones. What are homophones?

Homophones = words with the same sound but different spelling & meaning - *peace or piece? here or hear? there, their, they're?*

Can you see a word within these words - *piece, hear, there*.

piece - a **piece** of **pie**.

hear - You **hear** with your **ear** and you **learn**.

there - **here**, **there**, **where**, **everywhere**.

This really helps you remember the correct usage.

We can use a word within words for any word.
add an **address** - add res
separate a rat - sep a rat e

Use tricks to help you remember how many letters are in words, which is useful for those tricky words *embarrass*, *necessary*.

embarrass. Can you see how many r's and s's there are?

embarrass = 2 x Red cheeks
because I'm 2 Shy Shy
embaRRaSS
or I get Really Red And Smile Shyly
embarrassed
embarrassing
embarrassment



necessary (the tricky bit is remembering the C and 2 x S).
It's necessary to have 1 Collar and 2 x Sleeves (neCeSSary)



Memumonics can help:

rhythm:
rhythm has your two hips moving

because
or big elephants can't always use small exits.

By coming up with your own tricks it helps you remember them and the word.

Look out for word families: e.g. Which, What, Why, Who

Look for root words and connections between words: e.g. 'medicine' is related to 'medical' so the 's' sound is made with a 'c'

Spelling Tip Number 4 - The Do's & Don'ts of Spelling

Do learn about spelling - If you really want to spell well, then learn the rules, the conventions, notice spelling patterns and letter patterns and understand why spelling is the way it is.

Do write as often as you can. Also write in lower case, small letters, with capitals in the right places for proper nouns such as Joanne, Britain, Canada. This means you can see the shape of the word. Also use the capital I for I and I'm.

Don't write in BLOCK CAPITALS unless it's on a form because it's hard to write in and to read.

Do use the words you like even if you're not sure of the spelling, ask someone or try to use a dictionary, or spell checker.

Do try to find your own errors.

Do make a correct copy of the words you need to learn – make a little dictionary for yourself

Do practise the words you want to use and test yourself regularly.



Don't look at / concentrate on the wrong spelling (remember visual memory is strong). Figure out what your mistakes are and then concentrate on the correct spelling and how to remember it.

Don't learn words you'll never use. Concentrate on those you need.

Don't try to learn too many words at once. Pick the most important key words.

Don't rely on the sound of the word for its spelling. Think about it in as many ways as you can – the look, meaning, sound, feel...

Do use memory tricks.

Do enjoy spelling in all its quirky ways.

Do speak it out loud (you are 50% more likely to remember)

Do move about if you feel it helps

Do—reward yourself regularly



Pancake Day – Tuesday 5th March 2019

The one day of the year when it's perfectly acceptable to throw food around the kitchen is finally here!

Pancake Day, or **Shrove Tuesday**, is the traditional feast day before the start of Lent on Ash Wednesday. Lent – the 40 days leading up to Easter – was traditionally a time of fasting and on Shrove **Tuesday**, Anglo-Saxon Christians went to confession and were “shriven” (absolved from their sins).

Shrove Tuesday always falls 47 days before Easter Sunday, so the date varies from year to year and falls between February 3 and March 9.

Shrove Tuesday was the last opportunity to use up eggs and fats before embarking on the Lenten fast and pancakes are the perfect way of using up these ingredients.



The ingredients for pancakes can be seen to symbolise four points of significance at this time of year:

Eggs ~ Creation
Flour ~ The staff of life
Salt ~ Wholesomeness
Milk ~ Purity

The school is celebrating

Pancake Day and will be offering French Butter pancakes to our children as part of their hot school meal on the day – please see our website for specific allergen information under the menu section.

Hopefully not too many pancakes will end up on the floor!

**COMIC
RELIEF**

**★ COME ★
TOGETHER**

RED NOSE DAY

On Friday 15 March, people across the UK will be coming together to do things big and small, that will add up to something massive. And we'd like you to join in.





PFA FORTHCOMING EVENTS

Update from the PFA Chair

Thank you for your continued support at our events. We have some fantastic events coming up this year as shown above but also our Spring Treasure Hunt at the end of April and of course, the Summer Fair – details of these to follow!

We are currently raising money for the KS1 playground. As you will be aware it desperately needs replacing; as more and more areas are condemned there is little left for the children to play on. Our main issue is that the flooring needs a complete refit as it is unsuitable for use and this adds a huge cost – who thought playground flooring was so expensive!

Through our events over the past 18 months we have raised almost £7,000! We still have a way to go but thanks to your support we are getting there slowly and looking at some other funding options.



Thank you
Michelle (PFA Chair)

<p>Fancy Dress Swap Shop</p> <p>12th February 2019 - 3.30-4.30pm School Artblock</p>	<p>Come and swap your children's fancy dress clothes or make a donation if you don't have any clothes to swap!</p> 
<p>Family Bingo and Quiz night</p> <p>27th February 2019 - 6-8pm KS2 Hall</p>	<p>Entry tickets are only £1 each and include the first bingo game and quiz sheet.</p> <p>Entry tickets can only be bought online at SIMS Agora and tickets will be sent out on receipt of payment. Refreshments and prizes available. Additional bingo games of 50p for will be available to purchase on the night.</p>
<p>Mother's Day Shop</p> <p>28th March 2019</p> 	<p>Children can bring in £2.50 on the 28th March 2019 to purchase decorated Mother's Day bags for them to give out on Mother's Day.</p> <p>Please note an increase to £2.50 from last year.</p>



OFSTED Launch Consultation on a new School Inspection Framework.

OFSTED have opened a consultation on changing the way they inspect schools and they would like your views.

You can find their survey at: <https://www.smartsurvey.co.uk/s/EIFConsultation/>

Under the proposals, inspections for most schools will still occur approximately every four years. They would however take 2 days rather than 1 and the school would only be given notice two and a half hours prior to the inspector's arrival (currently, they telephone the day before).

The most significant change they are proposing is to ask their inspectors to put more emphasis on examining the school curriculum—what the school teaches and how they teach it.

You might be forgiven for assuming that this is what they did already! In truth, they have always looked at parts of the curriculum, but their overriding focus and drive has been on examining data arising out of school SATS tests.

They will of course still be examining the school's results, but they will now be putting much more time and energy into looking at the wider curriculum and gathering first hand evidence for themselves about the quality of education across the subjects that comprise the National Curriculum.

OFSTED are clear that their motivation for changing the way they inspect is driven by the unintended consequences that they have observed from their over-reliance on exam data. These negative consequences include:

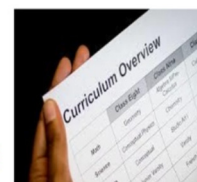
- Schools devoting excessive time to

The importance of the curriculum



'If [children's] entire school experience has been designed to push them through mark-scheme hoops, rather than developing a **deep body of knowledge**, they will struggle in later study.'

Amanda Spielman, at the launch of Ofsted's Annual Report 2016/17



Towards the education inspection framework 2019

Slide 6

training children to pass tests

- Schools spending years 5 and 6 cramming for tests; sending mock papers home every week
- A narrowing of the curriculum where subjects, apart from those tested, are not given proper attention (in some schools they have been found to simply not teach some subjects in the last 2 years of primary school.)
- Impacts of overly pressuring children, on their mental health.

At WCLPS, we have always been very clear in our vision. Yes, we think it is vital that we provide the best education we can for your children in the essential skills of reading, writing and maths. That allows them to make the most of the world of opportunities that they will have open to them after primary school. But we do this by providing a rich, broad and balanced curriculum. A curriculum that stimulates, excites and challenges. A curriculum that introduces children to the best that has been thought and said; and helps engender an appreciation of human creativity and achievement.

You can see this in action, every day, on our Twitter feed: whether it is year 6 learning the charleston or year 1 learning to program on their iPads; chess club to sports clubs to gardening club to DT club to journalism club to marathon club; engineering visits with British Aerospace to animal handling with Zoolab; Shakespeare from EYFS to

Year 6; trips to the Art Gallery or to WWII Eden Camp. The list could go on and on and on.

We firmly believe in happy learners and high aspirations. We believe that children can develop excellent basic skills (as evidenced by our published results) at the same time and, indeed, as a result of a rich, exciting and challenging curriculum.

As such we welcome the new direction of travel from OFSTED. We want our teachers to be treated like experts and as trusted adults supporting their pupils...not data managers. We want to continue with a vibrant curriculum and not give in to short term pressures of SATS. We want to introduce our pupils to the knowledge they need to be educated citizens. And we want our children to develop as polite, happy individuals with initiative, independence and resilience as they do now. The pupils we are so proud of.

The consultation opened on the 16th January and will remain open until 5 April. The finalized framework will then be published in the Summer of 2019 to come into force in September 2019.





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WCLPS Monthly Express

The January 2019 Issue

The Stephen Hughes Foundation

Reported by Aleisha

Stephen Hughes is a former pupil of Carr Lane and was an amazing role model in and out of school. He would have been 28 years old but unfortunately he died of a heart disease 4 years ago. His parents were told that this was a disease nobody had suffered before and so they didn't have a cure, so they set up a charity to help the scientists and doctors find out what it was and to also raise money for sports.

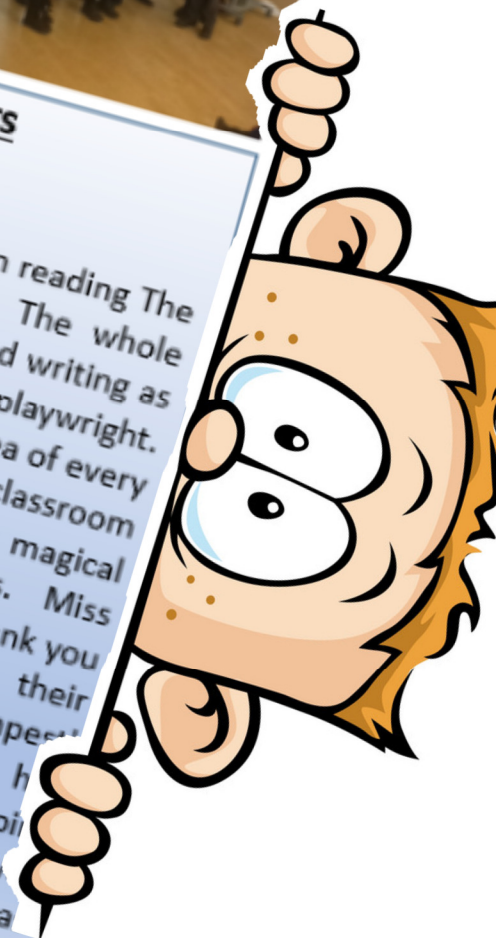
You may wonder why they chose to raise money for sports, well Stephen loved sports and helping others, so his parents thought he would be pleased if they could help others by raising money for sports. Mrs. Brothwell thought it would be a good idea to use this generously donated money for new Year 3 and 4 rugby kits. Lots of people looked up to Stephen and were inspired by his curiosity and inspiring attitude.



Tempest Doors

Reported by Jack and Anabelle

Since last term our school has been reading The Tempest by William Shakespeare. The whole school have been enjoying acting and writing as characters from this phenomenal playwright. Miss Edwardson came up the great idea of every class in the school decorating their classroom door in vibrant Tempest displays, from magical potions to death-threatening storms. Miss Edwardson had the following to say, "Thank you to all of the children and staff for their amazing work contributing to 'The Tempest' doors around the school. Each classroom has their own wonderful design which underpins their learning in Literacy. What a wonderful way to reintroduce The Tempest after the Christmas holidays! Well done Willerby Carr Lane."



Reading Update

Across the school, there has been a notable increase in the frequency with which children are reading outside of school.

This is really great news - reading for pleasure is such an important and vital part of children's primary education. As we've highlighted before, children who read well and read frequently, have better outcomes in their education.

As reported in November's newsletter, in the 2018 KS2 SATS, at a national level, 71% of boys got to standard in the reading test. This compared to 79% of girls who got to standard. Indeed, this 8% difference in attainment has been fairly constant for the last 3 years. Furthermore, whereas 32% of girls got to the higher standard of 'greater depth', only 24% of boys nationally did so. At WCLPS our own results have also reflected this gender gap.

It has therefore been really exciting to see so many boys getting the reading bug across school! We have classes now where more boys are reading than girls. Well done boys!



New Reading Magazines arrive!

Mrs Bolton-Ali has just taken delivery of our new reading magazines, "Storytime". This high quality, bound booklet is aimed at year 3 and year 4 children. We get 10 copies every month for these classes and their reading corners. Each edition has engaging stories from around the world. Hopefully, the children will look forward to each month's edition.

For higher up the school, we buy copies of "First News" which is a newspaper format publication. It contains news articles from around the world.



Tips for parents ...

...to support with reading and phonics at home. Includes videos to watch and suggestions of books to read:

www.oxfordowl.co.uk/for-home/

It even has *How to...* videos on supporting reading comprehension at home.

Definitely worth a look!



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With best wishes from Mr Smith & the whole staff team.



view us on
vimeo

find us on
flickr