



# THORNHILL PRIMARY SCHOOL



Friday 24th June 2022

## WHOLE SCHOOL MESSAGE

Huge thanks to the parents and carers for supporting the children at our sports day, we love having parents in school for these events. It was my first sports day at Thornhill Primary School and I am already excited for next years! We were extremely lucky with the weather and we all had an amazing time (I'm sure you will agree if you were lucky enough to join us!) Our children all got in to the spirit of it, they gave it their best and cheered each other on. We were extremely proud. The ice creams were well deserved!

The day after sports day, our cricketers played in a tournament and were incredibly successful, they won 4 out of their 6 matches and they all played brilliantly, they were incredibly skilled in all areas of the game, scoring sixes and making great catches and bowling brilliantly. They were also incredibly supportive of one another, encouraging each other and working excellently as a team. Well done cricketers - we are all very impressed.

As the weather starts to gets better, we need to make sure that children are staying safe in the sun. Please apply sun cream to your child in the morning before they come to school. Your child may also bring sun cream (with their name on) to school to apply it themselves at lunchtime. Please also ensure that your child has a sun hat (with their name on too).

I wrote to you earlier in the week in relation to changing the timings of the school day. The responses I have received have been very positive in relation to this, if you do have any thoughts please do share these with me. We would look to introduce these changes from September and the school day would finish at 3.15pm.

I would like to share that the summer reading challenge has launched. It is led by the reading agency and supported by public libraries. The Challenge encourages children aged 4 to 11 to enjoy the benefits of reading for pleasure over the summer holidays, helping to prevent the summer reading 'dip'. Each year the Challenge motivates over 700,000 children to keep reading to build their skills and confidence. This year's Summer Reading Challenge theme is Gadgeteers, and there is plenty of Inspiration for all of our children. Children will be able to join six fictional 'Gadgeteers.' The characters use their curiosity and wonder to understand the science behind a whole range of interests from fashion and technology to cooking and music. Please do look in to this either at the library or via this link [Summer Reading Challenge](#).

We have not been able to hold our 'Good Work' assembly this week due to a number of internal activities. We will hold a double celebration next week.

Have a lovely weekend

**Sophie McCabe**

**Executive Headteacher**

# CALENDAR

29/6/22

KS1 Visit South Lakes Safari Zoo

4/7/2022

Year 5 & 6 Forest School

5/7/2022

Year 3 & 4 Forest School

7/7/2022

EYFS & Reception Forest School

8/7/2022

KS1 Forest School

7/7/22

Thornhill's Got Talent Final

15/7/2022

Year 6 Leavers Assembly

18th & 19th July 22

KS2 Harbour Youth project

20/7/22

EYFS Teddy Bear Picnic

21/07/22

Last day of Term - School finishes 1pm

# ATTENDANCE

**Whole School - 96.4%**

**Reception - 88%**

**Year 1 & 2 - 96.8%**

**Year 3 & 4 - 99.4%**

**Year 5 & 6 - 92.6%**

You can't go back  
and change the  
beginning, but you  
can start where  
you are and change  
the ending.

—  
C.S. LEWIS

## SCHOOL LUNCH MENU

Monday	Tuesday	Wednesday	Thursday	Friday
Sausage Roll with Wedges	Chicken Curry with Rice	Roast Gammon, Roast Potatoes & Gravy	Beef Lasagne with Garlic Bread	Fish Fingers, Chips & Tomato Sauce
Tomato & Vegetable Pasta	Vegetable Curry with Rice	Broccoli & Cheese Pasta	Stir Fried Vegetable Wrap	Cheese Pasty with Chips
Peas	Sweetcorn	Broccoli Carrots	Cauliflower	Baked Beans
Carrot Cake with Custard	Apple & Raisin Flapjack	Fresh Fruit & Yoghurt or Cookie	Iced Sponge	Peaches & Ice Cream

**Freshly cooked jacket potatoes / Fresh Bread / Fresh Fruit / Daily salad selection**

# SUMMARY OF THE DFE'S Reading Framework

## THE IMPORTANCE OF TALK



High-quality talk and a language-rich environment are central to the approach to developing literacy. The quality of adults' interactions with children affects their vocabulary acquisition and cognitive development. Developing pupils' spoken language is integral to all subjects in the National Curriculum and EYFS so that they can articulate their understanding, develop their knowledge, and build the vocabulary they need to support their learning.

## READING IS A CATALYST

Reading for pleasure is associated with higher levels of literacy achievement. There is also a relationship between cognition and motivation, proficiency and motivation in reading. Those who are good at reading do more of it: they learn more and expand their vocabulary and knowledge. This enables them to understand more of what they read. For those who read less, or who find reading difficult, the opposite is true. Reading more makes children more academically able.



## VOCABULARY ACQUISITION THROUGH TALK

High-quality adult interactions and purposeful experiences can build children's vocabulary size. The report provides an example for how a visit to a fire station might unleash the teaching of semantic fields linked with some of the key information. For example, by talking of fire, pupils would learn and connect words such as blaze, flames, heat, smoke, plumes and extinguish. This supports later reading by helping children comprehend texts when they see such words.

## ADULTS MODELLING SPEAKING AND LISTENING

Adults can plan to develop children's vocabulary through everyday experiences. This can include adding adjectives and adverbs into interactions so that children begin to expand their word knowledge and understand them in a greater range of contexts. Children should also be explicitly taught what good listening is like, both through direct instruction and through teacher modelling. Good listening should also, of course, be reinforced and rewarded with praise.



## PARTNER TALK

Children benefit from being taught how to talk to a partner, speaking in complete sentences and taking turns as appropriate. Children should be taught to speak to each other in sentences and to listen to each others' ideas. Teachers can use these interactions to assess what children know, as they listen in to their discussions and give feedback. Pairs can then be selected to share their responses with the group.

## NO HANDS UP

The practice of asking for children to raise their hands to share can reduce the opportunities for interaction. It can limit the number of children who the teacher 'hears', exclude children who raise their hands and aren't heard, and suggest to children who don't raise their hands, that they don't need to participate. Over time, the difference between interactions of those who raise their hands and those who don't, grows the language gap that we want to eliminate.



## CHOOSING BOOKS TO READ ALOUD

Teachers should choose books which engage children emotionally. Young children care about what their teachers think about the stories they read. The report gives a guide of how to choose books to ensure children are presented with a wide range of stories from a wide range of contexts. There should be a 'core' set of stories for each year group which reflects a wide range of backgrounds and contexts, which can be supplemented by teachers' choices.



## THRIVING ON REPETITION

By re-reading stories to children, teachers can deepen the children's familiarity with a story and increase their emotional engagement. Re-reading allows children to hear new vocabulary over again, which helps them commit the meaning of new words into their long-term memory. Additionally, children have new opportunities to connect with characters and their feelings, and to relive the excitement and emotion of stories.



## DEDICATED TIME FOR STORIES, POEMS AND RHYMES

There should be a dedicated story time each day as well as a dedicated poetry or singing time in Reception and Year 1. This should be a priority. Extra small-group storytimes can be used as additional inputs for children with speech, language and communication needs. Schools should encourage parents to read aloud to their children and to provide opportunities for children to read at home.

## THE LANGUAGE OF STORIES

Listening to stories enables children to encounter vocabulary they are unlikely to hear in everyday speech (Tier 2 vocabulary). Teachers can support this vocabulary acquisition by explicitly explaining the meaning of new words and providing additional examples of their usage to enforce their meaning. Listening to stories also allows children to hear a wider range of sentence structures which not only supports their grammatical understanding, but also the bank of sentences they can draw from when they come to speak or write.



## BOOK CORNERS

The quality of the books in a book corner is what makes a difference - as beautiful as the decorations may be. Book corners should enable children to browse the best books, revisit ones they have been read to in class, and to borrow books to read or retell at home. Every child should be able to spend time in the book corner, where they should also be able to share books with each other. The focus should always be on making a big difference to children's reading habits.

## SYSTEMATIC PHONICS INSTRUCTION

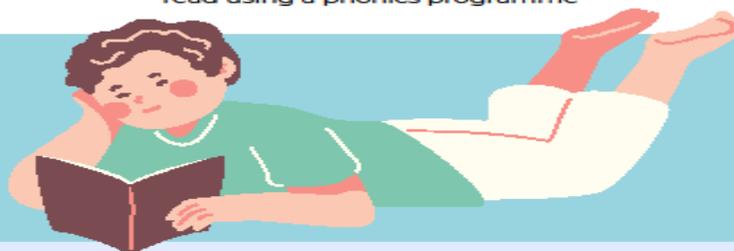
Schools should implement a systematic phonics programme. There is not enough space here to capture the full importance of phonics, but it is important to point out that fidelity to a systematic programme, with the implementation monitored by the school's leadership team, is one of the most effective ways of teaching all children how to read and write. Decodable books allow children to practise and memorise their learning from phonics lessons, so that they build their accuracy, fluency and confidence with their phonics knowledge.



## CHILDREN WITH SEND



The framework quotes a range of recent research findings which supports the teaching of systematic synthetic phonics for children with SEND. Teachers will have to adapt the pace of instruction, based around their understanding of a child's unique needs and profile; however, all children should be considered as being able to learn to read using a phonics programme.



This is a very condensed overview of the DfE's Reading Framework and I would definitely recommend reading the full document, which also has some additional guidance for parents and leaders. You can download the DfE document and a hi-res version of this graphic from my website.

[www.marcrhaves.com](http://www.marcrhaves.com)



@mrmarchayes

# SUMMER

## Reading Challenge

Summer Reading Challenge 2022

# GADGETEERS

Presented by The Reading Agency.  
Delivered in partnership with libraries.

SCIENCE  
MUSEUM  
GROUP

IGNITING  
IMAGINATION  
INSPIRING  
INNOVATORS

20 YEARS  
THE  
READING  
AGENCY

Illustrations by Julian Beresford and © The Reading Agency 2022



The Summer Reading Challenge begins on 16 July and ends in the middle of September, so there is plenty of time over the summer to borrow and read 6 books and come into the library to tell us what you have read.

The Challenge is simple; read whatever you like over the summer holidays to receive incentives and a certificate once you have completed the challenge. You can read fiction, fact books, poetry, joke books, picture books or graphic novels. Audiobooks and eBooks can all be used to complete the challenge and [Cumbria Libraries Borrowbox service](#) is a great way to get free access to eBooks and eAudiobooks for the Summer Reading Challenge.

We'll have a specially selected collection of books just right for Gadgeteers!

This year the theme is Gadgeteers, so join in and discover the amazing science and innovation behind the world around you.

For more information visit the [Summer Reading Challenge website](#).

Signing up is free, you just need to be a library member (which is also free!)

You can also access extra content online at the Summer Reading Challenge website, and make sure to check out Cumbria Libraries Facebook pages for activities both online and in the library.

<https://www.cumbria.gov.uk/libraries/summerread.asp>

# EYFS SPORTSDAY

The Nursery children had a wonderful time at their Sports Day on Monday. The children took part in lots of activities; throwing, jumping, balancing and running.

A wonderful time was had by all.

The children were all winners and were rewarded with an ice pop to cool us all down.



# KS1 & KS2 SPORTS DAY 2022



Our pupils, families & staff enjoyed a fantastic sports day on Tuesday. The sun shone almost as brightly as our amazing competitors. Despite the heat the children gave it their all and can be proud of their performance.

**In 3rd place were Dent, 2nd place Longlands and just 5 points ahead, taking 1st place were Ehen.**

Ice cream from the wonderful Hartley's in Egremont was a perfect way to celebrate the day!

## RED TEAM



## BLUE TEAM



## YELLOW TEAM



# THE SACK RACE



# THE RUNNING



# CRICKET TOURNAMENT



Our cricket team had an amazing tournament at Whitehaven cricket club on Wednesday.

We played 6 games, won 4 and lost two by 10 runs each!

Very close matches. The team showed great skills, fantastic team spirit and they were a credit to themselves for the whole day.

Our pupils and staff felt very proud and super happy, celebrating with the whole school afterwards.



# W.O.W. is coming to school on Monday 27th June 2022

On the day your child will be able to get involved in the following:

Bellicon Rebounding (trampolining) and fun games and activities based on empowering a healthy lifestyle.

Parents are welcome to come between 3pm & 4pm during afterschool club to watch what is happening on the trampolines or have a go!



## W.O.W is coming to your school on Monday 27th June 2022

Thornhill Primary School has booked a WOWY School Event for the benefit of your children.

- On the day your child will be able to get involved in the following:
- bellicon Rebounding (trampolining)
  - Fun games and activities based on empowering a healthy lifestyle
  - Build on their emotional and physical resilience
  - Learn from an expert team of WOWY motivators.

Your child's teacher will sign a safety waiver on their behalf, please contact the school if you do not want your child to take part. Please make sure your child wears suitable clothing for bouncing and socks/ shoes must be worn at all times.

PARENTS ARE WELCOME TO ATTEND THE AFTER SCHOOL CLUB TO WATCH THEIR CHILDREN BOUNCE!



## Want to find out more?

Visit [www.icanfitnesscumbria.co.uk](http://www.icanfitnesscumbria.co.uk)

Did you know we also offer WOWY Bouncing Birthday Parties!



FREE GIFT FOR KS2 CHILDREN AND PARENTS

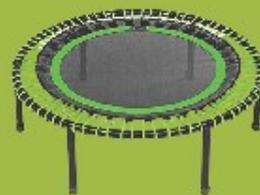


Thanks to funding from the West Cumbria Mental Health partnership

## Did You Know...

...bouncing on a bellicon rebounder has many benefits including:

- Bone strengthening
- Muscle building
- Weight Control
- Lifelong Health
- Mental wellbeing
- and many many more!



ICAN WHEELS OF WELLNESS

[WWW.ICANFITNESSWOW.CO.UK](http://WWW.ICANFITNESSWOW.CO.UK)  
01228 819 101

# SUMMER SESSIONS

## Playschemes for Children with SEND.

The sessions focus on engaging, inclusive activities which encourage group play, life skills, and lots of fun in a safe environment

Play-schemes run during the summer holidays from 10am till 2pm.

Sessions are free.  
Lunch is provided.

JOIN ENDORPHINS FOR OUR FUN AND INCLUSIVE

# Summer Sessions

FOR ELIGIBLE CHILDREN  
AGE 8-13 YEARS!

Plenty of fun and engaging themed sessions alongside our favourite Endorphins fun and games! Activities for all abilities and a great chance to have fun and make new friends.

Lunch is also provided for eligible children.

## Summer Sessions Copeland -

St Bees School,  
Wood Lane, St Bees, Cumbria CA27 0DS  
Monday, Tuesday, Wednesday, Thursday  
1st August - 25th August  
10am-2pm

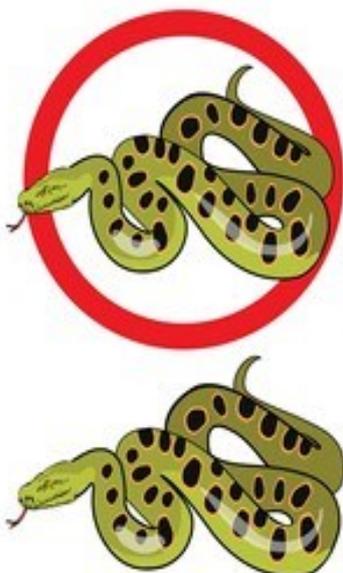
FREE SCHOOL  
MEAL PROVIDER  
- SPECIALISING  
IN CHILDREN WITH  
SEND



## The Endorphins Group

Booking essential. Please book by contacting our team on - T: 0330 1332642

E: [bookings@endorphins.uk](mailto:bookings@endorphins.uk)  
[endorphins.uk](http://endorphins.uk)



**DANGER**  
**WARNING**  
**CAUTION**

There have been sightings of snakes on the Thornhill football pitch this week.

What should your child do if they see a snake?

It's important to remind your child not to panic if they see a snake. It can be hard to stay calm but the safest way to prevent a snake bite is to stand still and wait for the snake to move away before moving back slowly.

# SUPER POWERED SUMMER 22

## 2022 ШУБЕР БУМЕБЕД 2022 ШУБЕР 22

**Have a super powered summer!**

Amazing new **10 Minute Shake Up** games to the rescue...

**Better Health** Let's do this

10 minute shake up  
from Better Health with Disney

**What's this for?**

This Disney, Pixar and Marvel inspired pack is filled with new and exciting 10 Minute Shake Up games for families to enjoy together at home. From Elsa's blizzard blitz to Izzy's super space race, each game is designed by experts to help pupils master skills such as teamwork or coordination, but most importantly have fun and keep active over the summer.

**Great games to keep the kids active**

Want to get the kids off the sofa? Shake up your family's summer with these awesome active games

Hey, grown-ups! We're back with new 10 Minute Shake Up games – fun for the whole family, inspired by some of your kids' favourite characters.

**So how does it work?**

- Tear off the cards and play - indoors, in the park or in the garden.
- As well as being fun, these games help to develop skills like teamwork, communication and coordination.
- The more, the merrier - so get all your family and friends involved.
- Every game fits into one of three activity types, to help kids find more games and sports to try!

**Keep the fun going!**

To find more shake ups, including games inspired by Disney's Encanto, search '10 Minute Shake Up'

10 minute shake up  
from Better Health with Disney

10 minute shake up  
from Better Health with Disney