

# THE HILL WEST HERALD

  
HILL WEST  
Primary  
FOUR OAKS



SUMMER TERM 1 2021  
ISSUE 34

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ACE; Ambitious, Curious, and Ever-respectful



## Message from the Head Teacher

By Dr Beth Clarke

Following our recently completed pupil questionnaires where a small number of our pupils talked about the behavior of other children as naughty we have realised that we have some work to do to help all of our children to fully understand our inclusive principles and help them to understand that **there is no such thing as a naughty child**. As outlined by Peter Nelmes, "In any classroom where there is challenging behavior there really is no such thing as naughty. "There is always a reason behind the challenging behaviour." <https://www.youtube.com/watch?v=bM6Kb2q8Dho>



For many of our children the return to school following the third national lockdown has been an exciting time. It has been a time to reconnect with friends, to re-establish the bond with their teachers and a time to enjoy learning in all of its guises. However for some, this has been a particularly challenging time. This may be as a result of a difficulty they were experiencing before lockdown that has been exacerbated during their time away from school. It may be as a result of poor mental health and well-being for them or for their family members. It may be as a result of a pre-diagnosed condition or challenge. It may be as a consequence of early childhood trauma or loss and the pandemic has acted to destabilise. It might be that the return to school has unsettled their sense of safety and strong connection with family members at home. Our role at school is to cater for all of these needs through inclusive practices that work with and support all of our children and families. As such we have all undertaken, in recent weeks, specialist training prepared by Beacon House, namely 'How to Transition to the Covid-19 "New Normal."' In this training we were reminded of how the brain develops and explored the functions of the brainstem, limbic area and cortical area. We learned that some children have an over developed brain stem that alerts them to perceived threat and danger more readily than other children and how this disconnects the child from the thinking part of their brain (the cortex). We examined the principle of a 'window of tolerance' which explains that we all have windows of different shapes and sizes that we feel comfortable within. For a more detailed explanation please watch <https://www.youtube.com/watch?v=Wcm-1FBrDvU>

Essentially the animation explains that every individual has a unique window of tolerance. When they are within their window of tolerance they feel regulated, calm and able to learn, love and play to the best of their ability. They are at their personal best. However a child who has experienced trauma and loss has a narrow window of tolerance compared with children who have had a secure, stable and safe early childhood. In other words, small 'every day' triggers can be intolerable and unbearable for them. Triggers are unique to each child. When triggered, a child may swing into hyper-arousal and therefore go into fight, flight or freeze mode. On the outside they may appear anxious, aggressive, agitated or controlling. On the inside they may feel unsafe, frightened and confused. The child may also swing into hypo-arousal which means they go into collapse mode. On the outside they may appear withdrawn, quiet, hard to reach, emotionless, inactive, unproductive and unable to learn, relate or engage. On the inside they may feel flat, disconnected, dead, shut down or numb.

Children who find things difficult in school can often swing between hyper and hypo arousal, and they can also be in both states at the same time. To others, they can appear disorganised and unpredictable but children are adaptive. Their flight/flight/freeze/collapse behaviors are organised around reducing their feeling of fear. Children will need to either be calmed or alerted back into their window of tolerance for them to be regulated and re-connected with their 'here and now'. For more information about these ideas, see the work of Bruce Perry, Daniel Siegel and Pat Ogden.

As such, over the next half term we will be working with our children so they understand that when someone becomes dysregulated it means they are really struggling and having a particularly difficult time. Like children who need help with reading, writing or maths these children need help to regulate. No-one is naughty but many of us have struggles.

## Arthur Terry Learning Partnership News

By Dr Beth Clarke



### Edington and Lichfield schools join the Arthur Terry Learning Partnership

Our multi-academy trust was delighted earlier this year to officially welcome two new primary schools to our growing family of schools. On the 1<sup>st</sup> April Lichfield's Greysbrooke Primary School and Erdington's Osborne Primary School became part of the wider team. Although both schools had been working with us successfully for quite some time it was a time of celebration when both officially aligned. CEO and chair of the Teaching Schools Council, Richard Gill CBE, was: "absolutely thrilled" to officially welcome both schools to the partnership.

He said:

*"It's an honour and a privilege to welcome both schools to the partnership! Greysbrooke and Osborne are fantastic primary schools at the centre of their communities. Head Teachers Ellie and Michelle lead wonderful teams who share our commitment to putting children at the heart of everything we do".*

*"This is an exciting time for the ATLP as we strengthen our geographical learning hubs and expand the partnership. We hope that by working collectively and sharing expertise and resources, we can support even more schools and provide even more opportunities for our children and young people. This is positive news all round!"*

### Lottery cash will train caring classmates to support each other through COVID challenges



**Nether Stowe School**  
*Aspire to Excellence*

Students at ATLP's Nether Stowe School are to be trained to become 'peer mentors' to help their classmates deal with wellbeing challenges brought by the COVID pandemic, in a pioneering scheme funded by the National Lottery. Twenty pupils at Nether Stowe School, in St Chad's Road, will be trained

as peer mentors to become Mental Health Champions through YMCA Heart of England, a local young people's charity.

Rachel Chilver, Mental Health lead at the School, said: "Nether Stowe School is proud to announce that our bid for National Lottery funding has been successful and we will be providing an enhanced wellbeing programme to support young people in Lichfield. COVID-19 has had a devastating impact on the mental health and wellbeing of young people in the local area and the multiple barriers faced by them are considerable. Navigating these uncertain times and feeling anxious about their future means that many report struggles with their mental health. Our community project aims to provide support to help our young people thrive both personally and academically."

Under the scheme, the school's newly-trained peer mentors will actively work in the school community and beyond delivering peer-to-peer sessions about the importance of wellbeing, as well as providing one-to-one support to students who are struggling.

The ground-breaking idea is based on the belief that children often find it easier to confide in their peers first, before talking to family members or school staff. Mrs Chilver added: "Being active is key to good mental health; we will be offering dance sessions to students, to the parents of our students and also to children in Years 5 and 6 from the local area – many of whom are experiencing significant anxiety about the transition to secondary school following three national lockdowns in the space of just two academic years. We will also be delivering tailor-made wellbeing workshops where both Nether Stowe students and local primary pupils will learn how to manage stress through a range of holistic therapies including meditation, yoga and aromatherapy."

Headteacher Glyn Langston-Jones said: "We are very proud to be able to offer this support programme, we truly believe that we need to invest in the wellbeing of our young people to help them thrive both personally and academically. Our young people are the future and we are committed to supporting their emotional wellbeing so that they can go on to lead full and enriched lives."

## A focus on Understanding the World in Reception (Summer 2021)

By Ms Devon Ward



Whilst there were many different areas of the curriculum studied by the children in Robins and Wrens this half term that we could have chosen to focus on, the one that has engaged and delighted the children the most is 'Understanding the World'. This term we have focused on various animals and the children have absolutely relished this!

To begin the term we started with 'Minibeast Week', which focused on 'The Hungry Caterpillar' and meant that we had new additions to each class! 10 small caterpillars joined us and we were able to witness their journey as they developed from caterpillar to butterfly! We studied the caterpillars closely and focused on this process of metamorphosis. Over time, we carried out research into how a caterpillar forms from an egg, to larva, to caterpillar, to pupa/chrysalis to butterfly: the children were so intrigued and excited to see this first hand! Once all the

butterflies had emerged from their chrysalises, we discussed their need to be back in their natural habitat! The children helped to release the butterflies onto the next part of their journey in life.

After a successful first week, we followed on with 'Farm Week', where the children enjoyed various ladybird-based crafts. We looked in depth at animals and their young, learning the names of animals and the role they play in various farm processes, such as providing eggs and milk. Children were encouraged to draw on their past experiences of farm visits and then shared this with the class to further develop their communication and language skills. These skills blossomed during play in our 'Small World' area.



As we left 'Farm Week' and entered into the following topic - 'The Zoo' - you could see the children's enthusiasm for this area! Daily, we looked at various animals using Edinburgh Zoo's live webcams: the children were so excited to witness this and of course had many questions! We used these questions to conduct research, using the internet to find answers. It is safe to say that we all learnt something new over these two weeks! The children used their prior knowledge of animals to differentiate which animals lived in a zoo and which lived on a farm, explaining their reasoning clearly.

To finalise a captivating and stimulating four weeks, we completed our work about animals with our 'Under The Sea' topic. This was Robins and Wrens favourite topic! The children used their amazing phonetic skills to label various sea creatures and enjoyed creating fact files using the support of the



internet. Children developed their awareness of plastic pollution of our oceans and were enthralled as they discussed how they could help and further prevent the problem through recycling and reducing their use of plastic. We cannot wait to see the children learn more next half term, as they prepare for Year One: it will be enlightening and enjoyable for us all! Well done to all of our Reception children for their hard work this half term!



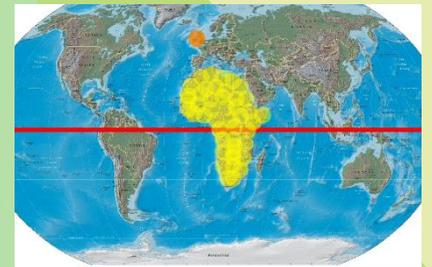
# A focus on Geography in Year 1 (Summer 2021)

By Miss Sophie Beardmore

In Year 1 we have enjoyed reading many amazing key texts this half term including: 'Bringing the Rain to Kapiti Plain', 'Elmer', 'You Choose' and 'The Jungle Book'. These key texts have allowed the children to learn about different areas of the curriculum in imaginative and creative ways. They have used iPads to create their own animated story, inspired by 'You Choose', explored what makes us unique, and have learnt how to name and identify 6 different types of animals, using classification (Great work, Year 1!!). Although we have covered a wide range of curriculum areas this year, one area that has particularly fascinated the children this half term is GEOGRAPHY!



In Geography, children have been learning all about the seven continents of the world; Asia, Africa, North America, South America, Antarctica, Europe and Australasia (the children wondered if their parents could name them all?). Year 1 began learning all about the continents by first learning 'The Continents' song – which is a very catchy song that the children loved to sing together. Having listened and watched 'The Continents' song, children in groups were then given a world map to see if they could identify the continents. After having some time to explore the map, myself and Miss Arkinstall randomly selected a continent, which the children had to identify with counters.



Children continued their learning about continents by focusing on and exploring two of the seven continents; Africa and Europe (UK). The children used Google Earth and maps to help them compare aerial images and maps of Europe (UK) with those of Africa. Children were captivated by the satellite images of the two continents and seeing the differences in their appearance. Whilst looking at the maps, children were challenged to think about why Africa is less green than Europe (UK). Some children remembered their prior learning about the geographical properties of countries located closest to the Equator, including prevalent temperature, climate and living conditions for those who live there.



Toward the end of the half term, children really enjoyed a homework task in which they had to choose a continent to explore and research further, for example, learning how many



countries there are, finding out interesting facts about the continents, what life is like for people, animals and plants that live there and here are some of their outstanding efforts... 😊



## A focus on Science and links across the curriculum in Year 2 (Summer 2021)

By Mrs Clare Whelan

At Hill West the children are exposed to a rich, diverse curriculum where purposeful links across the curriculum are made, so that children develop a deep understanding of subject content and embed new and prior learning through planned opportunities to retrieve knowledge. Our 'Secret Garden' text complimented our 'Plants' topic in science, in which children have explored their outdoor environment, looking at how plants disperse their seeds and why this is vital. They have specifically considered how seeds utilise the wind as a method of dispersal, applying this understanding by making their own seed 'helicopter'.



Subsequently they considered alternative ways that seeds can be distributed, for example; animal dispersal – where seeds stick to the fur of animals and are transported away from the parent plant/where seeds are eaten by animals and transported elsewhere through the excretion of waste; water dispersal – where seeds fall to the ground and into a water source, and are dispersed by the movement of the water (for example, coconuts are dispersed by rolling down the beach when they fall, into the ocean and are dispersed by waves).

The children then discussed the requirements of bulbs for healthy development, considering what bulbs need to grow into healthy plants. In addition, they have grown plants and made careful observations as the plants develop, including planting cress seeds. They also germinated beans in a bag of water with kitchen roll to support the seed, giving the children a good understanding of hydroponics. They have asked and found the answers to questions such as: What will happen to the bean left growing in a cupboard? What will happen to a bean growing in sunlight without water? The children have recorded experimental results by measuring the growth of bean seedlings in a diary, allowing them to draw conclusions about maximal growth conditions – and have extrapolated their results to try and determine how long it would be before they can harvest a crop from the plants, and eat the produce. The children have created collage pictures of the parts of a plant and have labelled these with scientific vocabulary including stem, root, flower, leaves.



This half term, we have been reading 'The Secret Garden' as our class novel. At times this text has been challenging, but this has created many learning opportunities for Personal, Social and Emotional development. The text has stimulated discussions about colonial Britain, the language used at the time and how important it is to celebrate diversity and cultural heritage for all British Citizens. The children were fascinated when they compared life for children in Victorian Britain with that of children in a Bangladesh Moller slum and their lives in Sutton Coldfield. In Art, children researched the work of the environmental artist, Andy Goldsworthy and expressed their opinions about his work, comparing it to that of Henri Matisse and Jackson Pollock. They explored the forest for a variety of smells, textures and colours and organised natural objects in a grid,



creating their own art in the style of Goldsworthy. Finally, children made bird feeders at home with their families and brought them in to school to share with us. Some of these are now distributed throughout the school field and are being enjoyed by the local wildlife. All of our learning has been supportive of mental health awareness week which recognises and celebrates the great outdoors.

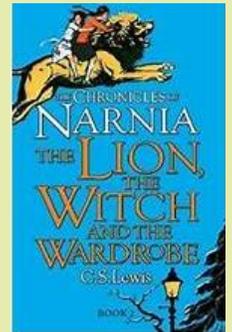


## A focus on Reading in Year 3 (Summer 2021)

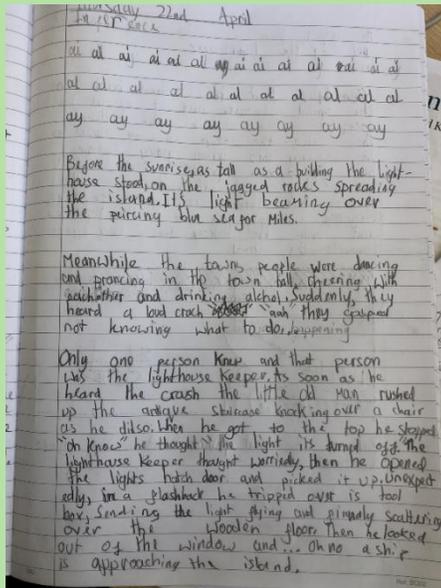
By Mrs Sarah Terry



This half-term in Year Three, we have had an exciting time exploring a range of texts, not only as part of our Reading curriculum, but through our class novels too. We began the Summer Term by joining Peter, Susan, Edmund and Lucy on their adventures through Narnia, meeting Mr Tumnus, Aslan and The White Witch along the way. *'The Lion, The Witch and The Wardrobe'* is a fantastic story which everybody has enjoyed. It has sparked much discussion about the choices made in a range of circumstances by different characters and the children have considered whether they would like to visit Narnia and why. They have also been enjoying *'Tom's Midnight Garden'*, although I won't write too much about that



as I would not want to reveal the twist hidden within the plot of this text. We will finish the text next half-term and will hopefully find all of the answers to the questions we have!



We have also studied an interesting, engaging, brilliant visual text, called *'The Lighthouse'*. This text explores themes of isolation, good deeds and community spirit. In the video, the children learn about a lonely lighthouse keeper, who is isolated from his fellow townspeople and finds himself in trouble as the light on his lighthouse breaks. However, he is saved when those who live nearby come to his rescue and illuminate the coast with hundreds of lanterns. This text allowed the children to develop their inference skills as they considered what different characters might feel in different situations. They also studied the structure, presentational and layout features of play-scripts, and the writing conventions used by script-writers. They then applied their knowledge of how play-scripts are written and their understanding of how the lighthouse keeper might be feeling or what he may be thinking to create and perform their own plays. The children then summarised the text using only the key points.

Children used clips from the film *Inside Out* to explore a character in depth and expanded their vocabulary to include a variety of synonyms for the emotions explored within the film. The children also studied how the creators of the film use 'show not tell' techniques to convey a characters emotions (Riley) and explored how to transfer the plot into a written text.

Currently the children are reading the classic novel *'Stig of the Dump'*, in which the curious Barney finds himself at a dumping ground and meets Stig, a strange character. Despite their differences, the two become friends. Children have thoroughly enjoyed exploring the personalities of both of these characters and discussing whether they would like to join the adventures. They have also applied their knowledge of the text to predict what might happen next, in addition to focusing on the writer's use of language, including how highly effective choices of adjectives and similes can enhance descriptive details. We will continue to explore challenging and exciting texts next term – as we recognize just how important the skills of reading are.





# A focus on History and Geography in Year 5 (Summer 2021)

By Mr Ryan Horne

Year 5 have had a tremendous term learning about the Vikings. Children were shocked to discover that the Vikings have had a presence in Britain since the Lindisfarne raids in 793. Children have had the chance to explore why the Vikings came to areas such as England and Scotland and the motivations for the raids. We looked at the importance of food and water to a community and how a group of people may choose a settlement based on certain geographical requirements such as rivers and forests.



In Geography, we learned where the Vikings came from and identified the countries that make up Scandinavia. The children identified Norway, Sweden and Denmark and located them on a map. We then looked at the trade routes made by the Vikings from these countries, as well as the places that were settled and how this affected their place names. We looked at the various areas that were raided and settled by the Vikings all over the world as well as the years each place was settled.

We have looked at the city of Jorvik (York) and investigated its role as a permanent Viking settlement in England. We investigated what made Jorvik significant and how it was used by the



Vikings. From this, we reviewed aspects of Viking life and the similarities to our own. We compared the roles that jobs, gender and position had on Viking society and compared it to what we know about modern times. Children had the opportunity to watch clips about modern York and its Viking influence.

Tuesday 2nd of May 2021  
To investigate how Danelaw was established

Guthrum and his followers battled with Alfred	1
Alfred paid Guthrum a danegeld	2
Guthrum ignored Alfred's agreement. He killed, raided and spent the danegeld.	3
Guthrum and Alfred fought at Edington	4
Guthrum and Alfred signed another treaty	5
Alfred retreated to the marshes of Somerset	6
Alfred celebrated the Twelfth Night	7
Guthrum stealthily attacked the celebration	8
Alfred mustered his men for a return	9
Guthrum retreated and Alfred besieged him	10
The Treaty of Wedmore was signed.	11
Guthrum became Æthelstan	12

What does the word 'heathen' mean? It means you don't have a religion.

We had a lot of fun exploring the 'Great Heathen Army'; lead by the Viking leader, Guthrum and its effect on the Anglo-Saxon kingdoms at the time. We investigated the battles fought between Guthrum and Alfred the Great and discussed what a treaty means and what it represents. The children had a chance to apply what they had learned previously about Alfred the Great and his role in the fight against Guthrum. This culminated into a lesson about Danelaw in geography; we located Danelaw and identified other Viking settlements on a map.



We had an amazing set of English lessons where we looked at features of a news report. We shared what we thought a good news report looked like and watched a number of

episodes of newsround for inspiration. Children then worked in groups to plan a news report about the Viking invasion. They created a script and then, using iMovie, made a news report that detailed the Viking invasion on Britain. The



## Viking Myths and Realities



children loved seeing their ideas brought to the screen and even created some amazing reporter personalities!

The children will complete their learning by looking at Viking clothes and how they were designed. They will also examine Viking metalwork and the styles and designs used by the Vikings to create fantastic jewelry. The children will apply their understanding by designing and creating their own Viking brooch using common materials that can be found at home.

## A focus on Dance, History, DT and English in Year 6 (Summer 2021)

By Miss Kerry Lynch



Year 6 have had a very busy 'fun packed' start to the Summer Term as they have been working hard to ensure that they are ready for their transition to senior school in September, including identifying their strengths across the curriculum. As a reward for their focus and perseverance during assessment week, the children had a visit from the Ice Cream Van, courtesy of the PTFA. They were so excited about the visit that they could barely contain themselves. Although the weather was cloudy and rainy, it did not stop them sitting on the field licking their lips and happily dribbling ice cream down their chins.

Dancing to the beat of Bollywood music, the children took part in one of the oldest forms of theatrical dance in the world, involving the use of story-telling Mudras hand gestures. During their Indian Dance workshop session, they were taught a wide variety of hand positions and body postures, which they had to combine with fluidity and clarity for their final performance. As the music was introduced to the children, they cheered and enjoyed tapping their feet as they realized the musical piece was utilized in the film 'Slumdog Millionaire' and was the famous song 'Jai Ho'. The children not only coordinated their hand and foot movements, within a sophisticated variety of body postures, but they also worked with their peers to co-ordinate their actions as a group. It was an entrancing performance from the talented dancers of Year 6.



Linked to their work in History, in which the children have studied the events that led up to the outbreak of World War I, and those which constituted the major events of the war, the children have researched the invention, manufacture and development of the tanks. They have considered the impact of this machine on the outcome of the war and how it developed to give the users an advantage during battle. For example, the parallelogram shape was advantageous when tanks were faced with the World War I landscape, where trenches were used on large static battlefields, such as the Somme. In DT, children were tasked



with building their own tanks, and to support them with this, they have investigated how motors work with moving components (pulleys, belts, motors), explaining how particular parts of their product would work. So far the children have been practicing their crafting skills, using saws to cut dowel rods to an accurate length to create the chassis for their tank. They will complete their designs for their working tanks later in the Summer Term and we cannot wait to see the finished results.



Most recently, Y6 took part in a 'Spellathon'. During the morning they took part in a range of spelling activities to deepen their vocabulary understanding. It was a huge success - thank you to everyone for supporting your children with this event.

## Rights Respecting School Award: Steering Group

By Dr Rhian Warrack

Rights Respecting Schools, such as Hill West Primary School, take a Child Rights based approach towards all that they do. At Hill West, the whole school community is taught, and learns, **about** rights through training, the school curriculum, assemblies, class charters and displays around school, and through focus on different rights from the United Nations Convention on the Rights of the Child, across the school year. By modelling rights-respecting language and attitudes, and by making strategic decisions that involve students, we teach and learn **through** rights. By being ambassadors **for** the rights of others, all members of the school community develop as rights respecting citizens. When people walk around Hill West, and speak to our students, staff and community members, you can feel that the rights of the child are respected. We have focused on the following areas:

### Strand A: Teaching and learning about rights

The United Nations Convention on the Rights of the Child (CRC) is made known to children, young people and adults who use this shared understanding to work for improved child well-being, school improvement, global justice and sustainable living.

### Strand B: Teaching and learning through rights – ethos and relationships

Actions and decisions affecting children are rooted, reviewed and resolved through rights. Children, young people and adults collaborate to develop and maintain a school community based on equality, dignity, respect, non-discrimination and participation; this includes learning and teaching in a way that respects the rights of both educators and learners and promotes well-being.

### Strand C: Teaching and learning for rights – participation, empowerment and action

Children are empowered to enjoy and exercise their rights and to promote the rights of others locally and globally. Duty bearers are accountable for ensuring that children experience their rights.



Children's Rights are enshrined in international law – the UNCRC is not a charter that countries, governments or their representatives can ignore – it is part of negotiating what will work well for children in every country across the world. The charter identifies children as 'Rights holders' and governments (and their employees) as 'duty bearers' upon whom the duty to uphold the rights of children is incumbent. The nature of children's rights are:

- inherent
- inalienable
- indivisible
- universal
- unconditional

The convention has four general principles (Articles 2, 3, 6 and 12), which all other articles sit. Children will develop their understanding that their rights do not end when they reach adulthood, but that their rights move on, and are enshrined within the four **Geneva Conventions** of 1949, which form the basis of international humanitarian law. These laws protect persons who are not, or who are no longer, involved in hostilities.

You may recall that I reported Hill West's progress on our Rights Respecting Journey in the Summer 2019 Hill West Herald, as we had received our Silver Award in June 2019. Despite two national school closures since then (due to the global COVID-19 pandemic), we have continued to work towards achieving a Gold award at Hill West, as we enshrine the rights of the child within our school policies and procedures and endeavour to ensure that they underpin everything that we do at school. We look forward to being visited by colleagues from UNICEF to assess our journey towards Gold in the near future. Within this journey, we are not only ensuring that the children at Hill West are aware of **their** rights, but we are also developing the children's awareness of wider issues including the rights of children on a global basis, a greater understanding of the social and emotional aspects of learning and the importance of community cohesion and sustainable development.

As part of our development of a wider awareness of how the rights of children are upheld, or not, globally, we enrolled in Unicef's 2019-2020 'Outright' campaign. Our Hill West Rights Respecting Steering Group delivered an assembly to the children in Key Stage 1 and Key Stage 2 on World Children's Day (20.11.19), to explain what the Outright Campaign was and to enlist children in the campaign to uphold the rights of children around the world, especially those children whose rights were being impinged by climate change. Paddington Bear is an ambassador for the campaign and the children in the Steering Group spoke eloquently about how he is well-placed to represent those whose rights are not being upheld around the world. They shared a variety of World Children's Day activities with their peers, and challenged children to take part in activities, which many did. Indeed, their impact was so far-reaching that even during the first national lockdown (March 2020 to July 2020), some children took action to create a cookery book for children, to raise £450 to support other children with their 'Cooking to make you smile in lockdown' cookbook.

On their 'Just Giving' fundraiser, the young authors and cooks say that the book is a 'thank you' to Birmingham's Children's Hospital and the page features this message from the charity:

*'At Birmingham Children's Hospital Charity, we believe there's always more we can do for our sick kids and that's why we will always strive to do more for our patients and families. It's our mission to raise the vital funds needed to make a real difference to all who use our hospital. Your support empowers us to take innovative approaches to treating some of the sickest children in the UK. Your fundraising enables us to make*



*our hospital feel just like home. Your donations are helping us to find new ways to treat and cure childhood diseases.'*

The children said: ***"We have written this cookbook during lockdown to share with you some recipes we have created and enjoyed cooking. More importantly, we have enjoyed eating them. Children should be able to cook them with a bit of help from a grown up. It has given us three best friends a chance to keep in touch and work together virtually on an exciting project. We are super proud of what we have achieved. We hope you can support us by donating to this amazing charity."***



Hill West received a certificate from Unicef for our participation in the 2019-2020 Outright Campaign, but our work was not complete! The children at Hill West wanted to take part in the 2020-2021 Outright Campaign as well, as they were keen to promote the rights of all children, both here in the United Kingdom, and around the world.

Since returning to school after the first lockdown, the Rights Respecting Steering Group have refocused their efforts, recording an assembly to share virtually across school, to explain about the 2020-2021 Outright campaign, which focuses on how climate change can have a detrimental impact on children's rights. In their assembly, the children described which rights children may not be able to access in such circumstances. They gave specific examples, for example if children are living in a country where there is drought, this will cause a lack of access to water (Article 24) and a subsequent impact on children's health so that they may not be able to go to school, impacting on their Right to an Education (Article 28), but also applies to children who are impacted by flooding and have to leave their homes (Article 27) – they were shocked to think that this can happen to children in our own country, as well as to children living overseas.

The Steering Group have considered how they, as individuals, can reduce their personal carbon footprint (or paw-print – as Paddington says!). Suggestions have ranged to turning off lights at home, to turning down the tap flow when brushing teeth, to collecting rubbish, to walking to school, or parking the car further away to walk the last part of the journey – as the children understand that if everyone takes some action, the small acts will add up! Some members of the steering group have already demonstrated what a difference they can make when they work together. The Steering group then turned their thoughts to how we could take action as a school to reduce our impact on the climate and our school's carbon footprint. They regularly turn off interactive whiteboards, classroom lights, and collect rubbish from the outdoor environment. We are working hard as a school can take positive action to reduce our footprint (or paw-print) too!

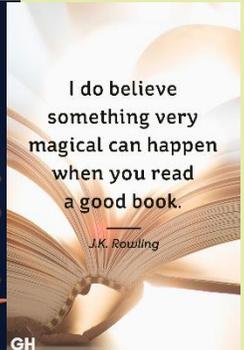
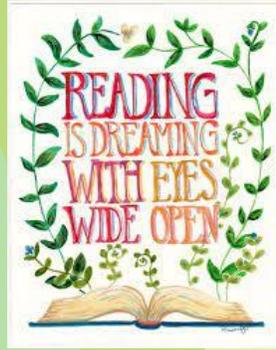
The children feel so strongly about climate changes impact on children's ability to receive their rights that they are currently writing to leaders of our government. They plan to request that our government upholds their commitment to the United Nations Convention on the Rights of the Child and takes positive action to support children's rights, both here in the United Kingdom, and around the world. They feel strongly that these are, "Our Rights, Our Responsibility" and want to make their voices heard! The members of the Steering Group very much hope that those who are responsible in our Government (duty bearers) will respond to their call to uphold the rights of children and school will continue to support the children to make their voices heard.

At Hill West we continue to develop our practice further so that we can demonstrate that we are committed to, practice and have fully embedded the UNCRC within the school and beyond (in our local, national and International community). The Rights Respecting School Agenda not only makes children aware of their rights at Hill West, but also develops children's awareness of wider issues including the rights of children on a global basis, a greater understanding of the social and emotional aspects of learning, the importance of community cohesion and sustainable development, and this has formed a key focus on our journey from Silver to Gold.

# Reading at Hill West

By Mrs Jaimey Thomas

2021 has been a very exciting year in terms of our Reading journey at Hill West Primary School. We have introduced daily Group Reading sessions and we have also invested over £4,000 on our Oxford Reading Tree books! We now have a fantastic range of texts for the KS1 children including Hero Academy, Word Sparks and Traditional Tales. I hope to continue to expand our collection each year to ensure that the children have a range of engaging texts to instil a love of Reading early on.



With Reading having such a significant impact on a child's academic success, we ensure that reading is prioritised throughout our school. Within the last 12 months, I have attended over 5 Reading Development courses which has enabled our team to continue to develop our approach towards Reading – embedding new research into our daily practice. Subsequently, in April 2021 we adapted our approach towards Reading and introduced daily Group Reading across Key Stage One.



## What is Group Reading?

Group Reading occurs within our Key Stage One classes for 30 minutes each day. The children work in small groups - with at least three groups each day reading their Oxford Reading Tree text with an adult. Class Teachers carefully plan a specific reading skill for each group to develop over the course of the week, dependent upon each child's next steps.

Did you know that many reading skills happen below surface level? We like to think of it like an iceberg with fluency being that part that you can see above the water. Whilst a child may appear a confident, fluent reader they can mask reading difficulties such as a comprehension, vocabulary or verbal reasoning. Around 10% of fluent readers experience comprehension problems when reading texts (Yuill and Oakhill). These targeted sessions allow us to look beyond fluency and encourage children to develop the many different strands that are required for skilled reading.



Figure 1.9 Reading Rope (Scarborough, 2001)

**In the moment of reading we...**

- Use background knowledge
- Predict or ask questions
- Visualise
- Use inference
- Notice meaning breakdown...
- ...and repair it
- Spot VIP words
- ...and put together to build meaning

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