

Alston Moor Federation

Newsletter June 2023

A message from the Headteacher

Dear parents and carers,

We are now enjoying the good weather as the summer term continues.

This term is busy with children finishing SATS, our older young people doing their GCSE exams, and families starting to plan for September. We very much enjoy welcoming our new pupils to the schools during this term and helping them find their feet in a new class or new school. We realise it's a big step, and one that we try to ensure is as stress free as possible.



This newsletter is full of the news about the doings of the three schools in Alston Moor Federation. You will find out where we've been on trips and visits, who has been to see us, and what we've been doing in our clubs and school activities. There's also details of the learning that's been going on in our classrooms. Please also take time to read our advice on keeping your child safe online. We also share with you our thoughts about school attendance and punctuality. As you know, we think reading is very important, and encourage all our children and young people to read for pleasure. There are always book recommendations in our newsletters; these are books we've enjoyed and want to share with our families. I very much hope some of these books will be read by your child in their free time.

As I write I have just heard that the provision of funding for the bus service to Stanhope has been confirmed for the next academic year. This means that the young people leaving SKS can easily access both New College Durham and Houghall Agricultural College. The vast majority of our outgoing year 11 students will be heading this way for their 6th form studies. We are grateful for the on-going support of our MP, Dr Neil Hudson, to ensure this provision continues for our young people.

With my very best wishes.
Mrs Gill Jackson

Focus on our decision to join Changing Lives Learning Trust

After a unanimous vote from the Governing Board, Alston Moor Federation has applied to the Department of Education to become an academy and join Changing Lives Learning Trust (CLLT).

The driver behind this decision is to provide the very best education possible for the young people around Alston Moor, both now and well into the future. The governors are well aware that the schools are extremely important to our community and are committed to ensuring the schools within the Federation continue to thrive and support our young people as successive generations of children grow up.

75% of secondary schools in England and Wales are now academies. It was a policy of the labour government under Tony Blair and Gordon Brown, and continues to be the policy of the current government. There is no indication that either main party are planning to change this central policy in their education plans. The way in which schools are funded in our country is geared towards the academy model, and while financial security is a driving factor in this decision the choice of Changing Lives Learning Trust is about ensuring the ways the schools work at the moment is respected and valued by our new partners.

We are a Federation of three very strong schools, we are not being forced into this decision, rather we are choosing a partnership which we feel will benefit the schools and our children, and we are being proactive in forming this partnership.

CLLT is not an academy chain that expects conformity. The vision of the CEO and the Trust board is to nurture, celebrate and develop each of the schools within the trust as unique and individual places. There will be no changes in curriculum, staffing, governance, uniform, logos etc etc as a result of this decision.

The governors believe that joining CLLT will benefit the schools in a number of ways, one of the most significant is that CLLT has a Teaching School, One Cumbria, as part of its family of schools. A Teaching School exists to teach teachers and other school staff at all stages of their careers. Being part of CLLT means we are part of One Cumbria, so we will be working with staff from lots of different schools, at all stages of their careers, and benefitting from the energy and ideas that will generate. This in turn will ensure that the classroom and extra curricular experience for all our children will be constantly enhanced and refreshed.

We have put a summary of the discussion of the consultation evening we held in April on our new website. You can see that the discussion was detailed and challenging. The very high attendance at this meeting indicates just how highly our schools are valued. The prevailing mood of the people who attended this meeting was extremely positive about the decision to join CLLT, which is why the governors had the confidence to make a unanimous decision to proceed with the conversion.

Focus on successful SKS students

In this newsletter we focus on three sisters, Clare, Anya, and Sian Dodd.

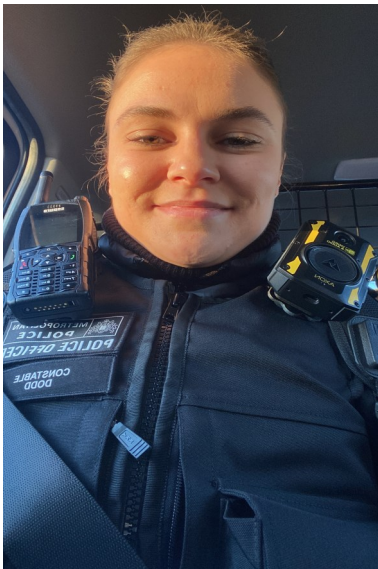


Clare works for MultiVerse (Euan Blair's company). This company provides alternative courses to University - a bit like bespoke apprenticeships. She is Vice-President with 350 people answerable to her.

After having done a nursing degree at Edinburgh University, Anya is now nursing at the Western General in Edinburgh.



Sian studied criminology at Nottingham Trent University and is now a detective working for the Metropolitan Police.



We are very proud of all our alumni, and send our congratulations to Clare, Anya and Sian on their successful careers, so far. We really enjoy the fact that they have chosen such diverse pathways, but are all making a such a positive difference to the lives of other people.

Learning news at SKS

Focus on Achievement

We are very proud to announce that Aaron Brown has been nominated for an Outstanding Achievement Award with Your Futures.

He was nominated by the team involved with the year 9 Dreamscheme work, which supported our local warm hub in providing hot food during last winter. His contribution to making this team venture a success was widely acknowledged.

We look forward to hearing if Aaron is victorious when he attends the celebration event in November.



Learning new\$ at \$K\$

Focus\$ on Pastoral Care

This term we have been working with Mike Nicholson from Progressive Masculinity. We have been fortunate to secure sessions for a year 5/6, year 9 and year 10 group. Mike is currently in high demand as he works with schools across the country on some topical issues and delivers a programme aimed at

- Challenging existing misconceptions of masculinity within students.
- Beginning to reconstruct a more progressive model of masculinity
- Raise the self-esteem, emotional intelligence and oracy of the pupils involved, encouraging aspirational goals.
- Tap into our pupils' leadership potential, empowering them to be the drivers for positive change within the school.



This has been a well-received piece of work to support our boys and young men in school and as they develop as individuals. The sessions have focused on

- What is masculinity? Who am I 'meant' to be?
- Socio-cultural influences
- Communication
- Anger and Emotional Control (self-regulation)
- Aspirations and Role Models
- Attitudes towards other social groups

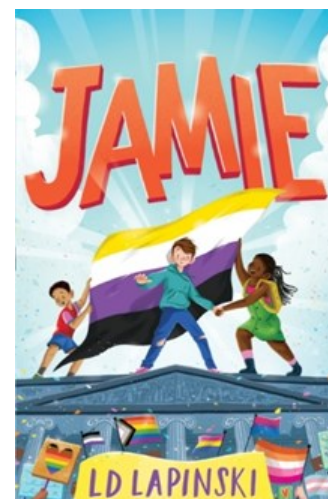


We were pleased to have had contact from parents after these sessions to express how much their child enjoyed the session with Mike. It was reported from one family that their son went home and told their Mum all about it. She was really pleased with how interested he was and how he wanted to pass the message on.

Learning news at SKS

Focus on English

Hexham Book Festival



In April, we had a great trip to Hexham Middle School to hear from the non-binary author JD Lapinski and her novel 'Jamie'. JD talked about the potential challenges and positives that young gender-neutral people face, the value of friendship and the importance of having a voice and being proud. As always, our pupils were a credit to the school. Two of our pupils bought the book and have read it. Here is what they have to say:

"It sounds very interesting because it shows you can be whoever you want to be and you don't have to be afraid".

John Dickson, Year 7

"It could inspire people to read more because it's about something that most authors don't write about. There are a lot of cliff hangers. I was literally on the edge of my seat wondering what was going to happen next. I would give this book 5 stars and would recommend it to children from the age of 10 upwards".

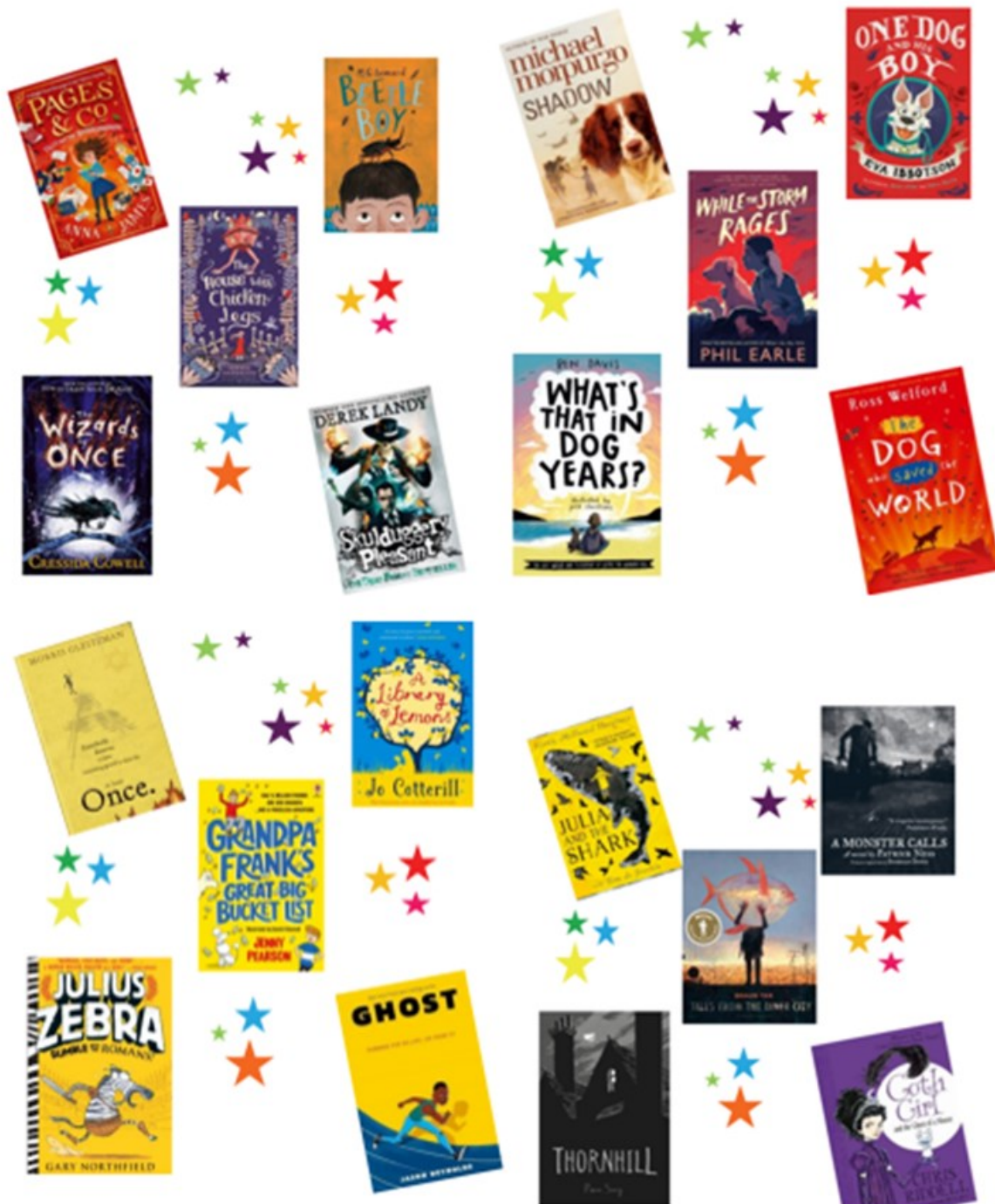
Tilly Gough, Year 7

Learning new\$ at \$K\$

Focus\$ on English continued...

Penrith Big Book Quiz – July 2023

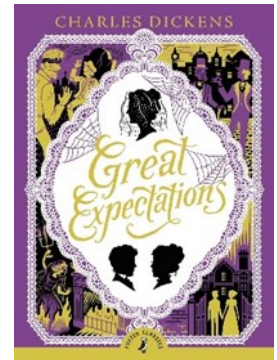
We are looking forward to sending some of our year 6 and 7 keen readers to Ullswater Community College on Friday 7th July to take part in the 'Big Book Quiz'. Here are the titles that our pupils are reading in preparation. Perhaps there is something in here that you could read over the summer holiday!



Learning new\$ at \$K\$

Focus\$ on English\$ continued...

Year 8 have been reading Charles Dickens' novel 'Great Expectations'. They have been learning about Victorian England including law and punishment and social class. The pupils have found the protagonist Pip's character development very interesting, particularly his relationship with Miss Havisham.



Here is the subject terminology that year 8 have been learning as we read the novel.

Allegory	A narrative technique in which characters represent things or abstract concepts to convey a message.	Narrative Perspective	The point of view that a story is told from
Antagonist	The main character who comes into conflict with the protagonist.	Novel	A fictitious narrative of book length
Bildungsroman German: <i>bildung</i> (education) + <i>roman</i> (novel)	A novel which follows a protagonist's formative years	Omniscient Narrator	A narrator who is all-knowing and therefore, knows more than the characters
Character	A person in a novel	Picaresque Spanish: <i>picaro</i> (rogue)	Story following lots of short episodes, usually with a disreputable protagonist
Characterisation	The creation or construction of a fictional character	Plot	The direction of the main events in the story and how they relate to each other.
Climax	The most exciting or important point in the novel's story	Protagonist	The leading character or one of the major characters in a story.

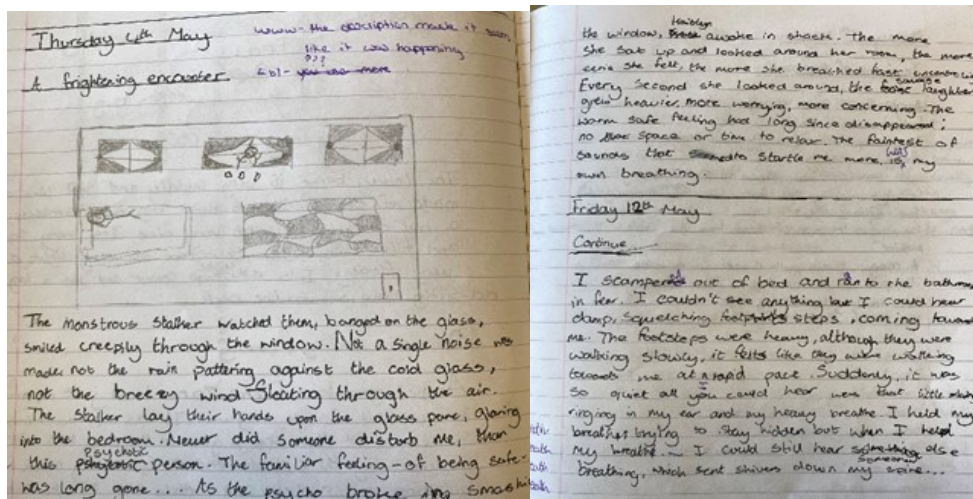
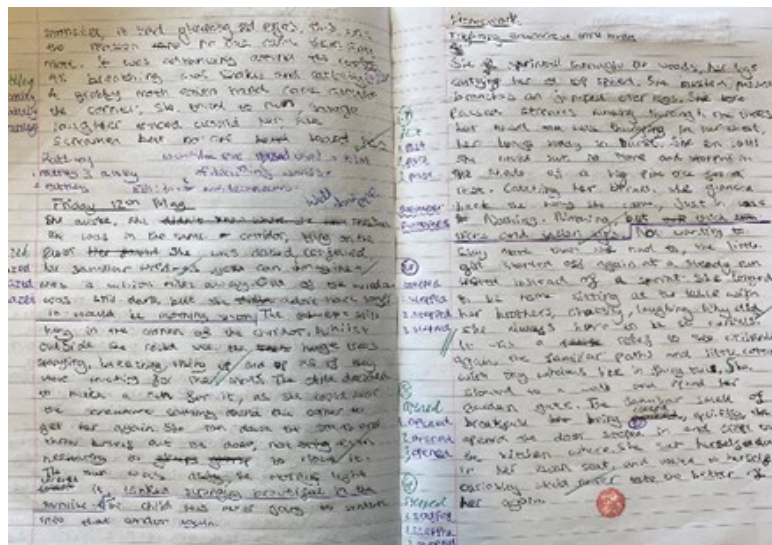
Learning news at SKS

Focus on English continued...



Year 7 - Legends

Year 7 have been learning about the epic poem 'Beowulf' and how the English language has evolved from old English to the modern day. The pupils have been discovering how the story of Beowulf has inspired modern day stories such as 'A Monster Calls' which we have also been reading. Using these texts as a stimulus, the class have been experimenting with different sentence types to write about a frightening encounter and this is what they wrote:



Learning new\$ at \$K\$

Focus\$ on English\$ continued...

Good luck to our year 11s who have completed their GCSE English Literature exams and will be completing their English Language exams following the half term holiday.

Colloquial	Language used in ordinary or familiar conversation: not formal language	Realism	to describe story elements without using elaborate imagery, or figurative language.
Conventions	A common or 'traditional' ingredient often used in novels.	Resolution	The point of a story in which the conflict is solved
Dialogue	a conversation between two or more people	Rising Action	The parts of a story which build towards the climax
Epistolary Novel	A novel written as a series of letters.	Satire	The use of humour, irony, exaggeration and ridicule to criticise particular people or groups of people
Exposition	Explanation, scene setting at the start of a story	Serialisation	Publishing a novel in parts, rather than as a whole
Falling Action	The part of the story which takes place immediately after the climax	Social Class	The way in which society is divided up according to different social and economic status
First-person narrator	The person telling the story as if it is happening to them	Subjective Viewpoint	A person's personal opinions or feelings, rather than facts
Foreshadowing	an advance sign or warning of what is to come in the future	Symbolism	Use of an object to represent ideas or qualities
Humour	Being funny or comic	Theme	Idea that runs through a literary work
Irony	Using words opposite to what you mean in order to be funny or make a point	Third-person omniscient narrator	The person telling the story who knows more than the characters and watches them 'from above'.
Motif	A recurring symbol that is often closely related to theme	Weather Symbolism	Using the weather conditions to convey a deeper meaning

Learning new\$ at \$K\$

Focus\$ on Math\$

What is being taught?

The students in Year 7 & 8 have focussed on being able to understand algebra. This has started with their understanding and use of single function machines for both inputs and outputs. E.g.

$$X \times 6 = 24$$

Once the students understood these we moved on to 2-step function machines with numbers and algebra. This then allowed the students to generate a sequence from a given rule. E.g.

$$3n + 2 = 5, 8, 11, 14, 17$$

We have also focussed on using brackets and equations; with a focus on multiplying out single and double brackets and factorising.

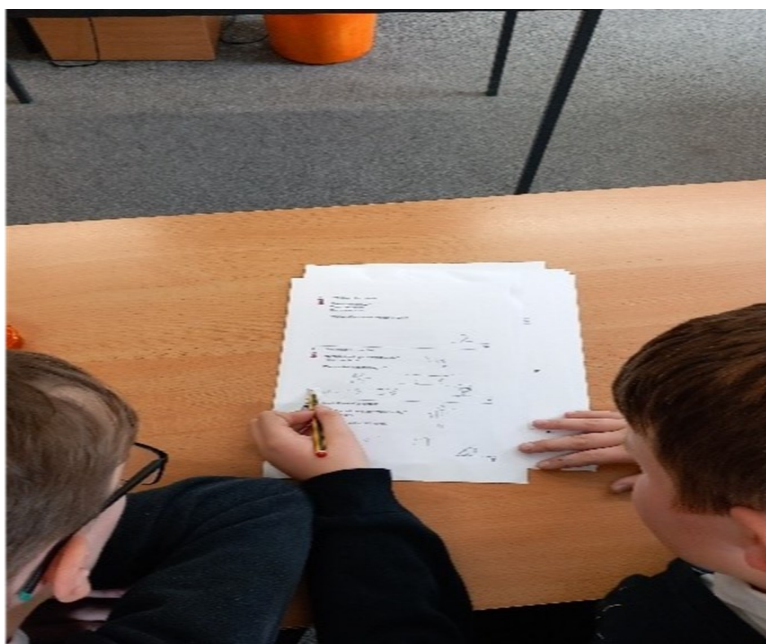
Example of multiplying out a bracket;

$$3(2a + 4) = 6a + 12$$

Example of factorising;

$$6a + 12 = 3(2a + 4)$$

We have also made sure there is the opportunity to use their skills in practical ways whether it's finding missing numbers, playing chess or playing area dominoes.



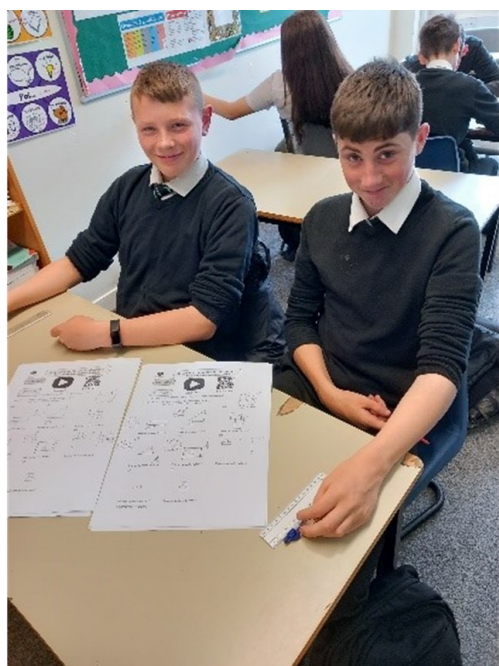
Learning new\$ at \$K\$



Focus\$ on Math\$ continued...

Our lunchtime Chess club continues this term. This has helped our students develop into super mathematicians!

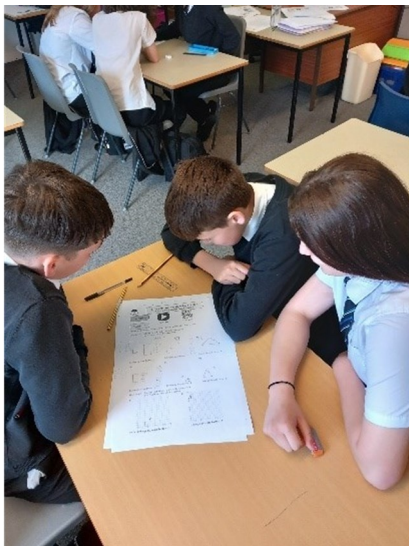
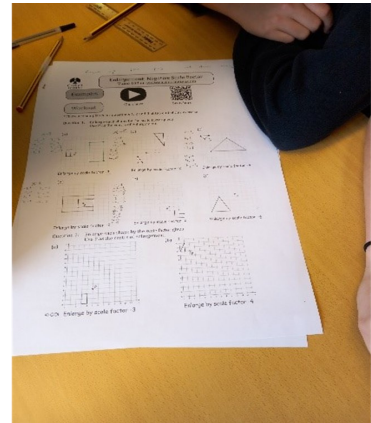
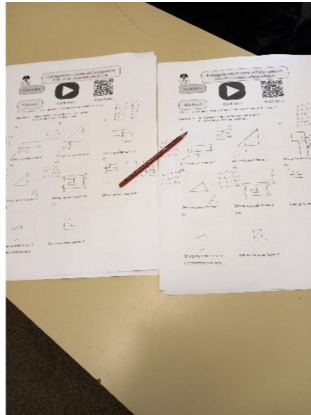
Our Year 9s started the term by finishing off work on Pythagoras' theorem! They firstly identified the hypotenuse within a right angle (longest side) and whether the triangle was right angled. This developed on to the students being able to calculate the length of the hypotenuse and other missing sides within a triangle.



They have now just finished a unit of work on enlargement and similarity, which has consisted of predominantly enlarging shapes by a positive, fractional and negative scale. This has been done through collaboration work in pairs and groups; which has been exceptionally successful.

Learning new\$ at \$K\$

Focus\$ on Math\$ continued...

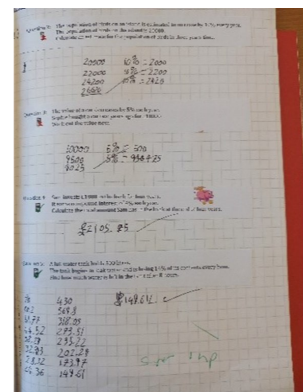
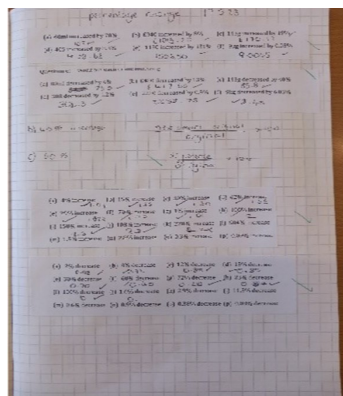
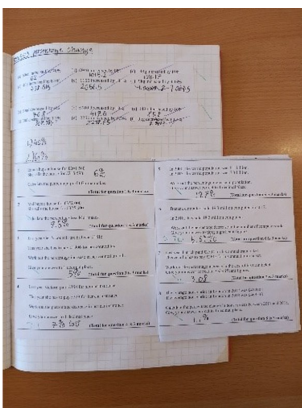


Our Year 10 students have focussed on 2 main topics over the last month. This started with Ratio and Fractions looking at comparing quantities using a ratio and sharing given total or 1 part. By the end of the unit we were developing our knowledge of 1:n and n:1. E.g.

$$\begin{array}{r} 4:12 \\ \text{Divide by } 4 \\ 1:3 \end{array} \quad \begin{array}{r} 1:n \\ \text{Divide by } 4 \end{array}$$

The unit was completed looking at best buy problems, combined ratio and mixed ratio problems.

Just before May half-term students completed a unit on Percentages and Interest comparing fractions, decimals and percentages. This quickly developed to finding increases and decreases with and without a calculator and looking at using simple and compound interest.

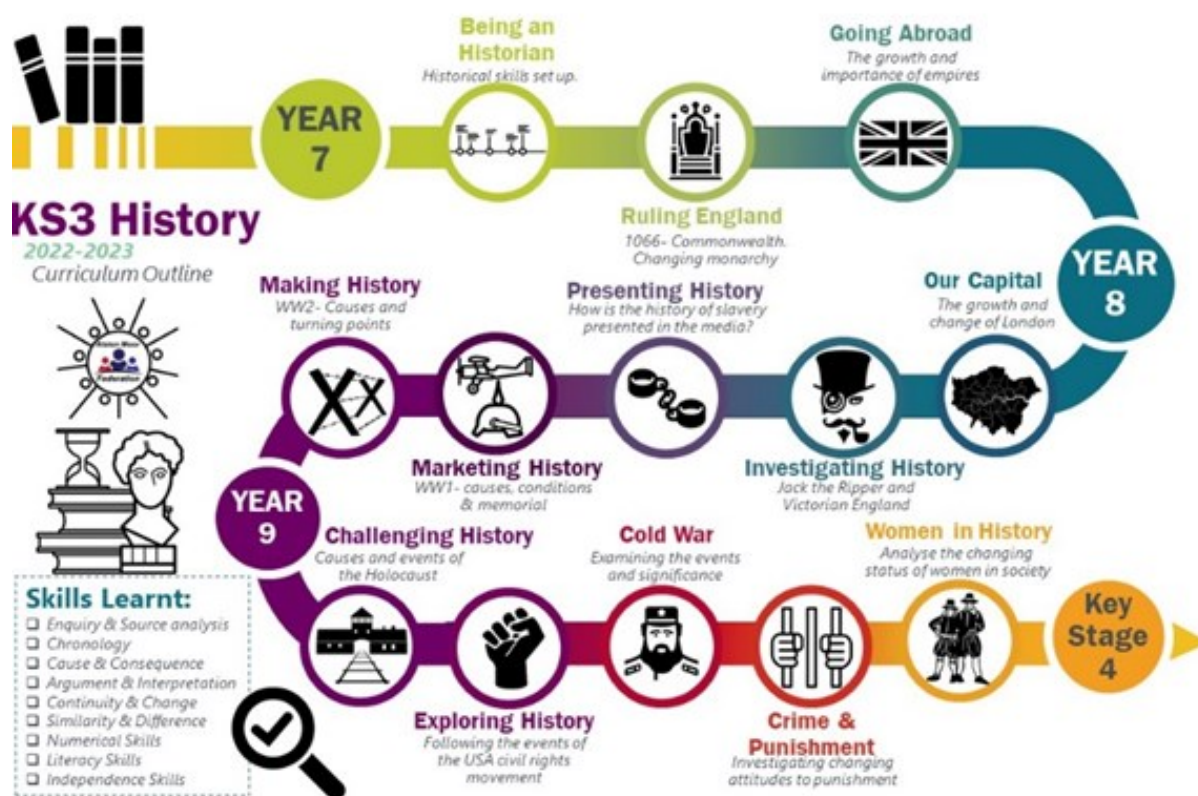


Learning new\$ at \$K\$

Focus\$ on Humanities\$

Over the course of the last academic year all year groups in Key Stage 3 have been working hard in both Geography and History to establish the building blocks of knowledge to prepare them for their Key Stage 4 studies. The units covered, which can be seen on the curriculum journey diagrams, have been put together to give students a sound background understanding of each unit as they are covered in more detail during their Key Stage 4 curriculum.

Units in History which students have found particularly interesting are the 'Ruling England' one which looked at the change in the balance of power between the monarchy and Parliament over the last 1000 years. Something which is particularly pertinent given the events over the last few weeks. Year 8 students were fascinated by the 'Investigating History' unit which looked at the squalid and dangerous conditions in Victorian London which allowed Jack the Ripper to operate. Year 9 students are looking at the fascinating series of events which led to the Cold War between USA and USSR in the 1960s and 1970s. Examining how political tensions were so delicate that people in the USA were actually buying atomic bomb shelters for their back gardens and the impact this political tension had on the general public and what it meant to international relations globally.

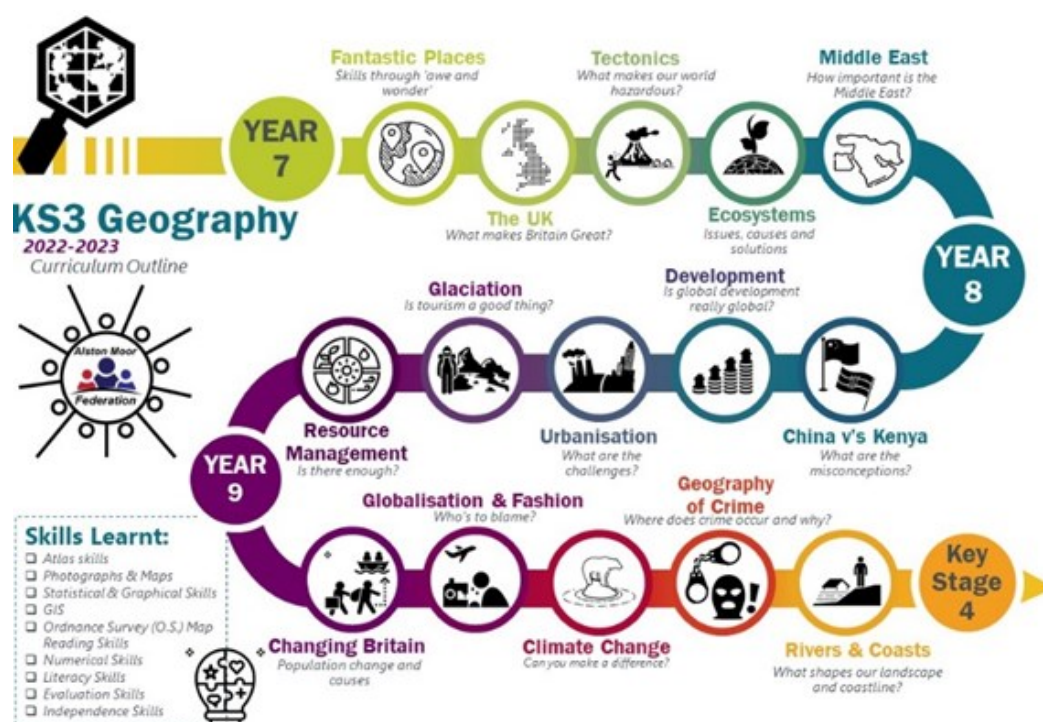


Learning new\$ at \$K\$

Focus\$ on Humanities\$

In our studies in Key Stage 3 Geography year 7 students started their journey into the subject by looking in detail at a significant place in every continent, they particularly enjoyed completing the Pingu exploration task in Antarctica. Year 8 students have had a very busy year covering many topics including a comparison between the different stages of development by looking at China and comparing the country to Kenya. They have also completed a course of local sustainability issues and came up with 3 different projects in an aim to improve sustainability in our local environments. This work involved 2 outside agencies both of whom were extremely impressed with all students' levels of engagement and their ideas. Students then had to present their ideas to a local council official who was also equally impressed. Year 9 students have been preparing themselves for the move up to Key Stage 4 studies with a range of units which aim to bridge the gap between KS3 and KS4. The unit on Globalisation and Fashion was very interesting to all members of the class. With a massive take up for the Key Stage 4 Geography group next year I would like to think that students have found the lessons interesting and engaging.

Finally, I would like to thank my Key Stage 4 Business Studies group for their commitment and engagement with the course completed this year. All students have worked tirelessly and, mostly, with good humour. However, I have learnt not to get into a discussion on the relative merits of Cadburys and Galaxy chocolate, I actually lost 10 minutes of a lesson whilst a quite heated debate played out! All students have shown themselves to be fully focussed and endeavouring to attain the best grades possible in their final exams. I have no doubt that all students will get the grades they deserve and I wish them the best of luck.



Learning new\$ at \$K\$

Focus\$ on Technology

This last half term, students in DT have been working to complete projects. In Year 7, students were making a calendar from assembled parts that they sanded and painted to their own design. The back section was shaped using a scroll saw or coping saw. Year 7 have now begun a project to design and make an organic-shaped pendant or key fob made from aluminium using a wide range of hand tools and workshop machinery.



Year 8 are nearing the completion of a pair of pine bookends with painted MDF features. In this project they have learned how to mark out and cut finger-joints and lap joints, the safe use of a range of hand tools and machinery as well as the need for accuracy and a quality finish. Next, they are learning about structures, forces, and bridge design culminating in the making of a scale model bridge which will be tested against others in the class for its strength on a testing rig.



Learning new\$ at \$K\$

Focus\$ on Technology



A potentially difficult project, due to its numerous parts and fiddly construction, Year 9 have been making a mechanical toy that uses wooden cams to move one or more followers up-and-down or around using a crank handle. The finished products are enhanced with paint.



The GCSE group recently completed their coursework with superb coursework folders and well-made products for which they should be proud. They are currently preparing for the exam, learning theory and practising exam technique. Good Luck to everyone sitting exams this year.

Learning new\$ at \$K\$

Focus\$ on Art and Technology

Key stage 3 art project - Graffiti Art or Vandalism?

We all encounter problems in our community with graffiti. What are your feelings about the graffiti that boldly crops up on bridges, cars, walls, etc.? Graffiti makes statements about identity, politics, and art, but it has also been associated with destruction and vandalism. Graffiti refers to the writings, scribbles, markings, drawings, sketches, spray paintings, or initials made on public property such as, walls, public toilets, transport stations, etc. It has been around for a long time. Some associate graffiti with defacing property, while others regard it as art. You have probably walked by graffiti hundreds of times, sometimes admiring the artist's talent and sometimes ignoring it or even getting annoyed by it.

This was the discussion we had with the Key Stage three students. Our conclusion was that Graffiti is art if it is well thought out with an underlying message. Permission should be given, but is it then still Graffiti?

Our students decided to put some serious thought and effort into their personalised tags to create some interesting art.



Learning new\$ at \$K\$

Focus\$ on PE

At Samuel King's School we recognise the importance of being able to swim and be confident in the water. Due to the rural location of some of our students, who live near water, it is vital that they have the life skill of being able to swim.

This term our year 7 and 8 students have been going to swimming lessons. We identified that, due to Covid lockdowns, many of our students were not water confident. Woggle Goggle Swimming School have opened a fantastic new facility in Penrith which we have taken our students to.

Pupils were assessed on their swimming ability and a personalised programme of lessons was put together for our students. The students have had over 10 sessions and all pupils have really enjoyed the sessions and made great progress in their swimming ability. The students are looking forward to coming next academic year when we hope to roll this programme out to our year 7, 8 and 9 students.



Learning new\$ at \$K\$

Focus\$ on Performing Art\$

Performing Arts trip to Newcastle College

We had a superb trip to Newcastle College Performing Arts facilities on Tuesday 23rd May. Our students were able to join in with the level 3 students doing dance and drama workshops, a jazz and tap class for the dance enthusiasts, and a devised and scripted workshop for our dramatists. They were given a tour of the custom built theatre and studios, our students got a glimpse of what it would be like to study there at further or higher education level. The college have offered us further visits and discounted rates to watch their degree level shows. It has been brilliant for our school to make this strong Performing Arts connection with a college with such excellent facilities and programmes.



A former SKS student and Newcastle College BA (Hons) dance graduate Erin Lee was a lovely tour guide and friendly role model for the students. The tutors at Newcastle College were most impressed with our students feeding back to us that they were mature, fantastic ambassadors stepping up to the next stage of education with confidence and enthusiasm.



Learning new\$ at \$K\$

Focus\$ on Fashion \$how 2023

A fantastic evening was had hosting the Pre-Loved clothing Fashion show on 24th May. Students and staff worked extremely hard to produce a range of clothing which was sold to raise funds for Cancer Research. Students modelled clothing that they upcycled and the local Dance school wowed the audience with their routines.

With the combination of ticket sales and clothing sales the show raised approximately **£300**. Well done to all of those that participated and to everyone that joined us on the night.



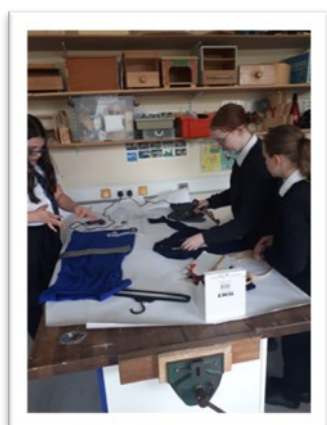
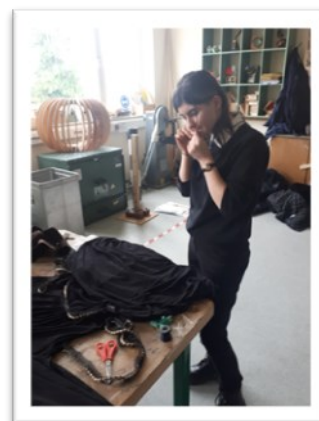
Here are pictures of our students modelling some of the clothing that was on sale to raise funds for Cancer Research.

Learning new\$ at \$K\$

Focus\$ on Fa\$hion

Below are photos of our students customising pre-loved clothing for the fashion show.

Over the space of a month students gave up their lunch time and joined in after school to produce stunning outfits. Clothing was embellished with jewelled patches, stitching and trims.



Thank you to all members of the public that donated clothing. Special thanks to Absolutely gift shop in Alston for their large donation.

Learning new\$ at \$K\$

Focus\$ on Performing Art\$

Alston Pantomime 'Peter Pan'

The Alston pantomime 'Peter Pan' had four very memorable performances to sell out audiences over the Easter break and was a great success involving many students from Alston Moor Federation alongside members of the local community and the dance school. There were some very notable performances from Willow as Tinkerbell, Jake as Buttons, Philippa as Wifi, Sophie Carling, Phoebe Brown and Darcy Wilkin as pirates. The panto had many twists and turns amusing sub plots and comedic scenes. It is written by Trevor Wright, produced by Raymond Miller and the gala committee. The pantomime was extremely well received by the whole community and the students who were involved and performed were a credit to Alston Moor Federation.



Learning new\$ at \$K\$

Focus\$ on Performing Art\$

AMEDS Langwathby Mayday celebrations

45 dancers from Alston Moor and Eden Dance School's Melmerby and Alston branches performed at the Langwathby Mayday celebrations on Saturday 20th May. It was a glorious hot day and the dancers performed brilliantly through the heat with their 'Let's get physical' commercial routine, Matilda and Hamilton musical medleys. The audience commented on their commitment, expression and performance skills. Langwathby Mayday is the first of three outdoor events the dance school are scheduled to perform at with Alston Gala approaching on Saturday 24th June and Allendale Mayfair on Saturday 22nd July.



Learning news at SKS

Focus on Performing Arts

Year 7 Samba and global drumming

Miss Harding from Cumbria Music service currently teaches some of our curriculum and students have enjoyed the variety of instruments she has introduced the students to. Keeping the different rhythms and syncopated beats has been challenging but year 7 have really risen to this lovely opportunity.



Year 8 and 9 music technology

Year 8 and 9 have been exploring music technology and using charanga Y Studio as a tool to compose music. The students were particularly looking into the music used in Coronations with Charles III's Coronation being at the forefront of the news. They have listened to 'Zadok the Priest' the Coronation anthem composed by Handel as well as 'Fanfare for the Common Man'. They have become adept at writing fanfares for trumpets, strings, woodwind, brass and percussion in their work. We are delighted with some of their creative Coronation inspired compositions.

Learning new; at SKS

Focus on Performing Arts

AMEDS Dancing medal session

120 dancers from Alston Moor and Eden Dance School came together to perform at their recent medal session at Samuel King's School. Association of American dancing examiner Anna Scott was invited to the event which brought dancers from the Alston, Melmerby and Allendale branches together. Each dancer performed their medal routine and were successful in gaining their next medal or trophy. There were some modern, tap, ballet contemporary and jazz performances and we are delighted that the dance school was praised for its expressive, interpretative and technical performances. We have recently gained the marks back from the session which included many highly commended, honours and distinction markings. Congratulations to all who took part.



Learning news at SKS

Focus on Year 10/11 Drama Performance

Our year 10 and 11 BTEC students had to prepare a drama piece with the brief of 'truth and lies' for their externally assessed exam piece. They embraced this challenge admirably and weaved a promising plot set in a courtroom where a double life, murder mystery is solved. They explored challenging topics of narcotics, murder, deception, fraud and infidelity in this exciting narrative that had many surprising twists and turns. During the process students decided to set the piece in St Augustine's Church in Alston. They used the high altar, lectern and stained glass windows as a powerful backdrop to their piece. We will do a further performance of the piece later in the term for an audience.



Learning new\$ at \$K\$

Focus\$ on Year 7 \$weeney Todd

Year 7 and 8 have thoroughly enjoyed exploring a Sweeney Todd inspired scheme of work in drama, which follows on seamlessly from their haunted mansion gothic horror exploration in the spring term. Students created their own trailers for a new Sweeney Todd movie and looked at the revenge tragedy and the melodramatic stock characters in detail. Here they are creating some powerful still image work.



Learning news at SKS

Focus on Carlisle Music and Drama Festival

Students from Alston Moor Federation had a hugely successful week when performing at the Carlisle Music and Drama festival last term. 35 students from the federation performed in the solo verse and prose speaking, duologue and monologue classes. They competed alongside schools across the county and conducted themselves incredibly well. It is such an important life skill to be able to communicate effectively and these students learned their words, handled their nerves and spoke with confidence, eloquence and strong projection. We are delighted that they put themselves forward for this extra curricular activity and know they gained a great deal from the whole experience. Congratulations to year 10 student Scarlett Sotheby gaining first place in the monologue class with her portrayal of Anne Boleyn. Well done to Megan Thompson in year 6 at APS for winning the prose speaking class (a class of over 30 competitors). Congratulations to Jack Shepherd and Darcy Wilkin year 5 students for gaining second place in the duologue prose class. Ethan Fontana and Jake Miller from year 9 at SKS finished off the festival by winning the 14 and under duologue class with their superb portrayal of Mickey and Eddie from Blood Brothers. The boys gained the highest mark in the festival and were praised for their characterisation, gesture and teamwork. Jake and Ethan were then invited back to the festival to perform at the Gala Concert on the Saturday evening and presented with the prestigious Louise Lewis award. This was a brilliant accolade for our two year 9 students and we are thrilled with the effort, commitment and determination they put into their drama work. Many congratulations to all the students involved.



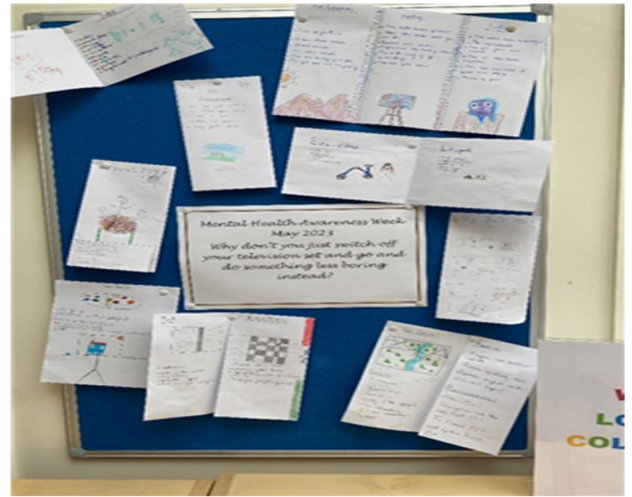
Learning news at NP\$

KS1 Highlight;

During Mental Health Awareness week, we had a throwback to the 1980's. Our theme was 'Why don't you...?'.

The benefits of getting outside and enjoying nature are well known to help reduce stress and anxiety levels and lift your mood. Everyone was encouraged to think about how much screen time they use and what could they do instead.

We thought of everything from extreme reading to quad biking and created some leaflets with our ideas and how they could help.



Important Dates

Monday 5th June- Start of 4 week project with AONB-Tapestry

Clubs for Next half term Monday-Board Games, Wednesday morning Sports Club, Friday Gardening commencing w/b 5th June

Thursday 15th June-for five weeks-Eco Art Club

Thursday 22nd/Friday 23rd June –Bikeability Yr 5/6

Tuesday 27th June-KS2 Outdoor Adventure Day

Wednesday 28th June-KS1 Junior Olympics Shap

Friday 30th June-Community Breakfast

Thursday 6th July-KS2 to Raby Estate

Friday 7th July-Yr 6 Book Quiz at Ullswater Community College

Monday 10th July-Winning House Trip -tbc

Wednesday 12th July- KS2 Junior Olympics-Shap

Friday 14th July- 2.30pm Taize Service at St John's

Monday 17th July-End of Term Exhibition/presentation

Wednesday 19th July-10.00am Sports Morning-Parents Welcome

6.00pm Whole School Sleepover

Thursday 20th July- Community Breakfast and Leavers Assembly



After such a wonderful Big Dig for the Coronation, we would like to invite parents, carers, family and friends to help out during our gardening club on Friday afternoons from 3.15pm-4.00pm. The more the merrier and we may even manage cake!

Learning new\$ at NP\$

K\$1 Highlight\$ continued...



In Science we have been looking at plants and growing. We have thought about seed dispersal, parts of plants and trees and what a plant needs to help it grow. This has also linked into our art work where we have been sketching and painting using observational drawings of different plants and vegetables. We have entered the potato growing competition too. Our plant looks like it is coming along nicely. We had a fantastic day to celebrate the King's Coronation where families came to help us with our school garden. Of course tea and cake is always available to help the digging and planting go smoothly . We had a great day and thank you to everyone for your support.



We have also been exploring the history of vehicles and looking at changes from the past to the present of cars. This has led to us designing and making our own cars using a variety of building materials.

We had another fantastic time at the Action Ants event. The children love to go and are developing their skills with archery, balance, team work and resilience. Of course the slip and slide is always a fun event !

Learning new\$ at NP\$



K\$1 Highlight\$ continued...

We have been working on our balancing and gymnastic skills when we went to the Alston site. It was great to see the skills that the children can achieve using all the gymnastics equipment. We have also been working on our cricket and rounders skills. We certainly have some experts in Key Stage 1!



We had a whole school visit from PC Tony , who is our community Police Officer. He came to talk to us about road safety, about his job and how he helps support people in Alston Moor. We had a look around his police vehicle and the equipment he has.



We also celebrated Eid ul Fitr, which is a Muslim festival to celebrate the end of Ramadan. As a whole school we split into family groups to create a feast of flat bread, stuffed dates and Eid biscuits. All of which was delicious.



Learning new\$ at NP\$

K\$1 Highlight\$

This term we have been reading 'Ocean meets Sky' and looking at the animation of 'Little Boat'.

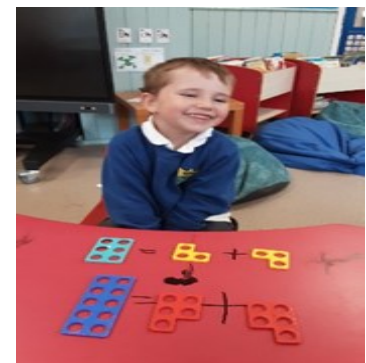
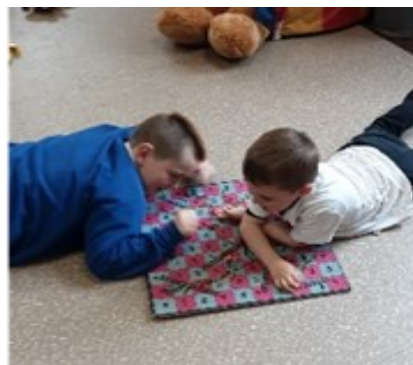
We have been thinking about using descriptive language to write about settings and journeys. We have also been creating our own boats to help us with our storytelling.



Ever read 'Bunnies on a boat'? Well we were lucky enough to go and meet the author, Philip Ardagh, who read the book to us and talked to us about all the other books he has written.

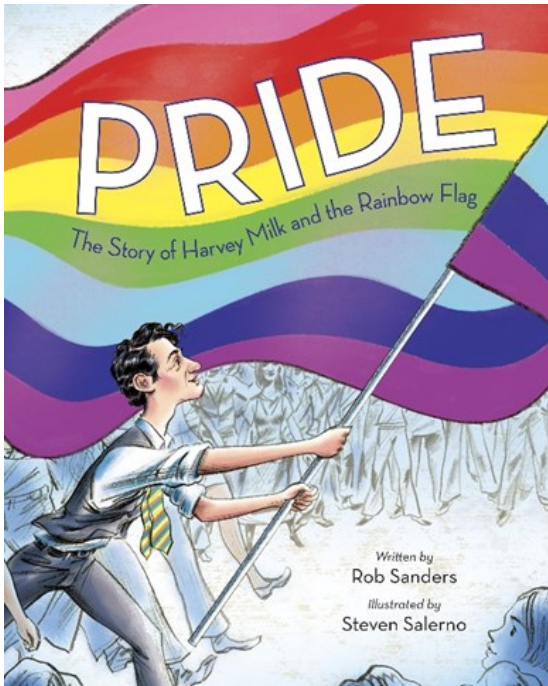


In Numeracy we have been looking at fractions and telling the time and it has been great using our outside clock to help us with our learning. We have also been working on our board game skills and problem solving for addition and subtraction sums.



Learning news at NP

K&2 Highlights



In this deeply moving and empowering true story, young readers will trace the life of the Gay Pride Flag, from its beginnings in 1978 with social activist Harvey Milk and designer Gilbert Baker to its spanning of the globe and its role in today's world.

Award-winning author Rob Sanders' stirring text, and acclaimed illustrator Steven Salerno's evocative images, combine to tell this remarkable - and untold - story. A story of love, hope, equality and pride.

This term we are thinking about how people have and can change the world. Our book choice has enabled the children to write persuasive speeches and biographies about the life of Harvey Milk and the impact of his petitioning for the LGBTQ+ communities across America.

The story of the Titanic always fascinates students. Over this half term, we will be using this historical event to provide lots of writing opportunities. So far we have imagined ourselves as a passenger encountering the ship for the first time and have started creating brochures to promote the 'unsinkable' ship to first class passengers. Children have picked the class and name of the passenger they wish to be for this term and will research and write from the perspective of their chosen individual. To set off our project, we took time to explore replica documents connected to the ship, its construction and ultimate fate.

CLASS OF SERVICE SYMBOL		WESTERN UNION TELEGRAM		CLASS OF SERVICE SYMBOL	
Day Message	Blue		Day Message	Blue	
Day Letter	Blue		Day Letter	Blue	
Night Message	Blue		Night Message	Blue	
Night Letter	N L		Night Letter	N L	

NEWCOMB CARLTON, PRESIDENT
 GEORGE W. E. ATKINS, VICE-PRESIDENT
 BELVIDERE BROOKS, VICE-PRESIDENT

RECEIVED AT NEW YORK 1912
 NUMBER 32 RECEIVED BY 35 BLUE CHECK DATE PAID, 1912
 DATED APR 15 1912
 TO CH. E. FRANKLIN, WHITE STAR LINE, LTD.
9 FINE WAY, NYC
QUG QUG SOS SOS = FROM RGT (RMS TITANIC) =
WE HAVE STRUCK ICEBERG = SINKING FAST = COME TO OUR ASSISTANCE =
POSITION: LAT 41.46 N. = LONG 50.14 W.
RGT



Learning new\$ at AP\$

Park Fell Highlight\$



To round up last terms topic 'I wonder how things grow' we visited Hole House farm to see the new lambs. Everyone had a great time. Thank you to the Carricks for having us.



Park Fell's topic this term has been 'I wonder what is around the world'. When looking at different countries, children heard and used geographical words such as polar, beach, soil, hill, mountain and weather. They looked at physical features of different landscapes and explored the animals found in different countries. Children used a Globe and Atlas with support and were asked 'What do you notice?'



In RE the key question was: What can we learn from stories? Children listened to traditional stories linked to Christianity, Islam, Hinduism, Sikhism, then took part in activities to learn the moral of the stories. As part of a Federation day we learnt what 'Eid al-Fitr' was and who celebrated it.



Children were supported to confidently identify and moderate their own feelings socially and emotionally. They were encouraged to show resilience and perseverance in the face of challenge. They talked about the different factors that support their overall health and wellbeing, especially in the outdoors. Our final Forest School session included toasting marshmallows whilst discussing safety when lighting fires.



PSHE sessions focused on relationships discussing how to make friends, how to solve problems and how they can help themselves when they feel upset or hurt. We all aim to be a good friend.

Learning new; at APs

Park Fell Highlight; continued ...



During Literacy and throughout the provision, children have used rhyme and role play to experiment with words. They have retold stories, recalling the beginning, middle and end. We have shared stories of animals from around the world and look at maps to see what we would find around the world. Through RWI sessions and cross curricular writing, children have been developing a handwriting style which is developing in speed and accuracy.



In PE, children have built confidence and safely used a range of large and small apparatus indoors and outside, alone and in a group. Children have developed overall body strength, balance, co-ordination and agility.



In maths children have continued to explore the composition of 10. They continued to practise increasingly familiar subitising arrangements, including those which expose '1 more' or 'doubles' patterns. Children have practised verbal counting to 20 and beyond (some can count to 100!), including counting from different starting numbers.

Children have listened to music and songs from around the world and can tap a beat / clap in time. During free play time and Music and Movement sessions, children have been encouraged to sing in a group or on their own, to explore and engage in using instruments to make music and to dance, performing solo or in groups.

Learning news at APs

Cross Fell Highlight

The first half of the Summer term has seen Cross Fell learning about a new topic called 'in the castle garden' that has really set their imaginations alight. Our topic has linked beautifully with the King's Coronation and the children have been really engaged in their learning which has been wonderful to see.

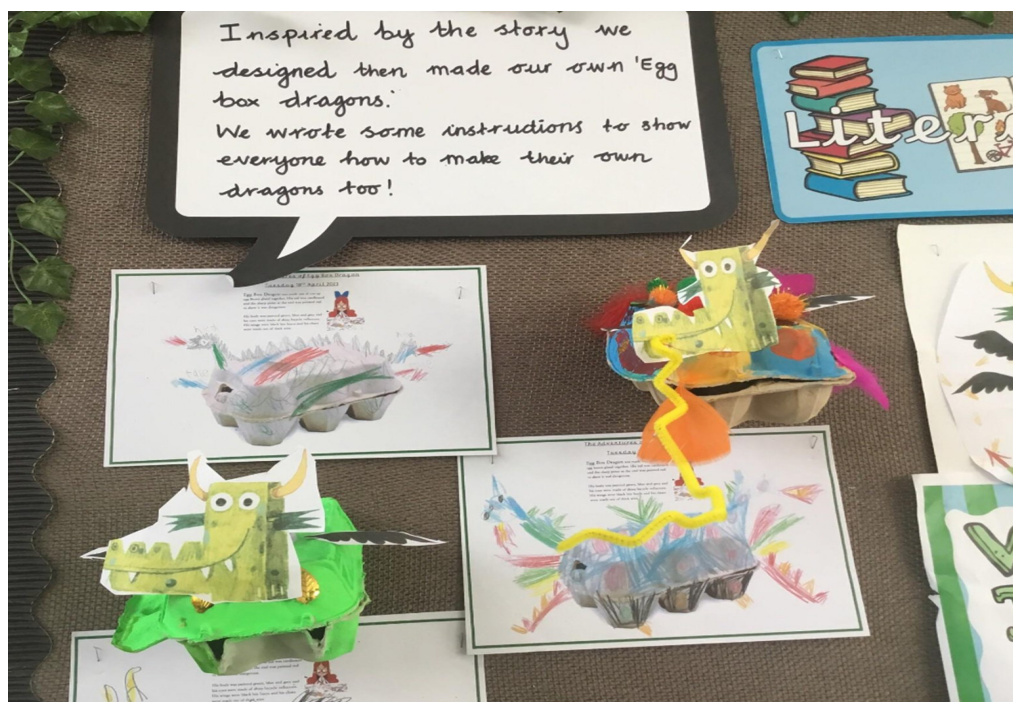
Coronation celebrations

We really enjoyed learning all about the King's Coronation and were very excited to showcase all of our learning in our Literacy sessions by writing a letter to King Charles. Writing to the palace gave us a real purpose for our writing and made us take even greater care with our work as it will be read by royalty- we are hoping to receive a reply back soon.



Literacy

In Literacy we have been enjoying the book 'The Adventures of Egg Box Dragon' by Richard Adams. We enjoyed bringing the story to life through drama and making our own replica egg box dragons. This story has so many elements to it and it has really hooked the children in Cross Fell and so is a must read for anyone looking for a light hearted read with a little twist at the end.

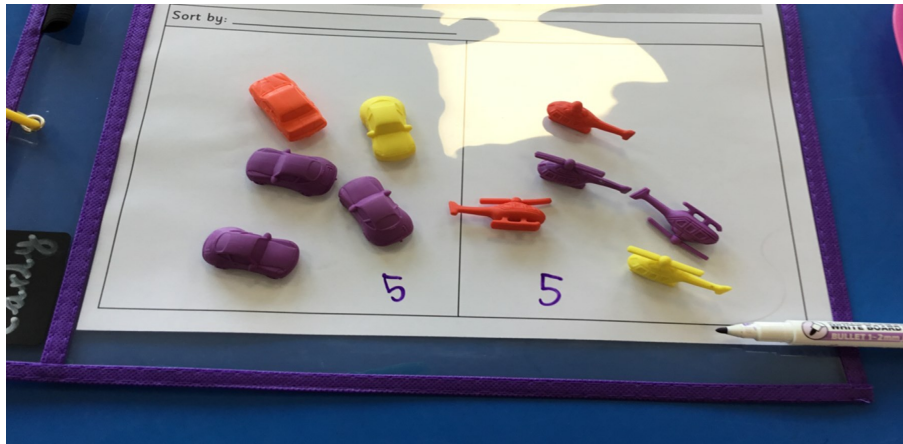


Learning new\$ at AP\$

Cross\$ Fell Highlight\$ continued ...

Maths

In maths our topics last half term have been multiplication and division, fractions and time. These are tricky concepts to learn and we have been very grateful for all of the support from home in learning these key concepts- it has made such a difference to the children's understanding in these areas.



Science

In our science learning we have been learning about changing materials with our ice experiments being particularly enjoyable for the children. The children were set the challenge of rescuing the knights from the ice and it was wonderful to see the children working in groups to test out their ideas and eventually completing their challenge.



Learning news at APs

Cross Fell Highlight: continued ...

PSHE

In our Jigsaw sessions we have been thinking about how everyone's family is different and how there are lots of different types of families.

We also talked about how to make friends as well as identifying the characteristics of healthy and safe friends. It was impressive to listen to the discussion work that went on as part of this and listening to the children sharing their thoughts and ideas.



Art



In Art we have been using Paul Klee's picture Castle and Sun to inspire our own art work. We discussed how the picture made us feel and thought about the techniques we could use to create our own version. We were very proud of our creations and pleased to see them on the wall.

We also learned how to use lines of different thicknesses, building on that learning to try to recreate part of the Bayeux tapestry. It was really impressive to see everyone putting the

skills that we have been learning into practice to create a beautiful piece of artwork inspired by the tapestry.

Music



In Music we have been working with Kaytie to

continue to develop our recorder playing skills as well as learning to sing a range of new songs. Recorder playing was brand new to Cross Fell in September and as the

year has progressed our skills and confidence have grown tremendously and we are now able to play a range of different songs with confidence.



PE

In PE we have been enjoying learning some new gymnastic skills with Miss Alison. It has been lovely to see the children's confidence grow week by week and the way that they have linked the movements together building their agility, balance and co-ordination has been wonderful to see.

We even managed to squeeze in a trip to Culgaith to take part in an Action Ants festival- as ever Cross Fell demonstrated great teamwork, behaviour and attitudes to each of the activities.



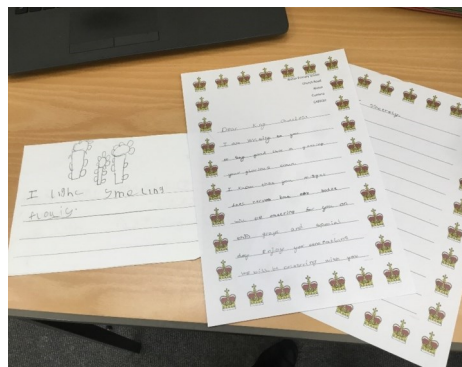
Learning new, at APs

Cross Fell Highlight, continued ...



Celebrating progress- reflecting on our learning journey

In Cross Fell the children are very involved in tracking their learning journey and as part of this we often look back at previous pieces of work to see how we have improved and what our next steps are to make our work even better. When comparing work from the start of the year to work now our Year 1 children in particular have shown a huge improvement in their written work not only in terms of presentation but also in the content of their work. We love that our children are developing into confident and independent writers who take great delight in writing which is a total pleasure to see- we have some budding authors for sure!



Pupil voice

Before the holidays Cross Fell learned all about plants in our science learning and as part of this the children asked if they could grow some vegetables and flowers in our outdoor area. We strive to involve the children in their own learning and so we have developed a raised bed planting area as well as some pots and tubs and have so far managed to grow beetroot, potatoes, peas, beans, carrots and strawberries. The children have really enjoyed caring for the plants and observing how they change over time and we are pleased to say that our growing project has been so successful that we have been awarded both level 1 and level 2 awards from the Royal Horticultural Society and are looking forward to receiving our certificate to share with you all soon. Now onto level 3!



Learning new\$ at AP\$

Middle Fell Highlight\$



We have been incredibly productive in Middle Fell, with everyone continuing to develop in terms of our times tables fluency, spelling accuracy, handwriting stamina and reading comprehension through our weekly practice both at school and at home. Thank you all for your ongoing support with this. We remain dedicated to pursuing our personal development and have become well-versed in supporting one another to achieve our own personal goals.

In History, we have started investigating the Roman period of human history. Thus far, we have considered: where the Roman period sits on along the broader timeline; how the Roman period links to other key time periods; Julius Caesar's life and attempted British invasion; how Roman roads were built and why they were necessary; the actions and motivations of Boudica and how historical accounts about her can be contradictory; and how views on slavery and entertainment differed in Roman society to modern society.

Learning new\$ at AP\$

Middle Fell Highlight\$ continued ...

During Literacy, we have been analysing and discussing 'Tales of Wisdom & Wonder' by Hugh Lupton to support our ability to generate newspaper reports and informal letters as this half-term's main pieces of writing. To achieve this, we have: responded to illustrations; engaged in role play and freeze frames as key characters; written in role; extended the meaning of traditional folk tales from around the world; embellished stories both verbally and in our writing; planned and conducted debates; text-marked and annotated extracts ready for performance; reworked and retold stories orally; collaboratively generated multiple 'Role On The Wall' projects; unpicked the hidden meaning behind various folk tales; identified the key features of traditional tales; and identified the key features of both newspaper reports and informal letters before planning, drafting, editing and publishing our own writing in these formats.



In RE, we have examined how Sikhs show commitment to God, as well as some of the key values held dearest to this religious community. We explored the influence the 11 Gurus had on this religion, the 3 key golden rules for Sikhs and drew comparisons between this religion and others. This exploration has involved watching and recreating the practice of 'Langar' where the children shared food with one another and focussed on the central value of generosity .

We have concluded our work with 'Forest Folk Tales For Children' by Tom Phillips during our reading comprehension sessions and have started reading a new book called 'Tyger' by S. F. Said. This is a CLPE recommended fictional text that has successfully gripped the class' imagination and maintained a genuine love for reading. This text has so far covered themes including racism, empathy, personal safety, poverty and environmental conservation. We have read both independently and collectively before answering VIPERS to examine our understanding of key words, authorial motivation and to predict what could happen next in each tale. We continue to expand our class library to cater to pupils' interests and benefitted from the Scholastic Book Fair which supported the purchase of a range of texts which captured the attention of our pupils.

Learning new\$ at AP\$

Middle Fell Highlight\$ continued ...

Rank	Name	Mean Studio Speed
1	Culgaith CofE School	2.05
2	Lanercost CofE Primary School	2.14
3	Haydon Bridge Community High School	2.31
4	Lazonby CE School	3.06
5	Long Marton School, Appleby-in-Westmorland	3.79
6	Alston Primary School, Alston	3.88
7	Haltwhistle Primary Academy	3.93
8	Hayton CofE Primary School	4.15
9	Kirkby Thore School	4.20
10	Hallbankgate Village School	4.29
11	Langwathby CofE Primary School	5.04
12	St John's Chapel Primary School, Bishop Auckland	5.83
13	Temple Sowerby CofE Primary School, Penrith	6.59
14	Gilsland CofE Primary School	9.06

For our Year 3s, 'Fractions', 'Mass and Capacity' and 'Money' were the key White Rose Maths foci of last half-term's Numeracy.

Meanwhile, our Year 4s learned about 'Decimals' and 'Money'. Our Owls have been learning about 'Position and Direction' and 'Time'. Middle Fell's efforts in these areas have enabled us to: accurately calculate and measure mass and capacity; compare, add and subtract fractions, money and decimals; understand the role of the whole; correctly identify the denominators and numerators of a fraction; compare and order unit-fractions, non-unit fractions and equivalent fractions; order and convert both fractions and decimals; correctly assign digits, their

corresponding place values; and calculate the change needed when paying for goods. Times tables practice has stepped up for our Year 4s who did their statutory Multiplication Tables Check (MTC) recently which has resulted in Alston Primary School sky-rocketing up the local Times Tables Rockstars league tables.

In Art, we have researched the wide variety of styles in genuine and inspired Roman mosaics, before designing our own pieces and critiquing these. During Music and Performing Arts, we have developed a piece of Roman inspired work with Miss Alison and have practised our ukulele chord skills with Miss Harding. NUFC sessions continue to be hosted by Mr. Ballantyne with our regular PE sessions conducted by Mrs. Allinson.

Learning new\$ at AP\$

Middle Fell Highlight\$ continued ...

Through our Science sessions, we have taken on the role of Biologists by investigating the digestive systems of humans and other animals. This has involved: classifying teeth based on their shape and role; identifying which teeth belong to which animals; understanding how humans and animals' teeth have adapted to suit different diets; outlining the order of the digestive system, paying special attention to the small intestine's function; researching the difference

between the diets of carnivores, herbivores and omnivores; exploring what we can learn about human and animals from their excrement; interpreting food chains and the potential impact of disruptions to these; defining the terms 'predator', 'prey', 'consumer' and 'producer' in context; and publishing PowerPoint presentations about 'Healthy Teeth'.



As part of Computing, we have examined 'The Internet'. As a result of our efforts, we have learnt how to: describe the internet as a network of networks; demonstrate how information is shared on the internet; outline the key reasons networks need protecting; understand how network devices connect; break down the idea of the World Wide Web into manageable chunks; create and upload our own media content to the World Wide Web; identify who owns content online; appreciate the rules

surrounding content protection; scrutinise online content to assess its reliability; and how to assess what's safe to share or reshare online.

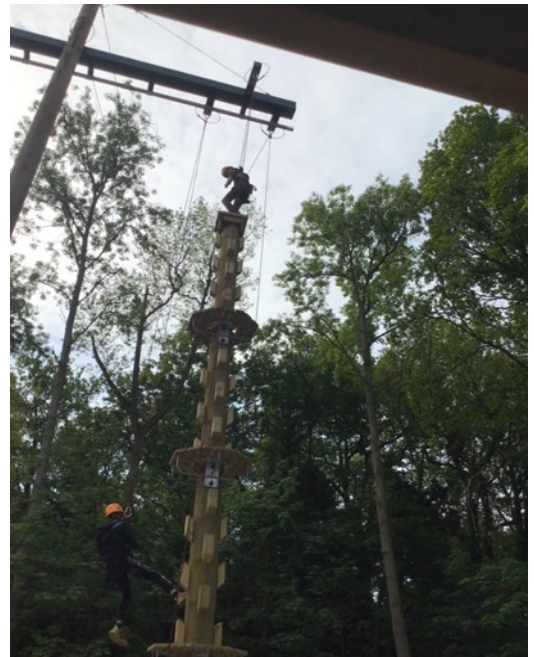
Our PSHE has primarily focussed on the two key areas of money sense and physical wellbeing. Our money sense sessions have challenged pupils' understanding of where money actually comes from, how best to save/spend incomes and how to identify our needs as separate from wants. We have also explored the impact of healthy and unhealthy eating on our bodies and minds.

Learning new\$ at AP\$

Flinty Fell Highlight\$

Last half term was an eventful one to say the least for Flinty!

We start this edition by reporting on the highly successful Residential trip to PGL between 17th and 19th May. We had the best adventure at Newby Wiske Hall near Northallerton, taking part in activities ranging from Abseiling, Zip Wire, Climbing Wall, Aeroball, Giant Swing and many more. The children embraced the challenges head on, with many of us conquering some of our fears and worries, as well as demonstrating superb teamwork. Myself, Mrs Humphrey and Miss Hill were blown away by the resilience and leadership skills on display, and it was definitely 3 days that none of us will ever forget!



Learning new\$ at AP\$

Flinty Fell Highlight\$ continued ...

Our Maths topics this term has seen us work on Algebra, Geometry and Statistics. We have really enjoyed our Data Research project, developing our knowledge and skills in new and exciting areas.



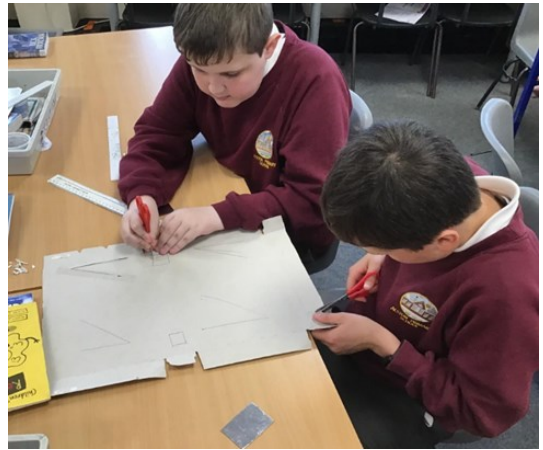
In our Science topic, we have been studying Light. We have analysed reflection and refraction, understanding why light behaves differently in a number of different scenarios. We built our own periscopes, and also carried out refraction experiments with water!

We have taken part in some powerful and important PSHE sessions this term. PC Tony came in to talk to us about Stanger Danger, and we had a Workshop for Alston and Nenthead Children in Year 5 and 6 that focussed on Resilience, Communication and Leadership.

We have started our swimming sessions at Penrith's brand-new swimming centre 'Woggle Goggle'. All members of KS2 should be proud of the effort they have put in, and I am very excited to watch all the undoubted progress that the children will make over the next 7 weeks.

We thoroughly enjoyed all the lead up to the King's Coronation. In school, we took part in a number of activities to develop our understanding and awareness of this historical event, as well as welcoming in our families and carers for a Coronation picnic lunch!

Finally, I want to mention how moved I have been by the children's reading and contributions to our class novel, 'Goodnight, Mister Tom'. For anyone that has read this incredibly emotive story, you will know how intense it can be in parts, and the children have been exceptionally mature and perceptive with their approach to this text. For anyone that hasn't read this tale, I implore you to do so.



Learning new; at APs

Flinty Fell Highlights continued ...



Learning new\$ at AP\$

Flinty Fell Highlight\$ continued ...



Also, a huge congratulations must go to the wonderful Year 6s for their incredible efforts and perseverance to finish their SATs examinations. It was truly inspirational to see all the children give their absolute best, and they have certainly done themselves (and everyone in AMF) proud!

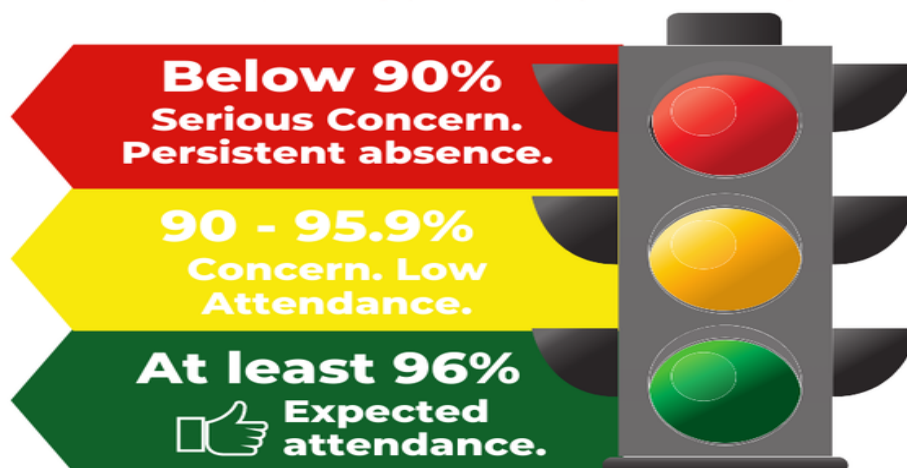


School Attendance Matters

Attendance is a high priority across Alston Moor Federation; we aim to have all students attending at 96% or better.

Just a reminder—we NEVER authorise holidays in term time. Learning time is too precious

ATTENDANCE EVERY DAY COUNTS!



Expected attendance means having no more than seven days off this school year!

Punctuality is important too. Please make sure your child is on time for school and starts each day in the best frame of mind for learning—rushing in at the last minute is a poor start to a day.

EVERY MINUTE COUNTS

MINUTES LATE PER DAY	EQUIVALENT OF MISSING	HOW MANY LESSONS THIS IS MISSED
5 MINUTES	3.4 SCHOOL DAYS A YEAR	17 LESSONS
10 MINUTES	6.9 SCHOOL DAYS A YEAR	35 LESSONS
15 MINUTES	10.3 SCHOOL DAYS A YEAR	51 LESSONS
20 MINUTES	13.8 SCHOOL DAYS A YEAR	69 LESSONS
30 MINUTES	20.7 SCHOOL DAYS A YEAR	104 LESSONS



Focus on Online Safety

As children and young people spend so much time online, please ensure you supervise your child carefully.

Research shows that children can be easily entrapped, and underestimate the risks they take online

TOP 10 ONLINE SAFETY TIPS



Online safety begins with you. Read our top tips for staying safe on the web and find out what you can do to help protect your devices, information and family online at <http://aka.ms/onlinesafetyresources>.

DEFEND YOUR COMPUTER, TABLET AND PHONE

1

Safeguard your devices from viruses, spyware and other malicious software by keeping your software current and up to date.



PROTECT YOUR DATA

2

Your data is valuable. Shield sensitive information with strong passwords – and remember to keep them secret. Back up your data regularly and often.



BE CAREFUL WHERE YOU CLICK

3

Viruses, spyware, bots, Trojan horses, worms, hoaxes. There are many online risks – knowing about them is the key to avoiding them. Think before you open attachments or click on links in emails, even if you appear to know the sender.



GUARD YOUR DIGITAL IDENTITY

4

Sharing personal information without thinking can expose you to serious risks such as identity theft, fraud and online stalking. Be cautious about what – and where – you post online.



AVOID ONLINE SCAMS

5

Phishing scams, malware and data breaches are commonly used by online thieves to collect your personal data. They can use that information to impersonate or defraud you. Treat suspicious emails with caution.



SHARE SAFELY

6

We're sharing more information than ever in businesses, schools and at home. Use a secure, password-protected platform to share files while keeping data safe.



DON'T EXPOSE YOURSELF TO ONLINE RISKS

7

Internet safety begins with you. Stay away from websites that look suspect or unsafe. If in doubt, don't click!



SHOP SMART

8

When you're shopping online, look for assurances that the website will secure your transaction and keep your payment information safe. Never pay bills, bank or shop on a public computer.



UPGRADE YOUR BROWSER

9

Every time you open a web page, you're using your browser. Make sure you're using the latest version and take advantage of all its privacy and security features.



KEEP KIDS SAFER ONLINE

10

Are you worried that your kids are spending too much time on the internet? Warn them about online risks, including online bullying, and help to protect them with security software and online safety tools.



Alston Preschool

Newsletter

Dates for your diary

- Wednesday 21st June
– All school starters visit Reception class 2.10 – 3.15pm
- Wednesday 5th July – Zoo Lab 1.30pm
- Wednesday 19th July
– End of term party with Stu-Di-Doo - closing at 1.45pm

Father's Day Celebrations

This week we have loved celebrating father's day. The children have shared pictures of their daddies and grandads having all sorts of fun and we have thought about what makes them super special. The children made some beautiful father's day cards of their footprints.



Ice Cream Shop

The children have been exploring pretend play with their ice cream stand in the sunshine. They have explored number through choosing their ice lolly and 'paying' for their ice creams with pennies.



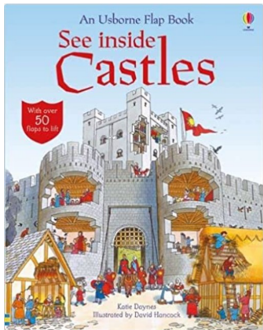
School Starters

This year's school starters have been working very hard this term, becoming familiar with their school routines with phonics games, school transition sessions and visiting the school hall at dinner time. They are all doing exceptionally well and have even practiced their 'Team Stop'.

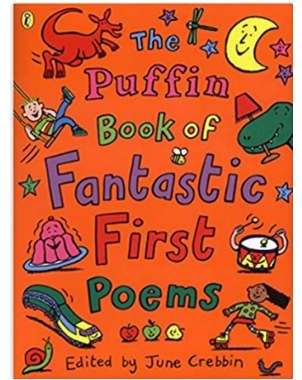
A huge thank you to parents and the community for your continued support. ☺

Recommended reads

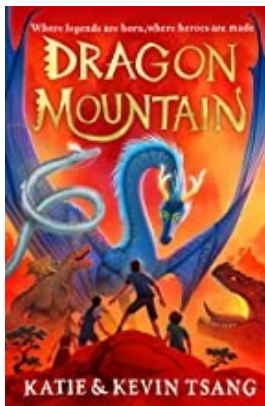
(Remember there are always audio books, which can get your child enjoying a good story if they don't yet enjoy reading—also great for car journeys)



Cross Fell's book recommendations for this half term come in the form of a fantastic non-fiction book about castles from Usborne books, lots of great illustrations and lift the flap pages to keep readers entertained.



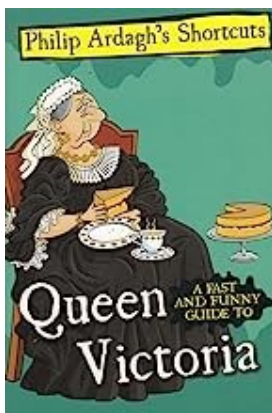
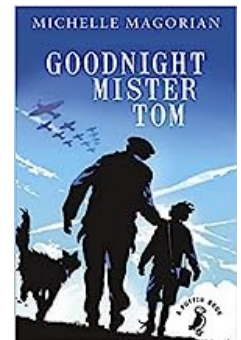
As part of our literacy learning this half term Cross Fell have been reading and writing poems and can recommend 'The Puffin book of fantastic first poems'. Packed full of funny poems it is a great introduction to poetry that our younger readers will enjoy.



Middle Fell suggests you might enjoy Dragon Mountain by Katie and Kevin Tsang and Spynosaur by Guy Bass. This is part of a series, so if you enjoy this, there's plenty more adventures to read afterwards.

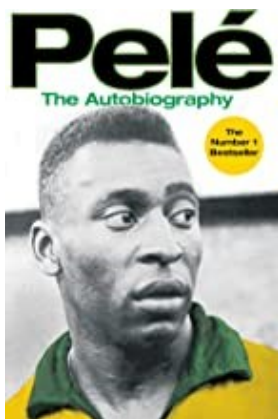
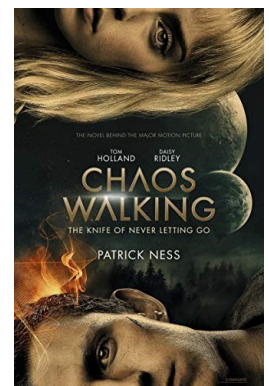


Flinty Fell children have started a topic on The Victorians, so we suggest you might like to try reading Philip Ardagh's Fast and Funny Guide to Queen Victoria. They have also been reading Goodnight Mr Tom by Michelle Magorian. This has become a firm favourite.



For SKS young people, Mr Birtwistle recommends The Knife of Never Letting Go by Patrick Ness. This is also part of a series, for you to enjoy.

Our year 9 boys also have their favourite reads. Ethan recommends Pele's autobiography. When asked why, he said "it's about football".
Enough said!



Aaron recommends Noah's Gold by Frank Cottrell-Boyce, having met the author last year. Ryan thinks Harry Potter and the Chamber of Secrets by JK Rowling is worth reading for the mystery and the discovery.

