



Jerounds Journal

Improving Life Chances Through Literacy'

Dear Parent/Carers,

As many of you are provably already aware, reading is a huge focus here at Jerounds. Coupled with this priority is the method and manner in which we achieve literacy for all at Jerounds.

Ofsted, educational research and high profile educationalists all now seem to agree that a stringent and strategic plan for reading within Key Stage 1 must be the way forward to achieve higher levels of national literacy.

With this in mind, I have attached a wonderfully articulate article from the International Foundation for Effective Reading Instruction (IFERI.ORG), which clearly outlines Jerounds recent progressive approach to early reading.

I look forward to discussing this further with many of you at our next Parent Forum, on Monday 17th June 2019, 2.30pm—3.30pm in the KS2 hall.

Why Book Bands and Levelled Reading Books Should Be Abandoned

A real problem impeding application of the research-informed systematic synthetic phonics teaching principles which entail no promotion of multi-cueing reading strategies for word-reading (guessing unknown words) is that many schools currently present beginner readers with non-phonetic books for read-aloud practice.

IFERI notes that teachers still continue to provide non-decodable books designed on the basis of repetitive or predictable texts. This may be alongside, or mixed with, strictly phonic-based books which are cumulative and designed to be decodable (the texts consist of letter/sound correspondences that beginners have already been taught through explicit phonics lessons).

This practice is in the mistaken belief that a mixture of types of books for children broadens their reading experience and develops comprehension. Instead, when children are asked to read aloud books that are not decodable, it puts them in a position where they have no alternative but to guess many unknown words which research shows us commonly impedes and damages the development of good reading habits. Non-decodable books also encourage those 'hearing' the reading to teach multi-cueing, whether explicitly or implicitly.

Such deleterious practice is supported and encouraged by Book Bands – a cataloguing system for levelling, or banding, published reading book schemes originating in the 'whole language' era of teaching reading. Many publishers continue to promote the ill-advised and potentially damaging multi-cueing reading strategies (referred to as the 3-cueing system or the searchlights reading strategies) both through the early non-phonetic 'scheme' books which they continue to sell, and through messages given in their promotional material and through their agents: i.e. that other reading books can/should be used for beginner learners alongside the good phonic schemes that they also now (may) produce/ promote. In effect, teachers teaching the English language, and others, continue to get mixed messages about reading instruction and reading practice which are not based on the international research findings and leading-edge practice

Good practice, for those in the early stages of learning to read, involves:

1. Practise reading aloud, be it to teachers, parents or other helpers, exclusively with books matched carefully to phonic learning which do not require children to use any alternative strategies. Such books do not need book banding as they will already be graded by their

particular scheme listing the letter/s-sound correspondences (the alphabetic code) introduced incrementally.

2. Shared reading with adults (adults reading books aloud to/with the children, discussing, retelling, exploring through art, play and the wider curriculum) of the widest possible range of high quality ('real') books. These also do not need book banding as they will be mediated by adults and therefore need not be of any particular 'level'. Indeed, the wider the diversity of content, style and language, the better.

Whilst there is a highly significant role for both phonic 'schemes' and quality 'real' books, there is no place at all in good practice for other non-phonetic scheme books in the early stages - nor any need at all for any form of book banding. Indeed, use of non-decodable books for beginners to read independently and routinely necessarily implies poor practice.

The later stages of learning to read could be considered a different case – that is, once a child is confident in blending all unfamiliar words phonically and able to use all the more common letter/s- sound correspondences to do so. In England, for example, this would be by the end of Year One (age 6) for many children if phonics is well-taught.

Even when children are ready to read independently more widely, after their phonics knowledge and application is secure, Book Bands should not be used to limit children's book selection to an eclectic mix of old scheme books, which is all too often the case. Ironically, although many people complain that phonics books are restrictive and uncreative, observations suggest that the reading practice material children are being offered is commonly a dreary, restrictive, off-putting diet, organised in colour-coded boxes, based on Book Bands or equivalent levelling systems in English-speaking contexts.

Overall, Book Band levelling is in fact responsible for an enormous amount of poor practice, or at least for encouraging and supporting it.

With best wishes,

Mrs Laura Ciftci BA (Hons) MEd
Head of School
Jerouds Primary Academy



Dates for your Diary

20th May—Around the World week

23rd May—Polling Day—**SCHOOL IS CLOSED**

24th May—Children break up for half term

10th June—Children return to school

13th June—Year 6 to the Gibberd Garden

13th June—Art Workshop/Exhibition

17th June—Parent Forum (Reading) 2.30pm—KS2 hall

29th June—Summer Fete

4th July—Swans to the Henry Moore Foundation

5th July—Afterschool clubs finish

9th July—KS1 and KS2 Sports Day

11th July—Eagles to The Henry Moore Foundation

24th July—Break up for summer

Attendance

Attendance challenge

Our whole school attendance challenge is set at

97% for the year.

Our current school attendance for the year so far is



Weekly Class Attendance Heros

W/C 10th May 2019

1. Wrens & Merlins 100%
2. Starlings 99.6%
3. Nightingales 99.1%

Whole school
97%

W/C 17th May 2019

1. Eagles 99.7%
2. Starlings 99.3%
3. Owls & Merlins 99.2%

Whole school
97.5%

Attendance Ladder

How close is your child to 100%

0 days off school	100%	Perfection
Equates to 2 days off school each year	99%	Excellent
Equates to 5 days off school each year	97%	Good
Equates to 10 days off school each year	95%	Slight concern
Equates to 20 days off school each year	90%	Concerned
Equates to 30 days off school each year	85%	Very concerned

Other News

Do not forget to follow Oreo's latest adventures on twitter.....

@NET_Jerounds



Look at this amazing painting of Oreo by one of our year six students.

We think we might have a future artist in our school.

Superb! Well done!

A weekend in the life of Oreo



More news

After interviews on BBC Breakfast TV, BBC Radio 4, Channel 4 and visits to numerous schools around the country, we are proud to present an evening with

'The 2Johns'

at Jerounds Primary Academy, Monday 20th May, 6pm

'Keeping your children safe when using the internet' will be delivered by these two qualified Police Trainers who have trained every Youth Officer in Essex Police and qualified them to run E Safety assemblies throughout Essex.

We hope to see you there!

Something to ponder over during this month. How many will you do?



The image shows a weekly action calendar for May 2019. The days of the week are listed as Monday, Tuesday, Wednesday, Thursday, Friday, Saturday, and Sunday. Each day has a theme and several actions to complete. The calendar is titled 'ACTION CALENDAR: MEANINGFUL MAY 2019'. It includes icons for a thumbs up, a heart, a sun, and a rain cloud. The bottom of the calendar features a banner for 'ACTION FOR HAPPINESS' and a website address: www.actionforhappiness.org.

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY	SUNDAY
"We can change the world" ~ Nelson Mandela		1 Do something meaningful for someone you really care about	2 Share photos of 3 things you find meaningful or memorable today	3 Take interest in people who are older, younger or different to you	4 Get outside. Look at the sky & feel connected to the natural world	Choose one of your life goals and take a step towards it
6 What are your most important values? Use them today	7 Go on a kindness mission. Give your time to help others today	8 Tell someone about why your favourite music means a lot to you	9 Pay special attention today to the people you cherish most	10 Find out about the values and traditions of another culture	11 Do something to help a project or charity you care about	12 Visit a location that you find inspiring and meaningful
13 Find a way to craft your work activity to give it more meaning	14 Recall three things you've done that you are really proud of	15 Look for opportunities to be a good citizen of the world today	16 Share an inspiring quote with someone that matters to you	17 Gaze up at the stars and see that we are part of something bigger	18 Connect with people who matter to you (face-to-face if possible)	19 Today do something that makes your soul sing
20 Think about how your actions make a difference in the world	21 Ask a loved one or colleague what matters most to them in life	22 Support a cause that stands for something you believe in	23 Reflect on what makes you feel really valued and appreciated	24 Notice all the amazing wonders in the world around you today	25 Find out how to get involved in a group in your local community	26 Do something special today and revisit it in your memory tonight
27 Link today's choices and decisions to your purpose in life	28 Today do something to care for the planet	29 Tell someone about 3 events in your life that were really meaningful	30 What do you want to change in the world? Do something today	31 Take the A/H pledge: to create more happiness in the world		

ACTION FOR HAPPINESS

Find out more about the Ten Keys to Happier Living, including books, guides, posters and more here: www.actionforhappiness.org/10-keys

www.actionforhappiness.org

Vacancies within the NET Academy Trust

Looking for a new challenge?

We might be able to help

Follow the link below to see the current vacancies that are available within our trust

<https://www.netacademies.net/Career-Opportunities/>

Our Stars of the Week



Playleader of the Week



Our Certificate and Bronze, Silver and Gold Badge Winners



EYFS News



Our Topic for this half-term is, "Sow and Grow". We will be focusing on the book "Jack and the Beanstalk" and our learning will be linked to Growth and changes over time.

We have been updating our bean diary over the last few weeks, and we have enjoyed looking after them and watching a few of them grow.

The children have enjoyed acting out the story of Jack and the Bean stalk and they have adapted this to write their own version during literacy.

In maths, we have been learning about doubles and the children have been using mirrors to double different quantities.

Please continue to read regularly and practise the sounds with your child at home.



Year One News



Sparrows and Kingfishers have been getting very creative this fortnight. In art we have been examining local sculptures and many of you may be aware Harlow is known as 'The Sculpture Town'. In particular, we have been looking at the stone carving 'Number One' by Israeli artist, Menashe Kadishman; and plan to recreate the monument in the next few weeks. Both classes are also in the artistic process of creating works towards an exhibition that we hope will prove hugely popular with the parents.

To cap it all, today we have celebrated all things Egyptian! Both classes immersed themselves into Egyptian civilisation and came to school dressed as ancient Egyptians. The morning was spent role playing as archaeologists and learning about the location of Egypt, the importance of the Nile, and the archeological finds within the pyramids, to help create a fact file. In the afternoon we, made Egyptian head dresses, hieroglyphic tablets and jewellery. After all this, we are now ALL eager for a restful weekend!



Year Two News



In Year Two we finished our Fractions unit with a fabulous practical session. Armed with a ruler and their amazing knowledge of fractions the children were set the challenge to measure strips of paper and then find half and a quarter of the length. We all worked hard to estimate half and a quarter of the length checking it by folding the paper into two and then four.

In addition to our great fractions work, both classes have been super excited to enter the young writers competition, this time writing a riddle about an animal. Each entrant has the chance of being a published poet with winning children's entries being made into a book. Watch this space to see if we are triumphant!



Year Three News



This week in Year 3, we have been carrying an investigation about friction. We have learnt that it is a force which works against the motion and acts the opposite direction so, we decided to test different materials to find out their level of friction. To investigate, we built a simple ramp which was kept at the same height to make it a fair test. We sent cars down the ramp but each time we changed the surface which it travelled over.

Merlins have been looking at one of Harlow's sculptures by the Israeli artist Menashe Kadishman that is located in Hollyfield. We are using this as inspiration for our own sculpture. We looked at the shapes that we could see in the sculpture before tracing these carefully and putting them onto card.

In P.E. we have been practicing relay races and the correct way to pass the baton. These kids will be hard to beat during Sports day!



Year Four News



Nightingales and Owls have had a fantastic couple of weeks. In maths the children have been working on time and decimals and have continued playing TT Rock stars. Already their times tables are improving!

In Literacy we have been creating Dream poems for the Writing competition, Once Upon a Dream and also have enjoyed completing their own fact files on Wolves and Dragons.

Our Topic lessons have been busy and informative learning about friction and non friction surfaces and exploring the Aztec Empire in history. The children are also loving the sculpture lessons in art and have made some incredible 3D shapes from bendable wire.



Year Five News



The last two weeks have seen Ravens and Falcons investigating the unknown. During literacy the two classes have been reading "Aliens Don't Eat Bacon Sandwiches", by Helen Dunmore. Students have examined crop circles and read about true alien abductions, in their quest to write the perfect science fiction story.

As we head towards "Around the World Week", students have been educating themselves on the issues facing our planet. They've been creating art, that has a key ecological theme, for a future exhibition.

Finally, students have been studying light in science. They've been conducting experiments using home made periscopes.



Year Six News

This week, as you are well aware, Year 6 took their SATS. We couldn't be more proud of your children. Throughout the whole four-day-process, they have proved to be exemplary ambassadors for Jerounds and NET; calm, focused and determined. In the spirit of Jerounds they showed real care and concern for their fellow students, offering words of encouragement when needed. However in the afternoon, we have had some fun writing poetry. We have entered the Young Writers competition which is titled "Once Upon a Dream". Pupils have come up with their dreams for the future and are writing a poem based on this for the competition. A world without plastic pollution, without crime and where children can play happily and safely...what would your dream be?

Today, Friday, they begin work on the week-long topic 'Round the World'. Swans will be studying the history, food and culture of Poland as well as learning some of the language and Eagles will be exploring the rich heritage of Jamaica. Before the end of the year, we hope to share some of this with you. The final term is almost upon us and what a jam-packed term it will be: trips, end-of-year-play and performances, Shakespeare, sports day, transition days to name but a few of the things. Alongside this the children will still be working hard academically in preparation for their life in secondary school. Please continue to support your child in their learning in this last half term as it is often the term when, without the pressure of SATS, learning comes into focus and real progress can be made, giving the children a really secure base as they move on in their learning. We would like to say a big thank you to all parents and carers for their support throughout year 6 and look forward to working with you for the rest of the year. As always, if you have any questions or concerns, the year 6 team are happy to meet with you.

Wishing you a restful and SATS-free weekend.







Jerounds Primary Academy

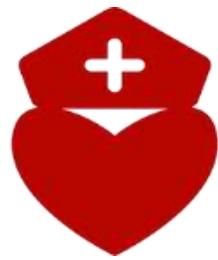
Brunel— 539 points (5th)

Pankhurst— 900 points (3rd)

Darwin— 912 points (2nd)

Shakespeare— 786 points (4th)

Nightingale— 987 points (1st)



Twitter



Please follow us on Twitter...
[@NET_Jerounds](https://twitter.com/NET_Jerounds)
for latest news and information

Have you changed your address, telephone number or email address recently?

Please ensure you advise the school office if you have moved or changed your telephone number or email address. This also applies to any emergency contacts you have for your child/children.

Admin email: office@jerounds.netacademies.net

Telephone: 01279 423485