



ABOYNE LODGE

CREATIVE • CURIOUS • CARING

WEEKLY BULLETIN

Friday 10th March '23



MESSAGE FROM THE HEAD

It was freezing this morning as the snow came down horizontally when the children arrived. I have had a few questions asking why we start the Reception at 8:50 rather than have a soft start like the rest of the school. We do this because staff in Reception have to set up the learning stations in the room each morning and do a safety check before starting. In addition, unlike the other year groups, the Reception teachers are with the children throughout break time, which effectively means they have no break until lunch. I know it's cold at the moment and a bit frustrating having to wait outside after dropping their siblings, but there is a reason behind the decision.

On Tuesday the Year 6 children took part in the Saracens, St Albans tag rugby festival. While it was not a competitive event, the children did well in all their matches. It was bitterly cold (at one stage it snowed) but the children had a great time and were a credit to the school. Thank you to Mrs Hobbs and Mrs Betteridge for supporting the teams.

We have had a few games cancelled this week including the B team match and the cross country. Hopefully these will be rearranged at some point if at all possible.

There will be further disruption to school next week with strikes planned for Wednesday 15th and Thursday 16th March. Wednesday follows the same pattern as last time: Year R, 1, 3, and 5 will be closed. Year 2 are open until 1:15pm. Year 4 & 6 children have school as normal.

Thursday differs slightly as Year 2 children are able to come in for the whole day. I will follow up with a more formal email early next week.

Thank you to the parents who took to time to come in for the SEND advisory visit on Thursday. I am pleased to say that there were lots of positives and that the advisor was pleased with the systems we have in place.

And finally, well done to the Year 2 children in their assembly today. I really enjoyed hearing them speak so clearly about their learning. Very well done and thank you to the class teachers and TAs for your hard work organising it.

LEARNING POWER CERTIFICATES
(awarded for reciprocity, resilience, resourcefulness and reflectiveness)

Ethan & Serine (Y1)

Asha & Rose (Y2)

Lily & Julia (Y3)

Mali, Mia & Max (Y4)

Finn & Ksenya (Y5)

Grace, Rishi & Edie (Y6)

UPCOMING EVENTS

Mon 13th Mar - Buddhist Monk visit

Mon 13th Mar—Girls football v Wintermere

Tues 14th Mar - Y6 cooking

Weds 15th Mar - Strike action

Weds 15th Mar - Voice in a Million

Thurs 16th Mar - Strike action

Fri 17th Mar - Comic Relief

James & The Giant Peach
by Roald Dahl
Recommended by Jonathan Y5

BOOK OF THE WEEK



“James is an orphan who lives with the awful Aunt Sponge and Aunt Spiker. One day he finds a magical peach that changes his life forever...”



Reading in Key Stage 2 at Aboyne Lodge

We have put a lot of work this year into early reading and phonics in Reception and Key Stage 1, which is starting to have a real impact on the children’s progress, but what happens with the teaching of reading after the children have finished RWI in Year 2 and then onto Key Stage 2?

Every day at Aboyne Lodge, we do whole class guided reading sessions. These lessons take a set format over the week and focus on one piece of written text chosen by the class teacher. This could be an extract from a well loved book, a poem or even a non-fiction text. We try to vary the topic and the genre each week. We use it as an opportunity for children to explore new topics or authors or they may link to other curriculum areas that we are working on.

During the sessions the class teacher reads the text first, modelling prosody (pitch, duration, amplitude and voice to convey meaning). This is important as research shows that reading fluency and understanding comes from children developing prosody. This is explored further through children reading out loud and marking the pauses and emphasised words in the text. Children also explore and consider the vocabulary thinking about their meaning in context. Children also explore questions about the text, developing both inference and retrieval of information and complete an independent task at the end of the week.

As children become more confident readers, and move towards being free readers, teachers hear the children with their books less and less. Some children will continue to be heard read with their books but not all. You can really help by ensuring that your children are reading regularly at home. All children get an opportunity to have some quiet reading time, where they can read their books in class. On top of this, all the teachers read a class story.

We want all of our children to love reading. If you have any questions please get in touch.

