

## Message from the Executive Headteacher



**Nebula**  
where stars are born

**Issue 12**

**July 2019**

### THE SCHOOLS IN OUR FEDERATION

**Frettenham Primary**

**Hainford Primary**

**Horsford Primary**

**Old Catton Junior School**

**St. Faiths' Primary**

**White Woman Lane Junior**

#### The Executive:

Miss Anatola - Executive Deputy  
for EYFS

Mrs Pellatt - Executive Deputy  
for School Improvement

Mrs Porter - Executive Deputy  
for SEND

#### Heads of School:

Mr Paul Cross -

Hainford Primary

Mr Gyles Longhurst -

Frettenham Primary

Mrs Tanya Kirton &

Mrs Tracy Palmer -

Horsford Primary

Mrs Kate Connelly -

Old Catton Junior

Miss Lesley Rix -

St. Faiths' Primary

Mr Daniel Richmond &

Mr Nick Johnson -

White Woman Lane Junior

## Change ...

Those who work in or with schools will be familiar with what often feels like an unremitting swirl and churn of fresh developments relating to Government policy or initiatives, strategic considerations, testing and assessment, inspection regimes or performance expectations. Also, each year children move on to their next school and new children enter our schools. We welcome new families and build more relationships. Staff leave to start their own families and begin fresh challenges and adventures.

The only thing we can ever be sure of is that change will happen.

With so much change, it can be easy to be distracted by the many competing pressures and demands and, thus, stumble into a feeling of uncertainty and instability; and to be fearful of the impact of it all upon staff and, of course, pupils. Change can be refreshing, and it's famously said that it can be as good as a rest (although a chance would be a fine thing!). But it can also become unsettling, especially if it becomes so regular and recurring as to bring disorientation.

When everything else around us is changing, it's the values our schools hold on to which maintain their presence, identity and character, their role and their distinctive contribution. As sands shift, they become the rock upon which to

keep building the future. They carry on with their journey and evolution, working together. The strength of our federation is in its unity and number. "If you want to go fast, go alone. If you want to go farther, go together" (African proverb).

We all now know enough about the world of academies; life-without-levels; small schools; funding formulae; federations and MATs; aggregated scores; and even of going on-line for the latest test answers! Policy will continue to come and go in tandem with electoral cycles. It has always been so. We're not so naive as to not realise and understand this. To the teaching profession's enduring credit, we adapt.

Yet still through our doors each day – will come children. The same as ever. Children with the thirst for knowledge and learning, bright young sparks brimming with untapped potential, awash with character and their own special personality, with gifts and talents waiting to be mined and realised. Their development, welfare and potential, is in our hands. It's the children which lift us, that in turn inspire our spirits and nourish our souls, and this keeps us going, being all that we ever were and continue to do what we believe in. For the children. Noah's Ark didn't have a rudder – so we will stick to our values, what we know and

believe in, and trust our own judgement to help see us through the ongoing changes. As we come to the end of this academic year, it is with great pride that I can look back at the many achievements of the children. They have worked so hard and risen to the challenge of their new and demanding curriculum. The schools' values that have been embedded particularly come to the fore as we end the term – resilience when tackling a particularly tricky problem whether it is in class or a problem between friends; courage in coping with changes; love and honesty towards all members of the school community; appreciation and happiness for each other and all the opportunities they are given within the school – all of which strengthen their character and their ability to make the most of every aspect of school life.

**Continued on the back page ...**



**Ashley Best-White**  
Executive Headteacher  
The Nebula Federation

**Our READING special edition - see inside**

## Author - illustrator Cressida Cowell



The role of Children's Laureate is awarded once every two years to an eminent writer or illustrator of children's books to celebrate outstanding achievement in their field.

Cressida Cowell is the number one bestselling author-illustrator of the How to Train Your Dragon and The Wizards of Once book series, and the author of the Emily Brown picture books, illustrated by Neal Layton. She has sold over 11 million books worldwide in 38 languages.

How to Train Your Dragon is also an award-winning billion dollar DreamWorks film series, and a TV series shown on Netflix and CBBC; The Wizards of Once has also been optioned for film by DreamWorks.

Cressida is an ambassador for the National Literacy Trust, a trustee for World Book Day and a founder patron of the Children's Media Foundation. She has won numerous prizes for her books, including the Blue Peter Book Award, the Ruth Rendell Award for Championing Literacy, Gold Award in the Nestle Children's Book Prize and the Hay Festival Medal for Fiction.

She has published her charter (see right) which attempts to encourage children to read and parents and teachers to support them in this endeavour.

**Every child has the right to ...**



## Why do we need pupils to read for 20 minutes per day?

### Why is the ability to read crucial?

- Reading is a crucial element of every child's education.
- Reading is essential for children to become successful in school and in their journey through life.
- Most of a child's learning is done from reading books.
- The better a child can read, the easier it will be for them to learn what they need to in school.

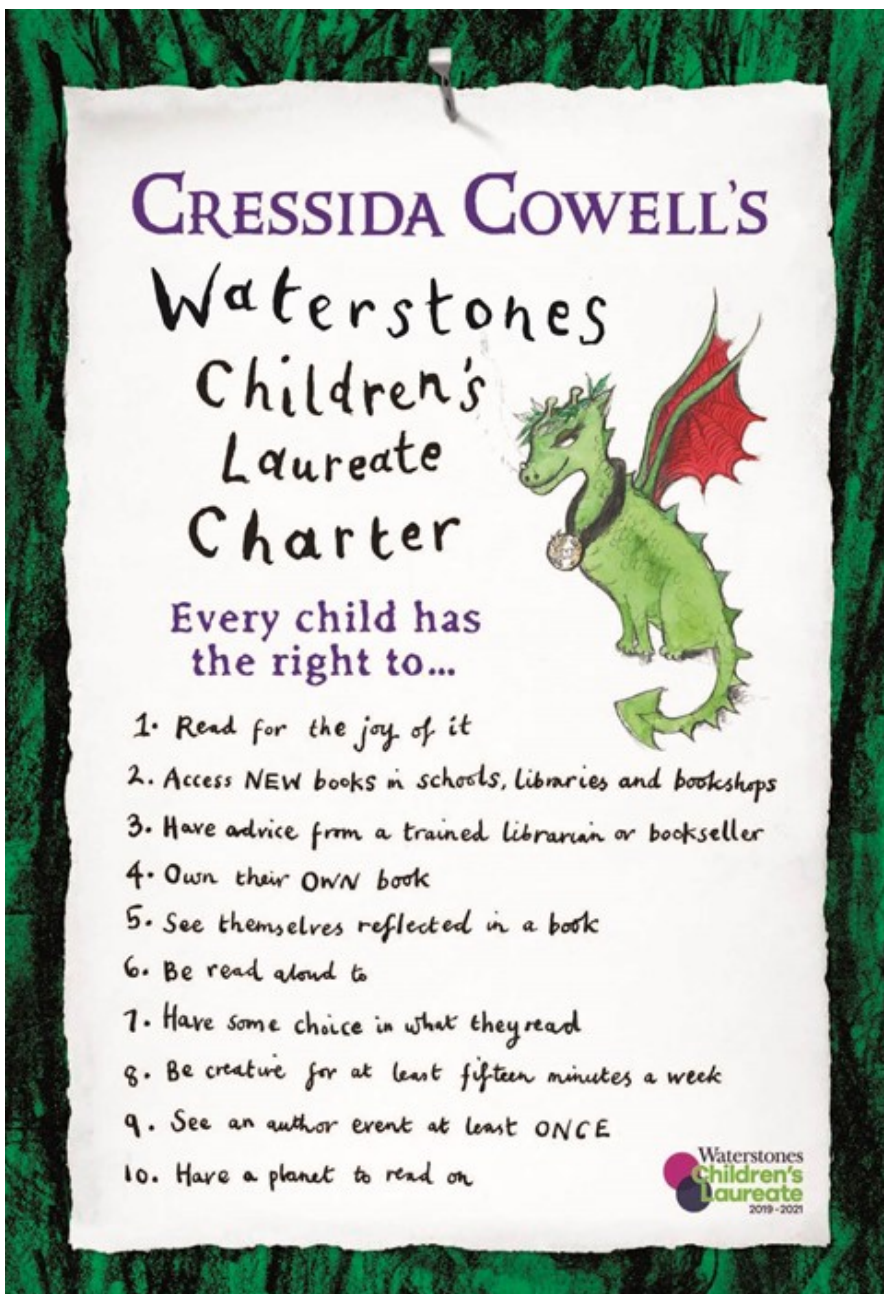
### How important is daily reading?

Would you like to be exposed or have your child exposed to 1.8 million words a year? In the Nebula Schools, ideally we would like all our pupils to read for 20 minutes each night at home.

### Why?

Common sense would say and research has found that good readers naturally spend more time in daily reading. Exposure to reading is important in developing vocabulary for fluency and comprehension.

- Pupils who scored 90% better than their peers on reading tests, read for more than 20 minutes a day – exposing them to 1.8 million words a year.
- Pupils who scored at fiftieth percentile, read on average only 4.6 minutes a day – exposing them to 282,000 words per year.
- Pupils in the tenth percentile for reading, read less than 1 minute per day – exposing them to 8,000 words per year. (It would take them one year to read as many words as a good reader would read in two days.)



## Read, Read, Read ...

### How important is reading to your child?

Reading books aloud to children stimulates their imagination and expands their understanding of the world. It helps them develop language and listening skills and prepares them to understand the written word. Even after children learn to read by themselves, it's still important for you to read aloud together.

## Why is reading so important?

### Reading for pleasure

There is overwhelming evidence that literacy has a significant relationship to people's life chances. Reading for pleasure is more important than either wealth or social class as an indicator of success at school.

Parents are the most important reading role models for children and young people, yet according to the Reading Agency, only 1 in 5 parents easily find the opportunity to read to their children.

### What does reading do for our children?

Reading improves concentration - Children have to sit still and quietly so they can focus on the story when they're reading. Reading also relaxes the body and calms the mind whilst also exercising the connections in the brain.

Reading teaches children about the world around them - Through reading, they learn about people, places and events outside their own experience.

Reading improves a child's vocabulary, leads to more highly-developed language skills and improves the child's ability to write well.

Children learn new words as they read as well as seeing how to structure sentences and how to use language effectively.

Reading develops a child's imagination - When we read we translate the descriptions of people, places and things into pictures.

Reading helps children develop empathy - When we're engaged in a story, we imagine how the characters are feeling and use our own experiences

to imagine how we would feel in the same situation.

### Talking about books

Once children have learned to read, comprehension of what the words are telling you becomes an important skill to practise, and reading to your child is a good way. Ask them to re-cap what's already happened. Ask them to guess what might happen next. Get them to tell you how they would feel.

### Fiction vs non-fiction

Many children have a preference for either stories or fact books, but it is important to get a mix. Fiction helps children have empathy with other people, understand characters and how they relate to each other, while non-fiction gives children the ability to understand facts and more complex ideas.

### A book at bedtime

Reading a story to your child at bedtime is a great way to end the day and a lovely way of enjoying reading for pleasure.

If you've had a stressful or busy day, half an hour sat curled up on your child's bed reading together is a good way to wind down.

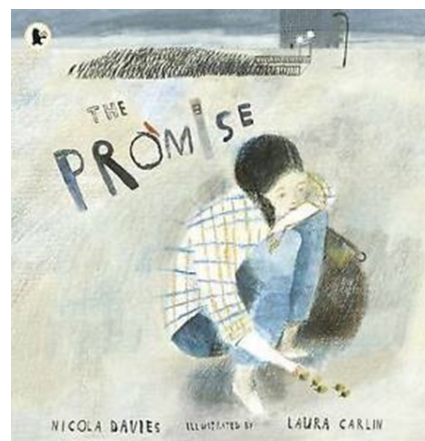
If your child has had some challenging behaviour then spending some quiet time reading is a way of re-connecting. Reading to your child gives them access to stories and vocabulary that they might not be able to read so fluently themselves and is great for reluctant readers too.

A story at the end of the day is also part of a good night time routine that can help your child settle and wake up refreshed ready for the next day.

## Looking forward to the autumn term ...

## A reading project has been planned to start the term ...

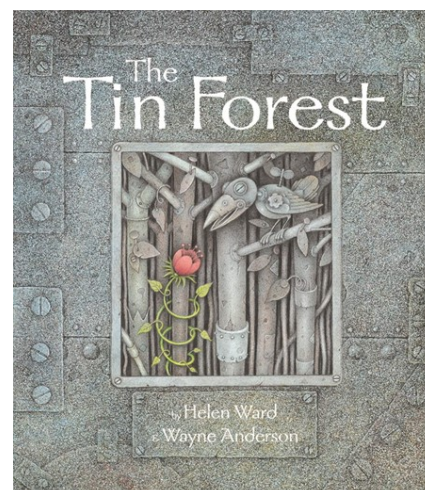
Teachers across the federation have already planned a reading project to take place at the beginning of the new term. Please see below for a sneak preview of the books your children will be studying ...



### For Key Stage 2—The Promise

A picture book of great beauty and hope about the power we have to transform our world.

On a mean street in a mean city, a thief tries to snatch an old woman's bag. But she finds she can't have it without promising something in return - to "plant them all". When it turns out the bag is full of acorns, the young thief embarks on a journey that changes her own life and the lives of others for generations to come.



### For Early Years and Key Stage 1 - The Tin Forest

"There was once a wide, windswept place, near nowhere and close to forgotten that was filled with all the things that no one wanted."

So begins Helen Ward's tale of the Tin Forest where an old man lives who tidies the rubbish and dreams of a better place. With faith, ingenuity and hard work, he transforms a junkyard into a wonderland in this poetic modern fable.

# Reading Questions - what to ask your children when you're reading together

## Questions to Engage the Reader

### Before Reading:

- Why did you choose this book?
- What could this book be about?
- Have you read others books by this author?
- What do you see on the front cover?
- What is the title of the book?

### While Reading:

- What is happening in the pictures?
- How is the character feeling?
- What could happen next?
- How would you describe the character?
- How would you feel if this happened to you?

### After Reading:

- What was your favourite part? Why?
- What was the most interesting/exciting part of the book?
- Who was your favourite character? Why?
- Which word would you like to find out more about?
- If you were to rewrite the story, which part would you change?

## Basic Recall/Explicit Questioning

- Who is the main character in the story?
- Who are the other characters in the story?
- What is your favourite part of the chapter or book?
- Describe your favourite character.
- Where do you think the story takes place? Why do you think that?
- When do you think the story takes place? Why do you think that?
- What is the problem in this story?
- How is the problem solved?
- Why do you think the author wrote this story? What did he/she want you to learn?

## Inferring

- Can you predict what is going to happen next? Why did you make that prediction? Can you point to something in the book that helped you make that prediction? OR What do you already know that helped you make that prediction?
- Why did the character do that?
- What did the author mean by ....?
- What's going to happen next?
- The character must be feeling e.g. sad, happy, anxious etc. Are there any clues that help us know that?

## Summarising

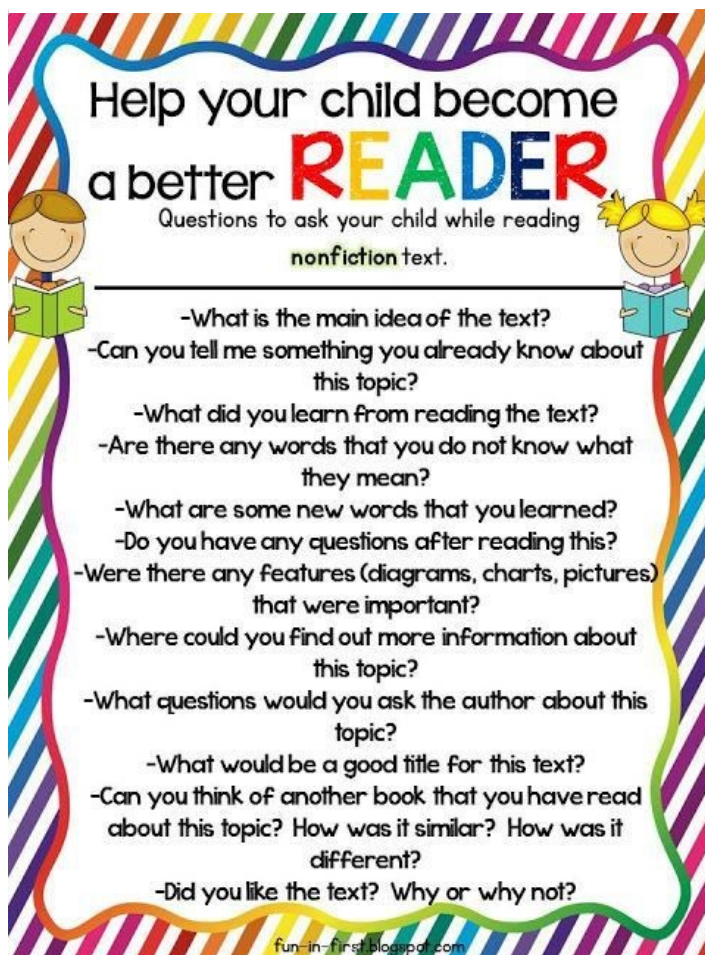
- What is the problem to be solved in this story? Is there a solution?
- What has happened so far?
- In general, what is this story about?
- What do you wonder after reading so far?
- What is the most important point in this story or passage?

## Analysing

- What things would make everyone like this book?
- In what ways does the author make you feel as if you were there?
- What are some examples of rich, colourful, or great language that make this a good passage to read?
- What are the critical points in the plot? How does the story unfold?

## Critiquing

- What is unbelievable about this text?
- Should other children read this? Why or why not?
- What would have made this story more interesting to read?
- What are the words or phrases that you really liked or disliked?





## Days off school add up to lost learning!

<div>365 days in each year</div>	<div>175</div> <div>Non-school days each year (104 days of weekends)</div>		<div>➔</div> <div>These 175 days are available to spend on family time such as visits, holidays, shopping, household jobs and other appointments.</div>																											
	<div>190</div> <div>school days each year</div>					<div>180</div> <div>school days each year</div>					<div>171</div> <div>school days each year</div>					<div>161</div> <div>school days each year</div>					<div>152</div> <div>school days each year</div>					<div>143</div> <div>school days each year</div>				
	<div>100   99   98   97   96   95   94   93   92   91   90   89   88   87   86   85   84   83   82   81   80   79   78   77   76   75   74   73   72   71</div>					<div>95   94   93   92   91   90   89   88   87   86   85   84   83   82   81   80   79   78   77   76   75   74   73   72   71</div>					<div>90   89   88   87   86   85   84   83   82   81   80   79   78   77   76   75   74   73   72   71</div>					<div>85   84   83   82   81   80   79   78   77   76   75   74   73   72   71</div>					<div>80   79   78   77   76   75   74   73   72   71</div>									
	<div>100%</div>					<div>95%</div>					<div>90%</div>					<div>85%</div>					<div>80%</div>					<div>75%</div>				
	<div>EXCELLENT/ VERY GOOD/ GOOD</div>					<div>NATIONAL AVERAGE/ COULD BE BETTER</div>					<div>CAUSE FOR CONCERN/ MAJOR ISSUE</div>					<div>MAJOR ISSUE</div>					<div>MAJOR ISSUE</div>									
	<div>Best chance of success – Gets your child off to a flying start</div>					<div>Less chance of success – Makes it harder to make progress</div>					<div>Not fair on your child Your child identified as a ‘Persistent Absentee’ in DfE data – Progress will suffer</div>					<div>Fast Track Process and/or Court action possible – Significant impact on outcomes and achievement</div>					<div>Court action likely May also include involvement of other external agencies  Significant impact on outcomes and achievement</div>									
	<div>Please don't let your child miss out on the education they deserve</div> <div>Every school day counts</div>																													
<div>Here are some basic reminders about attendance.</div> <div><ul style="list-style-type: none"><li>Attendance of 95% for the year equals 10 days that your child has been absent, that is 2 full school weeks of your child's learning missed for that year.</li><li>Attendance of 90% for the year equals 19 days that your child has been absent, that is almost 4 school weeks missed.</li><li>Attendance of 85% for the year equals 29 days that your child has been absent per, that is almost 6 school weeks missed.</li><li>Attendance of 80% for the year equals 38 days absent per year that is over 7 school weeks missed – half a term.</li></ul></div>																														

## How do you work out how time off school affects your child's attendance?

### NUMBER OF DAYS ABSENT FROM SCHOOL

If your child has 1 day off school during the year ...

If your child has 2 days off school during the year ...

If your child has 5 days off school during the year ...

If your child has 10 days off school during the year ...

If your child has 15 days off school during the year ...

If your child has 20 days off school during the year ...

More than 20 days off school during the year ...

### CHILD'S ATTENDANCE AT THE END OF THE YEAR

... his/her attendance will be 99.5%

... his/her attendance will be 99%

... his/her attendance will be 97.4%

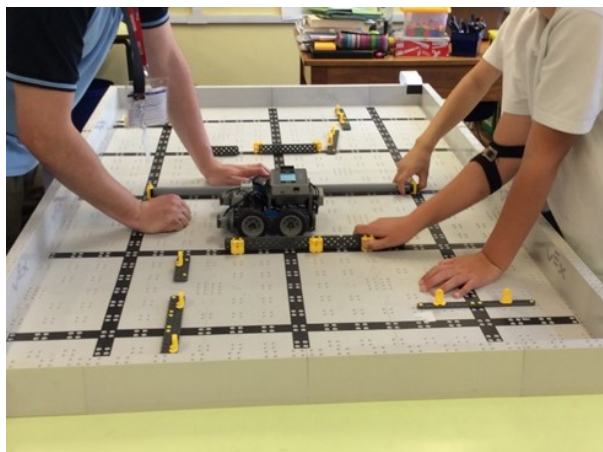
... his/her attendance will be 95%

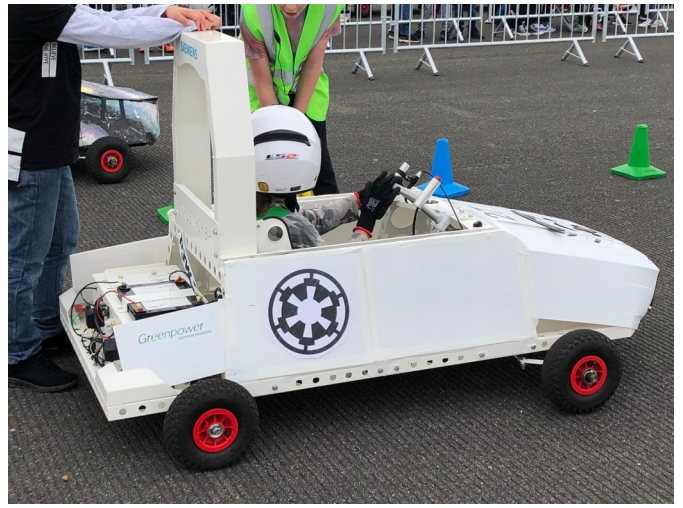
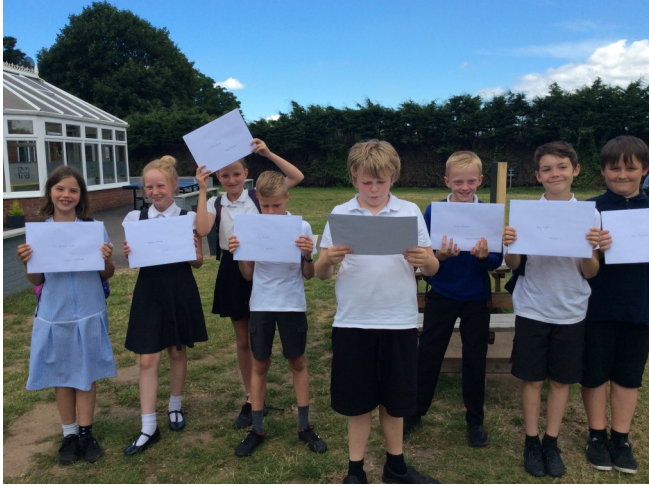
... his/her attendance will be 92.4%

... his/her attendance will be 90% AND the school will monitor attendance very carefully on regular basis. Letters will be sent home.

... his/her attendance will be below 90% and the school will be in touch with the Attendance Service at Norfolk County Council. This may lead to targets, sanctions, court and penalties against the parents.

# Summer term in pictures ...







## Time to say goodbye ...

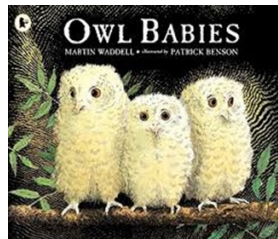


A NEBULA HOODIE

At the end of term all our Year 6 leavers were presented with a Nebula Hoodie.

We know they will have enjoyed all the events their individual schools will have organised for them but wanted to acknowledge the part they have played as pupils of the Nebula Federation too.

We wish them all much success and happiness as they leave us to begin their secondary school journey.



### This term we said goodbye to ...

Miss Emma Jackson - White Woman Lane

Miss Lesley Rix - St. Faiths' Primary School

Miss Jessica Harris - Hainford Primary

Mrs Tracy Palmer - Horsford primary

We would like to thank them and send our very best wishes for the future

We will be welcoming the following teaching staff to our schools in September ...

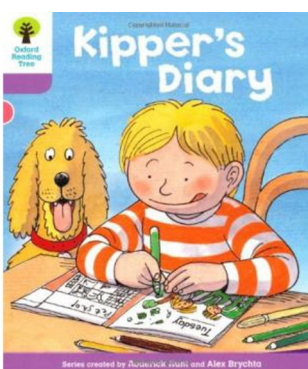
Miss Verity Smith - Horsford Primary

## Change ...

I would like to take this opportunity to thank all staff for their hard work this year. It has once again been a year of changes and they have embraced this with goodwill, dedication and commitment and continued to provide the best education for the children.

Our love and thanks accompany Miss Rix who is leaving her post as Head of School at St. Faiths' to spend some time travelling the world and also to Mrs Palmer, who leaves her post as Head of School at Horsford primary, Holt Road, to have her baby. Good luck to you both.

I would like to wish all children who are leaving us at the end of this academic year all the very best on their journey. I know that they have all had a great start here at one of the Nebula Schools and know that they are ready to leave us and will go on to achieve great things in the future.



## Reading at home with your EYFS/KS 1 child ...

- Try to build this into your daily routine
- Have a set space you can read in
- Remember, both reading the school book and reading to your child are important

### Before Reading

- If it is the first time your child has read the book, look at the cover and title with them to predict what they think the book might be about.
- Make links to other books read with similar themes, the same characters and/or similar authors/illustrators.
- Give them time to flick through the book (do a picture walk).

### During reading

- Ask your child many questions about the characters in the book as you read the story
- Have your child use his/her finger to follow the direction of the text (top to bottom, left to right)
- Have your child look at the sentences and see if he/she can identify any of the sounds in the words or any of the High Frequency words s/he has learnt
- Discuss the meaning of any unfamiliar words

### How to help your child read a word

- Which letter phonemes (sounds) do you recognise? Can you blend them together?
- Does the word make sense? Read the sentence again to check.
- Is there another word that would make sense?
- Is it a word you know?
- Have you read the word before? Is it on another page?
- Are there any bits of the word you recognise?
- Miss out the word, say 'mmmm', and finish the sentence. Then go back and work out what the word was.
- In a rhyming book, think of a word that rhymes.

### Sharing more advanced books with your child.

- It is still important to read to your child. This is an opportunity for them to hear stories and language at a higher level than they can read alone.