

# Keyworth Primary School Newsletter

Part of The Gem Federation

[www.thegemfederation.co.uk](http://www.thegemfederation.co.uk)

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Friday 16<sup>th</sup> May 2025

## Term Dates 2024-2025

September 2024						
Mo	Tu	We	Th	Fr	Sa	Su
						1
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9	10	11	12	13	14	15
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October 2024						
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November 2024						
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December 2024						
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30	31					

January 2025						
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27	28	29	30	31		

February 2025						
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March 2025						
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April 2025						
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28	29	30				

May 2025						
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June 2025						
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July 2025						
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28	29	30	31			

August 2025						
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25	26	27	28	29	30	31

School Holidays

INSET Days

Tutorial Day

Bank Holidays

## Important dates for your diary

### Events - Summer term 1

22.04.25	INSET day - school closed to children
23.04.25	Children return
01.05.25	Nursery reading and moving to Reception workshop at 2:30pm
02.05.25	Class photos
05.05.25	Bank holiday - school closed to children
12.05.25 to 16.05.25	KS2 SATs week
23.05.25	Last day of the half-term

## Celebrations

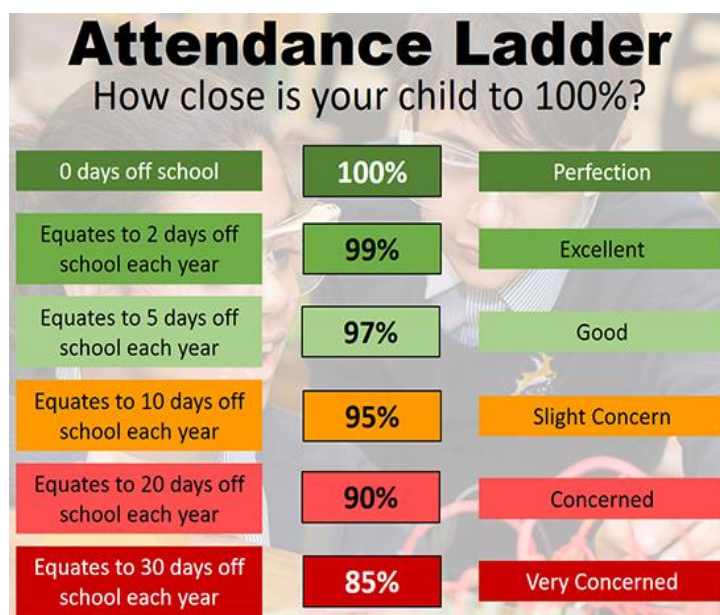
Class	Star of the Week	Writer of the Week	Mathematician of the Week	Reader of the Week	Presenter of the Week
Pearls	Xavien	Adam	Amy	Princess	Vega
Opals	Dara	Lael	Adama	Aras	K'Sharii
Moonstones	Marwan	Bethania	Kwaku	Ibrahim	Logan
2PH	Fatma	Wendy	Lacey	Blessing	Maryam

Class	Star of the Week	Writer of the Week	Mathematician of the Week	Presenter of the Week
3EB	Nile	Alana	Zanetor	Matilda
3GC	Shahid	Eliyeen	Maci-Rae	Fatima N
4AB	Mawadda	Yussef	Kayden	Monica
4HE	Ifeoma	Millie	Elise E	Ivy
5AA	Sophia	Kieron	Tilly	Jade
5BH	Yahya	Ben	Frankie	Izabella
6CS	6CS	Aza	6CS	Anas
6MM	6MM	Aylin	Abdul	Annalisa

This week's gem winners are....	Sapphires
This week's treasure chest winners are...	1ER 4HE
This week's healthy lunch winners are...	Emily 2PH Kayden 4AB

## Attendance

Class	Attendance
Pearls	95.83
Opals	92.08
Moonstones	99.31
2PH	97.35
3EB	94.87
3GC	92.72
4AB	96.9
4HE	98.69
5AA	98.33
5BH	98.89
6CS	99.33
6MM	93.97
Whole school	95.3
School average (year)	93.01%
National average (year)	94.9%
School target	96%



This week's attendance winners are Moonstones

Classes with the best attendance this term so far...

1 <sup>st</sup>	2 <sup>nd</sup>	3 <sup>rd</sup>
5BH 98.99	5AA 98.59	2PH 97.17

## Latest News

### End of the half-term

The last day of the half-term is **Friday 23<sup>rd</sup> May with a 3:30pm finish**. The children return to school on **Monday 2<sup>nd</sup> June**.

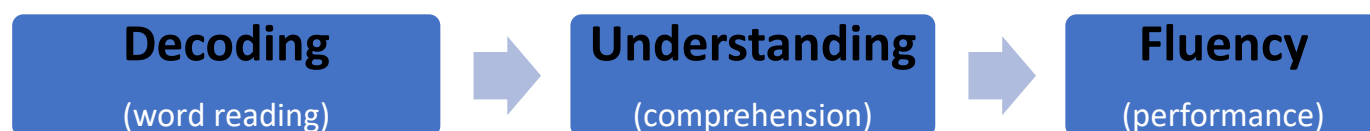
### KS2 SATs

This week the children in year 6 completed their SATs and we are extremely proud of their efforts. A reminder that SATs at Keyworth is not about “passing” and “failing”. Your children are not numbers but individuals who we aim to support in being the best that they can be, across all areas of learning and as people. Congratulations to all of the children!

### Home reading expectations

**The best way to support your child/ren in school with their learning is to ensure that they are completing daily reading at home.**

Your child/ren's reading record/s should go home each day and be signed by an adult once a child has read for between 15 and 20 minutes - this includes book talk. If your child is reading books from the Big Cat reading scheme, they are expected to read the book multiple times as follows:



Please use the guidance notes in the back of the Big Cat reading books to support at home:

**After reading**

**Letters and Sounds: Phase 5-6**  
**Word count:** 484  
**Focus phonemes:** /n/ kn, gn /m/ mb /r/ wr /s/ c, ce, sc /c/ x /zh/ sion /sh/ ti, ci  
**Common exception words:** of, to, the, are, one, their, break, water, many, move, eye  
**Curriculum links:** Science: Animals, including humans  
**National Curriculum learning objectives:** Reading/word reading: apply phonic knowledge and skills as the route to decode words; read accurately by blending sounds in unfamiliar words containing GPCs that have been taught; re-read books to build up their fluency and confidence in word reading; Reading/comprehension: discuss word meanings; discuss the significance of the title and events

**Developing fluency**

- Look at the contents page with your child. Ask your child:
  - What page could I find out about animals that use colour to blend in? (page 10)
- Take turns with your child to read a page. Model reading with fluency and expression.

**Phonic practice**

- Ask your child:
  - Which grapheme makes the /s/ sound in these words: **produce, escape, crevice, dance, scientists?** (*produce, escape, crevice, dance, scientists*)
  - Can you identify the suffixes in these words: drowning, covered, darkness, distraction? (*drown**ing**, cover**ed**, darkn**ess**, distract**ion***)

**Extending vocabulary**

- Ask your child:
  - What does the word **protect** mean? (*to look after something*)
  - Can you think of a sentence using the word **protect**? (e.g. *On the pond, the goose protected her goslings.*)
  - How many words can you think of that mean **protect**? (e.g. *defend, shelter, look after, guard, support, care for*)

### Warmer weather - reminder

As we move into a period of warmer weather, please note the following:



- All children are encouraged to **bring a labelled water bottle to school**. There will be opportunities for children to drink and top-up their water bottle throughout the day;
- Children should wear appropriate clothing for the weather. **Please ensure that all shorts are appropriate - no super short shorts or cycling shorts (these can be under other clothing).** Please ensure all clothing is labelled with your child/ren's name/s as they may choose to de-layer;
- Children can bring sunscreen to school but they will need to be able to apply it themselves - staff are not allowed to apply sunscreen to children. We encourage parents/carers to apply sunscreen prior to children coming to school;
- Staff will reduce the level of physical activity and encourage shade, as necessary;
- Sun hats are strongly encouraged;
- Children should have footwear that is appropriate for school and that is secure. Flip flops/sliders are not allowed for safety reasons;
- Children can wear sunglasses when outside to protect their eyes. However, if partaking in sporting activities where this may be unsafe, then they should not wear them e.g. when playing football.

### Pop-up bookshop

It is back...



**Take home a Free Book!**

**Children's Book Project**

**Pop-Up BOOK SHOP**

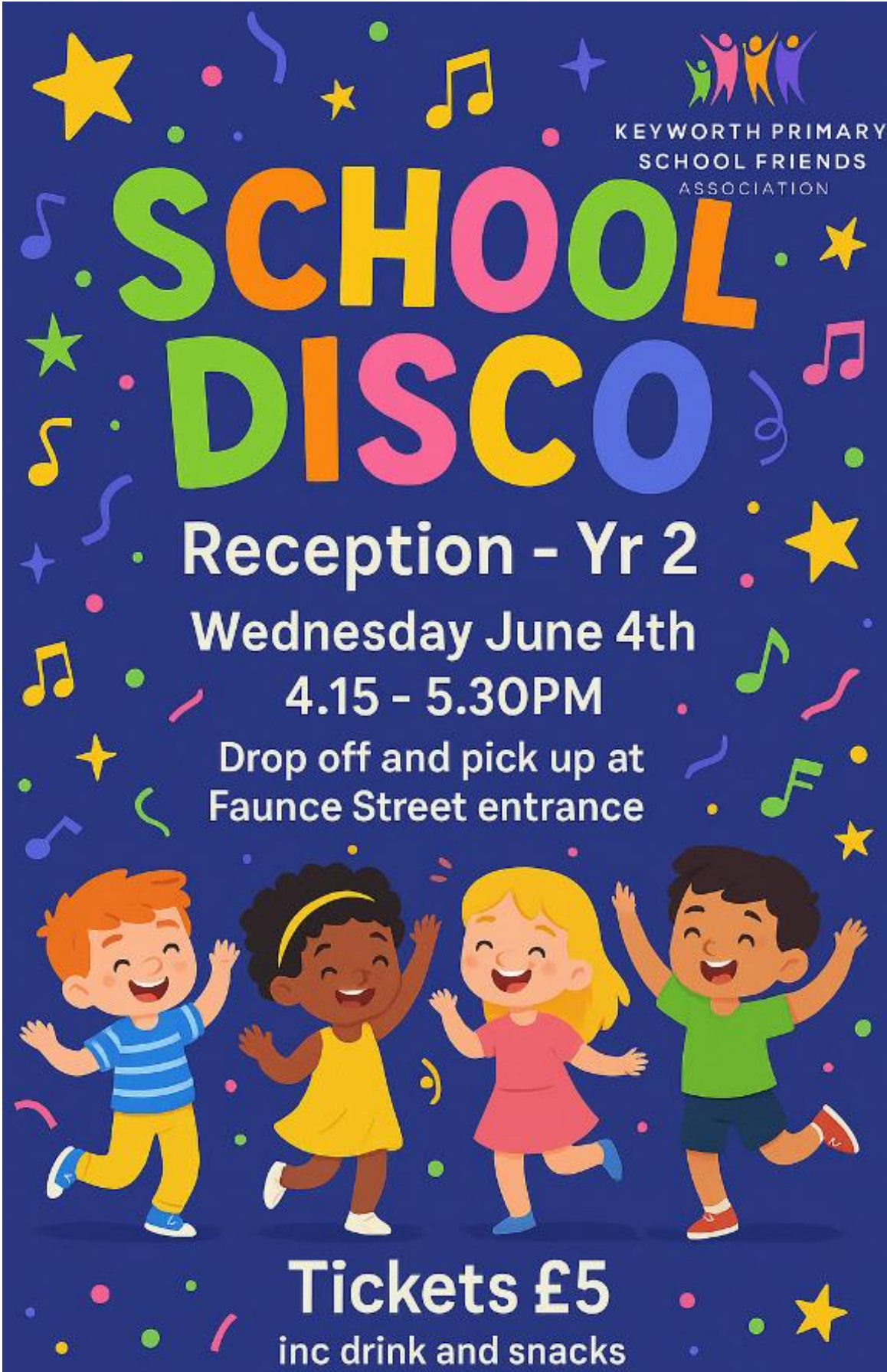
<b>Monday</b>
<b>Nursery and Reception</b>
<b>Tuesday</b>
Year 1
<b>Wednesday</b>
Year 2 Year 3
<b>Thursday</b>
Year 4 Year 5
<b>Friday</b>
Year 6

**Monday 19<sup>th</sup> May to Friday 23<sup>rd</sup> May 2025**



Keyworth Friends' discos

**Book your tickets on MagicBooking!**  
**There are only 60 places available for each disco!**



KEYWORTH PRIMARY  
SCHOOL FRIENDS  
ASSOCIATION

# SCHOOL DISCO

Reception - Yr 2  
Wednesday June 4th  
4.15 - 5.30PM

Drop off and pick up at  
Faunce Street entrance

**Tickets £5**  
inc drink and snacks

# SCHOOL DISCO £5

★ YRS 3 – YR 6

THURSDAY JUNE 5TH  
4.15 – 5.30PM

DROP OFF AND PICK UP AT  
FAUNCE STREET ENTRANCE

TICKETS £5  
INC DRINK AND SNACKS



If you are able to volunteer your time to support either event, please contact Keyworth Friends:

[Keyworthfriends@gmail.com](mailto:Keyworthfriends@gmail.com)



## Southwark Dyslexia Support 2025

Dear Parents and Carers,

The London Borough of Southwark recognises dyslexia alongside other special educational needs. However, the approach taken by Southwark is to develop good practice within our schools - focussing the financing on delivering high quality training and supporting our schools to develop their staff so that all learners with literacy needs can be supported. Southwark will no longer routinely offer one-off dyslexia assessments, as there was little evidence that this was improving the outcomes for learners.

Schools should be provided with the training so that they feel confident to assess literacy difficulties themselves (and should utilise educational psychology support where there are stronger concerns). Southwark is providing training and resources so that teachers can identify and put in appropriate support for all literacy difficulties as soon as a potential issue is identified rather than wait for a formal dyslexia diagnosis. The British Dyslexia Association note, "A school doesn't need a formal diagnosis to put support in place for your child and shouldn't delay in providing appropriate support and/or interventions." Most children with literacy difficulties, including those with dyslexia, do not require a formal diagnosis in order to make progress - they require staff who are able to assess the difficulties and put in appropriate support.

Professor Julian Elliott, who lectures at Durham University as well as being an educational psychologist and researcher, points to the need to focus on the difficulties that a student has and to support those - there are many cases where a student has a diagnosis of dyslexia but no support is being provided. Schools need to have staff who are well trained in identifying literacy needs and then in applying strategies which work. He noted that many parents were paying for a diagnostic report which often did not involve the school. The school would then receive the report but there may be no change in the provision being offered.

He also said: "If you're testing for dyslexia, small numbers of kids get identified and prioritised but massive numbers with similar sorts of problems do not get helped. What a lot of services are trying to do are to find ways that would identify - rather than having a small number of children identified as dyslexic under very spurious criteria, they're trying to find ways to identify all children who are struggling to read in local authorities."

In 2024-25, the Southwark dyslexia offer is focused on developing the practice within Southwark schools. Training sessions are being provided: 'Identifying dyslexia in the classroom'; 'Classroom strategies for supporting pupils with dyslexia'; 'Using school-based assessment tools for literacy (reading, spelling, handwriting)'. There will be also sets of the school-based assessment tools which SENCoS can borrow and use in their school. There will be further training in the next school year, with the aim of developing the practice of teachers and support staff across the borough so that learners with literacy difficulties are quickly identified and supported effectively.

Please continue to liaise with the school SENCo if you have concerns and they will be able to confirm the processes that are being used by the school to identify difficulties and what support is in place.

Best regards,

Kate Hannam  
Inclusion and Monitoring Team

## Year 2 DT

In this week's DT lessons, the year 2 children designed a vehicle with wheels, axles and a chassis, that when combined, would allow the wheels to move. They selected from a range of materials and components to build their designs and, after testing, adapted their mechanisms if things didn't work or to make improvements. At the end of the day, the children had the opportunity to showcase their moving vehicles to the rest of the class!



## Reception pea planting

The children had fun planting peas in damp tissue and are now waiting patiently to see them germinate. We can't wait to watch the first little sprouts appear!





## Year 4 topic writing

Year 4 have accumulated all their most recent topic knowledge about rivers and written excellent independent assessments to answer the big question: 'How important are rivers to people's lives?' Well done year 4 - amazing work!

**Learning Question:**  
How important are rivers to people's lives?

**Success Criteria:**

- I can explain the journey of a river
- I can describe the human and physical features surrounding two different rivers
- Can I compare one river to another in another continent?
- I can identify the ways in which humans use rivers in their day to day lives

**Independent** **did not achieve** **working towards**

Date: w.b. 28.04.25

**Topic Write**

**What makes up a river?**  
A river begins in **high ground** such as **mountains and hills**. This is the **source**. The water flows through the **upper course** and **lower course**. The water flows in the **source** of a river is **fast**. As it flows down through the **upper course** it **carries water**. It then carries it into a river and becomes **deeper and deeper**. The river is located in the **lower course**. It is like a river **flows in a low** **sea or ocean**. Sometimes the little rivers that **join rivers**. This is called **tributaries**. The bottom of a river is a **river bed**. The **edges of a river** is a **bank**.

**What human features surround the River Thames?**  
The River Thames has a lot of **human features** like **bridges, tunnels** and **transportation**. The Thames goes through **London** which is a **big city** where lots of people live. There is **many different businesses** around the **Thames** for there is lots and lots of **buildings, quays** and **clocks for boats** and **gorgeous landmarks**.

**What human features surround the River Avon?**  
The River Avon flows in the **west of England**. It is a **much more rural area** and so there are **less human features** surrounding it. However, there are **still bridges, farms** and **houses** such as **Bath** which has **less buildings** and  **bigger than London**.

**What physical features surround the River Thames?**  
There are some **physical features** surrounding the **Thames** like **woodland, fields** and **wildlife** but **London** is **not** there because it **flows through a busy urban area**.

**What physical features surround the River Avon?**  
The River Avon flows through a **more physical features** as it is a **more rural part of the UK**. There are **fields, countryside**, **hills** and **woodland** in the area as it is **less built up** than London with lots of **buildings**.

**Life surrounding the Thames River**  
Life surrounding the Thames is **busy** as it flows through a **big city** like **London**. There's lots of **trade** on the **with boats and ships** used for **transport**. There is also **tourism** with

**Learning Question:**  
How important are rivers to people's lives?

**Success Criteria:**

- I can explain the journey of a river
- I can describe the human and physical features surrounding two different rivers
- Can I compare one river to another in another continent?
- I can identify the ways in which humans use rivers in their day to day lives

**Independent** **did not achieve** **working towards**

Date: w.b. 28.04.25

**Topic Write**

**1. How are rivers formed?**

Rivers start at the **source** which is usually in **hills and mountains**. They flow through the **upper course** the **lower course** and end at the **mouth** which flows into another body of water like the **ocean and seas**.

**2. What human features surround the River Thames?**

The River Thames has lots of **human features** such as **bridges, tunnels** and **transportation**. The Thames goes through **London** which is a **big city** where lots of people live.

**What human features surround the River Avon?**

The River Avon flows in the **west of England**. It is a **much more rural area** and so there are **less human features** surrounding it. However, there are **still bridges, farms** and **houses** such as **Bath** which has **less buildings** and  **bigger than London**.

**3. What physical features surround the River Thames?**

There are some **physical features** surrounding the **Thames** such as **woodland, fields** and **wildlife** but **London** is **not** there because it **flows through a busy urban area**.

**What physical features surround the River Avon?**

The River Avon flows through a **more physical features** as it is a **more rural part of the UK**. There are **fields, countryside**, **hills** and **woodland** in the area as it is **less built up** than London with lots of **buildings**.

**4. Life surrounding the Thames river**

Life surrounding the Thames is **busy** as it flows through a **big city** such as **London**. There is lots of **trade** on the **river with people and ships** used as **transport**. There is also **lots of tourism** with people going to see **gorgeous sights**.



## Mental Health Awareness Week

This week we celebrated the power and importance of community. Being part of a safe, positive community is vital for our mental health and wellbeing. Today we wore green to promote positive mental health - *green signifies new life, new growth, and new beginnings.*



## Support for families 1 - Little Fish Theatre (Year 6 transition)

This FREE Southwark project is designed to empower children aged 9-11 and assist them in developing crucial life skills, such as personal, social, and health education, to ensure a smooth and successful transition to secondary school. This programme is primarily aimed at children who may struggle with the transition to secondary school more than their peers. It is specifically designed for students with Special Educational Needs, those with an EHCP, eligible for FSM, or with an allocated FEH or social worker.

This year's **free** multi-arts summer programme will take place at Rye Oak Primary School, Whorlton Road SE15 3PD between **28th July and 8th August 2025**. Click on the link below for further information:

[Little Fish Theatre](#)

## Word of the Week

This week's *Word of the Week* is **occurring**. Please discuss its meaning with your child/ren and encourage them to share what they have learned with their teachers in school to receive gems. Do they know the origin? Can they use the word correctly in a sentence? Can they identify and explain the meaning of alternative forms e.g. **occur/occurrence**. Can they identify any synonyms or antonyms?

Please find below previous words that we have used in school:

Previous words	accompanying, variety, frequent, sincere, appreciating, tolerant, immediate, guarantee, occupying, amateur, foreign, queue, parliament, developing, bargain, communication, prejudice, attached, aggressive, symbol, available, sufficient, system, rhythm, criticise, identity, governed, bruise
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I would like to wish you and your family a wonderful weekend!

Ray Capper  
Head of School