

BELIEVE, ACHIEVE, ASPIRE

ST BURYAN ACADEMY NEWSLETTER

Friday 8th March 2024

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Key Dates

Please check the school calendar through our website regularly - more dates will be added as the term goes on

12/2/24 - 16-2/24 - February Half Term

28/3/24 - Last day of Spring Term

15/4/24 - Start of Summer Term

27/5/24 - 31/5/24 - May Half Term

19/7/24 - Last day of Summer Term

COMIC RELIEF - FUNKY HAIR !

Wear a wig, style your hair in a funky design - even add temporary colour! temporary colour!

£1 donation for Comic Relief
Friday March 15th

PLEASE NOTE THAT TERM FINISHES
AT 1.15pm ON 28/3/24

In this edition...

- Welcome
- This week in pictures
- Spring 2 Menu
- Supporting reading at home
- The importance of reading
- International Women's Day
- Advice on dealing with self-regulation
- Supporting children's sleep course details

Welcome to this week's newsletter!

It has been an action packed week this week with so much going on!

Yesterday we marked World Book Day with our Bedtime Story theme dress-up day. We also celebrated our love for reading by sharing some of our favourite bedtime books as well as having a book swap where children brought in pre-loved books to trade for a new one to enjoy!

On Tuesday we celebrated St Piran's Day. We learnt about our county's patron saint, listened to Cornish songs, wore our black, white and gold as well as much more. On Wednesday Mrs Wilson continued the Cornish theme by making pasties with Nanjizal Class in their Forest School session!

Monday saw us welcome all of our parents into school to share some recent learning based around the book, The Lost Words. Every year we carry out a whole school writing project based around the same text. It is great to see how the children's work progresses across the school, but to hear them talk to each other about their shared learning experiences is so valuable. They love sharing their work with you and showcasing their learning!

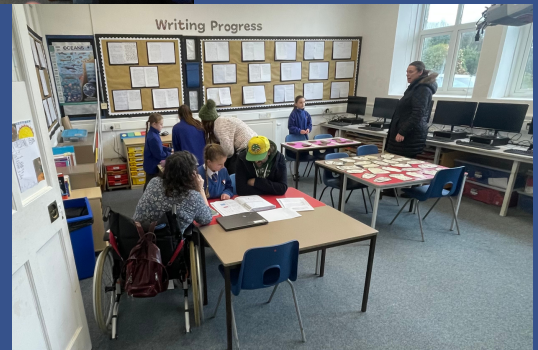
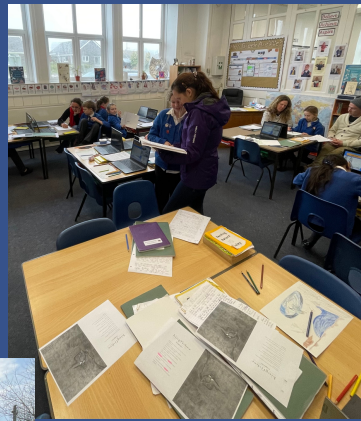
The week before we continued our sporting success in both hockey and cross country. Hockey saw yet more impressive score-lines, with some fantastic displays of athleticism, teamwork and resilience during a challenging cross country event. Congratulations again to Lettie for picking up another silver medal!

It is a relatively quiet week next week in comparison. We are raising funds for Comic Relief on Friday though. Children are to wear their school uniform but for a £1 donation they can come in with whacky hair. Whether it be a wig, hairstyle or temporary hair dye - let's see what we can raise for Comic Relief. To fit this year's theme (Do Something Funny For Money), we are asking children to come in with their best joke! We will be having an open competition for those who wish to participate. We just ask that jokes are prepared and are school appropriate! The winning joke - judged on humour, delivery and comic timing - will win a prize! This is a great way to practice speaking and listening, developing confidence and much more!

Remember that we are inviting children to take part in an arts and crafts activity where children can create a landscape image based on the song 'Cornwall My Home'. This is optional and children have until Monday 11th March to bring in their landscapes. All that do will receive a Cornish prize.

Have a great weekend

Mr McDonald and all at St Buryan Academy



HELLO SPRING 2

MENU 2024

February 19th 2024 - March 28th 2024

Jacket potatoes available Mon-Thurs
Fresh fruit and yoghurt available daily



HAPPY EASTER

Menu 1 w/c 19th Feb 11th Mar

Monday	Tuesday	Wednesday	Thursday	Friday
Beef burger or vegetarian burger with wedges, beans and coleslaw	Mac 'n' Cheese with peas	Roast chicken/ Quorn roast, carrots, peas, roast potatoes, calibrese and gravy	Sausage/ vegetarian sausage and cheese wraps with chips and beans	Pasties (meat or cheese) or sausage roll served with beans
Ice cream	Smarties cookies	Fresh fruit	Jam sponge	Chocolate chip buns

Monday	Tuesday	Wednesday	Thursday	Friday
Sausage pasta bake/ vegetarian pasta bake served with coleslaw	Chicken/ vegetarian enchiladas with rice	Roast pork/ Quorn roast, carrots, peas, roast potatoes, cabbage and gravy	Fish fingers/ vegetarian option, chips and beans	Cheese, onion and potato pie with beans or Jacket potato with beans and cheese
Flapjack	Brownies	Jelly	Rice pudding and jam	Tiffin

Menu 2 w/c 26th Feb 18th Mar



Menu 3 w/c 4th Mar 25th Mar

Monday	Tuesday	Wednesday	Thursday	Friday
Bacon and cheese/cheese and tomato Quiche with salad	Chicken/ Quorn curry with rice	Roast gammon/ Quorn roast, carrots, peas, roast potatoes, cauliflower cheese and gravy	Sausage/ vegetarian sausage, chips and beans	Pasties (meat or cheese) or sausage roll served with beans
Ice cream	Rocky Road	Iced buns	Apple crumble and custard	Chocolate crispy





How to support your child with reading

QUESTIONS TO ASK YOUR CHILD WHEN LISTENING TO THEM READ

Before they start a new book...

- Why have you chosen this book to read?
- What does the front cover tell you?
- What do you think might happen in this book?
- Do you think you have read any books similar to this one before?

Whilst your child is reading the book...

- Can you tell me what has happened in the book so far?
- What do you think will happen next?
- Who is your favourite and least favourite character and why?
- Have you learnt any new words or do you want to find out the meaning of any?
- Would you have done anything differently than the main character has?
- What do you think might happen next and why?
- So far, what has been your favourite bit and why?
- Can you describe the setting for me?

After your child has reading the book...

- What was your favourite part of the book and why?
- Who was your favourite character and why?
- Did you learn anything from this book? This could be a fact or a morale.
- Did the book end how you thought it would?
- Would you change the ending in any way?
- Was there a problem in the book? Was it resolved?
- Would you recommend this book to a friend?



Vocabulary:

- What does this word mean?
- Which word tells you that...?
- Which word choice could you improve?

Infer:

- What do you think the character was thinking when this happened?
- How do these words make the reader feel?
- What might these characters sound like and why?

Predict:

- From what you have read so far, what do you think will happen next?
- Looking at the picture, what do you think will happen?
- Do you think the setting impacts the story?

Explain:

- Why do you think the character's mood changes?
- Why do you think the text is laid out like this (good for poems or non-fiction)?
- How does the author engage the reader?

Retrieve:

- What can you learn from this section?
- Give an example of...?
- Any question which is directly about the text.

Summarise:

- What happened after (something else that happened in the book)?
- In a sentence, can you summarise the opening/middle/end of the book?
- What was the first main event of the story?

TIPS FOR LISTENING TO YOUR CHILD READ

Be patient! Sometimes we are too quick to jump in and read a word for a child. They may be decoding it in their head before they say it out loud.

Promote a love for reading – make it fun and a family activity. Maybe the whole family could read for 10 minutes at the same time. It doesn't always have to be a book. Comics or magazines involve reading too, so do instructions or recipes.

Remember, children love listening to adults read too. So share stories with them, do silly voices and enjoy that time together. If there's no time, audiobooks are great to listen to as well!

A child is never too old to listen to stories!



So many books



so little time

THE POWER OF WORDS

CHILD A READS...

-10 MINUTES EACH DAY

-1,800 MINUTES PER SCHOOL YEAR 

-900,000 WORDS PER YEAR 

- INCREASED CHANCE OF READING FOR PLEASURE
- INCREASED CHANCE OF ACHIEVING THE TOP TEN 10% OF TESTS
- INCREASED IMAGINATION AND CREATIVITY
- INCREASED VOCABULARY
- INCREASED LIKELIHOOD IN ACHIEVING WELL ACROSS THE CURRICULUM

NOT INCLUDING ALL OF THE 'EXTRA' READING THEY DO SUBCONSCIOUSLY

CHILD B READS...

-5 MINUTES EACH DAY

-900 MINUTES PER SCHOOL YEAR 

-450,000 WORDS PER YEAR 

- MORE CHANCE OF READING FOR PLEASURE
- MORE CHANCE OF ACHIEVING THE TOP TEN 10% OF TESTS
- MORE IMAGINATION AND CREATIVITY
- MORE VOCABULARY
- MORE LIKELIHOOD IN ACHIEVING WELL ACROSS THE CURRICULUM

NOT INCLUDING ALL OF THE 'EXTRA' READING THEY DO SUBCONSCIOUSLY

CHILD C READS...

-1 MINUTE EACH DAY

-180 MINUTES PER SCHOOL YEAR 

-LESS ACCESS TO WORDS AND THEIR 

MEANING

- LESS CHANCE OF READING FOR PLEASURE
- LESS CHANCE OF THINKING INDEPENDENTLY
- LESS IMAGINATION AND CREATIVITY
- LESS VOCABULARY

NOT INCLUDING ALL OF THE 'EXTRA' READING THEY DO SUBCONSCIOUSLY



At St Buryan Academy we believe that every child is a reader and has the potential to be a book enthusiast; if they aren't then it's because they haven't heard the right story or read the right book yet. They may find pleasure in stories or prefer to read non-fiction, factual books.

Reading a lot doesn't always mean we are great readers or find it easy; likewise, reading a little doesn't mean someone struggles with reading.

It is our ambition to help our children develop a love for reading and give them access to a wide range of texts to develop this. Evidence suggests that reading improves well-being, understanding of the world, general knowledge, imagination and creativity and much, much more.

We celebrate International Women's Day to recognise all of the amazing women in our lives. To celebrate their achievements throughout history, to empower the children we teach and to help them set their aspirations high.

Whilst we celebrate parity, equality and diversity every day within our curriculum; days like today allow us to focus on them even more.



Thank you to all of the women that make our school so special.



**HAPPY
INTERNATIONAL**

Women's Day

MARCH 8

10 Top Tips on Supporting Children with SELF-REGULATION

Children need to learn to understand and recognise their emotions, while finding healthy ways to process them. Emotional self-regulation, however, depends heavily on age and development. While very young ones or children with special educational needs and disabilities (SEND) may find it particularly challenging to self-regulate, nurturing these important skills can be hugely beneficial. Here are ten top tips for supporting children with their self-regulation.

1. DESIGNATE A TRUSTED ADULT



It's vital that children feel safe and know that there's someone they can always go to for help if they need it. Schedule consistent times for the child to develop a relationship with this person – ideally through play and games – allowing trust to grow and ensuring that the child is more likely to come forward if anything is wrong, rather than hiding their emotions.

2. MEET CHILDREN HALFWAY

Unless you know where a child is developmentally and tailor your approach to their needs, you're less likely to have an impact. In particular, younger ones and children with SEND can struggle to self-regulate and instead rely on others to help them. We call this 'co-regulation'. Rather than offering strategies for self-regulation, it could be better to start co-regulating with a trusted adult first.

3. FACTOR IN THEIR BASIC NEEDS



Remember that for a child to develop emotional regulation skills, their basic needs must be met first. Children who are hungry, tired, cold and so on – as well as those who have experienced adverse childhood experiences – may struggle to self-regulate. Before you develop strategies with any child, make sure they feel safe, secure and comfortable in themselves.

4. REMAIN PATIENT



If a child is struggling with their emotions, it can often become difficult to stay calm. Remember that dysregulation is beyond their control, so a display of frustration or anger could negatively impact the situation. Instead, children need to be met with comfort and understanding to help them manage these problematic feelings.

5. BE 'A DYSREGULATION DETECTIVE'



While some children can tell you why they become dysregulated, many others can't. You could investigate potential triggers by observing the child and talking to their family. When the child becomes dysregulated, note down details like the time, what they're doing and who they're with – the trigger may be someone they sit near, an unmet sensory need or something else entirely. Once we identify some triggers, we can help to avoid or overcome them.

6. USE SUITABLE LITERATURE



There are some wonderful books that can help you teach self-regulation to children. Reading these with a child can be especially powerful. Take time to discuss the content: ask questions about what feelings the characters had, why they felt that way and what strategies helped them. It can also be useful to refer back to snippets of these books at appropriate moments.

7. TRY SENSORY RESOURCES



An overlap between sensory needs and emotional regulation is possible. Children may struggle to self-regulate if they're experiencing sensory overload (a noisy classroom, for example). Positive sensory input can help calm them down. Use resources such as weighted blankets and fibre-optic lights. Of course, what works for one child might not work for another – so it's important to offer a choice of resources to discover which they prefer.

8. NURTURE INDEPENDENCE



If you feel it's appropriate, let children try out these strategies alone. Always offer them a choice: they could listen to music when they're feeling stressed, for example, or they could write down their worries or draw something to represent how they feel. This may take time for the child to get used to, so be patient. Encourage them to share any helpful strategies with a trusted adult.

9. MODEL GENUINE FEELINGS



Children learn a lot just from watching grown-ups. Don't be afraid to show your own emotions and self-regulation strategies. While you'll obviously want to avoid sharing anything too personal with children, they should still see us experiencing and handling our own feelings. Tell them how you are feeling, then show them how to respond in a healthy manner.

10. FORMULATE A PLAN



As much as we try to prevent children from experiencing dysregulation, it's always wise to have an appropriate plan for when it does happen. Discuss this strategy with the child (if appropriate) and their family. The best approach for an individual child is often a bespoke one; it's hugely important to know in advance what might help and what could worsen the situation.

Meet Our Expert

Georgina Durrant is an author, former teacher, Special Educational Needs Coordinator and the founder of the award-winning SEN Resources Blog, where she shares activities, advice and recommendations for parents and teachers of children with SEND.



#WakeUpWednesday

The National College



Sleep Wise

A WORKSHOP FOR TIRED FAMILIES
presented by the Cornwall Mental Health Support Team

Sleep Wise – a short presentation by Hunrosa
Sleep Consultants to help parents with sleep
strategies for young people and families..



Tuesday 12th March 2024
10:00 - 11:30 am
Book [HERE](#)

OR



Wednesday 13th March 2024
16:30 - 18:00 pm
Book [HERE](#)



Mental Health Support Team (MHST)