

# Allanson Street News

7<sup>th</sup> March 2025

Our value this month is:  
**Independence**



## Reminders

Please make sure your child is wearing the correct school uniform. Complete guidance can be found on the school website. If you have any questions regarding uniform, please speak to your child's class teacher.

Remember that we have plenty of pre-loved uniform in our Unicycle centre. If you'd like to access this service, please contact Mrs Browne or Mrs Tyrer via **Pastoral Classdojo**.



## Dates for your diary

- 17<sup>th</sup> and 18<sup>th</sup> March, Parent's Evening
- 20<sup>th</sup> March, STEM day

## COUGHS & SNEEZES SPREAD DISEASES



**COVER UP!**

## Coughs and sneezes spread diseases!

To help stop the spread of germs:

- Cover your mouth and nose with a tissue when you cough or sneeze.
- Throw used tissues in the rubbish bin.
- If you don't have a tissue, cough or sneeze into your elbow, not your hands.

Remember to immediately wash your hands after blowing your nose, coughing, or sneezing.



## This Week's Highlights

In **Nursery** we have continued to learn the words and actions to retell the story – Jack and the Beanstalk. We listened to the story of “The Runaway Pancake” and enjoyed making the pancake batter and choosing our favourite topping to put on it, to eat. The children looked fabulous in their World Book Day costumes and enjoyed a game of story character bingo.

In **Reception**, we have enjoyed learning about our new book- ‘All afloat on Noah’s boat’. The children have been learning about British animals and animals from other countries. We have also had fun in maths working out which animals add up to 4, 6, 8 and 10 based on adding up their legs. Staff were blown away with the costumes for World Book Day – thank you all for going to so much effort.

In **Year 1** we have been comparing old and new hospitals. We have been looking closely at improvements over the years to our healthcare. In English, we created our very own group poems linked to our World Book Day outfits. We had lots of fun acting them out!

In **Year 2** we got a huge surprise on World Book Day when Coach Adam showed us the dragon fruit he had discovered on the field during forest school. We are super excited to take care of it and are keeping our fingers crossed that it hatches into a baby dragon! We also loved celebrating World Book Day with our costumes, sharing our books, writing a dragon poem and designing our own dream dragon.

In **Year 3** we learnt about mummification during Ancient Egyptian times and about the journey to the afterlife. We have started a new book in our English lessons called Tuesday, all about a flying frog invasion! On Thursday we had so much fun dressing up as our favourite book characters and writing and performing our own Kennings.

In **Year 4** we are really enjoying our new book ‘Queen of Darkness’ and finding out about the warrior Queen Boudicca-the inspiration for our kenning writing on world book day! In Maths we have started to find out about fractions and in history we enjoyed rating Roman achievements this week and saying which one we thought was the most impressive and why!

In **Year 5** we started our new science topic living things and have enjoyed dissecting and labelling the parts of a flowering plant. It was wonderful to hear how much knowledge the children had retained from Y2,3 and 4! In Geography, we have been locating which countries are in different climate zones and locating them using an Atlas. We have also enjoyed WORLD BOOK DAY on Thursday, it was great to see lots of our children dressing up as characters from books we have read in Year 5!

In **Year 6**, we have begun to look at measurements and percentages in maths and are ready to write our final piece in English about the landlady. In art, we have begun our new unit on the artist Adonna Khare. We’ve been looking at her art and tried to replicate it using a range of sketching techniques. We also had a great time on World Book Day.

## ★ This Week's Value Stars!! ★

<b>Nursery:</b> Ishya, Nicolas, Teddy C & Daniella	<b>Reception:</b> Eliza, Louie, Nirvana, Sienna
<b>Year 1:</b> Theo V, Linden B, Mya M, Maison S	<b>Year 4:</b> Kaleb V, Bryonie KA,
<b>Year 2:</b> Niamh W, Marnie-Rae C, Lyanna A, Theo K	<b>Year 5:</b> Yousif, Lilliana, Amelia, Daniel
<b>Year 3:</b> Charlie E, Ruby-Ann M, Leo R, Martin M	<b>Year 6:</b> Jack B, Lexie D, Adnan A, Eve S

## Weekly Winners



The top Oxford Reading Buddy this week:

Last 7 days | Change date range

Average quiz score ▾ eBooks completed ☒ Logins ▾ Badges earned ▾

Taiwo A	<div style="width: 89%;"></div> 89%	10	6	6
Year 4				



The Times Tables Rockstars winners are:



This week's tournament:

7th March - 13 March 2025

Year 6
Year 5
Year 4
Year 3

## Attendance

**School Target:**  
96%

**Early Years** — N am 93.3% N pm 94%

RKL 93.6% RMC 93.5%

**KS1** —

Y1PT 94% **Y1TE 98%**

Y2GW 97% Y2LB 92.7%

**LKS2** —

Y3EH 96.3% Y3LC 96.9%

**Y4MC 98.9%** Y4MM 98.3%

**UKS2** —

Y5EK 97.3% Y5NO 93.6%

Y6JM 93.2% **Y6LA 99.3%**

(This week's winners are highlighted in yellow)



## This Week's Learning at Home

### Word of the Week:

**Nursery** — batter

**Reception** — afloat

**Year 1** — health

**Year 2** — divide

**Year 3** — mummification

**Year 4** — interdependence

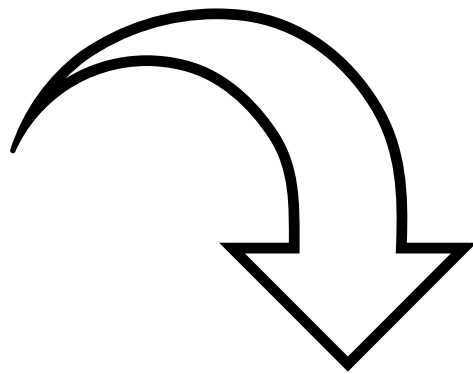
**Year 5** — asexual

**Year 6** — manipulative

The way we engage with text has changed dramatically over the years. Whether reading captions on social media, instructions in a video game or an e-book on a digital device, technology plays a major role in modern literacy.

To help struggling readers, many digital platforms offer tools that enhance readability by making text more accessible and engaging. There's also a broad range of accessibility features available, such as screen customisation and text-to-voice technology, which may help children and young people improve their literary confidence.

This guide offers ten top tips on how you can help young readers engage in text and foster a love for reading.





# 10 Top Tips for Parents and Educators USING TECHNOLOGY TO BOOST READING SKILLS

The way we engage with text has changed dramatically over the years. Whether reading captions on social media, instructions in a video game or an e-book on a digital device, technology plays a major role in modern literacy. While traditional books remain invaluable, digital tools can enhance reading skills by making text more accessible, interactive and engaging.

## 1 CHOOSING THE RIGHT TYPE OF TEXT

Before integrating technology, consider the types of text that a child engages with. If they need help on occasion, digital reading pens can assist by scanning and reciting words or sentences. These tools are especially useful for students with reading difficulties, and can even be used in exams if they're part of their routine learning process. Proper training and practice are required, but they can be a great help when tackling printed text.

## 2 READING ON SCREEN

Many devices now allow users to customise text for better readability. Adjusting font type, size and background colour can significantly enhance comprehension. For many readers, white text on a black background is the easiest to see, whereas other styles – such as dyslexia-friendly fonts – are designed to help those who are struggling. Teaching children how to personalise text settings on their devices empowers them to read more comfortably and with greater confidence.

## 3 ACCESSIBILITY TOOLS

Most modern devices include built-in tools designed to support readers. These features can be found in Settings under Accessibility and may include text-to-speech, speech-to-text and screen magnification functions. Enabling these tools can make digital reading more user friendly, especially for children with learning difficulties or visual impairments, who might have an easier time with spoken language than the written word, or who might simply require a closer look at the text.

## 4 INTERACTIVE READING PROGRAMMES

Many digital reading devices, such as Kindle and other e-readers, offer features like word highlighting, adjustable text speed and built-in dictionaries. These tools help learners to break down complex words and phrases while maintaining an appropriate reading pace. Some programmes even allow users to track their progress, making reading a more structured and motivating experience.

## 5 VIDEO GAMES AND READING SKILLS

Many video games require players to read instructions, character dialogues and mission objectives, making them an unexpected but effective literacy tool. Games that involve storytelling, puzzles or problem-solving often include large amounts of text – encouraging children to read these texts aloud or discuss them can improve their comprehension and vocabulary in a fun, engaging way.

## 6 SUBTITLES AND CLOSED CAPTIONS

Watching videos with subtitles or closed captions is an effective way to enhance reading skills. As children watch their favourite shows or online videos, they can follow along with the text, gaining a better understanding of how written words sound when spoken aloud. This is particularly beneficial for reluctant readers, as it exposes them to words in a familiar, engaging context. Repeatedly watching content with subtitles reinforces word recognition and comprehension.

## 7 USING AUDIOBOOKS

Audiobooks are an excellent way to develop listening and reading skills simultaneously. Children can follow along with the text while listening to a narrator, reinforcing word recognition and fluency. For struggling readers, listening to an audiobook before attempting to read the text independently can boost their confidence and comprehension.

## 9 TEXT-TO-VOICE TECHNOLOGY

Text-to-voice software reads digital text aloud, making it easier for learners to follow along. Most smartphones, tablets and computers come with this function built in. When enabled, users can highlight a passage or sentence and press Play to hear it read aloud. This tool is particularly helpful for auditory learners and those who struggle with decoding written words.

## 8 VOICE-TO-TEXT FOR WRITING AND READING

Voice-to-text tools allow users to dictate words, which are then transcribed into text. This feature helps children see the connection between spoken and written language. By using text-to-voice to have their dictated words read back to them, learners can identify mistakes and improve their reading and writing skills simultaneously.

## 10 SOCIAL MEDIA AND PARENTAL CONTROLS

While social media provides opportunities for reading, most platforms have age restrictions of 13–16 years old, making parental guidance essential. Many social media videos include captions and comments that can encourage reading. However, it's important to use the platform's parental controls (such as time limits and content filters) to create a safe and educational online environment for children. Encouraging responsible social media use can ensure a balanced and productive approach to digital literacy.

## Meet Our Expert

Catrina Lowrie is a qualified special needs teacher and experienced SENCO. She recently launched her own site, Neuroteachers, which offers a library of short, 'how-to' and explanation videos for educators. Catrina also writes and delivers online training and events for multi-academy trusts, businesses, schools and training organisations.



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