



Diary Dates:

- Wednesday 13th 2025 Year 6 Parent Meeting Day
- Friday 7th February HTAFC Blue and White Foundation Day
- Friday 14th February ASPIRE DAY – dress up as your dream job!
- Year 6 SATS Monday 12th -Thursday 15th May

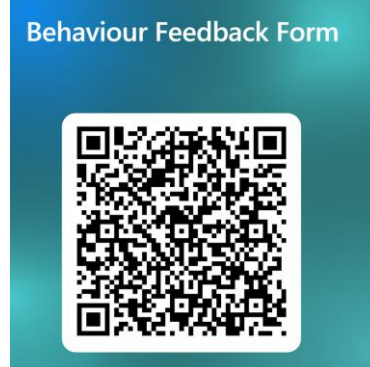


Head Teacher's Message



As we approach the end of another busy week, I would like to take a moment to express my sincere gratitude to all of you who attended our recent Parents' Evening. It was wonderful to see so many of you there, with an impressive turnout of over 70% of our parent community. Your engagement and interest in your child's education are truly valued, and I am grateful for the opportunity to share their progress with you.

I would also like to thank those of you who have taken the time to complete our recent Behaviour Questionnaire. Your feedback is invaluable in helping us to understand the needs and concerns of our students and to make informed decisions about how to support them. If you haven't had a chance to complete the questionnaire yet, please follow this link, please also see our behaviour on a page information sheet at the end of the newsletter.



Collective Worship

This week, we embarked on our Aspire theme, revisiting the timeless story of David and Goliath. This iconic tale, shared across the Abrahamic religions, including the Bible, the Qu'ran, and the Torah, serves as a powerful reminder that we all have the potential to overcome our personal "Goliaths" and achieve our aspirations.



Through our discussions, we explored the idea of facing our fears and challenges head-on, just as David did when he confronted the giant Goliath. We reflected on how this story can inspire us to tap into our own courage, faith, and determination to reach our goals.

We're excited to continue exploring the Aspire theme and discovering new ways to overcome obstacles and achieve our aspirations.

READING AT HOME



Reading at Home

Here at St Thomas, we are deeply aware of the importance of children reading with their parent or guardian at home. Reading at home is invaluable to a child's academic development.

Research has shown that one-on-one reading time and access to books are important predictors of future literacy skills and, inevitably, future educational outcomes.

Be a great reading partner!

It's no fun to read when you're forced to or feel embarrassed to read. Building trust and supporting a child reader is crucial as a reading partner. Here are some tips for becoming a great reading partner:

- Be patient and encouraging.
- Read aloud and track the words with your finger as you are reading.
- Read the same stories over and over. Try reading the same stories in different ways, with different voices to make it fun and interesting.
- Ask questions about the story while you're reading.
- Discuss what you see in the pictures.
- Pick books that are at the right level for your young reader—5+ mistakes on one page is too hard.
- Gently correct mistakes and re-read the entire sentence.
- Give positive feedback and tell the reader he or she is doing a great job.
- Build reading into your child's daily routine – read at least 5 x per week.

Reception

Reception have been busy this week introducing our project this half term; Winter Wonderland. We have enjoyed exploring real ice and finding out about different places around the world that are cold.



Year 1



This week Year 1 have started their new DT project 'Taxi'. We had a look at different toys and how they moved. We have learned some new vocabulary: axis, chassis and wheels and have started to identify these on some of the toys.

Year 2



Yr 2 went on materials walk around school and made a pic collage of the ones we saw.

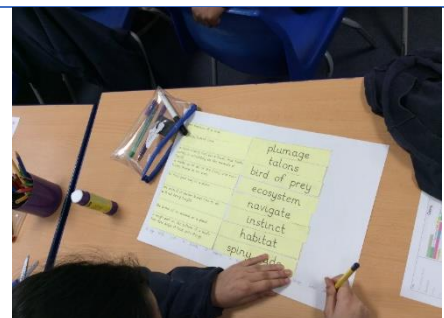
Year 3

In Year 3 this week we began our new book in English writing – Journey, by Aaron Becker. Journey is a picture book which means it is a brilliant text to use for our writing as we have a blank page to start with. In our first lesson, we looked at some of the pictures from the book, tried to decide what was happening and, as a challenge, we attempted to order the pictures to tell the story.

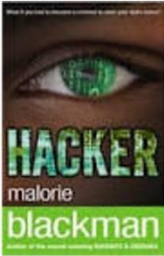
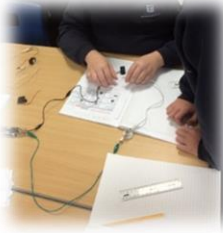






Year 4

In year 4, we will be writing a non-chronological report on the bird of prey osprey. We have been exploring some of the technical language required write a report and matching definitions to the words. We also had a bit of fun playing definition bingo.



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<p>Year 5</p>	 <p>This week in reading, Year 5 have been using their debating skills. We have been discussing what we think the main character in our new book, Hacker, should do. Should Vicky give the letter to her parents or not?</p>
<p>Year 6</p>	<p>This week in Year 6 we have been looking at circuits. We have used our knowledge to create different variations of circuits and tested to see if they conduct electricity or not. We represented our circuits in our books using the symbols for each component.</p> 
<p>SCHOOL</p>  <p>DINNERS</p>	 <p>Our school dinner children were thrilled to enjoy breakfast for lunch on Thursday as part of the Kirklees catering seasonal theme days. Although we don't usually send out information about these special days, they were previously shared on the menu handed out earlier in the year. However, the children absolutely loved this one, so a huge thank you to our kitchen staff for making it a success! We've asked for details of future theme days so we can keep you informed in advance.</p>
<p>Home Visits</p> <p>HOME VISITS</p> 	<p>To ensure the safety and well-being of all our students, home visits are a key part of our attendance procedures.</p> <p>Here's how it works:</p> <ul style="list-style-type: none"> • Day 1 Home Visit: If a child is absent from school and we do not receive any communication from the family explaining the reason for the absence, a member of our staff will conduct a home visit on the first day of the unexplained absence. This is to confirm the child's safety and to offer any necessary support to the family. • Day 3 Home Visit: For all absences, even those with an initial reason provided, we will conduct a home visit on the third consecutive day of absence. This is to ensure continued support and to check on the child's well-being. <p>These home visits are in line with recommended good safeguarding practices and are consistent with policies followed by other local schools. Our goal is to ensure every child's safety and to maintain clear communication with families. Thank you for your cooperation in helping us keep our school community safe.</p>
<p>Attendance</p> <p>Each day in school builds valuable skills, knowledge, and connections that help students thrive academically and socially. Consistent attendance strengthens routines, boosts learning, and supports a positive school experience. Let's work together to make every school day count!</p>	<p>Attendance Matters</p>  <p>Every Day Counts....</p>

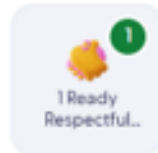


Behaviour at St Thomas on a page

Our 3 school rules



Our Rewards



We get points for showing our 3 school rules in action, especially when doing our 3 school rules leads to good work and great friendships.

We draw Golden Tickets and give prizes in exchange for dojo points.



We give certificates and merits for outstanding work and conduct.



Our Behaviour Levels

We use the same language around school for behaviour that is unacceptable: our behaviour levels.

Level 1	Level 2
<p>Checklist</p> <ul style="list-style-type: none"> Interrupting the lesson Not on task Distracting other children Circle movement around the classroom Minor deliberate damage to another child's or school property Disrespectful attitude to another child or adult Not ready, respectful or safe 	<p>Checklist</p> <ul style="list-style-type: none"> Persistent Level 1 behaviour Not following reasonable requests Deliberately not completing task set Behaviour that causes others distress (first instance reported) Bullying type behaviour (first instance reported) Disrespectful language and attitude to another child or adult that causes distress

Level 1

Addressed within class

It's behaviour that may disrupt the learning at the first stage.

Level 2

Addressed within class

It's behaviour that has continued or is deliberately disrespectful.

Level 3

Addressed by our behaviour team

It's behaviour that has been violent, unsafe or damaging.

Level 4

Addressed by our behaviour team

It's behaviour that is the most serious and will mean time out of class or school.

Our levels are detailed in our policy.

How we support

Communication

We are on the door, available via email and phone. We keep our families informed.

Adults and Rooms

We have rooms and adults who are timetabled to support our pupils and help them to thrive.
NEST Roots & Shoots Blossom

Target Cards

We help our children learn and practise the desired behaviours.



Report Cards

A daily check on behaviour and attitude is shared with a member of our team.

ST THOMAS PRIMARY SCHOOL
WEEKLY REPORT CARD

