



## A Few Words from Mr Hancox

There is lots of evidence to suggest that children who read for enjoyment every day not only perform better in reading tests than those that don't, but also develop a broader vocabulary, increased general knowledge and a better understanding of other cultures. Learning to read is about listening and understanding as well as working out print. Through hearing stories, young children are exposed to rich and wide vocabulary. This helps them to build their own vocabulary and improve their understanding. As your child learns to read, you can help them choose books they will be interested in and give them time to practise reading their home reading book. By taking regular trips to the library with your child to borrow books and spending time looking at books together, will help them to develop good reading habits.

### Why is reading (and reading at home) so important?

Nothing is more important in education than ensuring that every child can read well. Pupils who can read are overwhelmingly more likely to succeed at school, achieve good qualifications, and subsequently enjoy a fulfilling and rewarding career. Those who cannot, will find themselves at a constant disadvantage. (Nick Gibb MP)

“...parents who engage their children in books prepare them to become committed and enthusiastic readers: they can transform their attitudes to reading” (The reading framework: Teaching the foundations of literacy January 2022 DfE)

From looking at our Whole School Reading Tracker we can see how each Year Group has fared with achieving their targets. We all need to ensure that our children are reading at home consistently.

### Spring 2

YR 20% children achieved reading target of 25 reads over 7 weeks  
Y1/2 39% children achieved reading target of 25 reads over 7 weeks  
Y3/4 32% children achieved reading target of 25 reads over 7 weeks  
Y5/6 23% children achieved reading target of 25 reads over 7 weeks

YR 40% children read less than once per week  
Y1/2 29% children read less than once per week  
Y3/4 29% children read less than once per week  
Y5/6 9% children read less than once per week

Across the whole school 9% children recorded no home reads

We will be sorry to say goodbye to Miss Williams, who will be leaving our school on Friday 6th June 2025. Miss Williams has decided to return to New Zealand to pursue new opportunities and challenges, and we wish her all the best in her future endeavours.

All future posts will be shared through Facebook (Ankermoor Fierte) and Twitter/X (@ankermoorfierte) This is because we are now linking our news stories on the school website (<https://www.ankermoor.org>) to our social media presence. Please support us by following us on these two platforms, thank you for any inconvenience this has caused you.

Swimming Gala update - We are so proud of how Blake C (in Year 5), represented the school. He was incredibly supportive of other children, he tried his best and showed an attitude that we are very proud of.

## THE MENTAL HEALTH SUPPORT TEAM IN SCHOOLS ARE OPEN OVER THE SCHOOL HOLIDAYS

Monday 14th April - Friday 25th April  
(excluding weekends and bank holidays)

If your child is experiencing low level mental health difficulties, we may be able to help. Call us\* between 9am - 5pm (Monday to Friday), leave your name and number and one of our practitioners will give you a call back to see what support we can offer.

We can help with:

- Low mood
- Anxiety
- Sleep difficulties
- Worry
- Panic

Burton and Uttoxeter  
01283 504487

Cannock and Lichfield  
01283 352113

Stafford  
01283 352097

Tamworth  
01785 301027



\*Please note that these contact numbers are not to be used in an emergency.

Thank you to F. M. & J. Wait Funeral Directors for their Easter Egg Appeal this year; you donated several eggs for local children! All the entries for the Easter egg competition were judged and we are proud to announce the winners: 1<sup>st</sup> place Ella S, 2<sup>nd</sup> place George B and 3<sup>rd</sup> place – Charlie L – Well done!



## 25 Reads

Well done to all of the children who read 25 times this term. The children who were picked out of the hat, received a beautiful book.

Reception – Bella W, Sofia L  
Year 1 – Harper C, Robyn F, Jessie H, Realle M  
Year 2 – Zara S, Ella R, Rebecca M, Maisie H, Charlie L, Ellie F, Hollie G  
Year 3 – Oliver A, Isla G, Terence H, Oscar K, Harley S  
Year 4 – Benjamin M, Millie H, Charlotte E, Harry M, Katherine W  
Year 5 – Tyler S, Alfie B, Mya S  
Year 6 – Logan F, Isabella S



F. M. & J. WAIT  
23 Lower Gables, Tamworth B79 7AT  
01827 648201 | [www.fmwait.co.uk](https://www.fmwait.co.uk)

DIGNITY  
Funerals

## SEND



The April update for SEND is focusing on Autism as part of Autism Acceptance month in

April. Please remember if you have any concerns or questions contact [SEND@Ankermoor.org](mailto:SEND@Ankermoor.org)

### What is happening in the Summer Term

2 <sup>nd</sup> May	Reception Forest Friday - Year 5/6 Parent Lunch
9 <sup>th</sup> May	Year 1/2 Forest Friday - Year 3/4 Parent Lunch
12 <sup>th</sup> May	Key Stage 2 SATs – English grammar, punctuation and spelling (Paper 1) – English grammar, punctuation and spelling (Paper 2 – spelling)
13 <sup>th</sup> May	Key Stage 2 SATs – English reading
14 <sup>th</sup> May	Key Stage 2 SATs – Mathematics (Paper 1 – arithmetic) – Mathematics (Paper 2 – reasoning)
15 <sup>th</sup> May	Key Stage 2 SATs – Mathematics (Paper 3 – reasoning)
16 <sup>th</sup> May	Year 3/4 Forest Friday – Year 1/2 Parent Lunch
20 <sup>th</sup> May	Interhouse Sports Competition (In PE lessons – Parents invited)
23 <sup>rd</sup> May	Year 5/6 Forest Friday - Reception Parent lunch
23 <sup>rd</sup> May	Half Term
6 <sup>th</sup> June	Reception Forest Friday - Year 5/6 Parent Lunch
13 <sup>th</sup> June	Year 1/2 Forest Friday - Year 3/4 Parent Lunch
15 <sup>th</sup> June	Fathers' Day – Cake and crafts
20 <sup>th</sup> June	Year 3/4 Forest Friday – Year 1/2 Parent Lunch
27 <sup>th</sup> June	Year 5/6 Forest Friday - Reception Parent lunch
30 <sup>th</sup> June	Chocolate/Alcohol non uniform day (for Summer Fair).
1 <sup>st</sup> July	Sports Day
4 <sup>th</sup> July	Summer Fair
Week of 7 <sup>th</sup> July	Fierte Arts Festival
9 <sup>th</sup> July	Reserve Sports Day
18 <sup>th</sup> July	Summer Finale menu
10 <sup>th</sup> July	Summer Discos – (N, R, Y1, Y2) (Y3, Y4, Y5, Y6)
10 <sup>th</sup> July	Transition day (meet the new teacher) Reception (New to school transition)
11 <sup>th</sup> July	Reports go out
14 <sup>th</sup> July	Year 6 Leavers' Party night
15 <sup>th</sup> July	Drop in Parents' Evening
15 <sup>th</sup> July	Interhouse Sports Competition (In PE lessons – Parents invited)
15 <sup>th</sup> July	Rock Steady Concerts
18 <sup>th</sup> July	Summer Holiday
21 <sup>st</sup> July	INSET Day (School closed)

Please come and join us at the next

### Parent Inclusion Meeting



**Wednesday 30<sup>th</sup> April**  
**2.30pm at Ankermoor Primary School**

Please join us for an informal meeting with other parents – we will be celebrating autism acceptance months and looking at how we can support children with transitions. Refreshments will be provided.

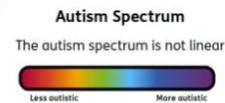
For any questions please contact the school office or email [send@ankermoor.org](mailto:send@ankermoor.org)

Every autistic individual has their own strengths, differences and needs, their own life journey and their own unique story.

This is described by the Autistic Young Experts, in their own words, as follows:

*'It's colourful and it paints the world in a different way - every individual on the spectrum has their own picture, or experience, of life'*  
(Saffron, Autistic Young Expert).

*'A multi-layered, non-linear, interconnecting relationship of different attributes/traits'*  
(Annabel, Autistic Young Expert).



The autism spectrum looks more like

With many different traits defining what autism is for an individual



For this reason, we should avoid using 'high/low functioning' and instead think of how these traits can fluctuate depending on circumstances

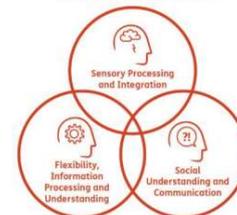


### About Autism

Being autistic does not mean you have an illness or disease. It means your brain works in a different way from other people. Autism is not a medical condition with treatments or a 'cure.' Instead, autism is a processing difference that can have an impact on many areas of a person's life.

Autistic people will experience differences in three key areas:

The Three Areas of Difference



There is no 'typical' autistic person.

While autistic people share similar characteristics to some degree, they are also all different from each other. This is because autism is considered a spectrum. The autism spectrum is not linear from 'high' to 'low' but varies in every way that one person might vary from another.

### Our Pride Our Joy



Our incredibly creative nursery children have all made beautiful Easter Bonnets. It was very hard to judge between all of the Easter eggs, bunnies, flowers, farmyards and little chicks. They all should be very proud!

# What Parents & Educators Need to Know about BLUESKY SOCIAL APP

While Bluesky has been around since 2019, it's suddenly taken off in a big way thanks to a couple of recent events from X (formerly Twitter). Indeed, it took a combined effort from Elon Musk's outright ban of transgender users on X, and a more open-minded alternative to X – but like any social media site, it still has its share of risks.

AGE RESTRICTION  
**13+**

With an app store rating of 4.5, Bluesky is a popular choice for many parents.

## WHAT ARE THE RISKS?

**NO PRIVATE ACCOUNTS**  
While most social networks allow accounts to be private, at the time of writing, all Bluesky accounts must be public. The only choice for the adult, but the app is built on a public-first protocol. It's more open-minded about who can see a user's profile or interact with it, but it may not be the implementation of group chats.

## INTERACTIONS WITH STRANGERS

Every account being public means that anyone can be contacted by anyone else. While users don't have to respond and can easily block people and report on it, it does mean that youngsters are at a higher risk of being contacted by strangers. It's more difficult to report on strangers with ill intentions. These accounts can be compromised by the most malicious stranger, requiring a user to provide their real name.

## TROLLING AND BULLYING

While Bluesky generally feels like a kinder place than other social networks, it does have a reputation for trolling and bullying. Youngsters are more likely to be targeted by trolls and bullies, and it's more difficult to report on them. While users can block and report on trolls and bullies, it's more difficult to report on them. While users can block and report on trolls and bullies, it's more difficult to report on them.

## Advice for Parents & Educators

### USE THE ADULT CONTENT FILTER

Bluesky doesn't have a strict age filter, but there are several filters which can be used to filter out adult content. These are available by default for users aged 13 and over. Parents and educators should encourage young users to use these filters to help protect them from adult content. For example, the 'Safe for Work' filter can be used to filter out adult content.

### ENCOURAGE BLOCKING AND REPORTING

Another tool that Bluesky uses to ensure a decent experience is making it easy to block and report on users. Encourage young users to use these tools to help protect them from adult content. For example, the 'Safe for Work' filter can be used to filter out adult content.

### Meet Our Expert

Adam Murray is an experienced technology journalist who has worked for the likes of iFlood, TechCrunch, TechCrunch, and iFlood. He is currently a senior editor at iFlood, where he covers the latest in technology and digital marketing. He is also a frequent speaker at industry events and has written for a number of other publications.



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## DANGEROUS MISINFORMATION

As a social network, Bluesky is a great place to find information. However, it's also a place where misinformation can spread quickly. Encourage young users to be critical of the information they see on the app and to report on any misinformation they find.

## ADULT TARGET AUDIENCE

Bluesky is designed with children in mind, but it's also a place where adults can find content. Encourage young users to be aware of the content they see on the app and to report on any adult content they find.

## RAPID GROWTH

Bluesky is growing rapidly, and this means that there is a lot of new content being added to the app. Encourage young users to be aware of the content they see on the app and to report on any inappropriate content they find.

### LOOK OUT FOR FAKES

As Bluesky grows, there is a risk of fake accounts being created. Encourage young users to be aware of the content they see on the app and to report on any fake accounts they find.

### KEEP AN OPEN DIALOGUE

Encourage young users to talk to you about their experience on the app. This will help you to understand what they are doing and to provide support where needed.

AGE RESTRICTION  
**13+**

Instagram remains one of the world's most popular social media platforms, especially among teens – with around 70% of 13 to 17-year-olds using it. Owned by Meta, Instagram allows users to share photos and videos, create interactive 'stories', broadcast live, and private messages and follow others. With regular updates and new features, it's essential for parents and educators to stay informed about how children are using the app – and what the risks are.

## WHAT ARE THE RISKS?

**EXCESSIVE SCREEN TIME**  
Instagram's design encourages prolonged use. Bright colors, scrolling feeds, and notifications can be addictive. Encourage young users to be aware of their screen time and to take regular breaks.

## AI CHATBOT CONCERNS

Meta's AI, which is available on Instagram, allows users to chat with an AI chatbot. While often helpful, it can blur boundaries for young users, who may see or send content or messages to the chatbot that they wouldn't want to share with a real person. Encourage young users to be aware of the content they see on the app and to report on any inappropriate content they find.

## RISKS OF GOING LIVE

The live stream feature allows users to broadcast in real-time. This can be a great way to share content, but it can also be a risk. Encourage young users to be aware of the content they see on the app and to report on any inappropriate content they find.

## Advice for Parents & Educators

### USE INSTAGRAM'S SUPERVISION TOOLS

Instagram's built-in family centers help parents monitor how much time their child spends on the app. Encourage young users to be aware of their screen time and to take regular breaks.

### OPEN UP THE CONVERSATION

Talk regularly to the children in your care about what they enjoy on Instagram – and when they're using it. Encourage young users to be aware of the content they see on the app and to report on any inappropriate content they find.

### Meet Our Expert

Clara Substantiel is an online safety consultant, educator and researcher who has developed and implemented anti-bullying and cyber safety policies for schools. She has written numerous compelling statements and sent research for the Australian government's response to cyber safety and digital wellbeing of young people in the UK, USA and Australia.



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## THREADS INTEGRATION

Threads is Instagram's new app for public text-based conversations. It's a great way to share content, but it can also be a risk. Encourage young users to be aware of the content they see on the app and to report on any inappropriate content they find.

## SCHEDULED MESSAGING

Instagram's new ability to schedule direct messages allows users to share content at a later date. Encourage young users to be aware of the content they see on the app and to report on any inappropriate content they find.

## EXCLUSION AND LOW SELF-WORTH

Feeling left out and not being able to interact with others can be a risk. Encourage young users to be aware of the content they see on the app and to report on any inappropriate content they find.

## SET BOUNDARIES FOR THREADS AND AI

Parents should set boundaries for their children's use of Threads and AI. Encourage young users to be aware of the content they see on the app and to report on any inappropriate content they find.

## BE MEDIA-SAVVY WITH INFLUENCERS

Parents should be aware of the influence of influencers on their children. Encourage young users to be aware of the content they see on the app and to report on any inappropriate content they find.

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## Attendance for the year

Reception– 84.9%  
 Year 1/2 - 94.7%  
 Year 3/4 – 94.8%  
**Year 5/6 – 95.1%**

## Value Champions 'Eddie Enjoyment'

28<sup>th</sup> March

Rec - Sofia L  
 Y1/2 - Jessie-Rose H  
 Y3/4 - Harley S  
 Y5/6 - Harry S

4<sup>th</sup> April

Rec - Dolton C  
 Y1/2 - Noah H  
 Y3/4 - Ella S  
 Y5/6 - Alfie B

Respect



11<sup>th</sup> April

Rec - Hayden P-B  
 Y1/2 - Eden D  
 Y3/4 - Eliza W  
 Y5/6 - Blake C

## House Points

	House Points this half term!	House Points this year!
 The Lions	996	<b>3124</b>
 The Scorpions	898	2901
 The Sharks	<b>998</b>	2991
 The Crocodiles	898	2910

## Let's celebrate our recent events and achievements

### Year 5 and 6 Forest Friday

Year 5 and 6 based Forest School day around 'hapa zome', a Japanese term meaning 'leaf dye'. Their creative offerings are incredibly beautiful!



### Mothers' Day Crafts and a Cake



### Reception Parent Lunch



### PTA Easter Bingo



### Year 3/4 Easter Assembly



## Newsletter 13 – 11<sup>th</sup> April 2025

Fierte Multi-Academy Trust

**Ankermoor Primary Academy**

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01827 213780. Email: office@ankermoor.org

Head of School: Mr Gareth Hancox

Executive HeadTeacher: Mr David Shakeshaft

