

Newsletter: Friday 23rd September 2022

Dear Parents and Carers,

We are now 3 weeks into the Autumn Term and what a great start to the academic year it has been so far. This week's newsletter, we hope, is full of useful tips and information, and will also give you opportunities to work in partnership with us.

Thanks for your continued support.

Jamie Richards / Kellie Henderson
Inclusion Manager / SENCO

Thought of the week: "There is no such thing as 'away', when we throw anything 'away' it must go somewhere".

Theme for assemblies this week: Recycling Week - In assembly this week we looked at recycling and the difference it can make - we talked about Afroz Shah, In October 2015, Afroz and his neighbour Harbansh Mathur, an 84-year-old, were frustrated with the piles of decomposing waste that had washed up and completely overwhelmed Versova beach. Determined to do something about it, the pair started cleaning up the beach themselves, one piece of trash at a time. For more than two years, Afroz has been leading volunteers in manually picking up rubbish from Versova beach and teaching sustainable waste practices to villagers and people living in slums along the coastline and the creeks leading into it.  [Champion of the Earth 2016: Afroz Shah](#)





Friday 30th September 2022 - 9.45am-10.45am - in the school hall.

We are holding a **coffee morning** for parents and professionals.
Younger children / siblings are welcome, we will have some toys available.

This is a chance for you to meet other parents, some of the school staff and services that may be helpful including the School Nursing Team, Beezee bodies for weight management, Thurrock Adult Community College, and our local governing body members.

We look forward to seeing lots of you there!



October is Black History Month - WE NEED YOUR HELP!

At TPA this October we would like to recognise the importance of celebrating differences between us.
We would like to expose our children to cultures that they may not have come across before.

On the last day of term, 14th October, we would love to give our children a multicultural tasting experience - if you think you can provide a dish for the children to try, please let us know - not to contain nuts.

If you feel that you can add something to Black History Month and feel that our students could learn something from you about your culture (music, dance, dress), please get in touch with Mr Richards.



Until the end of this half term we will be collecting items for Thurrock Food Bank.

If you would like to donate a food item, please make sure it is non perishable, you can drop it into the school office.

The food bank urgently need TINNED FISH, TINNED POTATOES, TINNED MEAT, TINNED FRUIT, JAMS AND SPREADS, TINNED TOMATOES, MASHED POTATO, DRIED NOODLES, LONG LIFE FRUIT JUICE / SQUASH, BISCUITS.

If you are struggling and require support from Thurrock Food Bank, you can find information here:

<https://thurrock.foodbank.org.uk/get-help/>



At Pioneer - Bullying is not OK, bullying bothers us!

If you have any concerns about bullying at our school, do not delay, please get in touch with Mr Richards or Mrs Bell, we are really keen to tackle bullying head on and stand up against bullying.

You can also share yours/ your child's experiences of bullying here:

<https://forms.gle/hxYyMCLdDVJRWyW66>



Support / Advice for Parents

Understanding your child's needs

Children's needs and behaviours change as they get older, and understanding these needs will help you better understand your child. A lot has been written about the needs of children and advice for parents, and we cover some of the key areas here. If you'd like more detailed advice you can talk to the NSPCC helpline.



1. Babies

Babies behave as they do to get their needs met. For example, when they cry they're trying to tell you that they need something – maybe they're hungry, need their nappy changed or feel tired.

Older babies may show what appears like a 'stubborn streak' – spitting out food or wriggling away from a nappy change. All they are doing is trying to express their likes and dislikes in the only way they can.

When you're stressed you may feel your baby is being 'deliberately naughty' or trying to provoke you. This is not possible. Remember you should never shout at, scream at, hit, shake or smack a baby.

For more resources, see our Look, Say, Sing, Play information:
nspcc.org.uk/looksaysingplay

2. Toddlers

All toddlers test limits and have tantrums. Research shows that a child's brain is still developing during this period, so there are limits to how much they're able to control their emotions. Remember that behaviour in toddlers which is often seen as naughty is actually quite normal and part of growing up.

3. School age

School-age children are constantly learning and exploring their world. They may have lots of questions as they start to form their own views on issues. As they move towards being more independent they may seem to push boundaries and become more challenging. This is a necessary part of growing up.

4. Teenagers

As children continue to develop their own identities in their teenage years, they might become more challenging – sometimes seeming 'moody' or withdrawn, or not as talkative and open as their parents would like. They might be more inclined to disagree with their parents, or choose different views. Friends (and celebrities) will become a bigger influence and your child may not always do what you would like.



As children get older, they can experience difficult emotions. Some children find it hard to talk to their parents about feelings and may want to speak to Childline
0800 1111, childline.org.uk



SEND

Welcome to the new SEND part of our newsletter that will keep you up to date with top tips, advice and where to go for support. This newsletter will be focussing on Speech and Language. If you have concerns about your child, please speak to your child's class teacher or Miss Henderson (SENCO).

Below is some information from the Communication Trust that provides milestones of where children should typically be at different stages of primary school, in terms of their speech language and communication.

https://ican.org.uk/media/3186/primary_milestone_poster_-_final.pdf

What's typical talk at Primary?

This poster describes the stages of typical language development, with examples of what you might see and hear in a classroom or school environment.

Language development in the primary years steadily builds on the solid foundations that are established during the early years. Children's attention, listening, understanding, vocabulary, speech, grammar, storytelling and conversations all develop further in terms of skills, knowledge and complexity.

Children develop at different rates and this poster tells you what to expect at different ages. Although it is not an assessment, the information could help you identify children who are not developing language skills as expected.

Children with English as an additional language are at the same risk of speech, language and communication needs as any other child, however, this can be more difficult to identify.

Attention, Listening and Understanding	Vocabulary	Speech Sounds, Grammar and Sentence Building	Verbal Storytelling and Narrative	Conversations and Social Interaction
4-5 years <ul style="list-style-type: none"> Knows to look at who's talking and think about what they're saying. Listens to and understands instructions about what they are doing, without needing to look up. Understands 2 to 3 part spoken instructions: e.g. "Finish your picture, then sit on the carpet and look at a book." Can answer a 'How' or 'Why' question: e.g. "Why do we need sunhats on?" "To stop the sun burning our face." 	<ul style="list-style-type: none"> Understands a range of related words to describe concepts: e.g. soon, early and late; soft, hard, and smooth. Knows words can be put into groups and can give common examples in them: e.g. Animals: dog, cat, horse... Uses words more specifically to make the meaning clearer: e.g. "I saw a funny monkey. It was a spider monkey." 	<ul style="list-style-type: none"> Says words clearly although may struggle with a few complex speech sounds, consonant blends or words with lots of syllables: e.g. 'Wabbit' for 'rabbit', 'bow' for 'blow', 'sketti' for 'spaghetti'. Uses well-formed sentences: e.g. "I played with Zoe in the park." but with some errors: e.g. "I falled down." Joins phrases with words such as: e.g. if, because, so, could. 	<ul style="list-style-type: none"> Lists events with some detail: e.g. "I went nanny's. I had fat chips for tea. I played games on the pooter." Retells favourite stories - using some of their own words: e.g. "...and she said what a nice mouth you got and the wolf said, 'I can eat you!' Gulp!" Describes events but not always joined together or in the right order: e.g. "I went on the top of the bus with dad. That big slide is scary. We took the ball as well." 	<ul style="list-style-type: none"> Confidently starts and takes part in individual and group conversations. Joins in and organises co-operative role play with friends and can pretend to be someone else talking. Uses language to ask, negotiate, give opinions and discuss ideas and feelings: e.g. "Are we going to Nana's today? Can I take teddy with me? He will be sad by himself."
5-7 years <ul style="list-style-type: none"> Starts to ignore unimportant information. Is aware when a message is unclear and comments or asks for explanation. Understands complex 2 to 3 part instructions: e.g. "Finish your picture from yesterday then with a partner, choose one of the topic books and talk about it quietly on the carpet." 	<ul style="list-style-type: none"> Compares words, the way they look, sound or mean: e.g. "There are two words 'sea' at the beach, and you 'see' with your eyes." Can guess the word from clues, or give others clues using shape, size, function, etc. Uses newly learnt words in a specific and appropriate way: e.g. "Dad, you know when you have lots of lions together it is called a pride of lions." 	<ul style="list-style-type: none"> Speech is clear with occasional errors, especially with consonant blends. Has good knowledge of sounds in words. Asks lots of questions to find out specific information including 'How' and 'Why'. Uses different ways to join phrases to help explain or justify an event: e.g. "I'm older than you so I will go first." 	<ul style="list-style-type: none"> Tells stories that set the scene, have a basic plot and a sequence of events. Begins to be aware of what the listener already knows and checks: e.g. "You know where I live, right? Well, in that big house by the shop..." Accurately predicts what will happen in a story. 	<ul style="list-style-type: none"> Takes turns to talk, listen, and respond in two-way conversations and groups. Keeps to a topic but easily prompted to move on if it takes over. Copies others' language and begins to be aware of current peer language: e.g. Copies swear words, says, 'Cool', or 'Yeah right.' Uses and experiments with different styles of talking with different people.
7-9 years				



9-11 years

- Listens to key information and makes relevant, related comments:
e.g. "So all mammals are warm blooded, have fur or hair and their bobbies all drink milk."
- Identifies clearly when they haven't understood:
e.g. "What's maize?" or "Get a blue what?"
- Able to infer meaning, reason and predict:
e.g. "It's getting very hot in here," means open the window.
- Uses a range of words related to time and measurement:
e.g. century, calendar, breadth.
- Uses a wide range of verbs to express their thoughts, or about cause and effect:
e.g. "I wonder what she's thinking," or, "If we run we should get there on time but we might arrive late."
- Joins in discussions about an activity using topic vocabulary:
e.g. "I saw some chicken eggs hatching in the incubator on the farm last Friday."
- Speech is clear, uses words with three sounds together or words with lots of syllables:
e.g. splash or string; rhinoceros or identical.
- Uses regular and unusual word endings:
e.g. walked or fell.
- Uses complex grammar and sentences to clarify, summarise, explain and plan:
e.g. "So the bee collects the pollen from the stamen and then flies to another flower and pollinates it."
- Stories have a good structure with a distinct plot, an exciting event, clear resolution and conclusion:
e.g. "...and everyone got home safely which was great."
- Uses intonation to make storytelling and reports exciting and interesting.
- Adds detail or leaves information out according to how much is already known by the listener.
- Uses formal language when appropriate in some familiar situations:
e.g. Showing a visitor around school.
- Understands conversational rules:
e.g. Looks at listener to judge feedback. Gives more detail if needed.
- Uses tone of voice, stress on words and gestures naturally to add meaning.
- Uses language for full range of different reasons:
e.g. complimenting, criticising, negotiating.
- Sustains active listening to both what is said and the way it is said.
- Follows longer instructions that are not familiar:
e.g. "Put the stripy folder that's on top of the cupboard into the bottom drawer of my desk."
- Understands different question types:
e.g. open, closed, rhetorical.
- Understands simple jokes and simple idioms, but can't really explain why they are funny or what they mean:
e.g. You can't have your cake and eat it.
- Makes choices from a wide and varied vocabulary:
e.g. 'Leap' instead of 'jump', 'terrified' instead of 'frightened'.
- Uses sophisticated words but the meaning might not always be accurate:
e.g. "My bedroom was meticulous."
- Knows that words can have two meanings and uses them appropriately. Can't always explain how they are linked:
e.g. 'Hard' (rigid object and tough person).
- Uses long and complex sentence structures:
e.g. "I will come with you only because it means you will stop going on at me."
- Uses questions to help conversations flow.
- Sentences average about 7 to 10 words - longer in stories than in conversation.
- Knows when a sentence is not grammatically correct and can explain rules of grammar.
- Tells elaborate entertaining stories which are full of detailed descriptions.
- Everyday language is detailed and not always about their immediate experience.
- Incorporates a subplot in telling stories and recalling events, before resolving the main storyline.
- Uses complex joining words:
e.g. meanwhile, therefore.
- Uses different language depending on where they are, who they are with and what they are doing:
e.g. Formal style with the headteacher in school; relaxed and informal with family at home; and 'cool' language with friends in the park.
- Communicates successfully; shares ideas and information, gives and receives advice, and offers and takes notice of opinions.
- Realises when people don't fully understand and tries to help them.

For further information and advice visit:
www.talkingpoint.org.uk

This poster is based on a wide range of sources from many studies, resources and books on language development, together with professional experience.



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In the Reception and Nursery we will be screening all children for possible difficulties, more information will be sent via Dojo. If you have concerns already for pupils in Nursery the Tilbury's Children Centre run a weekly speech and language clinic bookable in advance. **Book in advance by phoning 0300 300 1544.**

For more support and useful strategies please click on the link below.

<https://speechandlanguage.info/parents>
www.talkingpoint.org.uk

WELCOME TO THE TILBURY PIONEER ACADEMY

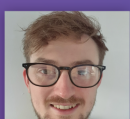


GLC Tilbury Pioneer Academy
All Different: All Equal: Together, Improving Upon Our Best

THE NAMED MEMBERS OF STAFF FOR CHILD
PROTECTION AT THE TILBURY PIONEER ACADEMY ARE:



KELLIE HENDERSON
ASSISTANT HEAD OF SCHOOL/SENCO
DESIGNATED SAFEGUARDING
LEAD



AARRON CONROY
SENCO/SLA
DEPUTY SAFEGUARDING
LEAD



VICTORIA BELL
SENIO RECEPTIONS/ADOPTEE
DEPUTY SAFEGUARDING
LEAD



JAMIE RICHARDS
INCLUSION MANAGER
DEPUTY SAFEGUARDING
LEAD



Keeping Children Safe - Our Safeguarding Team

If you are concerned about the wellbeing of any child at our school you can speak to any member of our safeguarding team.

If you are worried about a child who doesn't attend our school, or you are concerned outside of school hours, you can report concerns directly to Thurrock Multi Agency Safeguarding Hub on - 01375652802

If you believe someone is in immediate harm you should call 999.