



Working Together at Parkview Primary School

At Parkview Primary School, we have a shared priority to deliver the best outcomes for our children. We know that by having positive links and working effectively with parents is paramount for children's success. We already provide practical strategies to support learning at home and have good communication links, such as 'Books and Biscuits' in the nursery, maths mornings, weekly family assemblies, class newsletters, 'Rock Steady' performances and many more.

We would like to build on this further and know that communication should be two-way: consulting with parents about how you can be involved is likely to be valuable and increase the effectiveness of home-school relationships.

Shared reading tips

Tip 1: Ask questions about the book

- You can support your child by asking a range of questions about the book you are reading together.
- The 'five Ws' - Who, What, Where, When and Why can provide useful questions for you.
- You should use a mixture of closed questions (which can be answered with a single word) and open questions (which require a fuller response).
- Children might also be asked to summarise what has happened in the book or story so far, and to predict what will happen next.

Tip 2: Link reading to the real world

- By talking about links between the book and real life, you can make the story more interesting and help children develop their understanding of ideas in the book, for example, while reading about Cinderella going to the ball, you might discuss the similarities between a ball and a birthday party.

Shared homework tips

- Quality matters more than quantity.
- Have a regular routine and good study habits.
- You can help by knowing about the homework, showing interest and encouragement.

So, what would you find helpful in supporting your child's learning? What can we do more of?

Please join me for coffee and cake on Friday 28th November at 8:50am.



It would be great to see you there – no need to book, just turn up.

Mrs Cunningham