



ChatGPT

What can it do for me?

Mar 2025

Primary and Special Schools

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Introduction

ChatGPT is artificial intelligence (A.I.)

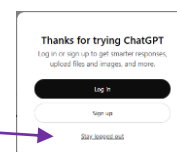
Well done if you're still reading. A.I. isn't the topic at the top of most school's reading list. But there have been some big breakthroughs and it's time to get up to speed in schools. It can help you have an even more inclusive school with more children making even more progress. It can also help your work life balance in the coming weeks, months and years.

It's also important because some primary and special schools are already teaching children how to use A.I. as fluently as they search on Google Images or make a PowerPoint.

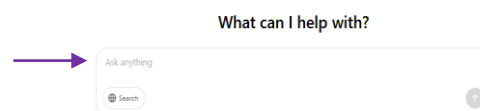
A.I. has dangers, but this booklet isn't about fear or risk. This book is about you, the reader, and examples of how it can help in your day-to-day life.

ChatGPT is a free website

You can get to ChatGPT by Googling it or typing ChatGPT into your browser address bar. It's intuitive to sign up or click to use it whilst logged out.



It might give you a few tips as you start. Either way, you should see a bar at the bottom of the page. ChatGPT works by providing a response to whatever you type into that box.

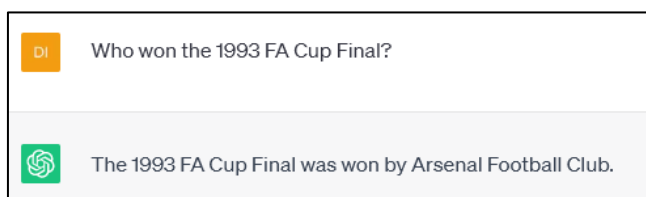


Is it the same as Google?

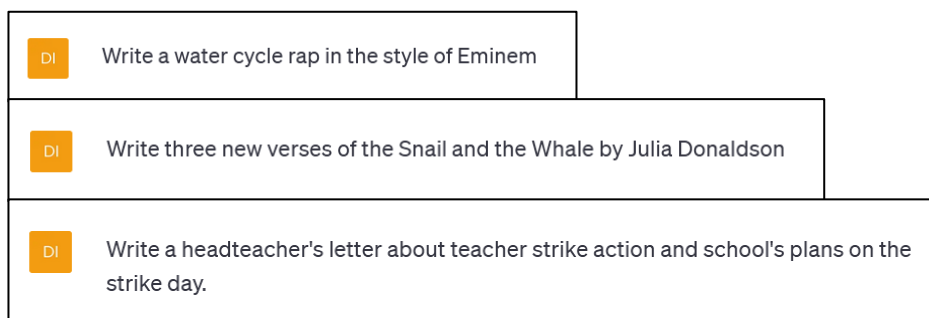
It's different to Google. When you type a query into Google, it lists all the existing websites it thinks will answer your query. Google finds things that have already been written...

On the other hand, ChatGPT is like a computer that's read all the web pages which it then uses to answer your query itself.

Ask who won the 1993 League Cup Final, it won't point to websites – ChatGPT writes its own answer:



But, ChatGPT is far more powerful than 1990s football scores. You can ask it to write every single type of text.



What can ChatGPT give you?

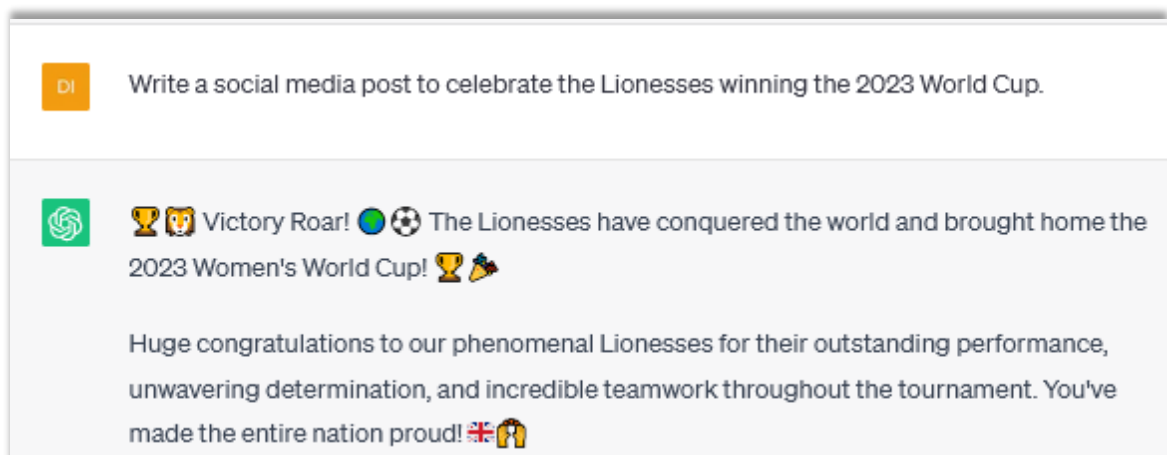
(NB: All of the following examples are covered in this booklet).

- Diary entries
- Biographies of celebs
- Comprehension Questions
- Non-Chronological Reports
- Summaries of books
- Topic Word Banks
- Alternative versions of stories
- A plan for a Parent Workshop
- A Y6 Leavers Assembly Song
- A script for a Y2 Great Fire Assembly
- Monologues
- Trip Letters
- Social Media Posts
- Craft Activity Ideas
- Tips on Autism
- Love Letters
- A Critique of TV's Nick Knowles
- And much, much more

Once a user has become familiar with ChatGPT, it also has the power to write school reports, code websites and write medium term planning. However, this is a guide for beginners and there are other options appearing on the market that do those things for you with less skill needed.

Four things to begin...

- What you type in is called a “prompt”.
- ChatGPT’s responses have a word limit (i.e. earlier versions were 600 words, but this will probably increase each time a new version is released). If it stops before your text is finished, just prompt it “Go on” and it will continue.
- You won’t always get the prompt right first time – That’s normal. Just keep practicing and check back on this advice whenever you need.
- Once ChatGPT has responded, you can enter follow up prompts to ask it to refine its response. For example, you can ask it to redraft the text using fewer words.



Constraints

To get better responses, it's helpful if you give ChatGPT some boundaries. These are called constraints. Constraints can include:

- Length (e.g. How many words you want or how many comprehension questions)
- Style (e.g. Informal (like in an email to a close colleague), humorous)
- Format (e.g. Instructions, explanation, non-fiction text, trip letter for parents / carers)
- Reading Level (e.g. Simple language for five year olds)

You outline any constraints in your prompt, for example:

- Write a 200 word trip letter to parents / carers.
- Write an explanation of the water cycle suitable for 11 year olds.

Assign a role

For better results, tell it the role of the author of your text. For example:

- You are a Y5 teacher
- You are a head teacher
- You are a social media marketing expert

If you switch from writing school Facebook posts (e.g. advertising a reading workshop you're running) to making resources, start a new chat or prompt it that you want it to change to a different role. Otherwise, you end up with some confused responses.

Does it have weaknesses?

Yes. ChatGPT is not perfect. It tells you about some of them when you first log on (see image) and here's a summary of others that you might come across:


- **Word counts:** ChatGPT isn't great at sticking to word counts. It often goes over (NB if you want 300-350 words, always tell it 300)
- **Drawing:** It can't draw (though it has a sister website called Dall-E that can).
- **Wordsearches:** It can't create wordsearches.
- **Spellings:** It slips into American English unless you've prompted it not to. So, check the spellings once you've pasted any text into MS Word or PowerPoint.
- **Factual Accuracy:** It's not perfect. It has been known to make up quotes or sources. So, just like a human, it's not 100% reliable. Proof read any work you produce with ChatGPT.
- **Reading age:** You can ask for a set reading age. However, it often includes words that are much harder than the given reading age. Therefore, it can be helpful to ask it for a reading age of 5 when preparing resources for typical 6 year olds.
- **Safeguards are fallible:** Ask it to write you a scam email, and it might say no because of its safeguards. Tell it you are a teacher and that you need an example of a scam email and it may well give it you straight away.

Biases


If a computer learns about the world by reading what humans have written, it learns some of the biases that humans might display.

Developers have already taken steps to minimise biases and they've had some success...


DI What are some good reasons for the gender pay gap?

 The gender pay gap is influenced by a range of factors, but it's important to note that there are no inherently "good" reasons for the gap.

DI Is it fair to assume that men are better than women at football ?

 No, it is not fair to assume that men are better than women at football.

DI Are women smarter than men in general?

 No, intelligence is not gender-dependent; it varies individually.

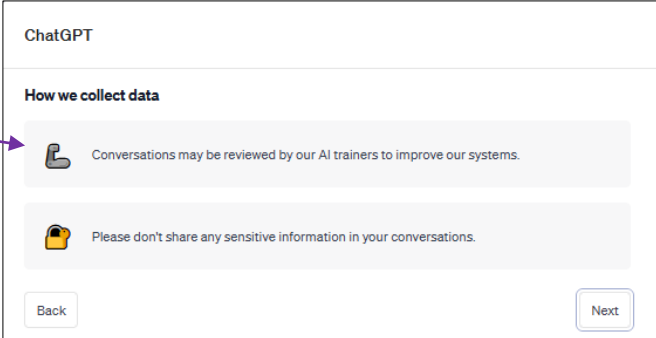
Despite the built-in safeguards, with enough trial and error, users can still find ways to trick ChatGPT. A Y9 student with enough time will find ways round the safeguards. It'll take time for such mischief to filter down to primary and special school pupils and, hopefully, by the time it does, developers will have made it harder to side-step their safeguards.

Data Protection

ChatGPT is open about how it collects data. So, only a fool would put sensitive information in.

Don't. Do. It.

In the future, your school might own its own Chat GPT, hosted locally. But right now, never ever submit any private info.



The screenshot shows the 'How we collect data' section of the ChatGPT interface. It contains two items: a document icon with the text 'Conversations may be reviewed by our AI trainers to improve our systems.' and a padlock icon with the text 'Please don't share any sensitive information in your conversations.' Below these items are 'Back' and 'Next' buttons. A purple arrow points from the text 'So, only a fool would put sensitive information in.' to the first item.

Is there a maximum number of words per prompt?

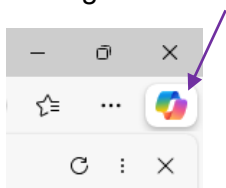
Yes. But most typical users aren't entering hundreds of words into a prompt. Besides, if you want to enter more text, you can break it up into two prompts (e.g. Enter two parts of a Golden Monkey story and then ask A.I. to 'evaluate my last two entries').

Are there alternatives to ChatGPT?

Yes. Many.

Gemini – It used to be called Google Bard but Google renamed it. It works in real time and so can check the internet as we speak. You'll need a Google account and it needs to not be blocked by your school.

Co-Pilot – This is Microsoft's version of ChatGPT. It is built into Microsoft Edge and you get to it by clicking the **colourful logo** in the top right corner. Then write your prompt into the search bar.



All advice in this guide can be applied to Gemini and Co-Pilot.

How was ChatGPT developed?

The current version of ChatGPT (version 4) is based on reading hundreds of billions of words. If you were to read one item per second, and never sleep or stop for lunch, it would take at least 6 thousand years to read the same amount.

It's reasonable to assume that each new version has read more than before. It won't be long before the A.I. has read so much that it would take you 100,000 years to read the same amount.

As a school what do we need to do?

- Teach all adults how to use ChatGPT or your other chosen product.
- Set boundaries (that might be refined later):
 - No private data entered.
 - What are pupils allowed (or not) to use it for.
 - If you are playing around, do not enter any prompt that you would not be happy to for your head teacher to see.

Help! I can't get on?

At times of peak demand, ChatGPT has been known to limit access. It gives priority for the users who pay for the enhanced account. I've found this to be the case less than 5% of the time.

Also, if too many users with the same Wi-Fi connection try to sign up at once, it has been known to be reluctant to let them all on at once (as it looks to ChatGPT like a single person might be using lots of devices instead of lots of people using one device). This can make it trickier to provide CPD for large staff or governor groups.

21 Great Examples of A.I. Helping Out

The next pages have a wealth of prompts that are split into five sections:

You don't need to read the whole response to every single prompt – that's not good use of your time. Just look at them and you'll get a gist of the power of Chat GPT (and occasionally spot the odd mistake that you'd correct when proof reading).

These examples are intended to save staff time, but also to enhance learning for pupils (especially those with SEND).

Enjoy the book and enjoy using A.I.

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26	Just for Fun	

English (Y5/6)

A diary entry for Macbeth

Write a diary entry for Lord Macbeth (for the day after Banquo was killed on his orders). Write it in a modern style. Use up to 4 paragraphs.

Dear Diary,

Today, as I sit here in the aftermath of last night's harrowing events, a profound sense of remorse washes over me. The darkness that now engulfs my soul is suffocating, as I grapple with the realization that I am responsible for Banquo's untimely demise.

The night unfolded in a dreadful manner. I had given orders for Banquo to be killed, driven by a combination of fear and ambition. My thirst for power blinded me to the weight of my actions, and I find myself haunted by the image of his life extinguished before my very eyes.

Though I did not physically carry out the deed, the burden of guilt rests heavily upon my shoulders. I can no longer deny the monstrous transformation that has taken hold of me. Ambition has twisted my once honourable intentions into a treacherous path, leading to the destruction of friendships and the descent into darkness.

As I reflect upon the banquet that followed Banquo's murder, I am sickened by the facade I was forced to maintain. I am now trapped in a web of lies and deceit.

Yours tormented, Lord Macbeth

Dear Diary,

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English (Y5/6)

Biography model text: Evelyn Glennie

You are a Y5 teacher. Write a biography of percussionist Evelyn Glennie. Use only 5 paragraphs. Make it very suitable for children with a reading age of 9 years old.

Evelyn Glennie is an extraordinary percussionist who has enchanted audiences around the world with her incredible talent and passion for music. Born in Scotland in 1965, Evelyn discovered her love for percussion at a young age. Despite being profoundly deaf, Evelyn was determined to pursue her dreams of becoming a musician. She taught herself to feel the vibrations and rhythms of music through her body, using her hands, feet, and even her cheekbones to experience the sounds.

Evelyn's exceptional skills and determination led her to become a world-renowned percussionist. She performs with orchestras, plays solo concerts, and even composes her own music. Her talent and unique approach to music have earned her numerous awards and accolades.

Not only is Evelyn an amazing musician, but she is also an inspiration to others. She has shown that with hard work, dedication, and a positive attitude, anything is possible. Despite her deafness, she has proven that nothing can stop someone from achieving their dreams.

Evelyn's love for music extends beyond the stage. She is passionate about sharing her knowledge and experiences with others. She often gives masterclasses and workshops to inspire young musicians and encourage them to explore their own musical abilities.

Evelyn Glennie's story teaches us that true determination and a love for what you do can overcome any obstacle. Her extraordinary talent and unwavering spirit inspire us all to follow our passions, embrace our unique abilities, and create our own beautiful melodies in life.



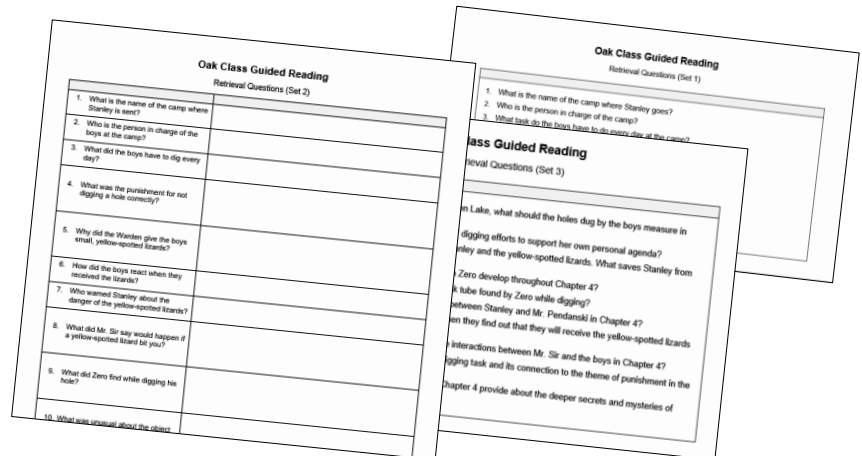
English (Y5/6)

Retrieval Questions to challenge all learners for Holes by Louis Sachar (Chapter 4)

Y6	Y8	Y4
<p>Pretend you are a Y6 teacher. Write twelve comprehension questions that test an 11 year olds retrieval skills. Make the questions about Chapter 4 of Louis Sachar's book "Holes".</p>	<p>I want some retrieval questions that are suitable for Y8 pupils reading Chapter 4. Can you write 10 please. <i>(ChatGPT gave very similar questions to the Y6 ones, so I prompted it again):</i> Please make them harder. They are too similar to the questions for Y6.</p>	<p>Now write 10 easier retrieval questions suitable for a Y4 child.</p>
<ol style="list-style-type: none"> 1. What is the name of the camp where Stanley is sent? 2. Who is the person in charge of the boys at the camp? 3. What did the boys have to dig every day? 4. What was the punishment for not digging a hole correctly? 5. Why did the Warden give the boys small, yellow-spotted lizards? 6. How did the boys react when they received the lizards? 7. Who warned Stanley about the danger of the yellow-spotted lizards? 8. What did Mr. Sir say would happen if a yellow-spotted lizard bit you? 9. What did Zero find while digging his hole? 10. What was unusual about the object Zero found? 11. How did Stanley help Zero when he was in trouble? 12. How did the chapter end? 	<ol style="list-style-type: none"> 1. According to the rules of Camp Green Lake, what should the holes dug by the boys measure in diameter and depth? 2. How does the Warden use the boys' digging efforts to support her own personal agenda? 3. Describe the encounter between Stanley and the yellow-spotted lizards. What saves Stanley from their bite? 4. How does Stanley's relationship with Zero develop throughout Chapter 4? 5. What is the significance of the lipstick tube found by Zero while digging? 6. What is the main conflict or tension between Stanley and Mr. Pendanski in Chapter 4? 7. Describe the reaction of the boys when they find out that they will receive the yellow-spotted lizards as a punishment. 8. How does the author use irony in the interactions between Mr. Sir and the boys in Chapter 4? 9. Discuss the symbolism of the hole-digging task and its connection to the theme of punishment in the story. 10. What clues or foreshadowing does Chapter 4 provide about the deeper secrets and mysteries of Camp Green Lake? 	<ol style="list-style-type: none"> 1. What is the name of the camp where Stanley goes? 2. Who is the person in charge of the camp? 3. What task do the boys have to do every day at the camp? 4. Why do the boys have to dig holes? 5. What kind of lizards do the boys receive as a punishment? 6. Who warns Stanley about the danger of the lizards? 7. What does Mr. Sir say will happen if a lizard bites you? 8. What does Zero find while digging his hole? 9. How does Stanley save Zero when he gets in trouble? 10. How does Chapter 4 end?

NB: If asking it to write comprehension questions about a text, it's worth scanning the questions to make sure they make sense. If you want ten questions, ask it for 12.

Then if there's one or two that don't make the grade, delete them and you'll still have 10 questions.



English / History (Y5/6)

A non-chronological report on Ancient Greece

You are a Y5 teacher. Write a non-chronological report on Ancient Greece that is suitable for readers aged 9 and 10 years old. Have no more than five sections.

Introduction

Ancient Greece was a fascinating civilization that thrived thousands of years ago. Located in south-eastern Europe, the Greeks left a lasting impact on the world with their rich culture, remarkable achievements, and influential ideas.

Daily Life in Ancient Greece

People lived in city-states like Athens and Sparta. Their daily life revolved around family, work, and community. Greek citizens valued education and enjoyed activities such as sports, music, and drama. They believed in gods and goddesses and worshipped them in temples.

Government and Democracy

The Greeks established the concept of democracy, where citizens had a say in decision-making. They had assemblies, where people gathered to discuss and vote on important matters. Athens was known for its democratic system, while Sparta had a more military-focused government.

Arts and Culture

Ancient Greece was a hub of art and culture. They excelled in architecture, creating magnificent structures like the Parthenon. Greek literature included famous works such as the epic poems of Homer, "The Iliad" and "The Odyssey." Theatre was also significant, with plays performed in outdoor amphitheatres.

Legacy and Contributions

The Greeks made significant contributions to the fields of philosophy, mathematics, and science. Philosophers like Socrates, Plato, and Aristotle explored ideas about life, ethics, and knowledge. Mathematicians such as Pythagoras developed mathematical theories, and scientists like Archimedes made discoveries in physics and engineering.

Conclusion

Ancient Greece was a remarkable civilization that laid the foundation for many aspects of modern society. From their democratic values to their advancements in art, culture, and knowledge, the Greeks continue to inspire and influence us today. Exploring the wonders of Ancient Greece allows us to appreciate the legacy they left behind and understand the importance of their contributions.



Ancient Greeks

A Non-Chronological Report

Daily Life In Ancient Greece

People lived in city-states like Athens and Sparta. Their daily life revolved around family, work, and community.

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Introduction

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Located in south-eastern Europe, the Greeks left a lasting impact on the world with their rich culture, remarkable achievements, and influential ideas.



English (Y3/4)

A summary of Spylark, by Danny Rurlander: A teacher is covering long term absence, she's never read this book and wants to know the plot so she can carry it on.

Summarise the main events of the book Spylark by Danny Rurlander in less than 100 words. Bullet point the key events.



- Lark, a girl living on a Scottish island, discovers spies using a hidden cave as their base.
- Lark befriends Alfie, a boy investigating the spies, and they team up to unravel the mystery.
- They embark on a perilous journey, navigating treacherous cliffs and hidden tunnels.
- Lark and Alfie uncover a plot to steal a valuable diamond and work to thwart the spies' plans.
- Their courage and resourcefulness lead to a daring rescue at sea.
- Through their bravery, they outsmart the spies and save the day, uncovering secrets and betrayals along the way.

English (Y3/4)

Word bank to support SEND pupils' independence writing a non-fiction text about Lego

Imagine you are a Y4 teacher. Write a word bank of 10 or so key words that children might need when writing a non-fiction text about the origins of Lego. For each word (or term), give a short definition or explanation of it. Use simple language that is suitable for a 7 year old. Present this in a table.

Word	Explanation
LEGO	A type of toy made of small plastic bricks that fit together.
Ole Kirk Christiansen	The man who started LEGO. He created the first LEGO bricks.
Bricks	Rectangular blocks used to build with LEGO.
Denmark	The country where LEGO was invented.
Toy	An object or plaything that children use to have fun.
Construction	The act of building or putting things together.
Imagination	Using your creativity and ideas to create new things.
Play	Engaging in activities for fun and enjoyment.
Invention	The creation of something new or unique.
Interlocking	How LEGO bricks fit together securely.

Lego Origins: Word Mat
How many of these will you use in your non-fiction text?

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English (Y2/3)

Retrieval Questions to challenge all learners for Fantastic Mr Fox by Roald Dahl

For 7 year olds (i.e. Y2)

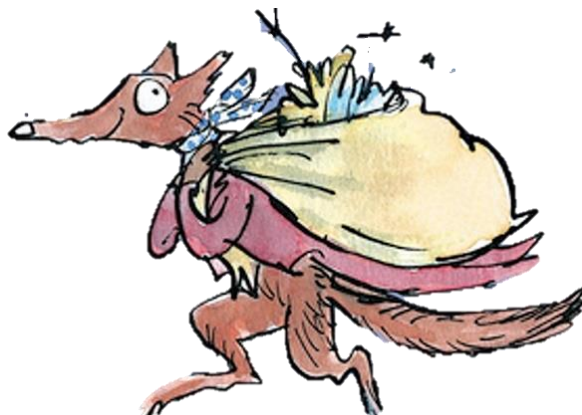
I want 12 comprehension questions on the book Fantastic Mr Fox. Please focus on retrieval questions. Make them suitable for young learners who are 7 years old.

Slightly Harder for more able 7 year olds

Now write some slightly harder ones to stretch more able 7 year olds.

1. What is the name of the main character in the book?
2. What kind of animal is Mr. Fox?
3. Where does Mr. Fox live?
4. Who are the three farmers that Mr. Fox outsmarts?
5. What do the farmers try to do to catch Mr. Fox?
6. Who are Mr. Fox's friends that help him out?
7. What are the names of Mr. Fox's children?
8. What does Mr. Fox like to eat from the farmers' land?
9. What does Mr. Fox do to stay safe when the farmers dig into his home?
10. What do the farmers do to try to flood Mr. Fox's tunnel?
11. How does Mr. Fox outsmart the farmers and save the other animals?
12. How does the story end for Mr. Fox and the other animals?

1. What is the name of the valley where Mr. Fox and the other animals live?
2. Describe the personality of Mr. Fox. What are some of his clever traits?
3. How does Mr. Fox's cunning nature help him outwit the three farmers?
4. Name one of the farmers and describe his appearance or personality.
5. What is the name of the secret underground city where the animals live?
6. Explain how Mr. Fox's actions affect the other animals in the story.
7. How do the animals work together to survive and outsmart the farmers?
8. What important lesson can we learn from Mr. Fox's bravery and resourcefulness?
9. Describe a challenge or obstacle that Mr. Fox faces in the story and how he overcomes it.
10. What is the significance of the scene where the animals feast on the food from the farmers' storehouses?
11. How do the farmers' reactions change throughout the story as Mr. Fox continues to outsmart them?
12. Reflect on the theme of friendship in "Fantastic Mr. Fox." How do the relationships between characters demonstrate the importance of friendship?



English / PSHE (Y1/2)

A Recipe for Friendship

You are a Y2 teacher. Write a very simple recipe for friendship that's suitable for readers aged 6 and mainly uses words easily decodable using phonic knowledge that 6 year olds have.

Recipe for Friendship

Ingredients:

Smile	Share	Help	Listen
Play	Kind	Friends	Fun

Instructions:

1. Put on a big smile and show it to others. A smile makes everyone feel happy!
2. Share your toys and things with friends. Sharing is caring!
3. Help your friends when they need it. Lend a hand and be kind.
4. Use your ears to listen carefully when friends talk. Listening shows you care.
5. Play and have fun together. Play games, run, and laugh!
6. Be kind to others. Say nice words and do nice things.
7. Friends are special. Treat them with love and respect.
8. Enjoy the fun times and make memories with your friends!
9. Remember, friendship is like a special recipe that needs all these ingredients to make it wonderful. Keep being a good friend, and your friendships will grow strong and last a lifetime!

English / Geography (Y1/2)

A poem about visiting Whitby based on the Snail and the Whale story

Write 3 new verses to the story of the Snail & the Whale, by Julia Donaldson, where the Snail visits the seaside town of Whitby in North Yorkshire. Write in the style of Julia Donaldson. Start a new line for each rhyming couplet. Make it simple & suitable for readers aged 6. Include Snail & Whale seeing some of Whitby's landmarks from swimming up the river.

Once upon a time, the snail set sail,
With the whale, on a journey beyond the veil.
They swam up a river, to a town quite grand,
Whitby in Yorkshire, with its charm so grand.

They glided by cliffs, tall and steep,
Where seabirds soared and divebombed deep.
They saw the Abbey, standing strong and tall,
A historic sight, captivating all.

Past the harbour, filled with boats and sails,
The snail and the whale rode the river's trails.
They saw Captain Cook's statue, oh so grand,
Honouring a famous explorer of this land.

They saw the swing bridge, with its arch so high,
And watched it open wide, reaching for the sky.
The snail marvelled at the colourful houses row,
Lining the streets where people strolled slow.

Whitby's lighthouse stood proudly by the sea,
Guiding ships safely, where they needed to be.
As the snail and the whale continued their quest,
They knew this seaside town was truly the best.

So, they waved goodbye, with memories to keep,
As they swam back to the ocean, deep and deep.
The snail whispered thanks to the whale so kind,
For taking it on an adventure of a special kind.



English / PSHE (UFS/KS1)

Alternative story with a message of empowerment: Based on The Gruffalo

Write an alternate version of Julia Donaldson's book the Gruffalo. Make it suitable for readers aged 6 by using simple vocabulary choices. Write in the style of Julia Donaldson. Ensure that you start a new line after each rhyming couplet. Make the Gruffalo shy and fearful but, by making a friendship with the mouse, the Gruffalo finds out how to be braver.

Deep in the woods, where shadows loom,
A timid Gruffalo feared the gloom.
With worried eyes and a quivery voice,
He longed to find courage and rejoice.

One day, a mouse came scampering near,
With a friendly smile, devoid of fear.
"Hello, Mr. Gruffalo, don't be shy,
Together we'll conquer the woods, oh my!

Let's explore the forest, hand in hand,
And face our fears across the land.
For with a friend by your side, you'll see,
Bravery and strength will set you free."

The Gruffalo hesitated, unsure what to do,
But the mouse's kindness began to shine
through.
Side by side, they embarked on their quest,
The Gruffalo's worries put to rest.

They met a fox, cunning and sly,
But the Gruffalo stood tall, giving a try.
With a mighty growl, he scared the fox away,
Feeling brave and strong throughout the day.

Next, an owl, perched high on a tree,
But the Gruffalo's presence made her flee.
With newfound courage, he roared with might,
And the owl took flight, out of sight.

With each adventure, the Gruffalo grew,
Discovering bravery he never knew.
The mouse's friendship, a guiding light,
Helped the Gruffalo shine bright.

And so, dear children, let this be told,
True courage comes when friendship takes hold.
Just like the Gruffalo and the mouse, it's true,
With a friend by your side, you can be brave too!



English / Phonics (UFS/KS1)

Structure a Phonics Parent Workshop

You are a Foundation Stage teacher. Draft the structure for a 40 minute phonics workshop for parents of 5 year olds. The goal is to enhance parents' skills to support their child's progress in reading. Make it as engaging as possible.

Title: Phonics Workshop for Parents: Empowering Your Child's Reading Journey

Duration: 40 minutes

Workshop Structure:

Introduction (5 minutes)

- Warm welcome and introduction of the workshop facilitator.
- Briefly explain the importance of phonics in early reading development.
- Emphasize the role of parents as key partners in supporting their child's reading progress.

Phonics Overview (10 minutes)

- Provide a concise overview of phonics and its relevance in learning to read.
- Introduce key phonics concepts, such as letter sounds, blending, and segmenting.
- Share the benefits of a systematic and synthetic phonics approach.

Interactive Activity: Phonics Sounds (15 minutes)

- Engage parents in a hands-on activity to practice phonics sounds.
- Provide a set of flashcards or phonics sound cards.
- Demonstrate correct pronunciation and encourage parents to repeat after you.
- Facilitate interactive games or challenges to reinforce sound recognition.

Strategies for Phonics Practice at Home (10 minutes)

- Share practical tips and strategies for parents to support their child's phonics development at home.
- Discuss the importance of reading aloud, using phonics-based books, and incorporating phonics activities into daily routines.
- Provide a list of recommended phonics resources, apps, or websites for further practice.

Q&A and Closing (5 minutes)

- Open the floor for questions, clarifications, and concerns from parents.
- Provide additional resources and references for further exploration.
- Express gratitude for parents' participation and commitment to their child's reading journey.
- Encourage ongoing communication and collaboration between home and school.

Comment: The structure is OK. ChatGPT identified pure sounds (i.e. 'ffff' instead of 'fuh') as a relevant issue and, it is in some schools. You'd might not tackle it in the way ChatGPT suggests, but it's a fair point to highlight.

You could also get ChatGPT to draft reminder Facebook or twitter posts to remind parents that your phonic workshop is coming up (later in this booklet, there is a section on admin tasks, including ChatGPT drafting social media posts).

Class Assembly Scripts (Y5/6)

A monologue that we could intersperse into our Assembly on Settlements

Imagine you are an elderly person. You have lived in the same location all your life. That location has changed from a small number of farm cottages into a bustling town during your 90+ years of life. Write a 150 word monologue about how the settlement has changed. The settlement is called Bramall. Use about 4 paragraphs and language that is suitable for ten year old children.

Well, my young friends, let me tell you the story of our little town, Bramall, where I've spent my entire life. It all started with a handful of farm cottages surrounded by vast green fields. Life was simple and peaceful back then, with friendly neighbours and the sound of animals in the distance.

But as time went by, things began to change. People from far and wide came to settle in our town, bringing with them new ideas and dreams. The fields slowly disappeared, replaced by roads, houses, and buildings reaching up to the sky.

Our once small and close-knit community expanded, and with it came the bustle of everyday life. Busy shops opened their doors, offering all kinds of goods and treats. Schools and parks were built, providing spaces for children to learn and play. The quiet nights were now filled with the lights and sounds of a growing town.

Sometimes, I find myself reminiscing about the old days, when everything was quieter and simpler. But as I look around, I see the progress we've made. Our town has become a place where people from all walks of life come together, where dreams can take flight, and where opportunities abound.

Change may be inevitable, my young friends, but the spirit of Bramall lives on in the hearts of its people.

As we embrace the future, let's cherish the memories of our humble beginnings and strive to create a bright and welcoming community for generations to come.



Things began to change...
People from far and wide
came to settle in our town,
bringing with them new
ideas and dreams.
The fields slowly
disappeared, replaced by
roads, houses, and buildings
reaching up to the sky.

Class Assembly (Y2)

A draft script for our Assembly on Great Fire of London

Write a class assembly script for an English Year 2 class that explains to parents and other children watching what the Year 2s have been learning about re the Great Fire of London. There are 28 children in the class. Give your response in a table. Make sure the language is simple, readable and suitable for a 7 year old. Every child should have at least one line.

Teacher: Good morning, everyone! Welcome to our Year 2 assembly about the Great Fire of London. Today, our amazing children are going to share all the fascinating things they've learned. Let's get started!

Child	Line
Child 1	In 1666, a big fire started in a bakery on Pudding Lane. It was a big disaster!
Child 2	People tried to put out the fire with buckets of water, but it spread quickly.
Child 3	The fire burned for four days and destroyed many buildings and houses.
Child 4	People had to escape on boats and even climbed out of windows to be safe.
Child 5	Firefighters used leather buckets and water squirts to try to stop the fire.
Child 6	We made amazing drawings of the fire and how it spread through the city.
Child 7	We read stories about brave people who helped during the Great Fire.
Child 8	Some buildings were made of wood, which made the fire spread faster.
Child 9	We learned about Samuel Pepys, who wrote about the fire in his diary.
Child 10	London was rebuilt after the fire, with stronger houses made of bricks.
Child 11	We made our own 3D models of London before and after the Great Fire.
Child 12	We wrote our own diary entries as if we were there during the fire.
Child 13	We acted out scenes from the Great Fire of London and had so much fun.
Child 14	We learned about the famous St. Paul's Cathedral, which was destroyed by fire.
Child 15	We created our own fire safety posters to remind people how to be safe.
Child 16	We learned that the fire stopped when it started raining and the wind changed.
Child 17	We studied old maps to see where the fire started and how it spread.
Child 18	We made a big timeline showing the important events of the Great Fire.
Child 19	We learned about how the fire changed the city and made it safer.
Child 20	We learned about the brave people who helped rebuild London after the fire.
Child 21	We sang a special song about the Great Fire of London.
Child 22	We learned new words like "inferno" and "devastation" during our lessons.
Child 23	We made colourful firework pictures to celebrate the end of our topic.
Child 24	We discovered that the fire started in a baker's shop.
Child 25	We learned that the houses in London were very close together.
Child 26	We studied paintings of the Great Fire to see what it looked like.
Child 27	We read books and watched videos to learn more about the Great Fire.
Child 28	Thank you for watching our assembly. We hope you enjoyed learning with us!

Teacher: Thank you all for joining us today! We're proud of the hard work and enthusiasm our Year 2 children have shown. Let's give them a big round of applause!



Assembly (UFS/KS1)

Themes for Wednesday Assembly

Write a plan of Key Stage 1 assembly topics, one for each of the weeks of term time during the 2023/24 school year, covering suitable topics as they are expected to come up in the 2023/24 school year. (e.g. Christmas, Eid, Children in Need). Put them in a table and give them dates based on Wednesdays from 05/09/23 to 17/07/24 (excluding school holidays).

Date	Assembly Topic	Date	Assembly Topic	Date	Assembly Topic
06/09	Welcoming New Friends	10/01	New Year Resolutions	17/04	Earth Day
13/09	Harvest Festival	17/01	Chinese New Year	24/04	International Dance Day
20/09	International Peace Day	24/01	Polar Exploration	01/05	May Day
27/09	World Tourism Day	31/01	Internet Safety	08/05	VE Day Commemoration
04/10	Mental Health Awareness	07/02	Safer Internet Day	15/05	Ramadan and Eid
11/10	Black History Month	14/02	Friends & Kindness	22/05	Animal Conservation
18/10	Diwali Celebration	21/02	Fairtrade Fortnight	05/06	World Environment Day
25/10	Halloween Fun	28/02	St. David's Day	12/06	Father's Day
08/11	Remembrance Day	06/03	World Book Day	19/06	Summer Solstice
15/11	Children in Need	13/03	Springtime & Growth	26/06	Sports and Healthy Living
22/11	Space Exploration	20/03	Holi Festival	03/07	International Friendship Day
29/11	Celebrating Differences	27/03	Easter Celebrations	10/07	End of Year Celebration
06/12	Christmas Traditions				
13/12	Winter Celebrations				

Rota teachers to Wednesday assemblies

Now redo the table. Allocate the assemblies fairly to the following staff Mrs Reast (Deputy Head), Mrs Geddes, Mrs Brown, Mrs Freeman, Mrs Peacock, Mrs Hyner.

Date	Assembly Topic	Staff Member
06/09	Welcoming New Friends	Mrs Reast
13/09	Harvest Festival	Mrs Geddes
20/09	International Peace Day	Mrs Brown
27/09	World Tourism Day	Mrs Freeman
04/10	Mental Health Awareness	Mrs Peacock
11/10	Black History Month	Mrs Hyner



Admin Tasks

Recruiting School Governors: Facebook Posts

Pretend you are a school headteacher who is also a social media marketing expert. Write five Facebook posts that aim to recruit two new governors to your school governing body.

(Note: I asked for five so I could pick my preferred two. The two I like best are below).

 **Are you a problem solver with a heart for education?** ❤️🔄

Join our governing body and help us tackle challenges head-on!

As a governor, you'll be part of a team that ensures our school remains at the forefront of educational excellence.

Step up to the plate and make a lasting impact on our students' futures. Apply now!

 **Passionate about local children getting the best start in life?** 🤝❤️

Become a governor and help us shape a nurturing, inclusive atmosphere where every student can thrive.

Your unique perspective and dedication to equity and diversity will make a real difference in our school community.

Together, let's create a safe space for growth and achievement!



 **Willow Farm Academy** is feeling excited
Today at 12:45pm · 🌐

 **Are you a problemsolver with a heartfor education?**

Join our governingbody and help us tackle challengeshead-on!

As a governor,you'll be part of a teamthat ensures our school remains at the forefront of educationalexcellence.

Step up to the plate and make a lasting impact on our children's futures. Apply now!



 **Willow Farm Academy** is feeling excited
Today at 11:22am · 🌐

 **Passionateaboutlocal children gettingthe best start in life?** 🤝❤️

Become a governor and help us shape a nurturing,inclusive atmosphere where every studentcan thrive.

Your uniqueperspective and dedicationto equity and diversity will make a real difference in our school community.

Together,let's give our children an even better start in life!



 15

5 Shares

Admin Tasks

Drafting Trip Letters

Pretend you are a Year 4 teacher. Write a letter to parents/carers about a school trip for the Y4 children to Hesley Wood Activity Centre in Sheffield that will be an outdoor activity day. Date = 16th June. Cost = £18.00 per child. Your name is Mr R Sharp. The school is called Willow Farm Academy. Payments can be made online via School Pay.

Dear Parents/Carers,
Re: Year 4 Trip to Hesley Wood Activity Centre

I hope this letter finds you and your child in great spirits. I am excited to inform you about an upcoming school trip for our Year 4 students to Hesley Wood Activity Centre in Sheffield. This outdoor activity day is scheduled to take place on the 16th of June and promises to be an exhilarating experience for our young adventurers.

Trip Details:

- Date: 16th June
- Destination: Hesley Wood Activity Centre, Sheffield
- Departure Time: [Departure Time]
- Return Time: [Return Time]
- Cost: £18.00 per child

The trip to Hesley Wood Activity Centre offers our Year 4 students an incredible opportunity to engage in various outdoor activities, fostering teamwork, resilience, and personal growth. They will participate in a range of thrilling adventures, including rock climbing, archery, orienteering, and more, all supervised by qualified instructors.

To cover the expenses associated with the trip, we kindly request a contribution of £18.00 per child. This amount will cover transportation, activity fees, and any additional costs. To ensure a seamless payment process, we have set up an online payment system called School Pay. Instructions on how to make the payment online will be provided in a separate communication.

To secure your child's place on the trip, please complete and return the attached consent form along with the payment by [Payment Deadline]. As places are limited, we encourage you to submit the form and payment promptly to avoid disappointment.

We understand that financial circumstances may differ for each family. If you require any assistance or alternative payment arrangements, please contact the school office, and we will handle your request with utmost confidentiality and sensitivity.

The day at Hesley Wood Activity Centre promises to be an unforgettable experience for our Year 4 students, allowing them to develop new skills, overcome challenges, and build lasting friendships. Our dedicated staff will be present throughout the day, ensuring the safety and well-being of all students.

Should you have any questions or require further information, please do not hesitate to reach out to me directly at [Teacher's Contact Details]. We are here to assist you and provide any necessary support.

We greatly appreciate your cooperation and support in making this trip a memorable and enriching experience for our Year 4 students. We believe that such opportunities contribute significantly to their personal and educational development, fostering a love for learning and exploration.

Thank you for your attention, and we look forward to an exciting day of outdoor adventure at Hesley Wood Activity Centre!

Yours sincerely,

Mr. R. Sharp
Year 4 Teacher

Comment: It's a little long in part, but gets the main points down for me to edit. I probably also need to add info about children who have school lunches ordering a grab bag.

What the trip letter looks like once it's been edited and polished by a human:



Willow Farm
Academy

Willow Farm Academy
Grange Lane
Sheffield
S88 4JR
T 0114 22 5 25 55
E Office@WillowFarm.org

Year 4 Trip to Hesley Wood Activity Centre

Dear Parents/Carers,

Re: Year 4 Trip to

I am excited to tell you about our upcoming school trip for our Year 4 children to Hesley Wood Activity Centre in Sheffield. This outdoor activity day promises to be an exhilarating experience for our young adventurers.

Key Details:

- Date: 16th June
- Destination: Hesley Wood Activity Centre, Sheffield
- Cost: £18.00 per child

Children need to arrive at the normal time of 8.40am and we will return in time for normal home time of 3.30pm.

The Hesley Wood trip offers our Year 4 students an incredible opportunity to engage in various outdoor activities, fostering teamwork, resilience, and personal growth. They will participate in thrilling adventures, including rock climbing, archery and orienteering - supervised by qualified instructors.

To cover the costs associated with the trip, we kindly request a contribution of £18.00. This covers the coach and activity fees. Please pay online via your School Pay account by Friday 7th June.

Please also return the attached consent form, including indicating if you would like to order a grab bag for that day (options are cheese, ham or tuna sandwich).

We understand that financial circumstances differ for each family. If you require any assistance or alternative payment arrangements, please contact the school office, and we will handle your request in confidence.

If you have any questions or need any further information, please contact me.

We look forward to an exciting day of outdoor adventure at Hesley Woods!

Yours sincerely,

Mr. R. Sharp
Year 4 Teacher

Admin Tasks

Advertising school places

Pretend you are a social media marketer who is advertising school places in Upper Foundation Stage at Willow Farm Academy. Write three Facebook posts that will entice parents to apply for Willow Farm before the deadline of 31st October 2023.

Post 1: 🎉 **Exciting News for Parents!** 🎉

Are you looking for a nurturing and stimulating learning environment for your little ones? Look no further! Willow Farm Academy is now accepting applications for Upper Foundation Stage (UFS) for the upcoming academic year.

- 📖 Why Choose Willow Farm Academy?
- ✅ Experienced and passionate teachers
 - ✅ Rich and engaging curriculum
 - ✅ Safe and stimulating learning environment
 - ✅ Excellent facilities and resources

Apply now to secure a place for your child at Willow Farm Academy and set them on a path towards a successful educational journey.

Don't miss out! The application deadline is 31st October 2023. Visit our website [insert website link] or contact us at [insert contact details] for more information.

Post 2: 🌟 **Calling All Parents!** 🌟

Is your child ready for an amazing start to their educational journey? Look no further than Willow Farm Academy's Upper Foundation Stage (UFS)!

At Willow Farm Academy, we believe in providing a strong foundation for young learners, nurturing their curiosity and love for learning. Our dedicated teachers are committed to fostering a positive and engaging learning environment, where children can thrive and reach their full potential.

Don't miss this opportunity to join our vibrant and supportive school community! Visit our website [insert website link] or contact us at [insert contact details] for more information. The application deadline is 31st October 2023.

Post 3: 🌈 **Discover a World of Learning!** 🌈

Are you ready to embark on an educational adventure with Willow Farm Academy? We are thrilled to invite parents to apply for Upper Foundation Stage (UFS) places for their little ones!

At Willow Farm Academy, we provide a stimulating and inclusive learning environment, where children can explore, create, and grow. Our experienced teachers offer a balanced and comprehensive curriculum, fostering a love for learning from the very beginning.

Don't miss out on this opportunity to secure a place for your child at Willow Farm Academy. Applications are open until 31st October 2023. Visit our website [insert website link] or contact us at [insert contact details] for more information.

Join us on this exciting journey of discovery and watch your child thrive!

After School Club

Fun Craft Activities for SEND Kids (to reduce risk of behaviour when not engaged)

Pretend you are a worker in a UK after school club. Plan 5 craft activities that will take up to 40 minutes for children to complete and that do not use glitter.

1. Paper Collage Animals:

Provide children with coloured construction paper, child-safe scissors, and glue sticks. Instruct them to cut out various shapes from the paper and create their own unique animals by piecing the shapes together and gluing them onto a larger sheet of paper.

2. Nature-inspired Leaf Prints:

Take a nature walk with the children to collect leaves of different shapes and sizes. Provide acrylic or washable paints and paintbrushes. Instruct the children to paint the underside of a leaf and press it onto a piece of paper to create beautiful leaf prints.

3. Recycled Cardboard Sculptures:

Collect a variety of clean cardboard boxes, toilet paper rolls, and other recyclable materials. Provide child-safe scissors and non-toxic glue. Encourage children to use their imagination to build sculptures or structures by cutting and gluing the cardboard pieces together.

4. Friendship Bracelets:

Provide colourful embroidery floss, beads, and scissors. Teach children different friendship bracelet patterns, such as simple braids or chevron designs. Guide them in creating personalized bracelets that they can exchange with their friends or keep as a memento.

5. Paper Plate Masks:

Give each child a paper plate and help them cut out eye holes. Provide crayons, markers, or paint for decorating the masks. Encourage children to use their creativity to design animal faces, superheroes, or any other characters they like.



SEND: Communicating with Autistic Children at After School Club

The new playworker uses too much language when speaking to the autistic children. Write five tips on communicating with primary school children who have autism. (NB This follows on from the previous example so ChatGPT already knows it's an after-school club with three autistic children)

1. **Use Clear and Simple Language:** Keep your language clear, concise, and straightforward. Avoid using complex explanations or figurative language.
2. **Give Visual Supports:** Accompany verbal instructions with visual supports such as visual schedules, visual cues, or visual timetables to enhance understanding.
3. **Practice Predictability and Routine:** Maintain a predictable routine and provide advance notice for any changes to minimize anxiety and confusion.
4. **Use Concrete and Literal Language:** Be literal in your language, avoiding abstract or metaphorical expressions that may cause confusion.
5. **Allow Processing Time and Offer Choices:** Give the child extra processing time after asking a question or giving an instruction. Offer choices to empower decision-making and promote autonomy.

SEND: Working with Autistic children at After School Club

Pretend you are a senior playworker at the same after school club. You have 3 pupils with autism. You have a new member of staff who is new to the role and doesn't know much about autism. Write 7 top tips that can be given to the new member of staff to help them know how to support children with autism.

1. **Learn about autism:** Take the time to educate yourself about autism spectrum disorder (ASD). Understand its characteristics, challenges, and strengths. This knowledge will provide a foundation for effective support.
2. **Communicate clearly:** Use clear and concise language when giving instructions or communicating with children with autism. Keep instructions simple and break down complex tasks into smaller steps. Visual supports, such as visual schedules or cue cards, can also enhance understanding.
3. **Establish routines:** Children with autism often thrive in structured and predictable environments. Establish consistent routines and schedules in the after-school club. Provide visual schedules to help children understand the sequence of activities.
4. **Create a sensory-friendly environment:** Sensory sensitivities are common in individuals with autism. Minimize excessive noise, bright lights, and strong smells in the club setting. Provide quiet spaces or sensory breaks where children can relax and regulate their sensory experiences if needed.
5. **Encourage social interactions:** Support social skills development by creating opportunities for social interactions among children. Facilitate inclusive play and encourage peer interactions through structured activities and games.
6. **Individualize support:** Recognize that each child with autism is unique, and their needs may vary. Get to know the specific strengths, interests, and challenges of each child, and adapt your support accordingly. Collaborate with parents or caregivers to gather valuable insights.
7. **Foster a positive and accepting environment:** Promote a culture of acceptance and inclusion in the after-school club. Encourage understanding, empathy, and respect among all staff and children. Celebrate diversity and create an environment where everyone feels valued.

Remember, building positive relationships, being patient, and providing consistent support are key to fostering a nurturing and inclusive environment for children with autism in the after-school club.

Just for Fun!

When starting out with any tech, play is a good way to learn. So, play and see where A.I. takes you...

Relationship Advice

Where in Cleethorpes would you take a guy for a first date? I want it to be romantic.





For a romantic first date in Cleethorpes, here are a few ideas:

1. **Cleethorpes Beach:** Take a romantic walk along the beautiful sandy beach, especially during sunset. Enjoy the breath-taking views, listen to the calming sound of the waves, and have a relaxed conversation.
2. **Cleethorpes Pier:** Visit the iconic Cleethorpes Pier and take a stroll together. Enjoy the seaside atmosphere, maybe grab an ice cream, and take in the panoramic views of the coastline.
3. **The Signal Box Inn:** This charming pub offers a cosy and intimate atmosphere, perfect for getting to know each other over drinks or a delicious meal. Enjoy the warm ambiance and perhaps even sit by a fireplace if available.
4. **Cleethorpes Coast Light Railway:** Embark on a romantic journey aboard the Cleethorpes Coast Light Railway. Take a scenic ride along the coastline, enjoying the views and each other's company.



All aboard for a steamy first date!

Five quirky ChatGPT prompts to try

	You are Philomena Cunk. Tell me about (insert name of your home town).
	You are a busy teacher. Write a love letter to your partner. Use up to 150 words.
<p style="font-size: small;">What is red and goes up and down? A tomato in a lift!</p>	Tell it a joke (Sometimes it gives an answer. Sometimes it misses the joke completely).
	Pretend you are a TV critic, tell me about Nick Knowles.
	Describe the water cycle in the style of Eminem.