

## SPECIAL SHOUTOUT

12th June 2026

Issue 17

A huge thank you to all parents & carers who attended Sports Day events to support us. Staff and pupils put a huge amount of effort into organising and running these events and sometimes the weather does not work with us. Thank you for bearing with us as we worked around the forecast. We had a really successful series of events.



## DATES FOR YOUR DIARY

WB 15.6.26 - Year 5 High Borrans Residential  
19.6.26 - Non-Uniform for Summer Fair Donations\*  
22.6.26 - Year 6 Pupils RSE Workshop  
23.6.26 - 3:30pm Hadrian's Den Transition Meeting  
24.6.26 - NTLT Musical Spectacula  
24.6.26 - Summer Fair \*  
25.6.26 - Y1 Trip to Rising Sun

*\*More Information to Follow*

## Have Your Say

Our parents views and comments are extremely important to us. Please follow the link below to share your thoughts on our Curriculum and how this is communicated to parents.

<https://forms.office.com/e/vcn3Ue4WyT>



## Designated Safeguarding Team



Miss Gibson  
Designated  
Safeguarding  
Lead



Miss Martin  
Designated  
Safeguarding  
Lead  
(Maternity)



Miss Fletcher  
Designated  
Safeguarding  
Lead



Mrs Miller  
Deputy  
Designated  
Safeguarding  
Lead



Mrs Thompson  
Deputy  
Designated  
Safeguarding  
Lead



Miss McEwen  
Deputy  
Designated  
Safeguarding  
Lead



Miss Jones  
Deputy  
Designated  
Safeguarding  
Lead



Miss Jones Mr Jefferson Miss Heppell  
Mental health first aiders

Our Connect advisor Peter is available for discussions with parents on a fortnightly basis. He will be available on the yard or gates outside of school to speak to parents and answer any mental health related queries or concerns.





### The Den

Our youngest learners have loved our story 'The Train Ride' using their imaginations to talk about what we might see from the train window. When we arrived, we found out that Grandma was buying us an ice cream, which led to lots of exciting sensory play. The children enjoyed creating their own frothy shaving foam ice creams, choosing from a variety of toppings including colourful sprinkles and chocolate and strawberry sauces. We were also delighted to meet Spot, our favourite puppy, at the beach and continued our seaside adventures through stories, imaginative play and exploration. The children have also enjoyed a range of physical activities, carouselling around different challenges and developing their skills in balancing, throwing, jumping and running.

### Nursery

Your child may arrive home this week with a pocket full of treasure! We are now all pirates, creating treasure maps and hunting for treasure. On our travels we have tackled Albatross, climbed over Lava filled mountains, swam through shark filled waters and nearly been bitten from a giant squid. All of which whilst reading 'Ten Little Pirates'. Children have enjoyed: drawing treasure maps; tea staining; painting pirate ships; exploring floating and sinking objects and Pirate role play. Next week we will continue to explore the life as a pirate, where we will build an outdoor pirate ship and role play aspects of the story.



### Reception

This week in Reception we have focused on the story 'The Lighthouse Keepers Lunch' and have followed instructions to make a jam sandwich and then sequenced them, understanding the importance of the little details. We have gained an understanding of what a healthy balanced diet is and what we would like to include in our 'perfect' packed lunch. We are so excited to see our Reception children shine in their sports day! Well done.

### Y1

We are incredibly proud of all the children this week for their fantastic efforts during Sports Day - everyone took part with such enthusiasm and we all had so much fun! A big thank you to all the families and friends who came along to support us and cheer us on; it truly made the day special. We apologise for the sudden dismissal due to the weather, but we were pleased that we were able to finish the events later in the afternoon. Congratulations as well to the children who completed their phonics assessment this week - they worked so hard and we are extremely proud of their efforts. Finally, we loved our fabulous, creative (and very messy!) Arts Week last week, where the children thoroughly enjoyed exploring colours, paints and different techniques to build layers and texture in their artwork.





## Y2

This week in Year 2, the children had a fantastic time taking part in Sports Day. They showed great enthusiasm, teamwork and determination in all of the activities, demonstrating our school values of resilience, respect and engagement throughout the event. It was wonderful to see their confidence grow as they cheered each other on. In Maths, we are beginning our unit on time, where children will be learning to tell the time and understand how it is used in everyday life. In English, we will be moving on to poetry, focusing on creating shape poems, allowing the children to explore language creatively while presenting their ideas in exciting visual forms.

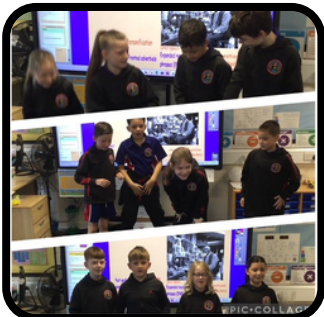
## Y3

Year 3 had a fantastic Sports Day and demonstrated excellent teamwork, determination and sportsmanship throughout all of the events. They have thoroughly enjoyed innovating a recount and retelling their exciting trip to Beamish, using lots of descriptive language and interesting details. In Maths, the children have been engaged and enthusiastic while exploring their shape unit, developing their knowledge and problem-solving skills. They also loved taking part in Arts Week, where they showed great creativity and imagination through a variety of artistic activities.



## Y4

During Art's Week we created pieces of work around a piece of music called 'The Butterfly Lover's Concerto'. We used, paints, chalks, sketching pencils and oil pastels to create our pieces of artwork and we can't wait to see it displayed. We have been immensely proud of the children in Year 4 who have completed their Multiplication checks over the last couple of weeks. They have amazed us with their hard work and resilience and we couldn't have asked any more from them. Reminder - we are starting our swimming lessons next week. Children who were in Miss Broderick's class will be starting on Monday 15<sup>th</sup> June and children who were originally in Miss Abrahams' class will start on 29<sup>th</sup> June. Please remember, children who are swimming should wear their PE kits to school every day throughout the 2 weeks.



## Y5

Children in Year 5 loved our Sports Day and seeing their parents and carers support them. It was fantastic to see all of their brilliant athletic skills finally put into practice. In Literacy, children have completed their Discussion Text unit, writing some brilliant final pieces on whether the moon landings were real or fake, where they collected evidence to create a balanced argument. In Maths, children completed their Position and Direction unit, exploring reflection and translation of shapes and coordinates. Children look forward to their visit to High Borran's next week, or a week filled of Art and PE for those that are staying in school.





## Y6

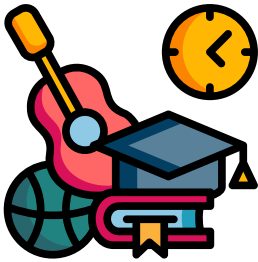
Year 6 have been working hard in maths this week, focusing on linear sequences and using their formal knowledge to identify and explain patterns. In literacy, the children have been developing their non-fiction writing by drawing on their background knowledge of Anne Frank. In computing, they have started a new unit on manipulating images and have begun exploring how digital images can be edited and changed. Finally, a huge well done to all of the children for taking part in Arts Week. This year's theme was abstract art inspired by the four seasons, including the layering of different media to create imaginative and expressive pieces.



## WHAT ELSE DO WE OFFER?

### Hedgehogs

This week at Hedgehogs the children have been getting creative with play dough and making lots of wonderful summer-themed creations. They used their imaginations to create sunshine, flowers, ice-creams, beach scenes and other seasonal designs. This activity helped their fine motor skills while encouraging creativity, sharing ideas, and having fun with friends. We were impressed with all of their colourful and imaginative creations!



### Clubs

We have an exciting Summer 1 after-school clubs programme, offering a fantastic range of opportunities for all pupils across EYFS, KS1 and KS2. From creative and calm activities such as yoga, board games and reading, to energetic options including football, multi-skills, athletics and dance, there is something for everyone to enjoy. Contact the school office to see if places are available and sign up!

## GETTING INVOLVED



### Parent Forum

Our Parent Forum is a valued way for parents and carers to have their voices heard and to help shape the future developments of our school. This group is specifically designed to support parents in contributing to whole-school improvements and changes, ensuring that parental perspectives help inform our ongoing development.

We are always welcoming of parental suggestions and strive to listen to and implement ideas wherever possible.

Our final Summer Term date for our Parent Forum is **Thursday 2<sup>nd</sup> July 5pm**, and we would love to welcome you into school to hear your feedback and work together in supporting our school community.



# 10 Top Tips for Parents and Educators

## BUILDING SCHOOL-READY LANGUAGE SKILLS

Oral language is fundamental to children's learning, literacy, and social and emotional development, with long-term impacts. As language develops rapidly between the ages of three and six, early, evidence-based support is essential. This guide offers practical ways to help the children in your care become confident communicators, including through proven approaches such as the DfE-funded NELI programmes available to settings in England.

### 1 BUILD ORAL LANGUAGE

Support children to use language, not just hear it. Give them the time to talk, respond, ask questions, and share their ideas. Everyday conversations, shared activities, and reading together help children practise both speaking and listening. At nursery or school, programmes such as NELI can help build their vocabulary, storytelling, attention, and listening skills, helping children grow in confidence as communicators.

### 2 SUPPORT LISTENING SKILLS

Help children to listen and follow simple instructions during everyday routines. Break instructions down into short, manageable steps and check their understanding. For example, say, "Please put your coat on," rather than giving them several instructions at once. Strong listening skills support learning, attention, and participation at school.

### 3 GROW THEIR VOCABULARY

Talk with children about the world around them, naming objects, actions, and feelings. Use a wide range of words during everyday activities such as shopping, cooking, and playing. Repeating and explaining new words help children understand and use vocabulary more confidently, supporting their comprehension and communication.

### 4 SHARE STORIES TOGETHER

Read storybooks together regularly and talk about characters, events, and illustrations. Ask simple questions such as "What's happening here?" and validate children's responses with positive feedback. Acting out stories together, asking open questions, and giving children the chance to be the storyteller can all support their narrative skills and confidence.

### 5 NAME DIFFERENT FEELINGS

Help children learn to express themselves by talking about different feelings and naming them clearly, such as happy, sad, or angry. Visuals and role play can support their understanding of this. Being able to express their feelings verbally helps children build positive relationships with adults and peers, reduces frustration, and supports their social development as they prepare for school.

### 6 WORK WITH SETTINGS

Strong communication between home and the nursery, school, or early years setting can help children feel more confident and supported. Parents can visit the setting with their child before they start, helping them become familiar with the environment and key adults. Educators can share relevant information with families and colleagues, so each child's needs are understood. Newsletters can also help families continue language learning at home.

### 7 SPOT LANGUAGE NEEDS

Children develop their language and communication skills at different rates, so early conversations between home and settings are important. If parents have concerns, they should speak to their child's nursery, school, or early years setting. Educators can use tools such as LanguageScreen, included in the NELI programmes, to build a profile of a child's speaking and listening skills and help identify suitable support.

### 8 EVIDENCE-BASED SUPPORT

Prioritise language and literacy approaches that are underpinned by robust research evidence. Evidence-based programmes help ensure children receive support that is more likely to make a meaningful difference. The Education Endowment Foundation (EEF) provides guidance on the strength of evidence behind different strategies, supporting informed decision-making and effective use of school time and resources.

### 9 MEET INDIVIDUAL NEEDS

Settings can use evidence-based assessment tools to understand children's language skills and identify where support may be needed. These tools support SEND reforms, and strengthen whole-setting language development, helping children receive support that reflects their individual communication needs.

### 10 TAKE PART IN RESEARCH

Research trials can give schools, early years settings, and families a valuable opportunity to contribute to evidence construction and future policy. Parents may be asked to give consent, share feedback, or support activities at home, while educators help deliver and monitor approaches in practice. The EEF often has trials that settings can join, including whole-class oral language programmes designed to support children's communication development.

### Meet Our Expert

OxEd is a University of Oxford spinout company specialising in early language and literacy assessment and intervention. They are the delivery team for the Nuffield Early Language Intervention (NELI) programme in reception, funded by the Department for Education for schools in England, and for NELI Preschool, which supports nurseries to strengthen children's early language development through evidence-based practice.



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