



Weekly Newsletter

Living to Learn, Learning to Live



10.10.2025

REACH FOR THE STARS

KEY DATES

15.10.25 - RSR Reading Meeting and Stay and Learn Session

16.10.25 - RGG Reading Meeting and Stay and Learn Session

16.10.25 9:15am - Coffee Morning: Helping Your Child With Fears And Worries

17.10.25 - Wear Red Day - Show Racism the Red Card

20.10.25 - Smile Squad Oral Health Programme

W/C 20.10.25 - Y1, 2 and 6 Stay and Learn Sessions

23.10.25 9:15am - Sleep Clinic Parent Workshop

23.10.25 - School Discos

24.10.25 3:15pm - Finish for half term

03.11.25 - Return to school for Autumn 2

W/C 03.11.25 - Y3 and 4 Stay and Learn Sessions

Hello Parents and Carers!

This week has seen the beginning of our annual Stay, Play and Learn sessions in school. Each class teacher invites parents into school to take part in a learning session with their child. The focus of these sessions can range from reading or times tables to subjects like Design Technology or Art!

Our Year 5 classes were the first to hold these sessions this week, with parents invited in to see what the children have been learning about in Geography. They spent time learning facts about the Seven Summits, had a scavenger hunt and produced some fact-filled posters afterwards. Thank you to all those who attended - we hope you enjoyed it and found it valuable!

Next week it is the turn of our Reception classes, and the focus will be on reading. We look forward to welcoming parents into school!

Next Friday 17th October, we will be taking part in Wear Red Day with Show Racism the Red Card. Children are invited to wear red to show their support and raise awareness against racism. £1 donations are welcomed, with all proceeds going to Show Racism the Red Card. Buckets will be available on the yard on Friday morning or children can give their donation to their class teacher.

Have a lovely weekend!

Miss Howard

Respect



Cooperate



THIS WEEK IN PSHE

This week in PSHE Assemblies, Mrs Ryan delivered the NSPCC 'Speak Out, Stay Safe' assembly. This assembly helps children to understand abuse, their rights and where to get help. It empowers children to speak out if they are worried, either to a trusted adult or through the NSPCC's Childline service. Class teachers have then followed this up this week by delivering a workshop in class, in order to give the children time to talk about this further.



Year One Phonics

This week in Phonics

This week, Year 1 have been revising Phase Three sounds.

'ow': growl, cow, owl

'oi': coin, soil, boil

'ear': year, clear, hear

'air': fair, pair, hair

The sounds 'air' and 'ear' contain three letters which make one sound. These are known as **trigraphs**.

Can you read this sentence?

Last year, a pair of brown cows found a coin in the soil.

Look out for these sounds in your reading books!

ATTENDANCE is one of our school values

As a school we are striving to achieve at least 97% attendance each week. Attendance this week, and generally so far this year, has been very disappointing. It is vital children are in school every day and that holidays are not taken in term time.

OVERALL - 93.4%

Monday - **90.1%**

Tuesday - **91.6%**

Wednesday - **93.0%**

Thursday - **92.2%**

Friday - **91.5%**

No classes achieved over 97% attendance this week.

Attend





Writing

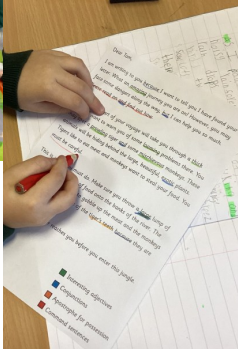
This week in school, Mrs Ryan, Miss Howard and Miss Jones (Writing Lead) have been lucky enough to observe Writing lessons across our school. We have been blown away by the high-quality, engaging teaching and learning which has taken place! We are so lucky to have such wonderful teachers and hardworking children at our school! Writing starts in our Nursery class where children develop their gross and fine motor skills through activities such as dough disco, dancing and beginning to make marks using a range of implements including their hands, marker pens and crayons. From Reception-Year 6, we teach Writing through Literacy Counts 'Read to Write' scheme. Read to Write empowers teachers to provide high-quality teaching of writing through children's high-quality literature (Vehicle Texts). The units of work centre on engaging, vocabulary-rich texts, with a wealth of writing opportunities. Several of these carefully-selected Vehicle Texts have strong thematic links to the Science, History and Geography curriculum. We have also personalised this for our school to include additional writing opportunities. This ensures we are providing children with lots of opportunities for incidental writing and also means we have been able to incorporate more poetry teaching.



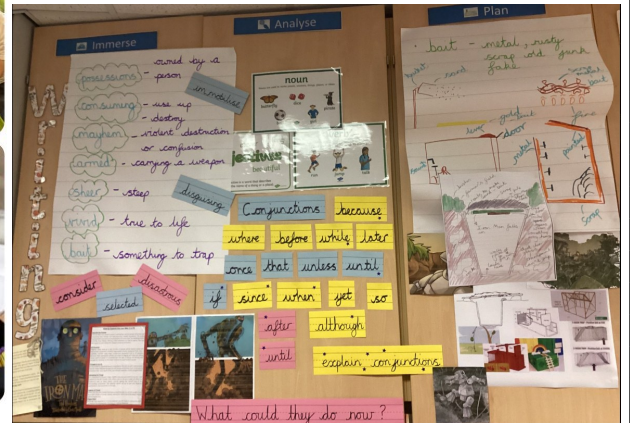
Nursery love Dough Disco!
Such a fun way to strengthen
the small muscles in their
hands and fingers!



Year 2 are getting
really good at
annotating a text to
discuss and explore
key features.



Year 3 have been working really hard developing
their skills in preparation to write instructions for a
pit to trap the Iron Man.



TTRS AND NUMBOTS WINNERS THIS WEEK

TTRS

Most correct answers: Luke S Y4 - 10,878

Most coins: Ilyas MB Y4 - 60,281

Improved speed: Lochlan PI Y3 - Improved by 10.18 seconds

Fastest current studio speed: Adam H Y5 - 0.53 seconds

Numbots

Most minutes played: Cale G Y3 - 53 minutes

Correct answers: David C Y2 - 794

Most coins: David C Y2 - 6,164

CURRENTLY READING...

In school, every class dedicates 15 minutes a day to reading for pleasure from a carefully-crafted reading spine. This allows children to explore new worlds, builds imagination and develop a lifelong love for books!

This week's recommendation comes from 2EB!
2EB recommend 'The Day the Crayons Quit' by Drew Deywalt.



Jaxson said, "It was really funny when the yellow & orange crayon started arguing!" It is also illustrated by one of our favourite authors, Oliver Jeffers. This is why we decided to read it and we're glad we did!



NUMBOTS

10 Top Tips for Parents and Educators

DEALING WITH TRAUMATIC & CHALLENGING EVENTS

Children and young people may face a wide range of traumatic or challenging events – from bereavement and illness to bullying, family breakdowns, or witnessing violence. These experiences can affect their mental health, behaviour, relationships, and academic progress. With the right support from trusted adults, children can begin to feel safe, rebuild resilience, and develop healthy coping strategies. This guide offers practical and empathetic ways to provide support and promote positive outcomes.

1 A PREDICTABLE ENVIRONMENT

Children who have experienced trauma often feel unsafe or uncertain. Creating routines, setting clear expectations, and maintaining consistency can help restore a sense of security. This structure offers reassurance and helps children feel more in control of their surroundings.

2 USE LANGUAGE THAT MATCHES THEIR AGE

Speak clearly and sensitively, choosing words that are appropriate for the child's age. Avoid overwhelming them with too much information at once. Offer gentle, honest explanations and focus on reassurance, especially when talking about difficult or sensitive subjects.

3 TRAUMA AND THE BODY

Mention briefly that trauma can show up in physical ways, such as changes in sleep, appetite, concentration, or as physical aches and pains. Consider this before labelling behaviour as 'difficult' or 'lazy'. Some children may become withdrawn, while others may be more outwardly challenging. Highlight that there's no 'one way' children respond.

4 AVOID RETELLING OR RELIVING TRAUMA

Children sometimes get asked to explain or repeat their experience multiple times. Striking a balance of when to listen and when to gently redirect can help to avoid unnecessary re-traumatisation. Acknowledge, but don't probe for detail unless safeguarding procedures require it.

5 AVOID DISMISSING OR MINIMISING FEELINGS

Seemingly well-meaning comments like 'it's not that bad' or 'you're okay' may shut down children's emotional expression and are often not helpful. Instead, acknowledge what they're feeling, even if it seems small. Validating a child's emotions helps them feel seen and encourages open communication in future.

6 UNDERSTAND HOW THEY'RE FEELING

Many children don't have the words to express their emotions, especially during distress. Supporting them to name what they're feeling – such as angry, scared or sad – builds emotional literacy. Tools like emotion charts, drawing, or storytelling can help externalise feelings in a safe, manageable way.

7 BE AWARE OF YOUR OWN RESPONSES

Children pick up on adult emotions and reactions, often mirroring them. Staying calm, even in challenging situations, helps children feel more secure. Practising your own self-regulation is an important way to model healthy stress management and encourages children to do the same.

8 SEEK PROFESSIONAL SUPPORT

While many children benefit from everyday emotional support, some will need more specialised help. If symptoms persist, worsen, or disrupt their daily life, consult with school safeguarding leads, a GP, or a mental health professional. Early intervention can prevent long-term difficulties and support healthy recovery.

9 MAINTAIN CONNECTION

Isolation can worsen the impact of trauma. Encourage involvement in group activities, praise their efforts, and ensure they feel like a valued part of the school or family community. Meaningful connection with trusted adults and peers builds resilience and a sense of belonging.

10 BE PATIENT – HEALING TAKES TIME

There's no quick fix for emotional recovery. Children may have good days and setbacks, and progress may not always be visible or linear. Your ongoing support, patience, and presence can help them move forward at their own pace, knowing they are not alone.

Meet Our Expert

This guide has been written by Anna Bateman. Anna is passionate about placing prevention at the heart of every school by integrating mental wellbeing within the curriculum, school culture, and systems. She has been a member of the advisory group for the Department for Education, advising them on their mental health green paper.



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