



Allanson Street News

9th January 2026

Our value this month is:

Resilience



IS MY CHILD TOO ILL TO GO TO SCHOOL?

- | | |
|--|---|
| <input checked="" type="checkbox"/> Minor coughs & cold | <input checked="" type="checkbox"/> Ear infection |
| <input checked="" type="checkbox"/> Sore throat | <input checked="" type="checkbox"/> Cold sores |
| <input checked="" type="checkbox"/> Conjunctivitis | <input checked="" type="checkbox"/> Tonsillitis |
| <input checked="" type="checkbox"/> Respiratory infections | <input checked="" type="checkbox"/> Head lice |

GO TO SCHOOL



- | | |
|--|---|
| <input checked="" type="checkbox"/> Whooping cough | <input checked="" type="checkbox"/> Covid |
| <input checked="" type="checkbox"/> High temperature | <input checked="" type="checkbox"/> Flu |
| <input checked="" type="checkbox"/> Chickenpox | <input checked="" type="checkbox"/> Scarlet fever |
| <input checked="" type="checkbox"/> Diarrhoea & vomiting | <input checked="" type="checkbox"/> Measles |

STAY AT HOME



Dates for your diary

- 2nd February- Children's Mental Health Week
- 9th February- Safer Internet Day

Reminders

Please make sure your child is wearing the correct school uniform. Complete guidance can be found on the school website. If you have any questions regarding uniform, please speak to your child's class teacher.

Remember that we have plenty of pre-loved uniform in our Unicycle centre. If you'd like to access this service, please contact Mrs Browne or Mrs Tyrer via **Pastoral ClassDojo**.

This Week's Highlights

In **Nursery** we have focused our learning on the season of Winter, we had lots of fun exploring the snow on Tuesday. We have continued to develop our maths skills by playing a dice game to add and take away buttons for the snowman. The children have also loved playing in our home corner with its new furniture and toys.

In **Reception** we have been enjoying learning about the season of Winter and we were extra lucky to have some snow and ice to investigate. We have read the story One Snowy Night in Drawing Club this week. We have also begun our new Art topic – collage – by learning about Henri Matisse

In **Year 1** we have started back in a positive way and worked really hard all week! We have begun to set ourselves some goals for the year and have talked about how we need to make these achievable and set a time limit to complete them. In English, we have started our new text, The Rainbow Bear, and have summarised the 3 key parts of the story. In maths, we have begun to look at the teen numbers. We have learnt about the season of winter and how the weather changes during this time.

In **Year 2** we have made our smoothies. We cut the fruit ourselves, blended it and then enjoyed experiencing the taste! In English, we have enjoyed an alternative version of Goldilocks and The Three Bears. Goldilocks even ate vegetables. In science, we enjoyed designing a healthy balanced meal.

In **Year 3**, we have really enjoyed our first week of forest school even though it was a little cold. The children also demonstrated great passing and receiving skills during our PE / rugby lesson. In maths the children have excelled and are all much more confident with column addition. Keep up the hard work!

In **Year 4**, we have been challenging ourselves to prepare for the upcoming multiplication assessment by setting individual goals for the scores we would like to achieve on our TTRS soundchecks at the end of this half term. We have enjoyed starting new learning about the Romans both through our English story 'Queen of Darkness' and our history work. We are also starting to learn about the digestive system in Science.

In **Year 5** we have had a great start to 2026! We have set ourselves some goals for the rest of the year, during our growth curriculum lessons and started lots of new learning. In our geography lessons we are looking at climates, biomes and vegetation belts and the children investigated the 6 main climate zones.

In **Year 6** we have come back into school with wonderful attitudes, ready to learn. We started our colour mixing work in Art, enjoyed discovering Jazz and Blues music and have



Catch that **sneeze**, don't let it roam,

Use your elbow, keep germs at home!

Yawn, cough or sneeze? Don't let them fly,

Trap those germs, wave them goodbye!



This Week's Value Stars!!



Nursery: Airene, Oliver, Harper, Carter	Reception: Ren, Luna, Lucas D, Suzanne D
Year 1: Aalayah, Teddie, Dollie, Harper	Year 4: Noah N, Amber F, Layla B, George D
Year 2: Theo, Logan, Lucas, Maison	Year 5: Isabelle R, Daniel J
Year 3: Scarlett, Henry, Lilah, Abigail	Year 6: Zien R, Amelia H, Scarlett E, Isabelle J

Weekly Winners

The top Reading Plus readers this week are:

Leaderboard

Top Classes - Total Avg. Reading Lessons (SR)

1. Y3NO (25/26)	40.1
2. Y5GW (25/26)	35.5
3. Y5EK (25/26)	30.8



Logging into Mathswizz at home:

www.whizz.com

Name Any Student
Class Y2 TE (Year 2)
Username anystudent
Password aspass

Please take this home and remember your username and password - keep it secret!

To log in go to:

<https://whizz.com/login/>

Your username is your first and last name without a gap or dot.

Attendance

School Target:
96%

Nursery 94.5%

RKL 98.7% RMC 95%

KS1 –

Y1PT 98.3% Y1LA 98.3%

Y2TE 100% Y2LB 97.5%

LKS2 –

Y3MC 97.1% Y3NO 93.3%

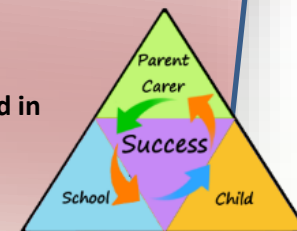
Y4EH 97.4% Y4MM 96.2%

UKS2 –

Y5EK 91.7% Y5GW 91.7%

Y6JM 94.4% Y6KK 94.8%

(This week's winners are highlighted in yellow)



This Week's Learning at Home

Word of the Week:

Nursery – Winter

Reception – collage

Year 1 – camouflage

Year 2 – conjunction

Year 3 – receiving

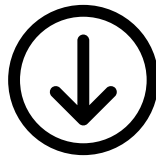
Year 4 impressionism

Year 5 – climate

Year 6 – banishment

This week's #WakeUpWednesday guide shares ten practical tips to help parents and educators support dyslexic learners. From flexible teaching strategies to boosting confidence and self-esteem, these insights aim to develop inclusive strategies to ensure dyslexic children and young people can thrive.

The guide explores ways to personalise learning, celebrate progress, and promote independence. Whether you are supporting one child or a whole class, these ideas can help ensure dyslexic learners feel valued, understood, and empowered to reach their full potential.



10 Top Tips for Parents and Educators

EMPOWER DYSLEXIC LEARNERS

Dyslexia affects how some people process information relating to reading, writing, and memory. It varies widely between individuals and can influence how learners engage with certain tasks. With the right support and understanding, children and young people with dyslexia can feel confident and included in their learning environment. This guide offers practical tips to help parents and educators create supportive, responsive spaces that promote engagement, independence, and wellbeing.

1 UNDERSTAND DYSLEXIA

Take time to understand the diverse ways in which dyslexia manifests in children and young people. Recognise the challenges and the strengths, from difficulties with literacy to increased creativity, problem-solving, and big-picture thinking. A strong foundation of knowledge leads to more effective support, and by raising your understanding of children's individual ways of working and thinking, you can help them feel proud of who they are.

2 ADAPT TEACHING

Learners with dyslexia often thrive with multisensory approaches, so it's important to explore and adapt teaching styles that engage multiple senses or reduce sensory input when needed. Flexibility is key! Remember, what works well for one learner may not work for another, so encourage pupils to experiment and personalise their own approach to classroom learning.

3 CREATE SAFETY

Foster a classroom culture where dyslexic pupils feel safe to be themselves. When learners don't feel the need to mask their difficulties, they're more likely to engage, take risks, and grow. Think Maslow before Bloom!

4 CELEBRATE ALL ACHIEVEMENT

Recognise and celebrate progress, academic or otherwise. Acknowledging effort and success builds confidence and reinforces a growth mindset. Let young people know you believe in them and help them see their own strengths.

5 SUPPORT NOTE-TAKING

Support children and young people in finding note-taking methods that work for them, such as mind maps, colour-coding, sketches, voice recordings, or digital tools. These strategies not only aid learning now but are valuable skills for future education and employment.

6 SET SMART GOALS

Set SMART goals: Specific, Measurable, Achievable, Realistic & Timely. Focus on what's achievable to build momentum. For example, if a pupil is consistently scoring 3/10 on spelling tests, adjust the target to match their current level and celebrate progress.

7 MAKE LEARNING MEANINGFUL

Connect learning to real-life contexts. Use imaginative, relatable examples to bring abstract concepts to life, for example, using squash ratios or zoo feeding routines to teach proportion - relevance boosts motivation and retention.

8 KEEP RECORDS

Keep a clear, up-to-date record of what strategies and accommodations work best for each learner. This 'case history of need' is invaluable during transitions from one setting or phase of education to another and helps ensure continuity of support - a key component of making reasonable adjustments.

9 TEACH ORGANISATION

Organisation can be a challenge for dyslexic learners. Regular check-ins on homework, projects, and deadlines can make a big difference. Teach and model planning tools, such as calendars, checklists, and visual timetables, to build independence over time.

10 CHAMPION INDIVIDUALITY

Just like fingerprints, no two dyslexic learners are the same. Be open to trying different approaches and encourage students to reflect on what works for them. Promoting self-awareness and independence is one of the most powerful things you can do!

Meet Our Expert

Elizabeth Wilkinson MBE is a pioneering advocate for neurodiversity and the founder of The Dyslexic Dyslexia Consultant. With a career spanning over two decades, Elizabeth has become a nationally respected voice in the field of dyslexia awareness, education, and inclusion.



#WakeUpWednesday

The National College