

Our value this month is:

## Respect



### IS MY CHILD TOO ILL TO GO TO SCHOOL?

- |                          |                 |
|--------------------------|-----------------|
| ✓ Minor coughs & cold    | ✓ Ear infection |
| ✓ Sore throat            | ✓ Cold sores    |
| ✓ Conjunctivitis         | ✓ Tonsillitis   |
| ✓ Respiratory infections | ✓ Head lice     |

### GO TO SCHOOL



- |                        |                 |
|------------------------|-----------------|
| ✗ Whooping cough       | ✗ Covid         |
| ✗ High temperature     | ✗ Flu           |
| ✗ Chickenpox           | ✗ Scarlet fever |
| ✗ Diarrhoea & vomiting | ✗ Measles       |

### STAY AT HOME



### Dates for your diary

- Wed 17<sup>th</sup>-Thurs 18<sup>th</sup> – Catalyst Museum
- Tues 23<sup>rd</sup>- Steps to Success Graduation

### 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 continued to focus our learning on transport and journeys. The children have looked at photographs of a variety of vehicles and have used their growing vocabulary to describe each one. In maths, we have explored a range of number concepts, as the children have added 1 more passenger or taken 1 passenger away from the bus according to the + and - dice.

In **Reception** this week we have read the story *The Sea Saw* for Drawing Club which is all about a little girl who loses her teddy at the beach. We have talked about our town St Helens and why it doesn't have a beach – because it is not on the coast. In maths we have introduced the children to Rekenreks and explored how they can be used to help with our number sense.

In **Year 1** we have been working hard on our phonics, completing our screening check. We have been working hard on our handwriting and making improvements with our sentence construction. In maths we have been adding numbers across the 10s barrier and looking for patterns in our addition. In History we looked back at pictures of our school from a long time ago and learned about the similarities and differences over its existence. In PE we have been working on our jumping skills.

In **Year 2** we have worked hard on our handwriting and demonstrated our resilience when completing maths assessments. We have enjoyed lots of book-talk around the story "My Shadow is Pink" by Scott Stuart and celebrated our differences. Our history topic of holidays in the past has led to some wonderful discussions about events "within living memory" and "beyond living memory" – as well as learning about marvellous places like Butlins! The children have really enjoyed having their turn of Dance with Miss Lucy and will continue to do so for this half term.

In **Year 3**, we have worked hard on our handwriting, and it is wonderful to see the children taking pride in their presentation. We have looked at lots of different reports on animals following on from our class novel 'The One and Only Ivan' and we are excited to see the children's completed non chronological reports. We are also very excited about the world cup and the children throughout enjoyed their class sweep stake. Who will be the winner?

In **Year 4**, we have been enjoying our new novel, 'The Boy at the Back of the Class' and developing our understanding of what a refugee is. We have also been working very hard to complete our general Maths and Multiplication assessments. In PE, we have been focusing on moving to return a ball and in RE this week, we have been listening to famous fables to prepare us for thinking about the famous parables of Jesus in the bible.

In **Year 5**, we have enjoyed reading more of the story "Wonder" and analysing the text throughout our English lessons. We have completed our geography assessments, showing off all our knowledge about rivers in the UK and around the world. In Spanish, we have enjoyed practising ordering different items from the café. Today we have been very lucky to experience first aid training! We learnt a lot and have a better knowledge of how to help others in medical situations.

In **Year 6** we have had a very busy and tiring week going on trips. All - the residential trip to Gulliver's and the day trips to the cinema, bowling, laser quest and the trampoline park - were fantastic. The children had a wonderful time The behaviour of the children was great. They were real credits to you and to Allanson Street.


### STAY SMART ONLINE!

<p><b>Safe</b> Keep all of your personal information safe.</p>	<p><b>Tell</b> Tell a responsible adult if you feel worried or uncomfortable.</p>
<p><b>Meet</b> Don't meet up with strangers you have talked to online.</p>	<p><b>Reliable</b> Not everyone is reliable. They may not be who they seem to be.</p>
<p><b>Accept</b> Think before you accept anything online.</p>	

# This Week's Value Stars!!

<b>Nursery:</b> Miles C, Oliver, Myles G-L, Samuel	<b>Reception:</b> Myah, Zayn, Rowan, Ren
<b>Year 1:</b> Othnel A, Mason S	<b>Year 4:</b> Gabriel M, Leo R, Callum H, Gracie-Mae S
<b>Year 2:</b> Kevin, Linden, Ayn, Lucas	<b>Year 5:</b> Aamane A, Leylan B
<b>Year 3:</b> Lottie, George, Lilah, Abigail	<b>Year 6:</b> Eve P, Daniel F-D, Lorna B, Muhammad A

## Weekly Winners

 The top Reading Plus readers this year, so far, are:

- 1<sup>st</sup> **Y6JM (25/26)**
- 2<sup>nd</sup> **Y3NO (25/26)**
- 3<sup>rd</sup> **Y3MC (25/26)**
- 4<sup>th</sup> **Y4EH (25/26)**



## Mathswizz

Most used:

- 1<sup>st</sup> **Y5 EK**
- 2<sup>nd</sup> **Y3 MC**
- 3<sup>rd</sup> **Y1 LA**
- 4<sup>th</sup> **Y4 EH**



## Attendance

**School Target:**  
96%

<b>Nursery</b> 89.6%	<b>RKL</b> 88.2%	<b>RLB</b> 94.7%
<b>KS1 – Y1PT</b> 98.6%	<b>Y1LA</b> 90.4%	
<b>Y2TE</b> 96.7%	<b>Y2LW</b> 97.2%	
<b>LKS2 – Y3MC</b> 92.7%	<b>Y3NO</b> 89.3%	
<b>Y4EH</b> 91%	<b>Y4MM</b> 88.3%	
<b>UKS2 – Y5EK</b> 95%	<b>Y5GW</b> 95.5%	
<b>Y6JM</b> 87.2%	<b>Y6KK</b> 95.2%	

(This week's winners are highlighted in yellow)



## This Week's Learning at Home

### Word of the Week:

**Nursery** – journey

**Reception** – Coast

**Year 1** – similar

**Year 2** – century

**Year 3** – enclosure

**Year 4** – parable

**Year 5** – embryo

**Year 6** – transition



# WEST PARK RFC UNDER 9S

## TIME TO TACKLE



SCHOOL  
YEAR 3



TRAINING  
STARTS BACK  
17TH JUNE  
EVERY WEDNESDAY  
7-8PM



LEARN.  
PLAY.  
GROW.  
BELONG.



TEAMWORK  
RESPECT  
ENJOYMENT



## NEW PLAYERS WELCOME!

ALL ABILITIES WELCOME | MAKE FRIENDS | HAVE FUN

COACHES:

**PHIL**

07931 793829

**KIE**

07891 996723



# Neurodevelopment pathway drop ins



Mersey Care  
NHS Foundation Trust

Come along to one of our drop in sessions in St Helens.

Our team will answer questions you have about the neurodevelopment pathway process.

You don't need to be using our service, you can drop in if you have any questions to ask about this.

We look forward to meeting you.

Tuesdays at Parr Children's Centre and Central Link Family Hub  
See details and times below

**13 January** at Parr Children's Centre, 9am to 12 noon.

**10 March** at Parr Children's Centre, 9am to 12 noon.

**12 May** at Parr Children's Centre, 9am to 12 noon.

**27 January** at Central Link Family Hub, 1pm to 4pm.

**24 March** at Central Link Family Hub, 1pm to 4pm.

**26 May** at Central Link Family Hub, 1pm to 4pm.

**10 February** at Parr Children's Centre, 9am to 12 noon.

**14 April** at Parr Children's Centre, 9am to 12 noon.

**9 June** at Parr Children's Centre, 9am to 12 noon.

**24 February** at Central Link Family Hub, 1pm to 4pm.

**28 April** at Central Link Family Hub, 1pm to 4pm.

**23 June** at Central Link Family Hub, 1pm to 4pm.

We work with children and young people with complex neurodevelopmental difficulties, who need an assessment to gain a better understanding of their needs.

Parr Children's Centre, Ashtons Green Drive, St Helens, WA9 2AP

Central Link Family Hub, Westfield Street, (off Peter Street), St Helens, WA10 1QF

If you need more information you can contact us on **01744 415 608** or email: [mcn-tr.sthelensneuropathway@nhs.net](mailto:mcn-tr.sthelensneuropathway@nhs.net)



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See details and times below

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**8 September** at Parr Children's Centre, 9am to 12 noon.

**10 November** at Parr Children's Centre, 9am to 12 noon.

**28 July** at Central Link Family Hub, 1pm to 4pm.

**22 September** at Central Link Family Hub, 1pm to 4pm.

**24 November** at Central Link Family Hub, 1pm to 4pm.

**11 August** at Parr Children's Centre, 9am to 12 noon.

**13 October** at Parr Children's Centre, 9am to 12 noon.

**8 December** at Parr Children's Centre, 9am to 12 noon.

**25 August** at Central Link Family Hub, 1pm to 4pm.

**27 October** at Central Link Family Hub, 1pm to 4pm.

**22 December** at Central Link Family Hub, 1pm to 4pm.

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Strong oral language skills help children feel confident, connected and ready to learn. This guide explores simple, everyday ways that parents, carers and educators can support children's speaking, listening and understanding, from shared conversations and story time to naming feelings and building vocabulary through play and routines.

It also highlights the value of working closely with nurseries, schools and early years settings, using evidence-based approaches and spotting possible language needs early. With expert insight from OxEd, the guide offers supportive advice to help children become confident communicators as they prepare for school.



# 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.



See full reference list on our website



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