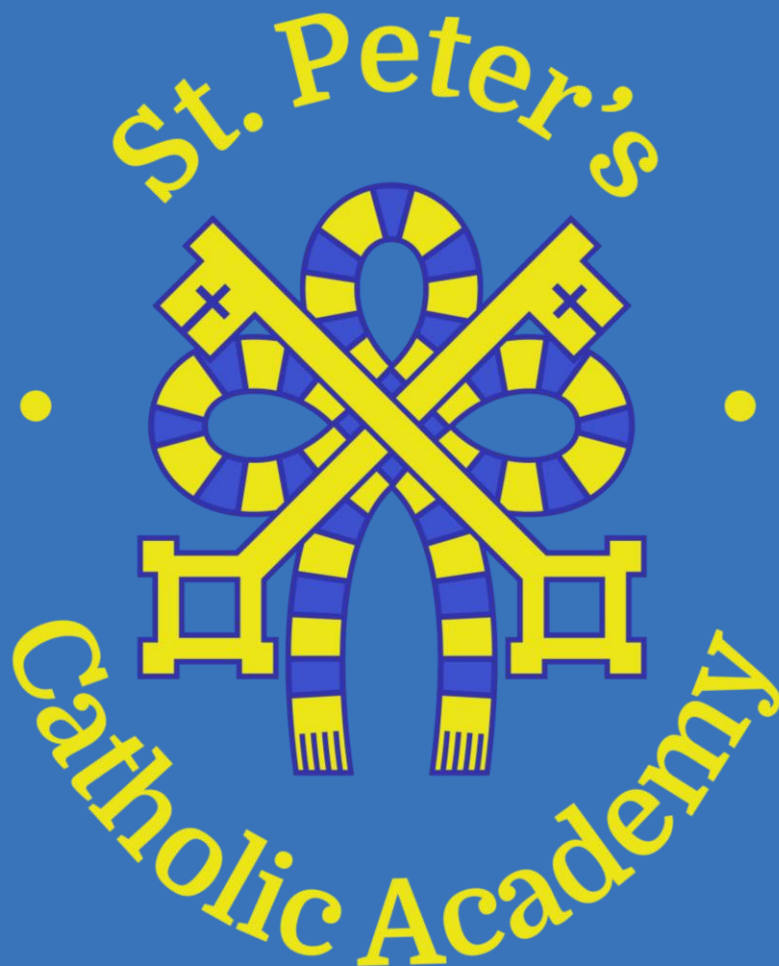




St. Peter's Catholic Academy

June Newsletter



June Newsletter

Dear Parents and Carers,

Welcome back to our final half term of the school year. We hope you all had a restful break and are ready for a busy and exciting few weeks ahead. It has been lovely to see the children return to school with such positive attitudes and a readiness to learn.

I would like to say a very big well done to our Year 6 pupils. They have shown great resilience, determination, and maturity as they completed their SATs. We are extremely proud of their hard work and the positive way they approached their tests.

As we begin this final half term, we look forward to many special events and continued learning. Thank you, as always, for your support. Together, we will make this a happy and successful end to the school year.

As we start June, we remember that May was a special month in the Catholic Church, where we honoured Mary, the Mother of Jesus. During this month, we took time to pray to Mary and reflect on her love, care, and faith. We ask her to guide our school community and watch over our families.

We also wish all our families who celebrated over half term, 'Eid Mubarak'. We hope that your celebrations brought you and your families much joy.

God bless,

Mr. Hodgson

Principal



First Holy Communion

A huge congratulations to Jacob in Year 3 who has taken his first holy communion.

This is such a special time in a Catholic's faith journey, and it was wonderful to see him bring so many family members to celebrate.

We hope you had the most wonderful day.



Nursery Police Visit

Nursery had an amazing morning when our local PCSO, Justine visited.

They were amazed to have a police officer in school, and they were so excited to see the police car. We even heard the sirens and saw the blue flashing lights! The children's favourite part was dressing up as police officers.

Thank you to Justine for making the day really special for them.



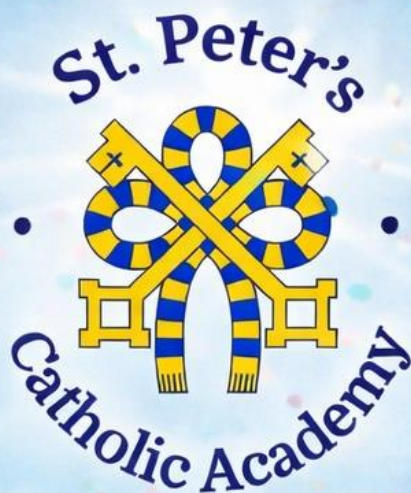
Nursery's Little Adventure...

Nursery have been focusing on the story 'Handa's Surprise'.

In the classroom, we have had lots of different sensory experiences, crushing, mixing and scooping fruit. Some children even made their own 'lemonade' and were very creative with their play!

We then visited the local supermarket to buy the fruits from the story. The children then chopped and tasted their fruit, using amazing fine motor skills.





Summer Fayre

Friday 10th July at 15:10



Gardening Club

Gardening club have been working really hard over the past few weeks to weed and prepare then prayer garden and plant new life to brighten up the school.

I'm sure you will all agree that it's looking beautiful!

Thank you so much to our wonderful children, as well as to Mrs Hayward and Mrs Hackney for their guidance and support.



(Key Dates)



Saturday 6th June	First Holy Communion – 10:30am
Monday 8th-12th June	Year 1 phonics screen testing
Monday 8th June	Year 6 Forest School
Thursday 11th June	<u>Burslem</u> Town field events
Monday 15th June	Year 4 Forest School Local Walk
Thursday 18th June	<u>Burslem</u> Town track events
Friday 19th June	Fathers' Day breakfast – 08:00
Friday 19th June	EYFS Fathers' Day stay and play – 09:00



May term Awards



Year	Principal's Award	Goldfinch Award	English Award	Maths Award
YN	Kobi Au Somkelechukwu Chimdi-Dike	Mitchel Sithole Aizak Anjum		
YR	Naji Alinzi Amelia Istoc	Taha Mohammed Ayah Omar	Abu Bakr Javaid Maysa Hussain	Naia Ali Yahya Ali
Y1	Micah Owusu Oliver Lee	Mariusz Polom Esther David	Ryan Rasekhizaden Ismail Adnaan	Ismail Adnaan Selin Yavuzigit
Y2	D***** R***** Kelvin Sithole	Hemayal Balall Md. Hashim Farooq	A***** K***** Noor Ul Saba Fatima	Kingsley Obeng David Cervenak
Y3	Oscar Akhanene Omarni Robinson	Stefania Stan Zaina Choudary	Habiba Akhtar Jacob Hughes	Saif Ali Sherafghan Kaashif Khalid
Y4	Khadija Ahmed Araf Islam Musa Adeel	Mubarra Asif Khadija Ahmed	Anthony Abiazem Abduraman Yahya	Myra Yousaf Naomi Trocewicz
Y5	Maryam Khan Elias Hawley	Ugochi Nwanguma Wafaa Fayyaz	Ismail Haque Milan Kadir	Yahya Mazahir Ibrahim Uddin
Y6	Ernest Obeng-Boafo Hazik Sajid	Carla Tavares Da Rocha Ayaan Raja	Owais Ahmed Carla Tavares De Rocha	Lily Moges Drupad Sooraj

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) programmes, 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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