



# Welcome to St Brigid's

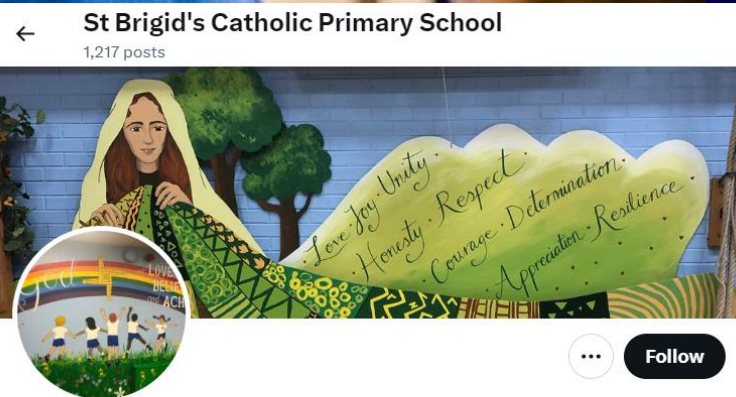
## September 2025



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WELCOME TO  
St Brigid's Catholic Primary School



**St Brigid's Catholic Primary School**  
@StBrigidsCPS





# Introduction

- Welcome on behalf of Mrs Tyler (Headteacher)
- Meet the team
  - Your child's class teacher
  - Mrs Lodge (Pastoral Support / Attendance Lead)
- RE & Catholic Life
- How can you prepare your child for school?
- Attendance
- ***Class teacher updates***



# St. Brigid's Catholic Primary School



## RE & Catholic Life



### What is it like to attend this school?

The school is an oasis of calm. It is a safe sanctuary for pupils. They enter the school gates with big smiles on their faces. Pupils are eager to learn and to do their best. This begins in the early years where children's love of learning is harnessed. They joyously engage in activities and flourish.

Pupils told inspectors that people work together and help each other. They benefit from close relationships with staff who know them and their families very well. The school is determined to ensure that pupils, including those with special educational needs and/or disabilities (SEND), achieve highly. Most pupils achieve well from their starting points.

The school's values underpin all that it does. Pupils are proud to be part of this close-knit school that 'loves, believes, achieves'. The school teaches pupils how to behave well. Pupils listen attentively to teachers. They follow instructions quickly and enthusiastically. Pupils behave extremely well.

Our mission is underpinned by Christian values...our St Brigid's values.



### What the school does well

- The mission statement, 'Trusting in God, we love, believe and achieve...together', is known and lived out joyfully.
- The pupils are, 'The jewel in the crown,' in their positive attitudes, very good behaviour, and respect for each other.
- Pastoral support for pupils, families and those who are vulnerable is of the highest quality.
- Relationships at all levels are exemplary and enable pupils and staff to thrive.
- Prayer and liturgy inspire the whole community to praise and give thanks to God.



# St. Brigid's Catholic Primary School



## RE & Catholic Life

### Our faith:

- Parents/Carers are the most important educators of their children
- School provision:
  - Catholic Life & Mission
  - Religious Education
  - Collective Worship
- Fr David Gamble – Parish Priest
  - Class Mass every Wednesday – 1<sup>st</sup> October (see Autumn Overview)

St Brigid's Catholic Primary School @StBrigidsCPS · Sep 2

As we welcome all of our fabulous children back to school, we focus on New Beginnings. We thank God for all of our gifts and talents and ask for His help and guidance as we start our new academic journey 🙏❤️✝️

@lpoolcatholic



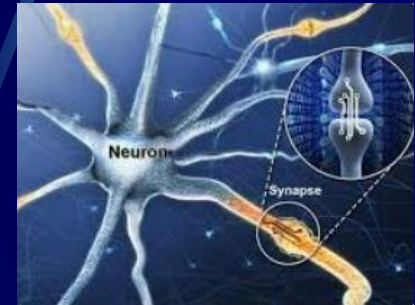




## Helping your child prepare for school?

All children learn at their own rate and will be supported in their personal journey but start with creating good habits:

- **Understanding how children learn – repetition... creating good habits**
- Make sure that your child is in school on time and every day
- Ensure that your child wears school uniform and removes jewellery
- Label all items of clothing so that anything that is misplaced can be found
- Regularly attend meetings that involve your child
- Get in touch with us if you are concerned or worried
- **Teach them to think and respond kindly, to be independent and to be resilient - great qualities to have and important life skills**





- ❑ Newsletters
- ❑ Termly overviews
- ❑ X account
- ❑ Teachers 2 Parents – texts / emails / forms

# Helping your child prepare for school?

# September 2025 Newsletter



**St.Brigid's**  
Catholic Primary School

*Trusting in God - we love, believe and achieve... TOGETHER.*

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**Autumn Term 2025/26**      <https://stbrigidsprimary.co.uk/>      **Safeguarding/Child Protection Officer—Mrs R Tyler**

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Dear Parents / Carers,

Welcome back! Time is really flying by already and you won't be surprised to hear that our children have settled in beautifully. It is always wonderful to see how quickly and responsibly our children adapt to their new class routines. This is due to careful transition, teamwork between home and school, consistent routines, meticulous organisation and the high expectations we have of everyone at St Brigid's. Thank you for all that you do—your support really does matter and makes a huge difference to our work.

*Trusting in God - we love, believe and achieve... TOGETHER.*

Last week, we celebrated together with a beautiful Mass and we were so pleased to be joined by some of our regular St Albert's parishioners; they love coming into school on Wednesdays for our Class Masses—please join us if you can (see overview for dates and times).

**Religious Education**—In class, the children have started their first unit of work which focuses on 'Creation & Covenant'. Please talk to your child about what they have been learning and we will be 'Learning at Home' newsletter which has lots of ideas of things to do at home (see website). Just a reminder that, alongside our daily prayers, we have allocated a traditional prayer to each class and will be saying these regularly—please support your child's faith by sharing these prayers at home:

Reception Class—Oh, Angel of God Y3&4—Glory Be to the Father, Son & Holy Spirit	Y1—Our Father (The Lord's Prayer) Y5&6—Eternal Rest	Y2—Mail Mary
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The **Patch Pages** are available to view on our school website via the RE & Catholic Life—Newsletter for Parents/Carers tabs.

**Faith News**—Just before we broke up for summer, Father wrote to families of all pupils who are eligible to make their First Confession & Holy Communion this year. Please make sure that you collect an enrolment form from Fr David as soon as you can—these are available to collect on Sundays (straight after Mass) and will only be given to parents for official canonisation purposes so please do not ask someone else to collect a form on your behalf. The deadline for returning forms is **FRIDAY 3rd October**. For further information about events that are taking place in our community, the parish newsletters are available from church every week (at Mass on Sundays) and they are also uploaded to our school website.

**Staffing**—Last week, both Mrs Collins and Mr Bell said 'forever!' to the children and families of St Brigid's. We marked their departure by celebrating their commitment to school and the service they have given during Mass on Wednesday. Mrs Collins, in particular, will be sorely missed as she has worked here for so long and is a valued member of the local community. Thank you to the many of you who have been into school to pass on your best wishes—your kindness is much appreciated. The current staffing arrangements are as follows:

Assistant Headteachers: <b>RECEPTION:</b> <b>YEAR 1:</b> <b>YEAR 2:</b> <b>YEAR 3:</b> <b>YEAR 4:</b> <b>YEAR 5:</b> <b>YEAR 6:</b>	Mrs Richards & Mrs Hunter Mrs Gilchrist, Miss Barrow, Mrs Clays, Miss Jones, Mrs Nelson, Mrs Newton, Miss Rice, Miss Mackayne (apprentice) Miss Dailey (class teacher), Mrs Usher, Miss Clew, Miss Hackett (apprentice) Miss Taylor (class teacher), Miss O'Donovan, Miss McEvoy (apprentice) and Miss Gill (apprentice) Mrs McKay (class teacher), Miss Flannery (additional teacher Y2&Y6), Miss Cronin and Miss Kelly (apprentice) Miss Tully (class teacher), Mrs Bowland, Miss Ross (apprentice) Mr Owen (class teacher), Miss Butler and Miss Woods (apprentice) Mr Quinton, Miss Williams (apprentice) and Miss Burrell (apprentice) Mr North (class teacher), Miss Noon, Miss Baker (apprentice) and Miss Langley (apprentice)
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**IQM Inclusive School & Centre of Excellence Awards**—Following rigorous assessment, many of you will be aware that in July we were awarded our Inclusive School & Centre of Excellence Awards. A massive THANK YOU goes to our children, you four parents/carers and our staff for persistently and unwaveringly supporting each other. A special mention also goes to both Mrs Richards and Mrs Hunter for the sterling work they do in relation to their role as Special Educational Needs Coordinators (SENCO); their work underpins all aspects of inclusion and ensures that our children, families and staff are well equipped and supported. Some of the wonderful quotes which filter through the report include the following:

**'Inclusive practice at St Brigid's Catholic Primary School permeates all aspects of school life, from leadership and curriculum design to pastoral support and community partnerships...Parents are welcomed as equal partners in the life of the school. Engagement is proactive and responsive, and families report high levels of trust in the staff and leadership.'** If you haven't already done so, please take some time to read through the report which is available to view on our website by using the following tabs: Information/Inspection Reports & External Reviews.

**NEURODIVERSITY: we are all different but never less!**—We are all unique and precious in our own right and, in school, we teach our children this as a daily basis by celebrating our differences. Many of our children are neurodiverse, this means that they process the world differently to neurological pupils. We take care to be acutely aware of this in our planning and provision and, as a staff, we provide training in this area so that we are well equipped to support the ranging needs of our pupils. If you would like to find out more about neurodiversity or would like additional support, please keep a look out for the links that are frequently seen out from our school accounts (@TP and XO). There are also some really good films, books and blogs out there which I have found really useful (and entertaining)—why not give them a watch or a read...Temple Grandin (film—biography of Dr Temple Grandin), Out of my mind (film/book), Professor Simon Baron Cohen (Director of Autism Research Centre, Cambridge—books and blogs).













# St Brigid's Catholic Primary School

## AUTUMN Term Events 2025 – 2026

St Brigid's  
Catholic Primary School

### September

Tues	2 <sup>nd</sup>	BACK TO SCHOOL	8.35am	Y1 – Y6
		<i>Prayer &amp; Liturgy focus – New beginnings</i>	All week	All children
		Reception Class Parent / Carer Meeting	9am	Parents/Carers
		Welcome Back Assembly	11am	Y1-Y6
Wed	3 <sup>rd</sup>	REC Class start their transition into school	am	REC
		Welcome Back MASS with Fr David	10am	Y2 – Y6
		Farewell to Mrs Collins & Mrs Pickett		
<b>Week beginning 8<sup>th</sup> September PE lessons resume – children should wear school kit on PE days</b>				
Mon	8 <sup>th</sup>	<i>Prayer &amp; Liturgy focus – Rules</i>	All week	All children
		Mondays – Y5 PE day	pm	Y5
		LFC Club for Y5&Y6 GIRLS to begin	3.15-4.15pm	Y5/6 GIRLS
Tues	9 <sup>th</sup>	Tuesdays – Y6 PE day	pm	Y6
Wed	10 <sup>th</sup>	<i>Y6 Parent/Carer &amp; Teacher Meeting – Hall</i>	8.50am	Y6 Parents/Carers
		<i>Y5 Class Mass</i>	10am	Y5
		Wednesdays – Y1 & Y4 PE day	pm	Y1 & Y4
Thurs	11 <sup>th</sup>	<i>Y2 Parent/Carer &amp; Teacher Meeting – Hall</i>	8.50am	Y2 Parents/Carers
		Thursdays – Y2 PE day		Y2
Fri	12 <sup>th</sup>	<i>Y1 Parent/Carer &amp; Teacher Meeting – Hall</i>	8.50am	Y1 Parents/Carers
		Fridays – Y3 PE day		Y3
<b>Week beginning 15<sup>th</sup> September: SPORTS clubs with Miss Anderson begin (tbc)</b>				
Mon	15 <sup>th</sup>	<i>Prayer &amp; Liturgy focus – Resilience</i>	All week	All children
		<i>Y3 Parent/Carer &amp; Teacher Meeting – Hall</i>	8.50am	Y3 Parents/Carers
		Healthy Families workshop	9.15-10.30am	KS2 families





# Attendance

Working together to improve school attendance:

## Working together to improve school attendance

Statutory guidance for maintained schools, academies, independent schools and local authorities

August 2024

## Summary table of responsibilities for school attendance

Statutory guidance for maintained schools, academies, independent schools, and local authorities

Published 19 August 2024

### All pupils

Parents are expected to:	Schools are expected to:	Academy trustees and governing bodies are expected to:	Local authorities are expected to:
Ensure their child attends every day the school is open except when a statutory reason applies.	Have a clear school attendance policy on the school website which all staff, pupils and parents understand.	Take an active role in attendance improvement, support their school(s) to prioritise attendance, and work together with leaders to set whole school cultures.	Have a strategic approach to improving attendance for the whole area and make it a key focus of all frontline council services.
Notify the school as soon as possible when their child has to be unexpectedly absent (e.g. sickness).	Develop and maintain a whole school culture that promotes the benefits of good attendance.	Ensure school leaders fulfil expectations and statutory duties.	Have a School Attendance Support Team that works with all schools in their area to remove area-wide barriers to attendance.
Only request leave of absence in exceptional circumstances and do so in advance.	Accurately complete admission and attendance registers.	Use data to understand patterns of attendance, compare with other local schools, identify areas of progress and where greater focus is needed.	Provide each school with a named point of contact in the School Attendance Support Team who can support with queries and advice.
Book any medical appointments around the school day where possible.	Have robust daily processes to follow up absence.	Ensure school staff receive training on attendance.	Offer opportunities for all schools in the area to share effective practice.
	Regularly monitor data to identify patterns and trends and understand which pupils and pupil cohorts to focus on.		
	Have a dedicated senior leader with overall responsibility for championing and improving attendance.		





360 Attendance view

[Download PDF](#)

St Brigid's RC Pri (3403344)

Comparator:



### Attendance Headlines

Year To Date

26 Aug 24

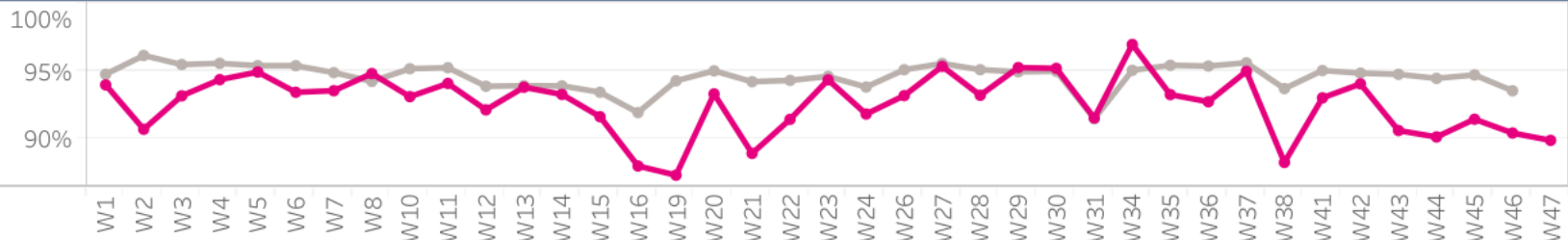
- 25 Jul 25

All	Female	Male	FSM6	Not FSM6	Persistent absence (YTD)
92.6% ●	92.2% ●	93.1% ●	91.3%	94.8%	28.1% ●

### Weekly Attendance

■ School

■ FFT National



### Attendance breakdown

Year To Date

26 Aug 24

- 25 Jul 25

Pupil Groups		Pupils		All	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
All	All	210	School	92.6%	90.3%	94.1%	94.2%	90.7%	93.2%	93.1%	92.7%
			FFT National	94.5%	93.4%	94.2%	94.7%	94.9%	95.0%	94.8%	94.6%
			Difference	-1.9% ●	-3.1% ●	-0.1%	-0.5%	-4.2% ●	-1.8% ●	-1.7% ●	-1.9% ●



# St. Brigid's Catholic Primary School



## Attendance

Excellent attendance (99%+)

### Attendance percentage

2024-2025 (Y4)	99.5%
This time last year	87.6%
School	93.3%
National	94.8%
Local Authority	93.5%

### Days missed

2024-2025 (Y4)	1.0
This time last year	23.5
School	12.6
National	9.6
Local Authority	11.1

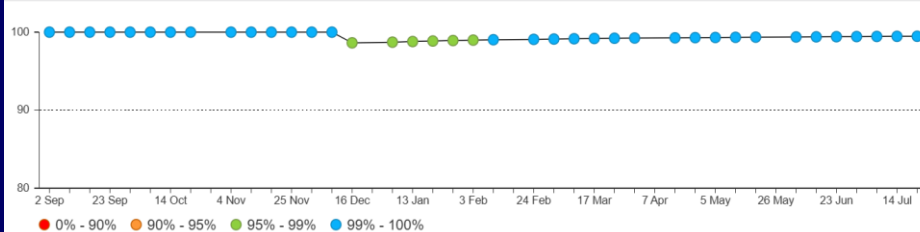
### Absences

- 2 authorised absences
- 1 day missed
- 2 sessions late before register closed
- 1 period of absence due to illness
- 1 broken week

### DfE penalty notice consideration threshold

- (10+ unauthorised absences in 10 rolling school weeks)
- Met the threshold for 13 weeks in 2023-2024

### Cumulative Attendance %



### Weekly Attendance Overview

	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Jul
Mon	Present	Present	Present	Present	Present	Present	Present	Present	Present	Present	Present
Tue	Present	Present	Present	Present	Present	Present	Present	Present	Present	Present	Present
Wed	Present	Present	Present	Present	Present	Present	Present	Present	Present	Present	Present
Thu	Present	Present	Present	Present	Present	Present	Present	Present	Present	Present	Present
Fri	Present	Present	Present	Present	Present	Present	Present	Present	Present	Present	Present

Legend: Present (Green), Late before register closed (Orange), Authorised absence (Blue), Unauthorised absence (Red), 10-in-10 threshold met (Red flag), Closed / no data (Grey)

Persistently absent (10% or more sessions missed)

### Attendance percentage

2024-2025 (Y6)	89.9%
This time last year	88.2%
School	93.3%
National	94.8%
Local Authority	93.5%

### Days missed

2024-2025 (Y6)	19.0
This time last year	22.5
School	12.6
National	9.6
Local Authority	11.1

### Absences

- 4 authorised absences
- 34 unauthorised absences
- 19 days missed
- 51 sessions late before register closed
- 1 period of absence due to illness
- 9 broken weeks

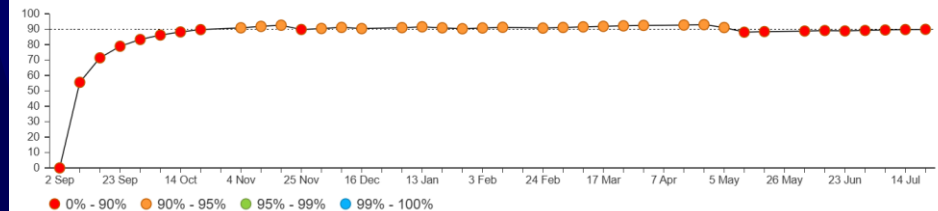
### Absence patterns

- Absence before or after school holiday
- Repeatedly late or absent on the same day

### DfE penalty notice consideration threshold

- (10+ unauthorised absences in 10 rolling school weeks)
- Met the threshold for 12 weeks in 2024-2025
  - Met the threshold for 11 weeks in 2023-2024

### Cumulative Attendance %



### Weekly Attendance Overview

	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Jul
Mon	Present	Present	Present	Present	Present	Present	Present	Present	Present	Present	Present
Tue	Present	Present	Present	Present	Present	Present	Present	Present	Present	Present	Present
Wed	Present	Present	Present	Present	Present	Present	Present	Present	Present	Present	Present
Thu	Present	Present	Present	Present	Present	Present	Present	Present	Present	Present	Present
Fri	Present	Present	Present	Present	Present	Present	Present	Present	Present	Present	Present

Legend: Present (Green), Late before register closed (Orange), Authorised absence (Blue), Unauthorised absence (Red), 10-in-10 threshold met (Red flag), Closed / no data (Grey)





# Attendance

NUMBER OF DAYS ABSENT FROM SCHOOL	CHILD'S ATTENDANCE AT THE END OF THE YEAR
<i>If your child has 1 day off school during the year...</i>	<i>...their attendance will be 99.5%</i>
<i>If your child has 2 days off school during the year...</i>	<i>...their attendance will be 99%</i>
<i>If your child has 5 days off school during the year...</i>	<i>...their attendance will be 97.4%</i>
<i>If your child has 10 days off school during the year...</i>	<i>...their attendance will be 95%</i>
<i>If your child has 15 days off during the year...</i>	<i>...their attendance will be 92.4%</i>
<i>If your child has 20 or more days off during the year ....</i>	<i>... their attendance will be below 90%</i>



## Welcome to Year 3

*Miss Tully (class teacher)*

*Mrs Bowland (teaching assistant)*

*Miss Ross (apprentice teaching assistant)*

*Miss Anderson (HLTA – PE)*



*Keeping our children, staff and families happy and safe.*

*Entrance doors open at 8.35am for registration.*

*Water bottles to be brought in daily and taken home each night.*

*Children to be collected at **3:10pm** from the main hall doors.*

*Snack money:*

*£1 per week (Infants – R/Y1/Y2)*

*£1.50 for per week (Juniors – Y3-6)*

*Breakfast club and after school club money to be paid via ParentPay.*



# School Uniform

Full school uniform list and stockists on school website.

Plain black trainers/ shoes.

Earrings are not allowed. Please take them out as soon as possible.

All uniform needs to be clearly labelled.

Suitable coat required as the weather becomes colder.

## P.E. Kit

Kit list and stockists on school website

School/royal blue tracksuit bottoms can be worn in winter months.

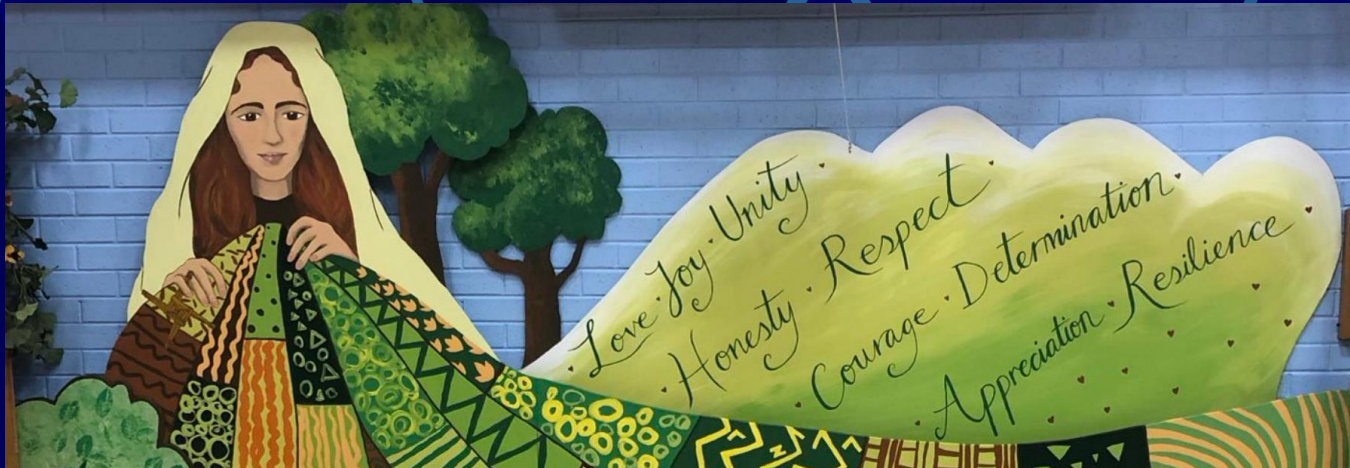
**Y3 PE day is FRIDAY**



## Year 3 Expectations

Children are expected to be the best that they can be!

St Brigid's Values:



<https://stbrigidsprimary.co.uk/curriculum/>

End of Year Expectations in Reading, Writing & Maths (KS1&2)

 Year 1

 Year 2

 Year 3

 Year 4

 Year 5

 Year 6

**St. Brigid's**  
Catholic Primary School





# Year 3 Expectations



## End of Year Expectations for Year 3

This booklet provides information for parents and carers on the end of year expectations for children in our school. The National Curriculum outlines these expectations as being the **minimum** requirements your child must meet in order to ensure continued progress.

All the objectives will be worked on throughout the year and will be the focus of direct teaching. Any extra support you can provide in helping your children to achieve these is greatly valued and will help them to reach their full potential.





# Timetable

	Monday	Tuesday	Wednesday	Thursday	Friday
8:35 – 8:50	Morning activities: morning prayer / registration				
8:50 – 9:00	Whole School Collective Worship (8:50 – 9:10)	Just Dance	Just Dance	Just Dance	Just Dance
9:00 – 9:30	Spelling Shed/Phonics definitions	Spelling Shed/Phonics practice	Spelling Shed/Phonics practice	Spelling Shed/Phonics grammar/spellings	Handwriting
9:35 – 10:30	Maths	Maths	Maths	Maths	Whole School Collective Worship and Celebration
					French
10:30 – 10:50	BREAK	BREAK	BREAK	BREAK	BREAK
11:00 – 12:00	Pathways to Read	Pathways to Write	Pathways to Write	Pathways to Write	Pathways to Write
12:00 – 12:30		RE	PSHE	Singing	PE
12:30 – 1:30	LUNCH	LUNCH	LUNCH	12:00 - 1:00 LUNCH	LUNCH
1:30 – 2:30	RE	Science	Topic	Topic	PE
2:30 – 3:00					
2:45 – 3:00		Collective Worship	Collective Worship	Collective Worship	
3:00 – 3:10	Picture News – Oracy/ British Values/ Protected Characteristics	Story	Story	Story	Story



## Topic Overview p1

Autumn	Spring	Summer
<b>Seal Surfer by Michael Foreman</b> Outcome – Recount: Letter	<b>Stone Age Boy by <u>Statoshi</u> Kitamura</b> Outcome – Fiction: Historical fiction	<b>Journey by Aaron Becker</b> Outcome – Fiction: Adventure story
<b>Winter's Child by Graham Baker-Smith</b> Outcome – Fiction: Fantasy	<b>Big Blue Whale by Nicola Davies</b> Outcome – Information text	<b><u>Zeraffa</u> Giraffa by Dianne <u>Hofmeyr</u></b> Outcome – Persuasion: Leaflet
<b>Dance with me Autumn</b> Outcome – Poetry	<b>The Magnificent Bull from the Dinka tribe</b> Outcome – Poetry	<b>Apes to Zebras</b> Outcome – Poetry



## Topic Overview p2

Autumn	Spring	Summer
<b>Science</b> Animals including Humans (Healthy Eating)	<b>Science</b> Rocks Light	<b>Science</b> Plants Forces and Magnets
<b>PSHE/ RSE</b>  <b>Family and Relationships</b> Healthy families. Friendship conflicts. Friendships: conflicts vs bullying. Learning who to trust. Respecting differences in others. Stereotyping gender.  <b>Health and Wellbeing</b> My healthy diary. Health and wellbeing. Resilience: breaking down barriers. Diet and dental health.  <b>Journey In Love:</b> <b>How we live in love:</b> How we grow in love in caring and happy friends where we are secure and safe.	<b>PSHE/ RSE</b>  <b>Safety and the Changing Body</b> First Aid: emergencies and calling for help. Cyberbullying. Drugs, alcohol and tobacco: influences. Keeping safe out and about.  <b>Citizenship</b> Rights of the child. Charity. Local democracy.  <b>Journey In Love:</b> <b>Social and Emotional:</b> To describe and give reasons how friendships make us feel happy and safe.	<b>PSHE / RSE</b>  <b>Economic Wellbeing</b> Ways of paying. Jobs and careers.  <b>Transition</b> Coping strategies.  <b>Journey In Love:</b> <b>Physical:</b> To describe and give reasons why friendships can break down, how they can be repaired ad strengthened.  <b>Spiritual:</b> To celebrate the joy and happiness of living in friendship with God and others.





## Topic Overview p2

Design Technology	Music	Computing
<p><b>Cushions (Textiles)</b></p> <p>Children sew cross stitch and appliqué and then apply this to the design and creation of a cushion.</p> <p><b>The Great Bread Bake Off (Food)</b></p> <p>Children learn the history of bread making, and analyse existing products, before they bake their own bread.</p>	<p><b>Developing Singing Technique (The Vikings)</b></p> <p>Here come the Vikings. Sing like a Viking. Viking Notation. Viking Battle Song. Perform like a Viking.</p> <p><b>Pentatonic Melodies and Composition (Chinese New Year)</b></p> <p>Dragon dance. Pentatonic scale. Letter notation. Enter the Dragon. Final performance.</p>	<p><b>Online detectives</b></p> <p>This activity is designed to support children in mastering the art of advanced internet searching and using the web as a research tool.</p> <p><b>My online life</b></p> <p>The children will improve their knowledge of the risks in their online lives and develop skills when using online services. They will discuss situations that may arise online and think critically about their online lives.</p>
<p><b>Hydraulic Heads (Mechanisms)</b></p> <p>Children to experiment using pneumatic and hydraulic systems and apply their understanding of hydraulics to create their own hydraulic heads.</p>	<p><b>Creating compositions for animation (South America)</b></p> <p>Telling stories through music. Creating a soundscape. Story sound effects Adding rhythm. Musical mountain.</p>	<p><b>Programming with Robots</b></p> <p>In this unit, the children will explore robots in the world around them, learn about driverless cars and automation, create graphics and programs using Scratch, and learn about repeat, variables, and conditional commands. In the final challenge, the children will create a program for a driverless car to navigate a city map.</p> <p><b>Dancing Robots</b></p>





# Phonics - What Is Taught and When?

Twinkl Phonics Level	Number of Teaching Weeks	Recommended Year Group (UK schools)	Age of Children
Level 1	36	Nursery/Preschool	3-4 years
Level 2	6	Reception	4-5 years
Level 3	12	Reception	4-5 years
Level 4	4	Reception	4-5 years
Level 5	30	Year 1	5-6 years
Level 6	30	Year 2	6-7 years

*Level 1 continues to be taught alongside the other levels.*

*This is just an overview. We understand that every child progresses at their own pace.*

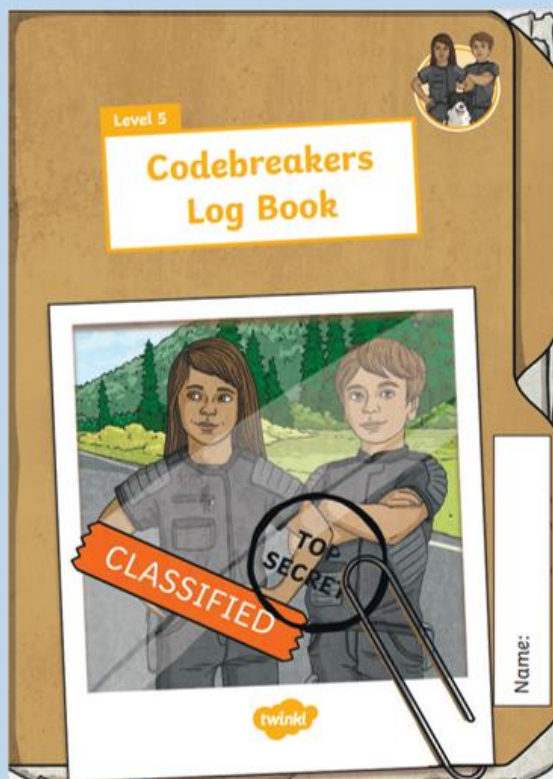


# Level 5 Codebreakers Overview

The Codebreakers programme has been designed to be used with children in KS2 who need additional support with phonics. This overview lists the Level 5 part of the programme, which is aimed at children who would benefit from revisiting and relearning all of the Level 5 phonics skills as part of a series of targeted intervention sessions.



Level 5



## Week 1 Session 1

To read and spell words containing 'ay' saying /ai/.

Today's Code

Teach:

Colour-Coded Common Exception Word for Reading

Apply: Decodable Words for Spelling

Apply: Dictated Sentence

Secret Code Word

Self-Assessment



# Level 6 KS2 Codebreakers Overview



Level 6

The Codebreakers programme has been designed to be used with children in KS2 who need additional support with phonics. This overview lists the Level 6 part of the programme, which is aimed at children who would benefit from revisiting and relearning all of the Level 6 phonics skills as part of a series of targeted intervention sessions.



## Week 11 Session 5

To read and write words with the 'dis-' prefix.

Today's Code

Apply: Decodable Words for Spelling

<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>

Apply: Dictated Sentence

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Secret Code Word

Self-Assessment







### **Sorting Words**

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Sorting words according to sounds, e.g., sorting words containing 'ou' according to how it is pronounced /ow/, /or/, /oo/ or /u/.

Sorting words based on the number of sounds, e.g., found has four sounds f-ou-n-d and around has five sounds a-r-ou-n-d.

### **Syllable Maps (also known as orthographic mapping)**

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Students will break words down into syllables. They will be supported in this process before becoming more independent as they move through the programme.

### **Segmenting Words**

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In Spelling Shed lessons, students will continue to segment words. They will separate sounds or demarcate words to show individual sounds.



## Sound Buttons

When using sound buttons, students will use dots, dashes and arcs below words to indicate individual sounds.

'Rocket' is made up of five phonemes. There are four single-letter graphemes and one two-letter grapheme (digraph) which is identified by a dash. There are also trigraphs and quadgraphs in some words which can also be identified with a longer dash, for example, in the word 'eight'.

rock et      eight

• • — • •      — •

## Morphology Matrix

In many lessons, we use a Morphology Matrix to demonstrate how morphemes fit together. In this example, students can create new words by adding affixes to the base word 'round'.



Morphology Matrix  
How many new words can you create by adding  
a prefix and/or suffix(es)?



Prefix	Base Word	Suffix
<div>a (on, in, into)</div> <div>sur (above, over)</div>	<div>round (circular in shape)</div>	<div>s est ed ing</div> <div>er   s</div>
Which new words can you make by adding just a prefix? Which new words can be made using just a suffix? Can you make any words which use a prefix and a suffix?		





## Etymology Which of your new words is this?



1.4



In the 1640s, it meant  
'combining two qualities;  
having two modes of life'.

This word  
describes  
frogs, toads,  
newts and  
salamanders.



From the Greek word  
*amphibios*, meaning 'having  
a double life; living on land  
and in water'.

**amphibious**

This word  
means 'living  
both on land  
and in water'.

amphibious

amphi

means  
'of both  
kinds'

bios

means  
'life'



## Etymology preparation



2.4

If you do something in preparation, what does this mean?

'Preparation' comes from the  
word *preparacioun*, a Middle  
English word used in the late  
1500s to mean the 'act of  
preparing or making ready'.

*Preparacioun* comes from  
the Middle French word  
*preparacioun* used  
between 1300-1500.

The word *preparacioun*  
comes directly from the  
Latin *praeparationem*  
meaning 'making ready'.

**preparation**

From the Latin  
*prae* meaning  
'before'.

From the Latin  
*parare* meaning  
'make ready'.

Suffix '-ation'  
changes the  
verb to a noun.

*Parare* forms the basis of many words including:  
apparel (clothes) - to make ready by getting dressed.  
separate - to make something ready apart or away  
from something else.

apparatus - the tools or other pieces of equipment  
that are needed ready for a particular activity or task.





# How You Can Help Your Child at Home

Work on listening skills, taking turns and encouraging your child to look at you when you are speaking.

Practise segmenting and blending words.

Look for familiar sounds and words in the world around you. Such as, when in the supermarket, can your child find words on your shopping list or recognise letters on food packaging?

When outside, can they recognise letters on street names or on car number plates?

When in the house, can they recognise letters or words in magazines or letters you receive?





# How You Can Help Your Child at Home

Practise the new sounds and graphemes your child brings home using the Parent Information Sheets. Remember to use 'pure' sounds when pronouncing the sounds and model the correct letter formation as is taught in school.

Support your child to complete any homework they bring home.

Read to and with your child **every day**.

Finally, remember to ask your child's class teacher if you are unsure about any aspect of your child's phonics learning. A consistent approach is important.

This week, we have been learning to read and spell words containing **dge** and **ge** saying /j/.



Level 6

## The /j/ Sound Family

**dge**

This spelling is used when the /j/ sound comes at the end of a word and after a short vowel sound. (Short vowels are spoken as a pure sound).

**badge**  
**bridge**

**ge**

This spelling is used when the /j/ sound comes at the end of a word and after a long vowel sound, a vowel digraph or a consonant. (Long vowels are spoken like letter names.)

**huge**  
**barge**  
**orange**  
**challenge**

**g**

This spelling is sometimes used when the /j/ sound is followed by e, i or y.

**gem**  
**gymnast**  
**giant**

**j**

This spelling is used when the /j/ sound is at the start or in the middle of words.

**jump**  
**jelly**  
**injury**



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Free parent packs at [twinkl.co.uk/parents](https://www.twinkl.co.uk/parents)





# *Relationships and Health Education*

*Relationships and Health Education (revised Sept 2020) is a **compulsory** part of the school curriculum, which comprises two distinct areas:*

- Relationships*
- Physical health and mental wellbeing*

*Our curriculum is designed to be:*

- Appropriate for your child's age and development stage.*
- Sensitive to the needs and religious backgrounds of the children in our school.*



*The Relationships part of the curriculum will teach the children what they need to learn to build positive and safe relationships:*

- *With family.*
- *With friends.*
- *Online.*

*Our school will teach in a way that is appropriate to your child's age and will look at these questions:*

- *What is a relationship?*
- *What is friendship?*
- *What is family?*
- *Who can your child look to for support?*



RSE forms a part of the PSHE, RE and Science Curriculum.

Our key objective is the well-being of the children.

We believe parents are the prime educators of their children

The school, church and family will work together; our role as a school is to support you and not to replace you

Parents have the right to withdraw their children from **elements** of RSE education. If you wish to do so, please contact Mrs Tyler.

Sex education is separate from the Relationships and Health curriculum.

You can withdraw your child from some or all of the lessons on Sex Education. The head teacher must grant your request to withdraw your child.

But before making a request, please:

- Remember that the Science curriculum in all maintained schools includes content on human development, which includes human reproduction. There is no right for a parent to withdraw their child from the science curriculum.



## Year 3

### How we live in love

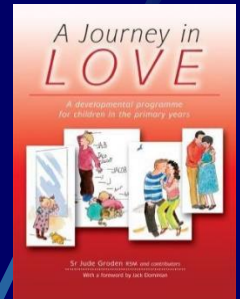
- Aim: To describe and give reasons for how we grow in love in caring and happy friends where we are secure and safe.
- Key words: community, God-given, belonging, family, diverse, father, mother, carer, guardian, feelings, emotions, friends, loyalty, kindness, trust, selfless, generous, reasons, difficulties, positive, respectful.

### Key Objectives:

*To describe and give reasons how friendships make us feel happy and safe*

*To describe and give reasons how friendships break down and how they can be repaired and strengthened*

*To celebrate the joy and happiness of living in friendship with God and others*





### Health and Wellbeing

- Experiencing different emotions
- Developing a growth mindset
- Healthy diet
- Looking after our teeth

### Safety and the changing body

- Communicating online
- Secrets and surprises
- Staying safe with medicine
- Road safety

### Families and relationships

- Families are all different
- Unhappy friendships
- Introduction to manners and courtesy
- Change and loss
- Gender stereotypes: Careers and jobs

### Living in the wider world

- Rules beyond school
- Similar yet different my local community
- Giving my opinion
- Wants and needs
- Looking after money



# Mental Health & Well-being

## Zones of Regulation

### The **ZONES** of Regulation®

			
<p><b>BLUE ZONE</b></p> <p>Sad Sick Tired Bored Moving Slowly</p>	<p><b>GREEN ZONE</b></p> <p>Happy Calm Feeling Okay Focused Ready to Learn</p>	<p><b>YELLOW ZONE</b></p> <p>Frustrated Worried Silly/Wiggly Excited Loss of Some Control</p>	<p><b>RED ZONE</b></p> <p>Mad/Angry Terrified Yelling/Hitting Elated Out of Control</p>



## Key points:

- There is no 'bad' Zone.
- Everyone experiences all of the Zones at different times and in different circumstances.
- We can't change the way children feel BUT we can help them manage their feelings/states and behaviours. "It's OK to be angry but it is not OK to hit..."
- You can be in more than one Zone at a time (eg. sad and angry)
- If your child is in the Red Zone...
- Limit verbals – this is not a teachable moment.
- Discuss use of tools when child is regulated.
- Plan for if/when child is in Red Zone. "I wonder if this strategy would help...?"



## Homework

Daily reading – please ensure that you make a note of when your child has read at home. It is really important that the children bring their reading books into school **every** day.

Spellings / Handwriting

Picture News to encourage communication at home.

Other apps to use:

**Spelling Shed**

**Prodigy**

**Education City**



Communication

See Saw

X (formerly Twitter)

@MissTStBrigids

@StBrigidsCPS

School Office

0151 477 8150

St. Brigid's  
Catholic Primary School





THANK YOU ☺

Any questions?

