






SUMMER TERM 2025/2026

Friday 25th June

Attendance

This week school attendance is **86.37%**. Please remember that all holidays will be unauthorised.

			
	Attendance	Lateness	Class Dojo
Nursery	67.79%	1	
Reception	85.9%	6	4.1
Year 1	85.66%	3	5.5
Year 2	86.92%	0	5.9
Year 3	92%	3	13.1
Year 4	80.43%	8	10.1
Year 5	92.55%	3	10.3
Year 6	83.7%	5	6.3

Well done to Y2 and Y3 who earned the bonus break this week 😊

St Martin's Stars

Well done to all our certificate winners this week!

			
	Shining Star	Purple Tie	Our Values
Nursery	Avii B		Tommy W
Reception			
Year 1	Chimara E	Georgie J	Maddison M
Year 2	Carolyn J	Theo F	Ava-Grace C
Year 3	Sommachi E	William B	Corbyn S
Year 4	Aviana K	Maisie F	Ellzah B
Year 5	Evie S	Isaac T	Reggie W
Year 6	Heidi W	Blossom J	Sofia L

Clubs

Next week is the last week for clubs EXCEPT for the Y6 performance on Mondays.

Monday – Homework club

Tuesday – Netball club Y5 & Y6

Tuesday – Comic club KS2 (Y3-Y6)

Thursday – Mr Cullen Sports KS1 (YR, Y1 & Y2)

Friday – Choir (KS2)

Message from Mrs Ming

What an extremely hot week... but we survived. Thank you so much to all our families who supported us in keeping the school open in a safe way.

Next week on Thursday 2nd July (weather permitting) is our Sports day. Y3,4,5 & 6 will race in the morning, starting at 9.30am and YR, Y1 & Y2 will start at 1.30pm.

Parents are invited to come and can bring their own camping chairs, picnic blankets etc to watch. This year we will seat the parents on the far side of the field to enable us to sit the children in the more shaded areas.

Don't forget about the upcoming own clothes days

Friday 3rd July Bottle or sweets for tombola

Friday 10th July for the rainbow hampers

Please see below for more details

Don't forget to send in any photos and memories of St Martin's through the years for the 50th Anniversary celebrations. We will return any physical photos, or you can email them in to admin@st-martins.halton.sch.uk

Have a lovely weekend.

Parent Notice Board

Wednesday 1st July

Reception and Y1 Mass 10am

Thursday 2nd July

Sports Day KS2 am and KS1 pm

Friday 3rd July

Y5 Assembly 9 am

Year 6 events

A reminder of the year 6 event dates

Monday 13th July - Y6 production afternoon 2pm

Tuesday 14th July - Y6 production evening 5.30pm

Monday 20th July - Leavers assembly 2.30pm

Wednesday 22nd July - Leavers Mass 10am

School Lottery

CONGRATULATIONS to last week's winner

20/07/2026 Mr D who won £4.50

You can buy [tickets here](#)



This month you can win a £1000 get-a-way and recently 2 schools have won the £25k Jackpot so it does happen! Thank you to all who have bought tickets so far – school has raised £225.20 through ticket sales already.

The **more tickets bought the bigger the prize** so please share and you could win £200 for referring a friend.

Catholic Life and Reflection

The Wednesday Word is a resource for parents to use when discussing the [weekly Gospel](#) with their families.

The next school Mass will be to celebrate the first Holy Communicants on **Wednesday 24th June at 10am.**

All families are welcome.

Summer Fayre

Just a reminder that if you would like to 'buy' a stall please let the office know.

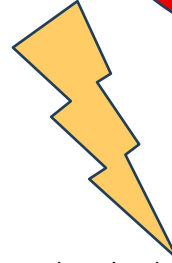
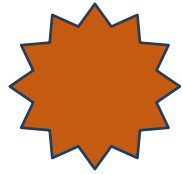
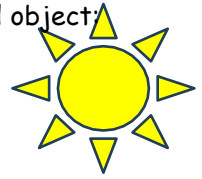
Any donations for small unwanted soft toys/teddys would be welcome for the 'free the animals' stall.

On Friday 3rd July children can wear their own clothes for donations for the tombola's. Can EYFS and KS1 please bring in sweets and KS2 bring in bottles.

We will once again be raffling off 'rainbow hampers' during the summer fayre. On Friday 10th July we will be allowing children to wear their **own clothes** in return for a donation of a specific-coloured object:



- Pre-School - Red
- Reception - Orange
- Y1 - Yellow
- Y2 - Green
- Y3 - Blue
- Y4 - Silver
- Y5 - Gold
- Y6 - Purple



For example, red objects could be a box of celebrations, a tube of ready salted pringles, a pack of Madri lager, a red soft toy

Orange could be tangfastic Haribo's, reeses' pieces, hairbands, fox teddy, Elvive dream lengths shampoo etc. This year the hampers will contain a selection of each colour 😊

Preschool changes

In September there are going to be some changes in early years. We are thrilled to announce that Tiny Steps will be moving into the main school building. Their classroom will be in what is now the reception class and Reception will move into the year 1 classroom.

Donna has decided that she wants a new challenge and has secured a new post working within a specialist setting teaching children who need the most support. While we wish her congratulations, we are extremely sad that she is leaving. She has been a vital part of the early years team, and she always gives her best to the children. We are very lucky to have had her knowledge and expertise during these last 18 years. Good luck in your future endeavours Donna!

Because of this we welcome Miss Briggs as the new nursery teacher. She has been working across the school during the last year and will be a valuable asset working with our youngest children.

Alison, who has been the manager of the preschool, will now take on a slightly different role as early years business manager and will continue to support the children using play therapy and activities to support their emotional development.

I hope you will all agree these are exciting changes and we are all looking forward to what this will bring next year.

Safety Advice

This guide helps parents to support [school-ready language](#) skills with practical tips on speaking, listening, vocabulary, storytelling and spotting when extra help is needed.

At The National College, our WakeUpWednesday guides empower and equip parents, carers and educators with the confidence and practical skills to be able to have informed and age-appropriate conversations with children about online safety, mental health and wellbeing, and climate change. For further guides, hints and tips, please visit [nationalcollege.com](#).

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.



#WakeUpWednesday

The National College

See full reference list on our website

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