



As we make the transition into mixed Year 1 and Year 2 classes in Key Stage 1 (KS1), we have decided to implement some exciting changes in our school structure. In response to the blending of year groups, we will move away from the traditional class numbers that were previously associated with separate year groups. Instead, we will adopt a thematic approach centred around the concept of the Phoenix, which embodies renewal and growth, and move to a bird-inspired naming system for our classes. Below is the list of our newly named classes for clarity:

- Nursery - **Ducklings**
F2
- Class 1 - Mrs Henson **Finch**
- Class 2 - Mr Farooq **Puffins**
KS1
- Class 4 - Miss Moretto and Miss Greasley **Woodpeckers**
- Class 5 - Mrs McArthur and Mrs Bloom **Kingfishers**
- Class 6 - Miss Gossington **Hummingbirds**
- Miss McPhilbin **The Nest** (based in Class 3)

We are truly excited about these changes, and over the upcoming holidays, we encourage children moving into KS1 to engage in a bit of research linked to their respective class bird or to create an illustration. These creative pieces will be proudly displayed in their new classrooms, fostering a sense of ownership and connection to their learning environment.

You will notice the addition of a class called '**The Nest.**' This class represents our new Enhanced Provision Unit aimed at providing very specialised support to a small cohort of children who predominantly have very significant communication and interaction needs. The Enhanced Provision Unit functions as a specialist setting within our mainstream school for children with complex and severe communication and interaction difficulties.

Within the Enhanced Provision Unit, children will have access to a specialist curriculum, tailored resources, and skilled staff. They will also experience the benefits that come from being part of a mainstream school environment. Notably, this base is not a separate entity; rather, children in the Enhanced Provision Unit will be integrated into the broader school community. Our aim is to ensure that these children can participate in various aspects of school life and join their peers at suitable times.

It is important to highlight that while the Enhanced Provision Unit specifically caters for children with very significant communication and interaction needs, all our classrooms employ quality first teaching strategies to meet the diverse educational requirements of all learners. This inclusive approach enables us to address the varied learning needs of our children effectively.

A range of strategies are utilised within our teaching practice; for instance, scaffolding is one key method we implement to support and enhance the learning experience for every child. Scaffolding involves breaking down learning into manageable chunks while providing support structures that gradually decrease as the child becomes more confident and independent. This ensures that even the most complex concepts can be understood and mastered by all learners. Other strategies, such as personalised learning tasks, visual supports, and differentiated instruction, and relevant interventions also play a critical role in ensuring that every child's individual needs are considered and addressed.

As we move towards the end of this year and plan for an exciting new year at Phoenix, we are filled with optimism about the wonderful opportunities that lie ahead. We are dedicated to fostering an environment that is nurturing, inclusive, and educationally enriching for all children. Our commitment to high-quality teaching, alongside the introduction of the Enhanced Resource Base and our new class names, represents our continuous effort to create a supportive learning environment that celebrates every child's uniqueness.

Today, your child's **report** will be sent out, providing lots of information about your child's year. It is a wonderful opportunity for us to celebrate their successes and achievements, reflecting on their hard work and progress. Within the report, you will also find a letter from your child's new class teacher. This letter contains key information that will help you understand what to expect in the coming term.

Additionally, included with your child's report is a feedback form, centred around your child's experience in school. Your insights are invaluable, so we kindly ask that you complete and return this form before the end of term.

As part of the report, you will find information regarding your child's attendance. We would like to extend a huge well done to all families whose child has achieved an attendance rate of 95% or above. Consistent attendance is crucial for success, and we commend those who have excelled in this area. If your child's attendance is below 95%, please be aware that we will be monitoring this closely next year, especially for those whose attendance falls below 90%. We are currently performing well concerning attendance, but it is essential that we keep striving to improve for the benefit of **all** our children.

In terms of transition, we are pleased to report that it is going smoothly. Our staff have been engaging in plenty of 'getting to know me' sessions with the new mixed classes. We understand that change can create some anxiety, which is a normal part of life, but please rest assured that we are taking extra steps this year to support our children throughout this transition. Our aim is to create a welcoming atmosphere where your child feels safe and excited to come to school.

Your support as we move to mixed year-group classes in Key Stage 1 has been greatly appreciated. We are truly excited about this change, which has been very carefully thought out and planned. To further assist you during this transition, I will be hosting a coffee morning on Friday, 26th September at 9.15am. This will be a relaxed opportunity for families to come along, chat and discuss how everything is progressing.

Furthermore, we will also run an information session after school on Wednesday, 8th October at 5.30 p.m. Here, we will go through our new curriculum in detail, providing clarity on what you can expect for your child. I believe this session will be incredibly useful for parents and carers, as it will allow us to work together to support our children's learning.

Have a lovely weekend
Mrs Harper and the Phoenix Team



2025 Summer Reading Challenge, Story Garden at Nottinghamshire Inspire Libraries 5 July - 7 September

Join the FREE Summer Reading Challenge and earn rewards for reading. This year's theme is Story Garden, where imagination blossoms and stories grow!

Suitable for children aged 4 - 11. Under 4s can take part in our mini challenge too.

This summer Inspire libraries will be tapping into a world of imagination and digging into brilliant books in the 2025 Summer Reading Challenge, Story Garden. Produced by The Reading Agency and delivered in partnership with libraries across the country the Summer Reading Challenge is a brilliant way to maintain children's reading enthusiasm throughout the summer break.

How to take part in the library

Children who take part:

- are more enthusiastic about reading
- maintain their reading level over the holidays
- return to schools keen and ready to learn
- boost their confidence and self-esteem.



Children sign up at the library to pick up their Story Garden sticker booklet to start their challenge. Borrow books and get reading! Children then choose the books they want to read, recording what they have read along the way.

For every book read, children will collect stickers to complete their Story Garden scene. Every child who completes the challenge, by reading 6 library books, receives a medal and certificate.

Library staff and volunteers are on hand to chat to children about books they have read. It's all free, fun and a great way to keep children reading over the summer holidays.

How to take part online

Children can also take part online for digital rewards.

Sign up for a website profile direct at www.summerreadingchallenge.org.uk (children will be asked to provide a parent/carer email address to approve sign up)

Set a personal reading goal for the summer.

Record the books read onto an online profile and leave reviews to unlock digital badges and online rewards.

Children will unlock a certificate to download when they reach their goal.

There is help and guidance available to support signing up to the online challenge from The Reading Agency.

Please note the in-person and online Challenges are separate. Physical incentives such as the poster, stickers and medals are only available via the library for those taking part in-person.

Find out more at www.inspireculture.org.uk/summerreadingchallenge

If your child takes part, we would love to celebrate their success and they can bring their certificate to show in school in September!

Diary dates

- Thursday 24 July 2025 - Year 2 Leavers assembly 2.00pm
- Friday 25 July 2025- Last day of term- END OF ACADEMIC YEAR

AUTUMN TERM -please see next page for an overview of school holidays as well as the INSET days for the next academic year.

BACK TO SCHOOL

Wednesday 3rd September - First day of term for children moving into KS1 2025

Wednesday 3rd September 2025 -F2 -First day back for new school starters who have NOT attended Phoenix Nursery.

Thursday 4th September 2025 -Children who attended our Nursery will start in F2

Coffee morning Friday, 26th September at 9.15am.

KS1 Curriculum evening Wednesday, 8th October at 5.30pm

Have a lovely weekend
Mrs Harper and the Phoenix Team



August						
M	T	W	T	F	S	S
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September						
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December						
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June						
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July						
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School Holidays
 Public Holidays
 Administration Day

Autumn Term

1 September - 17 October 7 weeks
3 November - 19 December 7 weeks

Spring Term

5 January - 13 February 6 weeks
23 February - 27 March 5 weeks

Summer Term

13 April - 22 May 5 weeks 4 days
1 June - 27 July 8 weeks 1 day

School closed for INSET
Tuesday 2nd September
Monday 3rd November
Friday 3rd July
Monday 27th July