

ORLEANS PRIMARY SCHOOL NEWSLETTER

Friday 19th June

Dear Families,

By the time you receive this, the Orleans riders should be in the wilds of the English countryside, hurtling towards Amsterdam.

The days prior to our departure were exceptionally busy, with trips to the Barnes Children's Literary Festival, an author visit and a Pizza Express trip. The thread running throughout these enriching events was vocabulary. The writing produced by Year 1 about their trip to Pizza Express was incredibly impressive. Their recount vocabulary included words such as *spreading*, *sprinkling*, and *pouring*. Although this may be common vocabulary for us as adults, it is not what one would typically expect from Year 1 pupils. How did they achieve this? Through explicit teaching of vocabulary, rich discussion, and conscious control of their vocabulary choices.

To build a strong vocabulary, children need to be exposed to a wide variety of words in speech and text, across different contexts and they need repeated exposure to these words. In the world of educational research, there is considerable evidence that a limited vocabulary in Early Years reduces children's chances of making the same progress as their peers who enter Reception with a wide vocabulary.

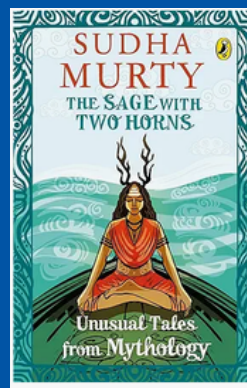
Etymology and morphology support children in unlocking a vast range of vocabulary. In fact, 90% of the vocabulary found in academic texts is derived from Latin or Greek. This does not mean we need to be teaching Latin at Orleans; rather, an awareness of these languages opens up a world of connections and patterns that support our children's learning. One of the most powerful examples is the root *omni*, which appears in our science curriculum through *omnivores* but may also connect to *omnipotent* tyrants in history and third-person *omniscient* narrators in English. A useful document from an Oxford University Press report is below that may help you to see how you can support your children's vocabulary.

With only four weeks to go until the summer holidays, we need to keep busy, keep cool and keep an eye on the date card.

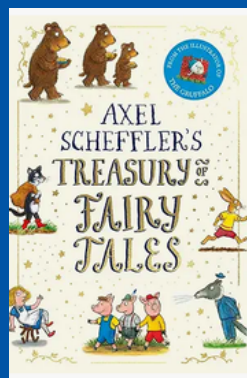
All the best,
Victoria Coward



The Moth stories are based on the idea of storytelling on the porch on a hot evening in the United States. Each one a fabulous true story.



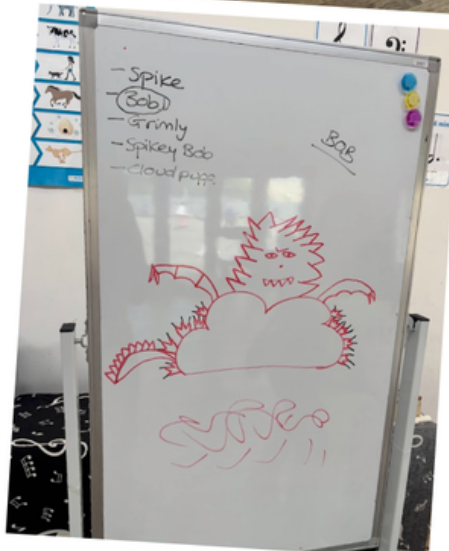
This is a recommendation from Rose in year 5. Superb re-tellings of unusual stories from Indian Mythology.



Now for a few fairy tales with a modern take.

We were delighted to welcome children's author **Chrissie Sains** to school for a day of exciting and inspiring workshops. Chrissie is the author of the popular An Alien in the Jam Factory series and the adventurous Beastopia novels. Throughout the day, Chrissie led engaging workshops with all year groups. Our younger children enjoyed activities inspired by An Alien in the Jam Factory, including voting for their favourite ideas and creating their own jam flavours based on the story of Scooter and his alien friend, Fizzbee. Years 3 and 4 had great fun creating their own unique beast inspired by Beastopia. The children voted on each feature and Hattie from 4GB was challenged to draw the beast on the spot as the ideas were chosen. Her impressive artistic skills brought the creature to life and amazed both her classmates and Chrissie! The older children were also captivated by Chrissie and her use of a treasure chest filled with intriguing objects linked to her Beastopia. Using items such as a shark's tooth and snake skin, pupils worked creatively to invent their own stories and backgrounds for each object.

The children thoroughly enjoyed the fun, interactive sessions and were inspired by Chrissie's enthusiasm for reading and writing. A huge thank you to OPTTA for helping to make this wonderful opportunity possible for our children.



Key approaches for supporting your child's vocabulary development

To build a strong vocabulary, children need to experience a wide variety of words in speech and written text, across a range of different contexts, and with repeated exposure to these words. Parents can help by encouraging conversation, reading, and word-based activities, all of which can be an enjoyable part of daily life.

Conversation

- From the very start of a child's life, parents have the power to support a child's vocabulary development: speech from parents and caregivers is the primary source of language for young children.^{8,9}
- Engaging your child in supportive day-to-day conversations is key: this could be on the way to school, during meals, or at bath time.
- By meeting words multiple times and in different contexts, children can build their confidence in how to use these words themselves.^{10,11}
- Use things around you like adverts, songs, or the news as inspiration for introducing new words to your child.
- Continue to discuss a variety of topics with your child as they get older, engaging in things they are interested in and asking their opinions.^{12,13}
- It is normal for children to make mistakes in their speech – be patient, model the correct language yourself and praise children when they use new words appropriately.



Reading

- Reading fiction, including picture books, introduces children to new words: language in children's books is more diverse than speech and contains more unusual words.^{14,15}
- Shared reading between parent and child can be effective because it involves more complex language and a higher number of words per minute than everyday language.^{16,17,18,19}
- There are other benefits to reading together too: it can prompt wider conversation and boost emotional bonding.^{14,18}
- Encourage your child to choose a book from a library. Ask them questions about what is going to happen next or what a character is feeling.
- Audiobooks are a practical option for a shared language experience – for instance during long car journeys. Audiobooks also offer a useful resource for parents with literacy or English language limitations.
- As your child gets older, reading is still important for vocabulary learning, so continue to encourage your child on their reading journey.²⁰
- Model reading as an enjoyable activity yourself, and allow your child space, time and choice around how they want to read.

This report is further evidence of the need for every primary school to have a library. School libraries are essential in helping to fuel a child's imagination, build a rich vocabulary, and give them the literacy skills they need to succeed in life. When families across the country may be struggling to afford books at home, school libraries can be a child's only access to books and the joy of reading.

Sinéad Naidoo, National Literacy Trust, Senior Programme Manager, Raise a Reader

Activities

- Tell each other a story about something you see on the way to school. Try using the 5 "Ws" as question stems to get started - *who, when, why, what, where* (and how). Take it in turns to say what happens next.
- Play word games that involve synonyms (words that mean the same thing) – for example, how many different words can your child think of for *kind, scary or funny*?
- Link words to real-life actions and experiences: for instance, act out adverbs by asking your child to *creep silently, scamper quickly or skip joyfully*.
- Make the most of any experiences or trips outside the home or daily routines where your child can encounter a broader range of words. Ask your child what they can see or encourage them to describe what is around them; point out new objects or activities they might not have encountered before.¹⁴



AWARDS AND ACCOLADES



Dylan Silverman (6A) has had a remarkable few weeks in his climbing progression. In May, he became the youngest person in Britain to successfully climb the elite 8b grade, with a lead ascent of Predator in Malham Cove, Yorkshire. Then, in June, in his first international climbing competition in Imst, Austria, he came 3rd out of a field of 49 under-13 competitors from across Europe. Well done Dylan!



Dear parent or guardian of Sofia De Bosini,
Thank you for attending an audition for the Junior Associate Programme at The Royal Ballet School.
We are pleased to offer Sofia a place as a Junior Associate in London on Saturday for the Academic Year 2026/27.

Hello, my name is Sofia and I am a student in 4GB.

I have always wanted to be a professional ballerina and now my dreams are becoming true.

I started dancing when I was two and a half years old.

This year I auditioned for the Royal Ballet and I have got offered one of the very few places for their Associate program in London.

This was out of 1200 auditioning children! I am very proud of this achievement and so grateful to God, my family, my ballet teachers, and especially to my dog Sky who sadly passed away last year, but has always been my biggest supporter! 😊



Zayd in Year 4 took part in an international campaign called "Cake Not Hate" in which a 12-year old boy with autism and his father are spreading a beautiful message of love and inclusivity in an increasingly divisive world. Joshie Man and his father came to visit our local mosque and Zayd helped in distributing cakes and also helped Joshie Man to pray (he is not Muslim but wanted to join in). We were honoured to be part of such an inspiring gathering. Zayd and his family

UPCOMING EVENTS AND IMPORTANT DATES

Tuesday 16th	Year 6 Don Rae dance workshop Year 4 BCLF Author visit- Serena Patel at Richmond Theatre Year 5 BCLF Author visit - Christopher Edge at Richmond Theatre 1P Pizza Express trip 8.45am - 12.30pm
Thursday 18th	5H music showcase 9.10am in the large hall Year 6 BCLF Maisie Chan Twickenham Stadium
19th-20th	OPPTA Cycle to Amsterdam
Wednesday 24th	Nursery Sports Day 9.15-10.15am at school 

Thursday 25th	5J music showcase 9.10am in the large hall Welcome to Nursery workshop in the main hall- 3.40-4.40 pm
Friday 26th	KS2 Sports Day - Cardinal Vaughan Playing Fields
Monday 29th	Year 3 Mosque trip 8.30am - 3.30pm Recorder concert in the small hall (afternoon)
Tuesday 30th	1M Pizza Express trip 8.45am - 12.30pm  Welcome to Reception workshop in the main hall- 3.40-4.40 pm Welcome to Year 1 workshop online- 3.40-4.40 pm
July 2026	
Wednesday 1st	Reception, Year 1 and 2 Sports Day at Orleans Park Secondary School 12.30pm-2.30pm Welcome to Year 3 workshop online - 3.40-4.40 pm
Thursday 2nd	Welcome to Year 2 workshop online- 3.40-4.40 pm New Reception Parents' Evening Event- 5.30-6.30pm in the main hall
Monday 6th	Welcome to Year 4 workshop online- 3.40-4.40 pm Reception to Bocketts Farm 8.30am - 3.30pm Year 2 to Wetlands Centre 9.30am - 3pm
Tuesday 7th	Year 6 Performance 4 - 5.15pm Welcome to Year 5 workshop online- 3.40-4.40 pm
Wednesday 8th	Welcome to Year 6 workshop online- 3.40-4.40 pm
Thursday 9th	Year 6 Performance 4 -5.15pm
Friday 10th	Reports sent home
Saturday 11th	St Margarets' Fair at Moor Mead Park
Monday 13th	Meet the Teacher afternoon (for pupils)
Tuesday 14th	Summer Concert - KS2 choir and Y5/6 musicians at 2pm in the large hall
Tuesday 14th	Year 6 Family Party at the Turks Head
Thursday 16th	Year 6 Leavers' Assembly 9.10am-10am Last day of Summer Term. Close at 1.30pm



Families Together

Coffee Morning



Friday, 26th June
9am to 11.30am
Chase Hall

**A relaxed morning of refreshments,
conversation and guest speakers.**

Guest speakers from:

MHST - Richmond Carers Service - ADHD Embrace -
Pre-and Post Diagnostic Service

**Connect with other parents and meet with our wider
school community.**

- Hampton Fund
- RUILS Independent Living
- Skylarks Charity
- Parenting Leads Richmond

- Space2Grieve
- Riverbank Trust
- East to West Trust
- School Nursing Service

- ELSA Team
(Chase Bridge)
- The Purple
Elephant Project

Plus others to be announced.



All-ages Bubble show! charityfundraiser

45 mins
of bubble
fun!



£8 per ticket

[Buy tickets here!](#)

Friday 26 June
4pm
The Turk's Head

Brighter Together brings over 220 older adults and Early Years children together each week to improve wellbeing and reduce social isolation. Please support us during The Big Give Small Charity week where every donation will be match funded!



Registered Charity 1190557



ORLEANS PRIMARY
PRESENTS:



SUMMER OF SPORTS

*FOOTBALL DATES AT MOORMEAD PARK:
4:15 - 4:45PM*

*YEAR 1 VS YEAR 2 BOYS
YEAR 1 VS YEAR 2 GIRLS* • *FRIDAY 5TH JUNE*

*YEAR 3 VS YEAR 4 BOYS
YEAR 3 VS YEAR 4 GIRLS* • *FRIDAY 12TH JUNE*

*YEAR 5 VS YEAR 6 BOYS
YEAR 5 VS YEAR 6 GIRLS* • *FRIDAY 19TH JUNE*

OTHER IMPORTANT DATES:

*YEAR 4 V YEAR 5 - NETBALL @ ORLEANS
(TOP PLAYGROUND) - MONDAY 22ND JUNE:
3:45 - 4:15PM*

*YEAR 4 V YEAR 5 - TAG RUGBY @ MOORMEAD PARK -
FRIDAY 10TH JULY: 4:15 - 4:45PM*

SEND ADVICE **SEND** Workshop



Wednesday 24 June 2026

10 am - 12 pm

Online via Zoom

When School Feels Hard: Support in the Early Stages of Attendance worries

This session will help you understand what might be going on beneath the surface for your child, and give you practical, compassionate strategies to support them through it. We'll explore why school can feel overwhelming, what early signs to look out for, and how to work together with school to help your child feel safe, connected, and ready to learn.

Join us to gain:

- ✓ a better understanding of why school can feel overwhelming for some children
- ✓ confidence to spot the early signs that your child may be struggling
- ✓ practical, compassionate strategies to support your child through difficult mornings and school transitions



Contact us:

 07377 971166

 sendadvice@ruils.co.uk

ruils
independent living

Charity no: 1127896

Online Workshops

- Free impartial advice relating to SEND for 0-25 years.
- Confidential sessions not recorded.
- Peer support, talking to others experiencing a similar journey.
- A dedicated session with an experienced support worker

**2
JUNE
12:00**

Alternative Provision

What constitutes as a suitable education in relation to section 19 of the education act

**8
JUNE
12:00**

Appeals to SEND Tribunal

A step-by-step guide through the appeals process

**9
JUNE
12:00**

Responding to a draft EHCP

If you are in that critical time frame having received your draft

**11
JUNE
13:30**

Considering an EHC Plan?

Independent and impartial information to guide you through the process

**17
JUNE
12:00**

**27
JUNE
13:00**

Ordinarily Available Provision and SEN Support

Looking at support available for those who do not have an EHCP

**24
JUNE
13:00**

Responding to a draft EHCP

If you are in that critical time frame having received your draft

