

# Reaching Out

Spring 2 edition

This half term, our essential skills were:



Adapting



Creativity

We learnt about these Rights:



Another half term has flown by, and it is no wonder given the pace of learning and discovery across the school!

In this newsletter, you can read all about our most recent trips, including Year 1's **local history trip** where they learnt about the fascinating history of one of our local businesses, the excellent teamwork and successes from Sports Tournaments and you can also find out about our new **handwriting competition!**

I hope that our spotlight and focus on '**Creativity**' this month will inspire the children to continue with developing this skill further over the holidays. Developing your child's creativity will support them with their problem solving, confidence and resilience. See page 15 for some activities linked to our Skill of the Month as well as lots of great activities linked to inspiring children's imagination through reading on pages 12 - 14.

Creativity has shone through in many different ways this term; well done to all the children who performed at the recent Violin Concert and Orchestra, Flute, Clarinet, Brass and Cello concert.

We are also very proud of all the children who took part in the Spelling Bee competition - find out about the finalists on page 11.

A very big well done to **Year 4 Galaxy Class** for their brilliant class assembly showcasing their learning this term and to **Year 2 Nova Class** who inspired us all with their assembly about their love of reading!

This half term, we have also welcomed back **Stela**, who is now the Teaching Assistant in Year 5. We are so happy to have her back!

Finally, as always, a big **thank you** to all Parents and Carers for all the support you give your child/ren and for the support you give to the school. We are still looking for extra volunteers to support in school, especially in the school library. If this of interest, please read page 17 and get in touch with the School Office.

Have a wonderful break and we look forward to seeing you on Monday 13th April.

With best wishes

Sophie Gavalda

**REACH** for your future **Respect Enterprise Ambition Confidence Happiness**

As a GOLD Rights Respecting School we value learning ABOUT, THROUGH and FOR the rights enshrined in the UNCRC. We are committed to safeguarding and promoting the welfare of all our pupils.



# Year 1 Local History Project

## Schram & Scheddle

Year 1 have just finished a very exciting local history project focussing on how local shops have changed over time. We learnt about **Schram & Scheddle at 262 Upper Street** and the children became history detectives, uncovering facts about the shop from the past! We even went on a trip to spot all the old features such as the original black and gold sign, the window frame, the decorative facade and the tiles on the floor by the entrance.



By looking at original documents, we discovered that in 1914 it had been a ladies' tailors owned by Mr Schram, who lived upstairs with his family. Then in 1978 it was a costume shop called Preposterous Presents. In 2020 it became Belle Epoque, a French patisserie (which has now moved a few doors along). Now it is Thai massage boutique and spa! The children loved learning Michael Rosen's poem about the shop too! They created fabulous drawings of Schram and Scheddle which we used to help us identify the changes that occurred over time and to learn about the different communities in our local area. Next time you walk past 262 Upper Street, see if you can spot the original features of the shop?

## Year 2 Trip to the National Gallery!

Year 2 went on a trip to the National Gallery as part of their Art learning! The children were so sensible throughout the day and we were very impressed. The tour guided even commented on their excellent behaviour!

We got the bus to Chinatown and walked the rest of the way to the Roden Centre for Learning. We then went into the gallery and had a guided tour. The children listened so well and showed great enthusiasm!

We would also like to say a big thank you to the parent volunteers who came and supported on the trip.



# Year 6 Trip to the Natural History Museum

Year 6 had an amazing trip to the Natural History Museum this term! As part of our Geography on volcanoes and earthquakes, we explored the galleries which expanded on our learning in class and took part in a workshop all about tectonic plates and how they cause volcanoes and earthquakes.

We were also able to explore the rest of the museum - including the evolution galleries and the dinosaur exhibits!



**Theo, Satellite** -

“Exploring the museum was amazing! The fossils of sea animals were cool and I liked the ...”

**Sachie, Nebula** -

“There were loads of interesting exhibits and the workshop was very interesting! The earthquake simulator was brilliant!”



**Sameeha, Satellite** - “I liked the giant escalator which went through a model of the planet, and I liked looking at the crystals!”



# Sports Competitions Update

What a phenomenal term for sport at William Tyndale! The children have been in top form, bringing home medals from every event they attended!

We made a huge splash at the **Islington Schools Swimming Gala** with five podium finishes (two golds and three silvers!), and the momentum didn't stop there. Our Netball, Orienteering, Gymnastics, and Tri-golf teams all showed incredible grit and spirit to secure 2nd place finishes across the board. We couldn't be prouder of their teamwork and tenacity. Well done!



Children in Year 4, 5 and 6 went to a Ping Pong tournament! We took the bus and then walked to Beacon High School. At the school, we went into this hall with loads of table tennis tables and schools. In year 4, we each played four matches but sadly we did not win enough matches to get through to the next round. But the Year 5s and 6s did very well but just lost in the semi finals or just before. Then we had our lunch and it was very good. But even if our school didn't win we still had a great time representing our school and playing table tennis!

- Akira and Hugo, Year 4

# SUPPORT WILLIAM TYNDALE

## WITH DAVID ASTBURYS!



David Astburys  
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### REFERRAL INCENTIVE

David Astburys will donate a percentage of their fees for successful Sales or Lettings referred by you.

\*An average of £4000 to the school per transaction



### PROPERTY MANAGEMENT

Property management at £49 per month for new and existing clients.

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### FREE MARKET VALUATION

Planning to sell or let your property?

David Astburys offer a free, no-obligation market valuation to help you get the best possible price.

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[davidastburys.com](http://davidastburys.com)



\*EXCLUSIVE OFFERS FOR THE WILLIAM TYNDALE COMMUNITY\*

# Year 1 Trip to St. Mary's Church



To support our learning about Easter, Year 1 went on an exciting trip to St Mary's Church on Upper Street. The children had a wonderful time listening to a story about Easter, learning about how Christians celebrate Easter and exploring different parts of the church. Afterwards, they decorated their own crosses and brought them back to school.

Every month, children who arrive on time are entered into a **Punctuality Prize** draw! The winners receive a special prize and are celebrated in our whole school assembly.

Well done to the children below who were on time every day in September and who were the winners of the prize draw:

## **Punctuality Winners**

### **February 2026**

**Bree Comet Class**

**Lilia Akasha Class**

**Alma Nova Class**

**Arlo Eclipse Class**

**Auryn Apollo Class**

**Haytham Matariki Class**

**Aurelia Satellite Class**

A reminder that school starts at **8.55am** but we give you a 5-minute grace period to account for exceptional circumstances; therefore, any child arriving at or **after 9am will be marked late.**



# Handwriting Competition: Song Lyrics

We would like to invite your child to participate in a new handwriting competition. This time, **the theme is favourite song lyrics** (this could also include nursery rhymes for younger children).

We will be awarding prizes for each Key Stage (1&2, 3&4, 5&6) for different categories:

*Best overall presentation*  
*Outstanding writing effort*  
*Cursive excellence (Years 3-6)*

**The rules for entry are as follows:**

1. Only one entry per child.
2. The lyric must be fully written in your child's own handwriting. Please support them to take pride with where they are currently at in their handwriting journey.
3. The deadline for entry is **Friday 1st May**
4. Entries can have illustrations that enhance the message of the poem.
5. All entries need to have your child's name and their class name on it.

Please hand in your entry to the class teacher. There will be prizes involved and the winners will be celebrated in a whole school assembly before the end of the Summer 1 Term. If you have any questions feel free to contact me Michelle (English Lead).

We look forward to receiving lots of entries and thank you for your continued support with your child's handwriting.

See the next page for additional details.





We were very excited to once again host another fiercely competitive Spelling Bee this term. After preliminary rounds within class, a representative from each class was selected. As always the atmosphere was electric and the support for each representative from the crowd was wonderful to see.

The finalists are below with the winners highlighted in bold (there were some 'draws' as the standard was so high)

Year 6 Ava Mae, **Jane**

Year 5 Zayla, Adam, **Julius, Aliyah**



Year 4 **Akira**, Ananya

Year 3 Roza, **Rafael**, Evelynn, Ezekiel

Year 2 **Sonny, Nora**

Year 1 **Sinan, Leo**

|  |  |
|--|--|
| <p><b>Look, say, cover, write, check</b></p>             | <p>This is probably the most common strategy used to learn spellings.<br/> <b>Look:</b> first look at the whole word carefully and if there is one part of the word that is difficult, look at that part in more detail.<br/> <b>Say:</b> say the word as you look at it, using different ways of pronouncing it if that will make it more memorable.<br/> <b>Cover:</b> cover the word.<br/> <b>Write:</b> write the word from memory, saying the word as you do so.<br/> <b>Check:</b> Have you got it right? If yes, try writing it again and again! If not, start again - look, say, cover, write, check.</p>  |
| <p><b>Trace, copy and replicate (and then check)</b></p> | <p>This is a similar learning process to "look, say, cover, write, check" but is about developing automaticity and muscle memory.<br/>         Write the word out on a sheet of paper ensuring that it is spelt correctly and it is large enough to trace over, trace over the word and say it at the same time. Move next to the word you have just written and write it out as you say it. Turn the page over and write the word as you say it, and then check that you have spelt it correctly.<br/>         If this is easy, do the same process for two different words at the same time. Once you have written all your words this way and feel confident, miss out the tracing and copying or the tracing alone and just write the words.</p> |
| <p><b>Segmentation strategy</b></p>                      | <p>The splitting of a word into its constituent phonemes in the correct order to support spelling.</p>   |
| <p><b>Quickwrite</b></p>                                 | <p>Writing the words linked to the teaching focus with speed and fluency. The aim is to write as many words as possible within a time constraint. Pupils can write words provided by the teacher or generate their own examples. For example, in two minutes write as many words as possible with the /i:/ phoneme.<br/>         This can be turned into a variety of competitive games including working in teams and developing relay race approaches.</p>   |
| <p><b>Drawing around the word to show the shape</b></p>  | <p>Draw around the words making a clear distinction in size where there are ascenders and descenders. Look carefully at the shape of the word and the letters in each box. Now try to write the word making sure that you get the same shape.</p>   |

|  |  |
|--|--|
| <p><b>Drawing an image around the word</b></p> | <p>This strategy is all about making a word memorable. It links to meaning in order to try to make the spelling noticeable.</p>  <p>You can't use this method as your main method of learning spellings, but it might work on those that are just a little more difficult to remember.</p>  |
| <p><b>Words without vowels</b></p>             | <p>This strategy is useful where the vowel choices are the challenge in the words. Write the words without the vowels and pupils have to choose the correct grapheme to put in the space. For example, for the word field:</p> <p>f _ _ ld</p>   |
| <p><b>Pyramid words</b></p>                    | <p>This method of learning words forces you to think of each letter separately.</p>  <p>You can then reverse the process so that you end up with a diamond.</p>   |
| <p><b>Other strategies</b></p>                 | <p>Other methods can include:</p> <ul style="list-style-type: none"> <li>• Rainbow writing. Using coloured pencils in different ways can help to make parts of words memorable. You could highlight the tricky parts of the word or write the tricky part in a different colour. You could also write each letter in a different colour, or write the word in red, then overlay in orange, yellow and so on.</li> <li>• Making up memorable 'silly sentences' containing the word</li> <li>• Saying the word in a funny way - for example, pronouncing the 'silent' letters in a word</li> <li>• Clapping and counting to identify the syllables in a word.</li> </ul> |

If you would like more information on how to support your child's spelling, login to the school website and find strategies on the English page. You will also find information on the spelling patterns and words your child is learning this year.

<https://www.williamtyndale-islington.co.uk/learning/english>

# Why read with your child?

- Children who read for pleasure achieve higher academic attainment and enjoy better career prospects
- Reading for pleasure improves vocabulary; a key indicator for academic performance in secondary school
- Reading for pleasure improves memory, speech, emotional regulation, social connections and helps to develop empathy
- Reading together with your child is a wonderful bonding activity for you both



The OU have produced helpful videos to help you develop your book chat with your child.

We work with a wonderful charity, Coram Beanstalk, who have great tips on how to get the most out of reading with your child. Below are a few ideas. Login to for more information on ways to help get the most out of reading together <https://www.beanstalkcharity.org.uk/six-ways-to-help-children-choose-reading>

**Coram Beanstalk**  
creating readers

## Tips for Parents: Sharing Non-Fiction

### Why share non-fiction with your child?

- Children are able to choose books about subjects which really interest them.
- The text is broken into smaller sections and there are lots of pictures to help understanding.
- There are lots of opportunities to develop vocabulary, ask questions and discover things together.

**DID YOU KNOW?**

### Ideas for sharing non-fiction...

- Dip in and out of the text.** Non-fiction books don't need to be read in order, so let your child choose which bits they would like to look at.
- Spark curiosity.** Ask your child: What are your top 3 new facts from what we have read?
- Join in.** Share the most interesting new thing you have learnt while sharing this book with your child.

**Beanstalk Brilliant Books**

**Coram Beanstalk**  
creating readers

## Tips for Parents: Sharing Picture Books

### Why share picture books with your child?

- The images make it easier for children to understand the meaning of stories and connect with the book.
- Looking at the pictures, encourages children to use the imaginations and imagine themselves in the story.
- You can have great conversations about the pictures, which helps build children's confidence and understanding.

### Ideas for sharing picture books...

- Play games using the pictures.** You could play "Who am I?" to guess which character you are, or "I Spy" to find objects on the page.
- Develop imagination.** Ask your child: If you were in this picture, what would you be doing?
- Get crafty.** Make a puppet or a book mark of one of your favourite characters from a picture book.

**Beanstalk Brilliant Books**

## Magazine Subscriptions

Lego Magazine will post out 4 free copies of their magazine each year

Login to <https://www.lego.com/en-gb/magazine/sign-up> for more information

Moose Kid Comics is a free online magazine that you can read online or download

Login to <https://www.moosekidcomics.com/>

National Geographic offer free online digital subscriptions

Login to <https://www.natgeokids.com/uk/magazine-subscription/>

The WWF have a sliding scale of subscriptions to their magazines and has magazines available for ages 3-6 and 7-12. Login to

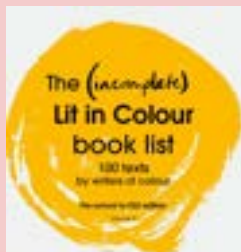
<https://support.wwf.org.uk/go-wild>

Phoenix Magazine is popular with children in the school library and offers 6 magazines for £1. Login in to

<https://thephoenixcomic.co.uk/>

Tyger Tyger is an online magazine for children interested in poetry and as well as publishing poems, encourages children to submit their own poems for publication. Login to <https://tygertyger.net/>

The School Reading List has information about all the many different kinds of magazine publications you can find to support your child's interests. Login to <https://schoolreadinglist.co.uk/resources/magazines-and-newspapers-for-children-and-teenagers/>



### Islington Library Locations



### Where to Find Books

Your local library is a great place to find new books and expertise on what is new and will help to develop your child as a reader. See the map for your nearest library.

The Book Trust has lots of recommendations based upon age as well as a top 100 recommendations. You can filter by age as well as by genre

Login to

<https://www.booktrust.org.uk/book-recommendations/booklists/>

Penguin Books have also published a list of books to help diversify the range of stories and characters that your child experiences. The (incomplete) Lit-in colour Booklist. You can login using the QR code below of typing the name of the list into a search engine.

The Book Trust also has a selection of books available to be read online for free as well as fun activities to support the story. Login using the QR code and spend time exploring the website as there is a wealth of useful information on there.



BookTrust: Storybooks and games



# Using Hobbies to help your child Read!

The National Literacy Trust has lots of fabulous ideas to help you share the joy of reading with your children. The link below takes you to a page packed full of suggestions that encourage discussion and language development that help to develop reading skills.

<https://wordsforlife.org.uk/activities/using-hobbies-help-your-child-read/>

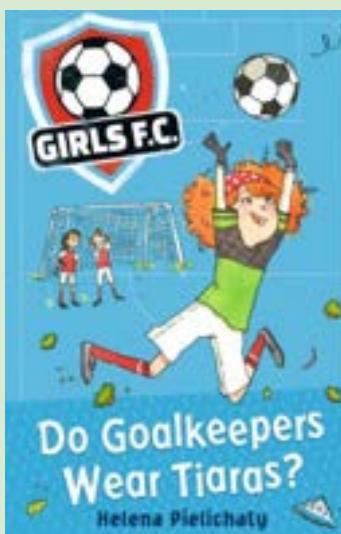
## Music

Learning lyrics can be a fun way to read and improve memory. Challenge your child to learn all the words to a new song. If they like music, ask them to write their own lyrics! Follow the link for lots of songs and rhymes for your younger child



## Getting creative

Following instructions and recipes to make something or expressing an idea can help boost literacy levels. Follow the link for lots of recipe ideas.



## Football and sports

Reading newspaper reports, learning players' names and talking about matches can all help improve reading and communication. Follow the link for football quizzes, book recommendations and activity sheets



# Skill of the Month



## March

|        |  |
|--------|--|
| Step 1 | I imagine different things               |
| Step 2 | I share what I imagine with someone      |
| Step 3 | I share what I imagine in different ways |
| Step 4 | I create ideas to solve a problem        |
| Step 5 | I create ideas to make something better  |
| Step 6 | I can combine ideas to make new ones     |

This skill is all about creating new ideas and possibilities in different settings. Learners first practice using their imagination before moving on to apply creative ideas to problem solving and achieving success. .

|                       |                   |                       |
|-----------------------|-------------------|-----------------------|
| <br>observe carefully | <br>ask questions | <br>consider opinions |
|-----------------------|-------------------|-----------------------|

|                           |                  |                           |
|---------------------------|------------------|---------------------------|
| <br>suggest small changes | <br>get feedback | <br>experiment with ideas |
|---------------------------|------------------|---------------------------|



## How to create ideas to improve something

### Home Challenge:

#### Suggesting improvements

Choose a messy cupboard or area in your home. Generate ideas for how it could be organised more effectively. Put your ideas into action and improve the area. Can you get opinions from other people in your home?

#### Questions to consider

Getting Started: How can you use different perspectives to improve your ideas?

Intermediate: How can you share what you imagine?

Advanced: Why do we sometimes need to redraft and revise our ideas?

# Typing Club

<https://www.typingclub.com/>



If you would like to support your child learn to touch type at home, then navigate to the website above. This is also the program that your child will use at school.

It is free to use and is a fun, educational way to help your child to develop keyboard skills.

Fun games, lessons, typing stories as well as earning badges and stars, all help them to make progress. It also offers a range of different languages to learn to type in.



# Library Volunteers



**Would like to support our children to grow and develop as readers?**

**Do you have time to offer to support reading in our school community?**

We are very fortunate to have a truly spectacular collection of books in the school library. This well stocked library requires a lot of time and administration to help the children to make the most of this space. To help us with this, we are hoping for some volunteers within our parental community. Any support you might be able to provide would be incredibly appreciated. **No previous library experience is needed.**

If you are interested in finding out more about this then please enquire either in person or email to the school office. We would love talk with you about what this may involve.

**Even a small amount of help can make a big difference.**



**Step 7: Contributing**  
I contribute to group activity

# PUNCTUALITY and ATTENDANCE



## Punctuality

Children are happier when they arrive punctually at school and their learning gets off to a fine start. We have many incentives to encourage children to arrive punctually, including certificates and medals.

Please remember:

- **The school gates open at 8.45am** and children are able to go straight to their classes.
- **School starts at 8.55am** but we give you a 5-minute grace period to account for exceptional circumstances; therefore, any child arriving at **or after 9am will be marked late.**

Timings for the end of the day will be as follows:

**Nursery** door will open at 2.50pm. (Children not collected by 3pm will incur a charge.) **Reception** and **Year 1** doors will open at 3.25pm.

- **Year 2** line up outside the Reception play area at 3.30pm, flanking the fence in front of the hand washing trough, by the office as you come down the lane from Upper Street.
- **Years 3 – 6** will be brought down to the playground at 3.30pm. Please could parents wait near to where their child's class lines up, avoiding bottlenecking by the extension of the Morris Building. Children will not be dismissed as they come out and down the stairs – only from their line.
- **Any children not collected on time will be taken to Kids' Club where a charge will apply from 3.40pm.**

It is really important to a child's feeling of security that they are brought in regularly and that parents arrive and depart promptly once they are settled. Children who arrive late can become distressed and find it hard to settle to their activities. Again, at home time, please collect your child promptly as they can become very anxious if you are late.

Please find further information in the [Parent and Carer Handbook](#) on the school website.

## Attendance

The school and Educational Welfare officers monitor attendance on a regular basis. We expect children to have **at least 95% attendance. If your child's attendance falls below 95% then the Educational Welfare Officer will contact you. A child is considered a persistent absentee once their attendance falls to 90%.**

Please let us know of any changes in your child's home life, routines or health that may affect their attendance or punctuality at school, so we can support you accordingly. If you would like any more details about punctuality and attendance, please see Penny in the school office.



### What do I do if my child is sick?

1. If your child is sick please inform the school office on the first day of absence.
2. On your child's return to school please bring a note to the school office explaining why your child was absent. If your child is absent directly before or after a holiday you will need to bring in medical proof to support the absence.

We award children medals and badges for excellent attendance and punctuality over a term and for over the whole year. Well done and thank you to everyone who continue to help reduce our absences, cooperating with procedures required by the Department for Education (DfE).

### What about medical appointments?

Please try to avoid making dental or medical appointments for your child during the school day; if an appointment is absolutely necessary please show your appointment card (preferably in advance) to the school office as evidence for this absence.

### What if I need to apply for leave during term time?

Any leave of absence has to be applied for, four weeks in advance, using the appropriate forms from the school office; each case is reviewed individually but please be aware that absence will be authorised in only the most exceptional of circumstances. **Holidays during term time will never be authorised.**

**Any unauthorised absence may result in an immediate penalty notice of £80 per parent per child from Islington's Educational Welfare Department.**

## Support Services

Corinne, Pastoral Lead, has collated some useful services available to parents. This is not an exhaustive list and do continue to contact the school if you require support.

### **Islington Bright Futures, Early Help 5-19 (school-age to 19 years)**

<https://directory.islington.gov.uk/kb5/islington/directory/service.page?id=txWgdPi-Gz0>

### **Islington**

#### **Bright Start Family Support Service**

Parents-to-be and parents and carers of children under 5 years

[Find Your Islington | Bright Start Family Support Service](#)



### **Islington**

#### **Benefits and Financial Support**

<https://www.islington.gov.uk/children-and-families/benefits-and-financial-support>

### **Islington Parenting Programmes**

[Parenting Programmes in Islington](#)

### **Support Numbers**

#### **Emergency Services**

999

#### **Islington Children's Social Care**

020 7527 7400

#### **Domestic Violence National Helpline**

0808 200 247

**NSPCC** 0800 800 500

**Childli**

**ne** 0800 1111



**“ERIC is the national charity dedicated to improving children’s bowel and bladder health. Our mission is to reduce the impact of continence problems on children and their families.”**  
The website has lots of information about toileting issues such as toilet anxiety, potty training, bowel and bladder problems. It offers lots of practical advice around how to support your child, webinars and a HELPLINE.

[www.eric.org.uk](http://www.eric.org.uk)



**Free helpline: 0808 801 0343 Mon to Thur, 10am - 2pm**