



WHITEHEATH JUNIOR SCHOOL

Opportunity, Confidence & Growth

Whole School Newsletter

Newsletter No: 29

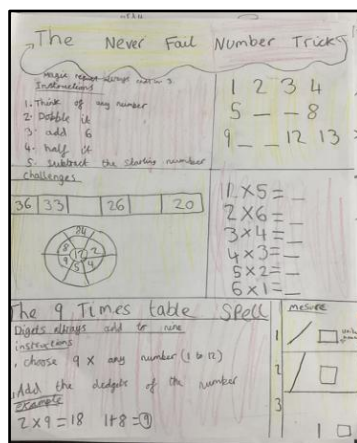
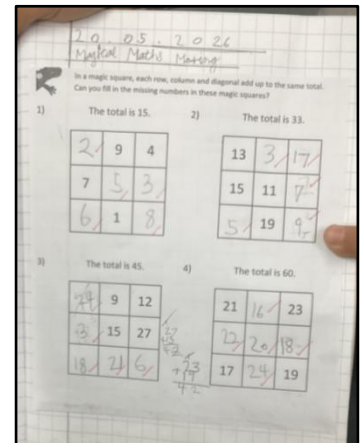
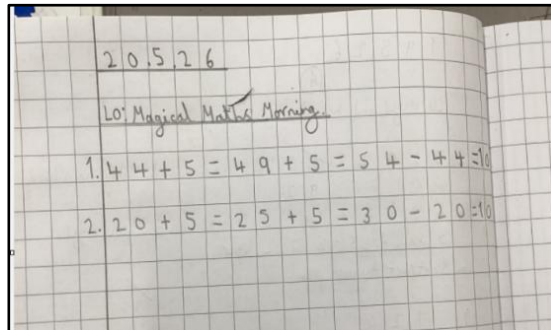
Friday 2nd May, 2026.

Welcome to our whole school newsletter. Our aim is to keep you informed of achievements, successes and general information regarding Whiteheath Junior School. These newsletters will be sent to you at the end of the week. You can also find this newsletter on the home page of the school website along with our 'year group pages' (under the 'children' section on the website). Please check your emails regularly as this is our main form of communication with you.

MATHS MORNING

This week our enjoyed a Maths Morning. It began with a whole-school assembly introducing the children to the idea of what life would be like without numbers and exploring how maths can feel magical when numbers are added, subtracted and arranged in different ways. The children were fascinated by the many surprising patterns and results that numbers can create. Below are a selection of pictures demonstrating some of the activities the children completed.

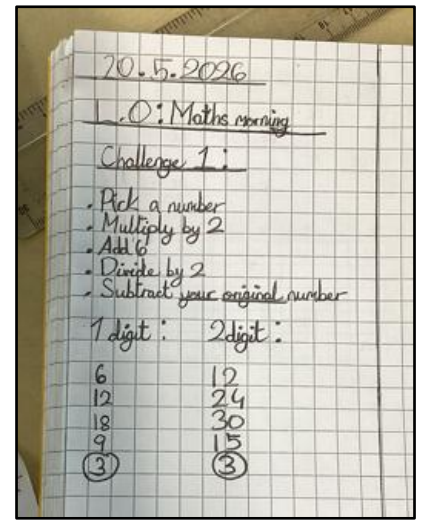
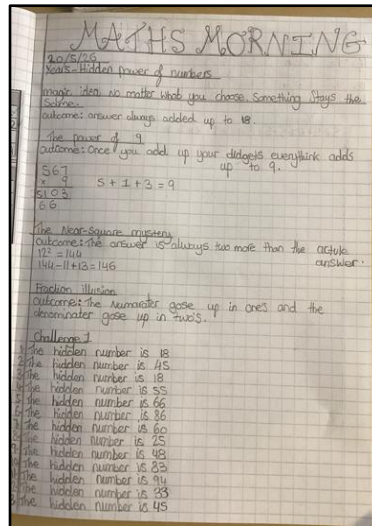
Year 3 enjoyed exploring mathematical puzzles and patterns. They were amazed by a "Think of a Number" trick that always returned to the original number, sparking lots of excitement and discussion. The children also tackled magic squares and Sudoku puzzles, developing their problem-solving and reasoning skills while having fun.



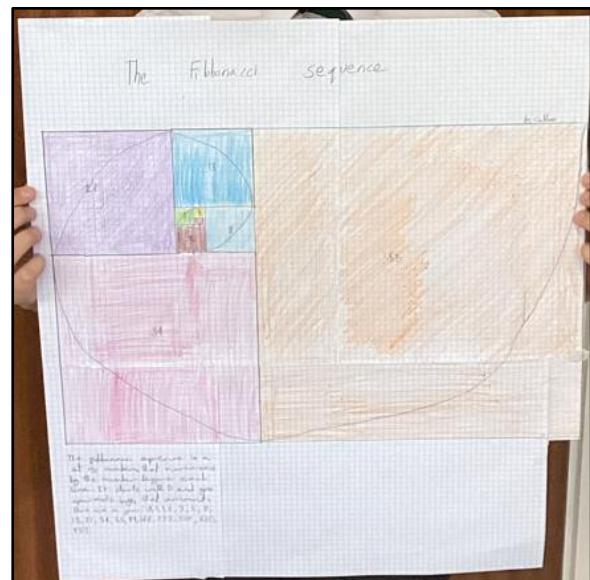
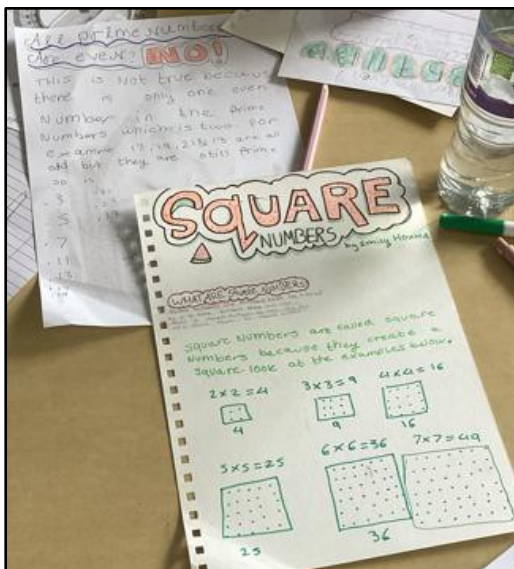
Year 4 explored number patterns through a 9 times table challenge. The children added the digits of each answer to see if they always totalled 9, before testing similar patterns in the 8 times table. They also enjoyed trying the "Never Fail Number Trick", which sparked lots of excitement and curiosity.



Year 5 explored the hidden power of numbers through a range of mathematical challenges. They discovered patterns where the answers always equalled 9 and then investigated different number tricks that always resulted in the answer 3.



Year 6 explored the properties of square and prime numbers, investigating a variety of interesting number patterns. They also worked collaboratively to create an excellent example of the Fibonacci sequence, demonstrating great mathematical understanding and teamwork.



SEND PARENT/CARER DROP-IN SESSION – FRIDAY 12TH JUNE (from 1:30pm)

You are welcome to attend this drop-in session to meet with me to discuss your child's Special Educational Needs.

This meeting is an opportunity for you to ask any questions you may have regarding the SEND provision at Whiteheath Junior School and across the borough or give updates regarding your child's current needs and presentation. **During this meeting, I would not be able to give updates regarding your child's academic progress.**

If you would like to drop in for a 10-minute time slot, please email sendco@whiteheath-jun.hillingdon.sch.uk.

Mrs Manfredi, SENDCo.



SPELLING AT WHITEHEATH

At Whiteheath, we use the Sounds & Syllables curriculum to teach our spellings. This consists of 144 weekly spelling units which increase in difficulty across the school and cover all of the national curriculum rules for spelling.

sounds & syllables

the sensible spelling system

Each week a different spelling pattern is studied and the children are given a list of associated words to learn. As part of their learning the children will learn any rules associated with the spelling pattern and will link the words to those that have similar patterns or similar origins.

They are taught to learn spellings through a 5-part sequence:

1. Say it in a spelling voice
 - Separate syllables e.g. cro co dile ba na na
 - Stress reduced vowels e.g. mountain doctor
 - Pronounce omitted sounds e.g. chocolate vehicle
2. Snip it into syllables
 - Say and count the syllables e.g. cir cle (2) e le phant (3)
 - Draw syllable lines e.g. cir/cle e/le/phant
 - Point and say the syllables to check
3. Spell it one syllable at a time
 - Say the syllable e.g. e le phant
 - Hear the sounds e.g. _ _ _ _ _
 - Spell the sounds e.g. e le phant
4. Think about the word to understand why it is spelt this way
 - Identify challenging parts e.g. chaos
 - Match the sounds to spellings
 - Explain the patterns
5. Link it to similar words
 - With the same sound-spelling match e.g. butcher kitchen
 - With the same pattern e.g. believe forgive
 - With the same morpheme e.g. famous nervous

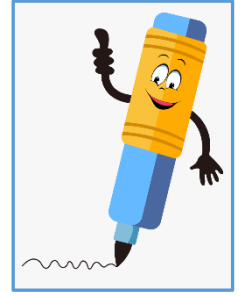
The children will bring home spellings to learn each week as part of their homework. These spellings will be based on the spelling pattern they have learnt that week. They will also have a spelling sheet to help them practise. This will encourage them to split each word into syllables and focus on spelling each section separately. They should use the syllable lines on the sheet to help them do this.



BOOK WRITING PROJECT

For the first three weeks after half term, part of your child's homework will be to take part in a whole school writing project.

We would like the children to see writing as a fun, engaging and collaborative activity that they can really enjoy and we'd like your help to do this.



The writing project will be launched with an assembly on Monday 1st June and during the afternoon, the children will be asked to write down lots of ideas about things they like. This can be an activity, a person, a place, a thing or an idea. They will then bring their ideas home to discuss with you and choose one that they are going to write about. They can use this idea to create a fiction or non-fiction book.

We would like them to have lots of choice about how they create their book and include illustrations, a fantastic front cover and a blurb. It can be a dual language book if they would like to write in a language other than English and can be about anything they like.

Then, over the next three weeks, the children will be working on their books. The timetable below gives an idea on how this might look:

Day 1	Decide on idea. Talk to someone at home about it.
Days 2 - 5	Make the front cover.
	Plan out your ideas.
	Make the first two pages. Include between 30 and 60 words on each page. Add a picture on each page and a page number.
Days 6 - 13	Make the rest of the pages for your book. Try to make between 8 and 15 pages.
Day 14	Revising – Read your book to someone at home. How could you make it even better?
15 th June	Revising – Bring your book to school and have a look at each other's to get some good ideas.
Day 16 - 18	Proofreading – Make sure your book is 'reader ready'. Check for errors and correct mistakes.
	Share your book with someone at home. Ask them what they think. Make any final changes.
Friday 19 th June	Bring your book into school to share with your class. Have a publishing party!

Please encourage your child to share their writing experience with as many people as possible: parents, carers, children, siblings, grandparents, aunts, uncles. Anyone can join in.

Your child's teacher will remind them each day about what part of their book they should be working on and will give them some tips to help.



ORACY AT WHITEHEATH

At school, we are developing children's oracy skills. Oracy is the ability to express ideas clearly, listen carefully to others, and communicate confidently in different situations. Research from Voice 21 shows that strong speaking and listening skills help children succeed not only in school, but also in later life. Oracy is about much more than "talking."

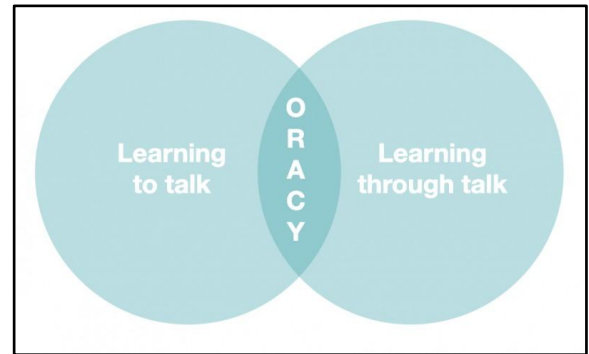
It helps children to:

- build confidence
- develop vocabulary
- explain their thinking
- ask thoughtful questions
- work collaboratively
- become active listeners
- improve reading and writing skills



In KS2, children take part in activities such as:

- partner talk and group discussions
- debates and presentations
- storytelling and drama
- questioning and reasoning tasks
- collaborative problem-solving



These opportunities help pupils learn how to:

- speak clearly and respectfully
- justify their opinions with evidence
- listen and respond to others
- build on ideas during discussion

How Parents/Carers can help at home

You can support your child's oracy development in simple everyday ways:

Encourage conversations at mealtimes or on journeys.

Ask open-ended questions such as:

- "Why do you think that?"
- "Can you explain your idea?"
- "What might happen next?"
- Give your child time to answer fully.
- Encourage eye contact and active listening.
- Discuss books, films, news stories, or family experiences together.

Why Oracy Matters

Children who can communicate effectively are often more confident learners. They are better able to:

- share ideas
- solve problems
- build friendships
- participate in lessons
- prepare for future education and careers

By working together, school and home can help children become confident speakers, thoughtful listeners, and successful learners.



Reminders

PARENT/CARER CURRICULUM WORKSHOPS

The date/time of the remaining workshops this term:

- Summer 2 – Computing/Online Safety - Wednesday 10th June 9:00 - 10:00am
- Summer 2 - Oracy – Monday 22nd June – 2 – 3pm

All parents/carers are welcome to attend - booking details will be sent out for each workshop in due course.



Merit Assembly

Class of the Week –

Class Merit Awards

Year 3	Year 4	Year 5	Year 6
Jacob, Aylin, Ayan	Elijah, Amelia, Amiley	Donovan, Zachary	Komal, Harris, Rares

House Points

Hampton	Windsor	London	Westminster
40	30	30	10

Payment/deadline Dates

OUTSTANDING PAYMENTS DUE

Payment
D & T resources for the year

UPCOMING PAYMENTS

Payment	Date due
All – Computer Coding Show	29 th May
Yr 5 – coach for swimming lessons	31 st May
Current Year 4 - deposit for Year 5 residential journey	26 th June

SUMMER TERM DATES

Monday 1st June	Children return
Wednesday 3 rd June	Girls' Cricket Competition
Thursday 4 th June	Virtual Author Visit
Thursday 4 th June	Cricket Competition
Friday 5 th June	Whole School Code Show
Monday 8 th June	TfL workshop for Year 6 – moving onto secondary school
Tuesday 9 th June	Year 6 Inclusive Football Tournament
Wednesday 10 th June	Parent/carers workshop – Computing and Online Safety



Wednesday 10 th June	Best Cricket Competition
Thursday 11 th June	Isle of Wight meeting for parents/carers – 3:40pm – 4:15pm
Friday 12 th June	Joint Picnic with the Infant & Nursery School
Friday 12th June	SEND Parent/carer Drop-in Session (from 1:30pm)
Monday 15 th June	Year 5 swimming – 2-week block – Yew class
Monday 22 nd June	Parent/carer workshop – Oracy – 2-3pm
Monday 22 nd June	District Sport Competition
Tuesday 23 rd June	Year 2 Transfer Meeting
Tuesday 23 rd June	Whole School DT Challenge - afternoon
Thursday 25 th June	Open Evening – 3:35 – 4:30pm
Friday 26 th June	Sports Day morning
Monday 29 th June	Year 5 swimming – 2-week block – Birch class
Monday 29 th June	Year 6 dress rehearsal to the school
Tuesday 30 th June	'Meet your new teacher' event 9:15-10:30am
Tuesday 30 th June	Year 6 Leavers' Performance 6pm
Thursday 2 nd July	Year 6 Leavers' Performance 6pm
Thursday 2 nd July	British Values Day
Friday 3 rd July	Sports Day morning reserve
Week beg 6 th July	Year 6 Isle of Wight Residential Journey
W/b 13 th July	Whole School Sports Week
Monday 13 th July	Whole School Empathy Day
Monday 13 th July	Year 6 Sorted Workshop
Tuesday 14 th July	Year 6 Kiss Workshop
Tuesday 14 th July	Music Ensemble to school am & to and parents/carers 5:30pm
Wednesday 15 th July	End of Year reports out to parents/carers
Thursday 16 th July	PTA Summer Fayre 3:30 – 5:30pm
Monday 20 th July	Year 6 BBQ and disco 5:00 – 7:00pm
Tuesday 21 st July	Last day of term for the children - terms ends at 12:30pm
Wednesday 22 nd July	Training Day

Weekly Attendance

Class	% Attendance W/C – 18th May 2026	% Attendance 03.09.25 – 22.05.26	Year Group Attendance % 03.09.25 – 22.05.26
Ash	96.7	95	
Oak	98.8	96.9	
Willow	92.3	94.8	
Year 3	-	-	95.5
Beech	93.2	96.4	
Elm	95.5	94	
Maple	95.3	96.6	
Year 4	-	-	95.9
Birch	98.4	95.6	
Yew	88	94.9	
Year 5	-	-	95.3
Juniper	91.9	96.4	
Pine	94.8	96.2	
Poplar	98.5	96.3	
Year 6	-	-	96.3
Totals	94.8	95.8	95.8



Contacting us

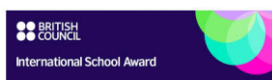
Contacting class teachers	Willow	Miss Atkinson	willow@whiteheath-jun.hillingdon.sch.uk
	Ash	Mrs Garland/ Mrs Robert	ash@whiteheath-jun.hillingdon.sch.uk
	Oak	Miss Malone	oak@whiteheath-jun.hillingdon.sch.uk
	Maple	Mrs Mendez	maple@whiteheath-jun.hillingdon.sch.uk
	Beech	Miss Cook	beech@whiteheath-jun.hillingdon.sch.uk
	Elm	Mr Lewington	elm@whiteheath-jun.hillingdon.sch.uk
	Yew	Ms Prioli	yew@whiteheath-jun.hillingdon.sch.uk
	Birch	Miss Bryant	birch@whiteheath-jun.hillingdon.sch.uk
	Poplar	Miss Lawrence	poplar@whiteheath-jun.hillingdon.sch.uk
	Pine	Miss Jackman	pine@whiteheath-jun.hillingdon.sch.uk
Juniper	Mr Goodchild	juniper@whiteheath-jun.hillingdon.sch.uk	
Years 5 & 6 maths sets	Miss Wells	maths56@whiteheath-jun.hillingdon.sch.uk	
General enquiries	office@whiteheath-jun.hillingdon.sch.uk		
Welfare/reporting your child's absence	welfare@whiteheath-jun.hillingdon.sch.uk		
<p>Safeguarding concerns - dsl@whiteheath-jun.hillingdon.sch.uk Whiteheath Junior School is a safe space for any child or adult to come to talk about issues affecting them. Ask the office to speak to a Designated Safeguarding Lead, (Ms Kenny), or the Deputy Designated Safeguarding Lead (Miss Wells). Alternatively, you can email the address above dsl@whiteheath-jun.hillingdon.sch.uk - this is a confidential email address only read by the safeguarding leads.</p>			
<p>If you are concerned a child may be at risk, you can also contact the Stronger Families Hub on 01895 556006 (available all year round).</p>			

Extra-curricular Clubs

We are very fortunate in being able to offer the children a wide variety of before, lunchtime and after school clubs. To see the full schedule, and for details of how to sign up for clubs, please visit: <https://www.whiteheath-jun.hillingdon.sch.uk/extra-curricular-clubs/>

Online Safety

Each week we are going to include a guide in this newsletter, covering different aspects of online safety, to help ensure children and young people are supported and protected online. We aim to reach and engage our entire school community, fostering a collaborative approach to promoting online safety and digital citizenship.



10 Top Tips for Parents and Educators USING TECHNOLOGY TO BOOST READING SKILLS

The way we engage with text has changed dramatically over the years. Whether reading captions on social media, instructions in a video game or an e-book on a digital device, technology plays a major role in modern literacy. While traditional books remain invaluable, digital tools can enhance reading skills by making text more accessible, interactive and engaging.

1 CHOOSING THE RIGHT TYPE OF TEXT

Before integrating technology, consider the types of text that a child engages with. If they need help on occasion, digital reading pens can assist by scanning and reciting words or sentences. These tools are especially useful for students with reading difficulties, and can even be used in exams if they're part of their routine learning process. Proper training and practice are required, but they can be a great help when tackling printed text.

2 READING ON SCREEN

Many devices now allow users to customise text for better readability. Adjusting font type, size and background colour can significantly enhance comprehension. For many readers, white text on a black background is the easiest to see, whereas other styles – such as dyslexia-friendly fonts – are designed to help those who are struggling. Teaching children how to personalise text settings on their devices empowers them to read more comfortably and with greater confidence.

3 ACCESSIBILITY TOOLS

Most modern devices include built-in tools designed to support readers. These features can be found in Settings under Accessibility and may include text-to-speech, speech-to-text and screen magnification functions. Enabling these tools can make digital reading more user friendly, especially for children with learning difficulties or visual impairments, who might have an easier time with spoken language than the written word, or who might simply require a closer look at the text.

4 INTERACTIVE READING PROGRAMMES

Many digital reading devices, such as Kindle and other e-readers, offer features like word highlighting, adjustable text speed and built-in dictionaries. These tools help learners to break down complex words and phrases while maintaining an appropriate reading pace. Some programmes even allow users to track their progress, making reading a more structured and motivating experience.

5 VIDEO GAMES AND READING SKILLS

Many video games require players to read instructions, character dialogues and mission objectives, making them an unexpected but effective literacy tool. Games that involve storytelling, puzzles or problem-solving often include large amounts of text – encouraging children to read these texts aloud or discuss them can improve their comprehension and vocabulary in a fun, engaging way.

6 SUBTITLES AND CLOSED CAPTIONS

Watching videos with subtitles or closed captions is an effective way to enhance reading skills. As children watch their favourite shows or online videos, they can follow along with the text, gaining a better understanding of how written words sound when spoken aloud. This is particularly beneficial for reluctant readers, as it exposes them to words in a familiar, engaging context. Repeatedly watching content with subtitles reinforces word recognition and comprehension.

7 USING AUDIOBOOKS

Audiobooks are an excellent way to develop listening and reading skills simultaneously. Children can follow along with the text while listening to a narrator, reinforcing word recognition and fluency. For struggling readers, listening to an audiobook before attempting to read the text independently can boost their confidence and comprehension.

9 TEXT-TO-VOICE TECHNOLOGY

Text-to-voice software reads digital text aloud, making it easier for learners to follow along. Most smartphones, tablets and computers come with this function built in. When enabled, users can highlight a passage or sentence and press Play to hear it read aloud. This tool is particularly helpful for auditory learners and those who struggle with decoding written words.

8 VOICE-TO-TEXT FOR WRITING AND READING

Voice-to-text tools allow users to dictate words, which are then transcribed into text. This feature helps children see the connection between spoken and written language. By using text-to-voice to have their dictated words read back to them, learners can identify mistakes and improve their reading and writing skills simultaneously.

10 SOCIAL MEDIA AND PARENTAL CONTROLS

While social media provides opportunities for reading, most platforms have age restrictions of 13–16 years old, making parental guidance essential. Many social media videos include captions and comments that can encourage reading. However, it's important to use the platform's parental controls (such as time limits and content filters) to create a safe and educational online environment for children. Encouraging responsible social media use can ensure a balanced and productive approach to digital literacy.

Meet Our Expert

Catrina Lawri is a qualified special needs teacher and experienced SENCO. She recently launched her own site, Neuroteachers, which offers a library of short, 'how-to' and explanation videos for educators. Catrina also writes and delivers online training and events for multi-academy trusts, businesses, schools and training organisations.



The National College®

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Community info/events

NEWLY REFURBISHED SPORTS HALL!

STARTS WEEK COMMENCING 1ST JUNE

ICKENHAM YOUTH F.C.

IN PARTNERSHIP WITH ICKENHAM YOUTH FC & WEALDSTONE YOUTH FC

WEALDSTONE YOUTH F.C.

INDOOR FOOTBALL BALLER LEAGUE STYLE

ACS HILLINGDON SPORTS HALL
108 VINE LANE, HILLINGDON, UXBRIDGE, UB10 0BE

TUESDAYS
2ND JUNE - 7TH JULY
(6 WKS)
YEARS 5 & 6 5:15PM - 6:30PM
£12.50 PER SESSION
(CAPPED AT 18)

FRIDAYS
5TH JUNE - 10TH JULY (6 WKS)
RECEPTION 5:15PM - 6:15PM
£10.50 PER SESSION
(CAPPED AT 12)
YEARS 1 & 2 5:15PM - 6:30PM
£12.50 PER SESSION
(CAPPED AT 18)
YEARS 3 & 4 6:30PM - 7:45PM
£12.50 PER SESSION
(CAPPED AT 18)

BOOK ONLINE

SCAN ME!

SCAN ME!

FOR ALL ENQUIRIES CONTACT
SOCCER.SCHOOL@WEALDSTONEYOUTHFC.CO.UK

Wishing you a lovely half term,
M Kenny,
Headteacher

