

5 June, 2026



Wicklewood Weekly

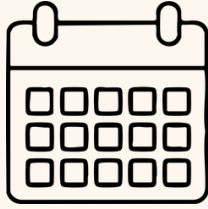
We were delighted to welcome a group of sheep from Brigg's Flock to school today, bringing a fascinating glimpse of the countryside and farming life to our grounds for the day. Children from Nursery through to Year 3 had the opportunity to visit them during the school day, with each class spending time learning about the sheep and observing them up close. Older children were able to visit during their lunch break.

A particular highlight was meeting the new lambs, with children invited to suggest names – a task that was met with great enthusiasm and creativity! The sheep remained with us throughout the day, meaning that all pupils were also able to enjoy seeing them during lunchtime, which created a lovely atmosphere across the school.

It was a truly memorable experience, and the excitement and joy it brought to the children was clear to see.

We would like to extend a sincere thank you to Alison and Mark Robertson from Brigg's Flock for bringing their animals and staying to speak to the children all through the day and to Tamsin, one of our governors, who kindly helped to organise this wonderful visit.





Dates:

- 19 June-Y5 Bikeability
- 24-25 June-Norfolk Show
- 30 June-Y2 How Hill trip
- 2 July-YR Bewilderwood trip
- 3 July-Summer Festival
- 10 July-Open Doors from 2:30
- 16 July-Y6 Eaton Vale trip
- 17 July-End of Term

Every Day Matters



It is a statutory requirement for children to attend school every day.

This week's winners are Jay Class with 100%!

Pastoral

Urgent information - Dangerous TikTok trend

Its has come to our attention that there is a very dangerous TikTok trend going round where children are being urged to put squishies (gel stress toys) into the microwave to heat up.

This is incredibly dangerous and can result in severe burns as when the gel inside heats up, it can explode, then stick to skin.

Please note that children need to be 13 to have a TikTok account.

Uniform Reminder

Just a reminder to ensure that your child's clothing/bags/bottles are named/labelled as we have an increasing amount of lost property and would love to return it to the owners!

SEND

Communication Pyramid.

All children are different and develop at different rates, which can make it hard to know if your child needs support with their communication development.

The Communication Pyramid is an easy and structured way of thinking about how your child's communication develops.

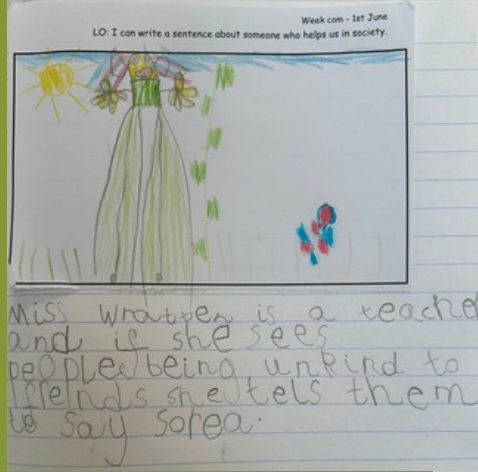
Supporting the skills at the bottom provides the foundations for the skills further up the pyramid to develop. For example, a child needs to develop their attention and listening before they will be able to fully engage in play. Their understanding then develops through play.



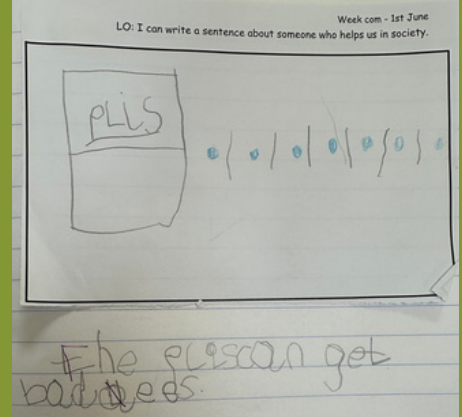
Find out more at [Just One Norfolk](#)



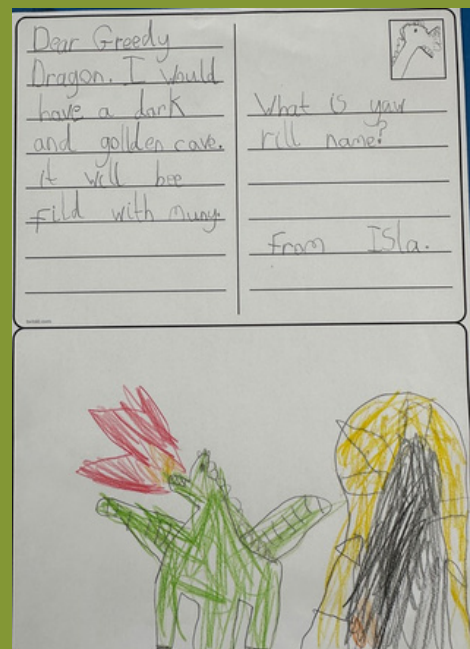
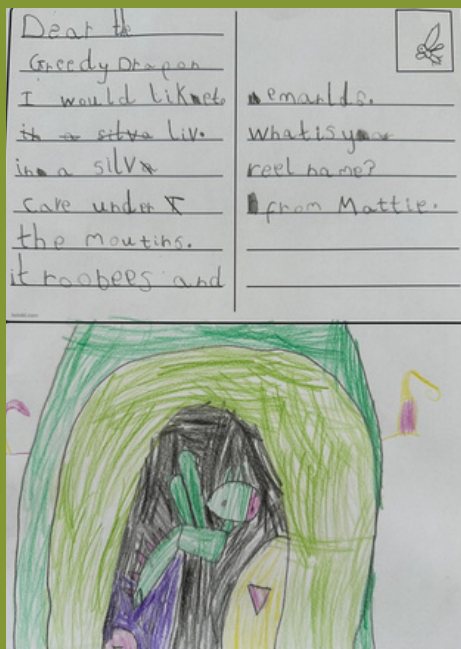
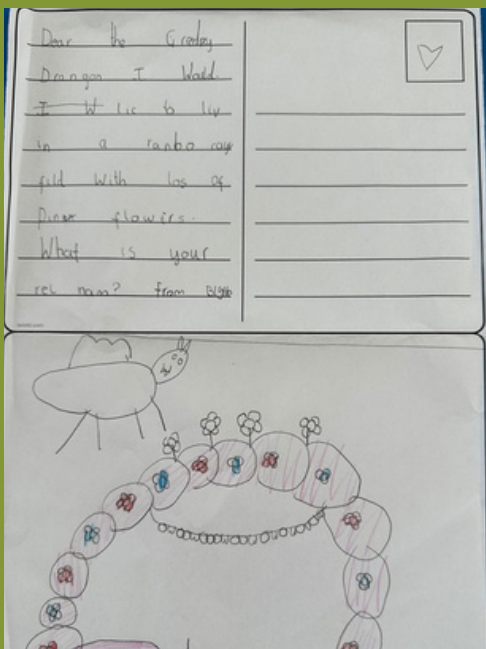
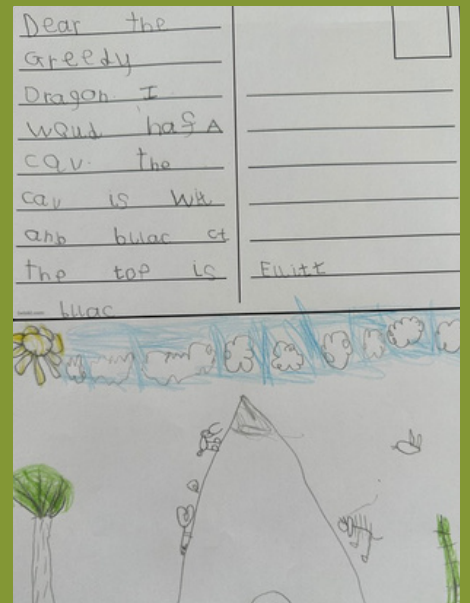
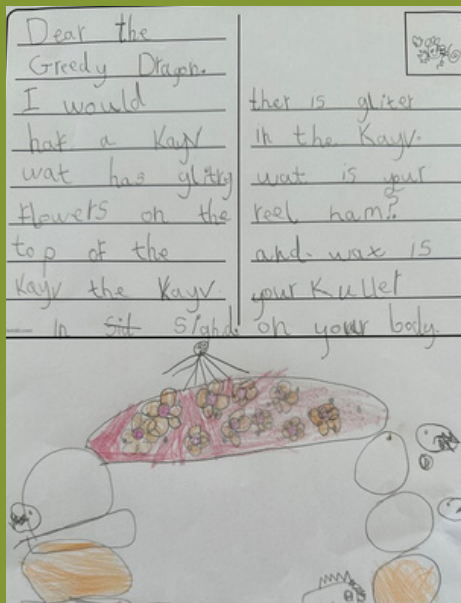
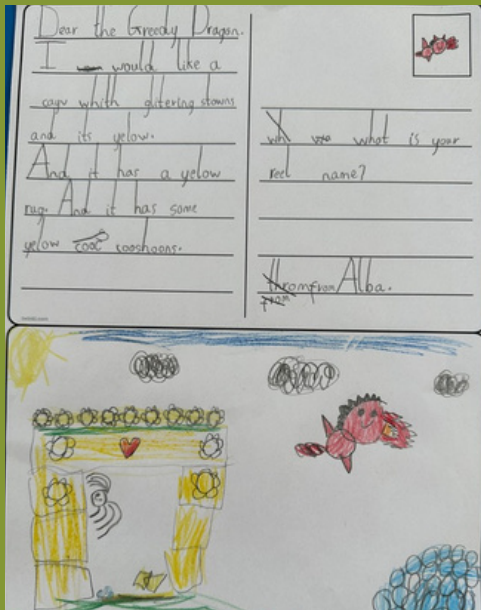
Clara's Holiday home learning
Year of the Tree made with Sea Glass!



Eloise and Fern's PSHE
in Reception: Who
Helps Us?



Year 1 Post
Card Writing



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 NEU 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 NEU 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 NEU 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) programmes, funded by the Department for Education for schools in England, and for NEU Preschool, which supports nurseries to strengthen children's early language development through evidence-based practice.



#WakeUpWednesday

The National College

See full references at the end of our website