

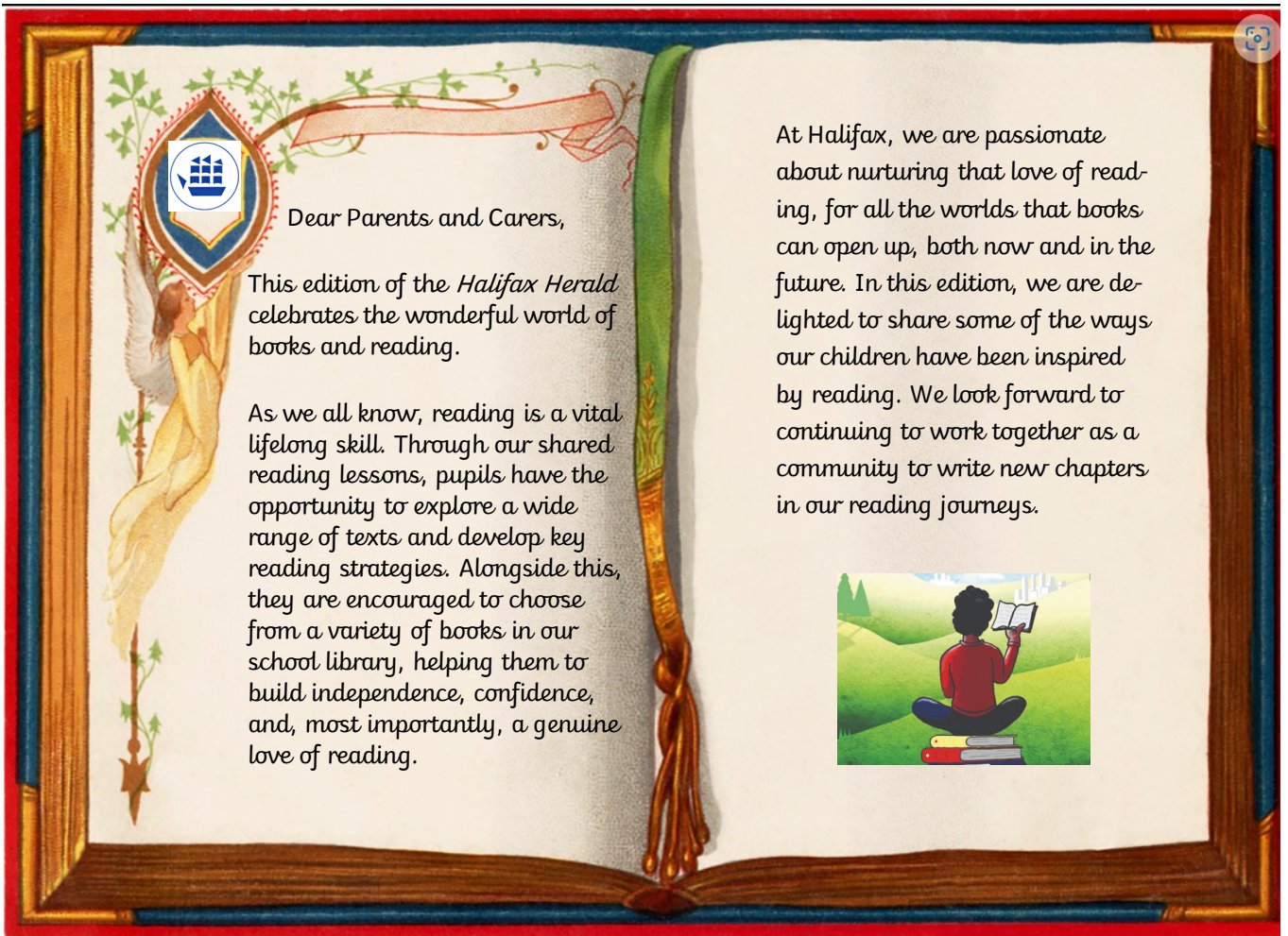


Halifax Herald

October 2025

Helping each other to aim high

Aspiration Nurture Collaboration Curiosity



Reception - Monsters of all colours...

Reception have enjoyed reading the book, *Colour Monster Goes to School*. Below are some reviews:

Chester: 'I like the colour monster because I like the colour yellow, he feels happy.'

Eliza: 'I like the green monster because he feels happy and calm.'

Sebastian: 'I like the pink monster because it is beautiful, It is love.'

Scarlett: 'I like the rainbow monster because it makes me happy.'



Reaping the Rewards of Reading

At Halifax, we centre our curriculum through supporting children to develop a love of reading. Confident readers are more likely to enjoy learning, fostering curiosity, which can then positively impact academic performance in all subjects. Reading helps develop communication skills which can empower children to express their thoughts more clearly and engage more actively in discussions.

We promote the importance of reading by immersing children in a wide variety of books, teaching specific strategies to help children to understand more, and develop opportunities in all areas of the curriculum. The more children are exposed to books the more their confidence and enjoyment grow.

Helping Halifax Readers

Here are our best top tips to supporting our super star readers at school and home:

H **Help is always on hand**—please always ask if you need support and guidance. Halifax staff are happy to share book recommendations, reading strategies and support with phonics.

A **Audio books**—Libby app, provided by Suffolk Library, is a free service that you can sign up to through your Suffolk library card. There are up to 4000 titles for free—including the Sam Wu books, Harry Potter, The Chronicles of Narnia and many more.



L **Little and often**—5 to 10 minutes of daily practice is really effective in embedding new reading skills and building stamina in reading

I **Invite others to read with your child**—siblings, grand-parents, friends, and pets—and invite them to celebrate their successes too.



F **Find books and texts** that you and your child can enjoy together and read between you or that you just read to your child....whatever their age! Don't forget non-fiction texts for shared interests too, such as comics and football programmes.

A **Agree a time to read** that works around your busy day, and to get the best out of your child, for example this might be at breakfast time. Try to build this into your routine so your child knows to expect it.

X **Excite your child**—use films and TV series to encourage your child to read the book first. For example, there is a new DreamWorks film out in October called 'Wild Robot', the book is fantastic and it is the first part of three books. By reading the book first, children can picture and imagine characters and settings before watching it come to life.



Year 1— Wild things and beanstalks...

Year 1 have been enjoying reading *Where the Wild Things Are* by Maurice Sendak and the favourite traditional fairy tale of Jack and the Beanstalk. Some of the children gave these views about these stories:

Where the Wild Things Are: Alfie said, 'I think it's scary!' whilst Zainab said, 'I was scared!'

Jack and the beanstalk: Stephan said, 'I like the magic beans.' whilst Raylee said, 'I like it because it had a beanstalk that grew.'

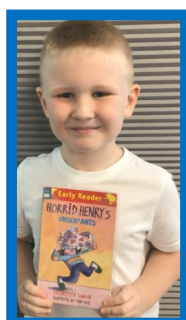
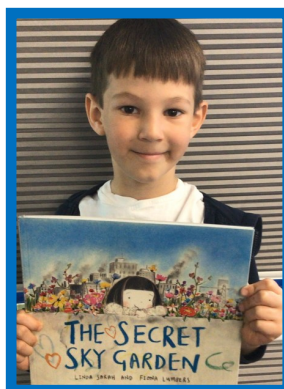


Year 2 - Magical pockets, skies, crayons and even underpants...

Year 2 have read two texts this term: **Mrs Noah's pockets** and **The Secret Sky Garden**.

Scarlett said, 'In Year 2 we have read *Mrs Noah's Pockets*. I really enjoyed this book because there's a person called Mr Noah who made an ark on a hill to save the animals in a flood but there were troublesome animals that he didn't save but Mrs Noah saved them. I recommend this book because it's very interesting.'

Ezra said, 'In Year 2 I have enjoyed *The Secret Sky Garden*. It's about a girl that visits a horrible garden then plants lots of seeds and makes it beautiful. It's by Linda Sarah and Fiona Lumbers.'



Other books read by the children include these by Sylvie and Teddy.

Sylvie: 'In 2PF I have enjoyed reading **The Day The Crayons Quit**. It's about crayons writing letters to Duncan.'

Teddy: 'I have read **Horrid Henry's underpants**. It's the best book ever I think. It's so funny. I recommend you read it.'

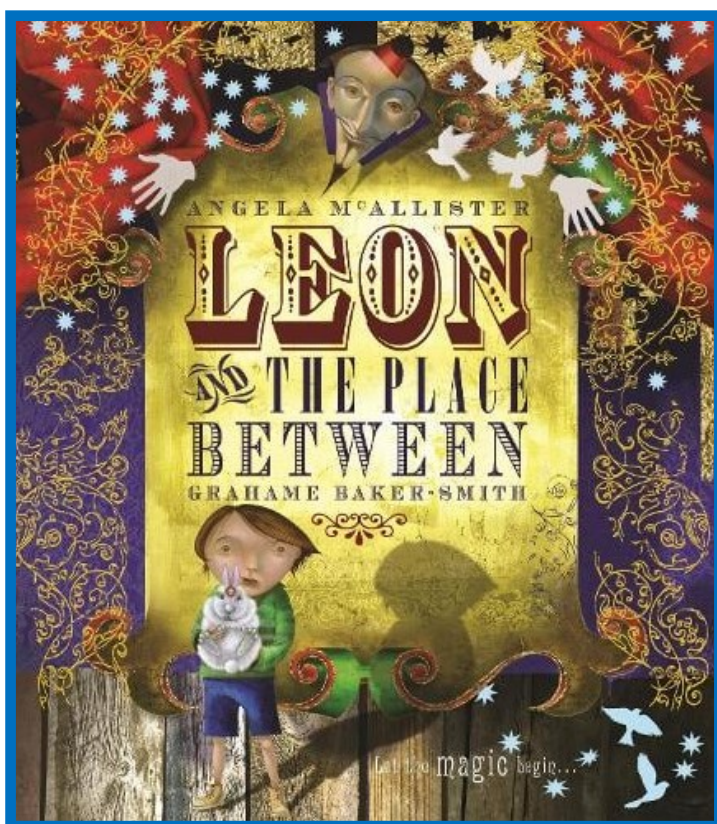
Year 3 — More magic but now.... Giants...

Year 3 have been reading two texts this half term—Greta And The Giants and Leon And The Place Between. Here are some reviews:

Declan in 3EB: 'I like the cars running through the city. I didn't like the smoke and the trees getting cut down.'



Charlie in 3ID: 'What I liked about Leon and the Place Between was when he stepped in to the magic box because it looked pretty and then he fell from a high height.'



Afra in 3ID: 'I like the page where it says, "Up jumped a barrel organ monkey, all made of wood and tiny hinges." I like this page because I like the creative illustrations.'

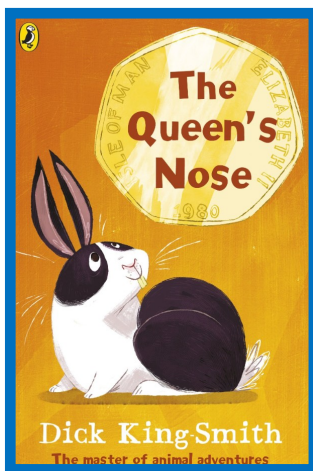
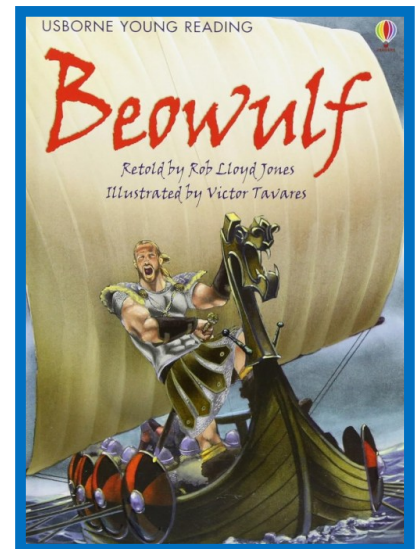
Year 4— A legend... magical coins... and a load of nonsense?!?!

In Year 4 we have had the pleasure of looking at three texts during our Shared Reading lessons in this first Autumn half term.

First of all, we looked at the legend of 'Beowulf' as this was connected to our Anglo-Saxon topic in History this term. The children thoroughly enjoyed reading about his exploits in challenging and ultimately killing Grendel, Grendel's Mother and the Dragon. Interestingly, from reading this story the children were then able to write their own retellings of it and create a non-chronological report about other creatures he might have fought in English Writing too.

Elodie stated, "Beowulf was about a horrible beast named Grendel, an octopus-like monster who was Grendel's Mother and a fiery, red dragon. All of these creatures were defeated by the brave, bold Beowulf. I liked Beowulf because when one monster was defeated, another problem was about to come."

Faiz declared, "Beowulf is about a hero who saved this group called Danes who were getting attacked by monsters. Fifty years later, he hears they are getting attacked by a dragon. Finally, he died sadly. I like the story Beowulf because I like learning about myths."



Next, we read 'The Queen's Nose' by Dick King Smith where we learnt about Harmony and the world she lives in where she names people after animals (her Mum is described as the Pouter Pigeon, her Dad as the Sea Lion and her sister Melody as the Siamese Cat amongst others). However, when her Uncle Ginger leaves to go to India he leaves her a coin that grants seven wishes and the story goes on from there. Feel free to talk to your child about what the wishes were and what frightening event happened because of one of them.

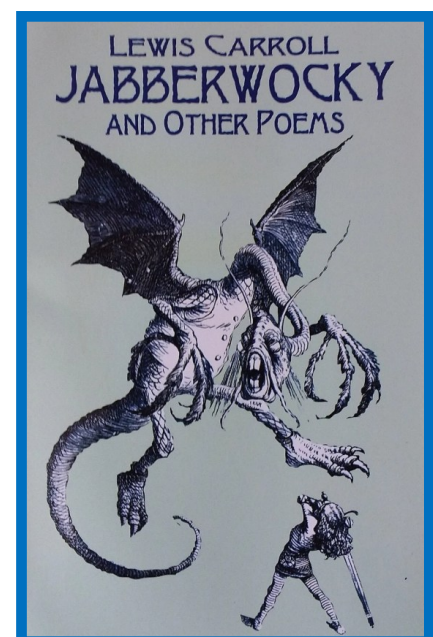
Lacy suggested, "This story is about a silver 50p coin. I liked this book because the coin was magical and when you rub the side with the Queen's nose you say...I wish I wish blah blah blah (whatever you want)."

Eleanor expressed, "I liked the Queen's Nose because I love puppies and bunnies. It is about a little girl that gets a 50p piece that has 7 wishes."

Last of all this half term, we looked at a poem called 'Jabberwocky' by Lewis Carroll, which features in Alice Through The Looking Glass, that was full of complete nonsense words about a mythical creature known as the Jabberwock. The children used some of the verses and words in the poem to imagine what they think it looked like and also had the opportunity to think what some of the words mean. What do you think gyre, gimble, outgrabe and uffish might mean, or what mimsy Borogoves or Jubjub birds are? Finally, we then created a class performance of the poem by performing a verse in table groups.

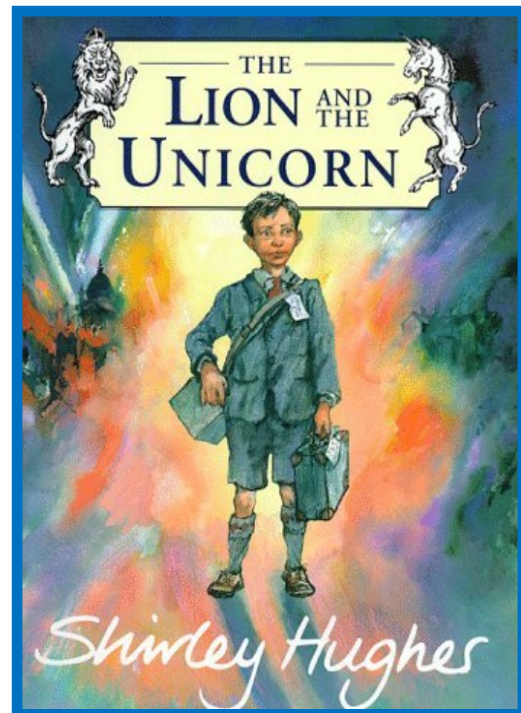
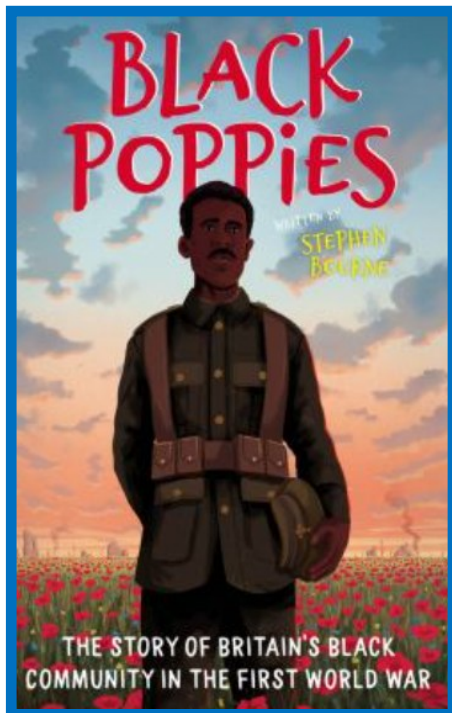
Jennifer suggested, "I liked Jabberwocky because it had various different words that didn't make sense so it made it more interesting to find out what it meant and it's like a mystery hunt because we don't know what the Jabberwocky looks like."

Phoebe announced, "I liked Jabberwocky because you have to imagine what the Jabberwock looks like and they use creative, imaginary words like Tumtum, snicker-snack and toves. You need to think about what they could mean. Jabberwock could be a snake, a dragon, anything!"



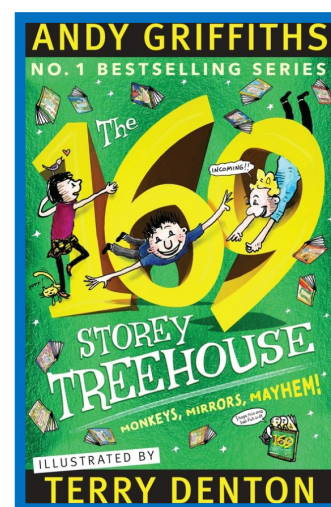
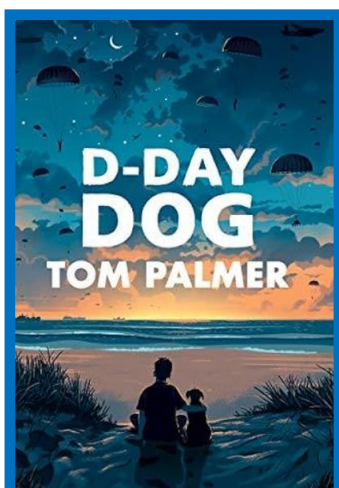
Year 5 - Symbols of bravery and courage amidst war...

In Year 5, we have explored a range of texts linked to our World War I and II topic, including *The Lion and the Unicorn*. The book that sparked the most thoughtful discussion, however, was *Black Poppies*, which also tied in beautifully with Black History Month. Through this text, we learned about two inspiring individuals, including Walter Tull, who was initially not allowed to join the army because of his race. Despite this, he went on to become an officer — a remarkable achievement at the time — and was held in such high regard that his men made three attempts to rescue him from the battlefield. We also learnt about a lady called Mabel Mercer who until she was an adult believed she was one of a kind. She became a singer in various clubs and you can still hear her music today. Here is a link to listen to one of her songs: [Once in a Blue Moon - Mabel Mercer](#)



Year 6 - Unleashed... the dogs of war...

Year 6 have been reading *D-Day Dog* this half term, which is a book about a boy called Jack, who learns about paratrooping dogs during WW2. Here is an example of a book review for *D-Day Dog*. One pupil said, 'I liked it because it is a book about friendship and teamwork.'



Another text being enjoyed in 6MD is the 169 Storey Treehouse book Andy Griffiths. One pupil said: 'I liked it because it was really imaginative and I enjoyed it a lot.'

Oracy—talking points...

As a way to develop our oracy skills we often have a talking point within our lesson. This is a statement that the children can discuss and share their points of view. We provide the children with sentence stems to help them articulate their ideas. Why not have a go at discussing the following talking point at home...



This month is Black History Month and the theme in the UK is Black Brilliance—celebrating achievements in sport and music. Can you remember and discuss who these celebrities were and what they achieved?

Q: What can you see here?

A role model...

A role model - her name is three words...

The most common British surname in 2025

Evening meal...?

A role model... music...

Talk Tactics

Talk tactics encourage students to think strategically about their contributions to group talk

Instigate

Present an idea or open up a new line of enquiry

Start by saying:

- I would like to start by saying...
- I think....
- We haven't yet talked about...

Instigate

Probe

Dig deeper, ask for evidence or justification of ideas

Start by saying:

- Why do you think...?
- What evidence do you have to support X idea?
- Could you provide an example?

Probe

Challenge

Disagree or present an alternative argument

Start by saying:

- I disagree because...
- To challenge you X, I think...
- I understand your point of view, but have you thought about...?

Challenge

Clarify

Asking questions to make things clearer and check your understanding

Start by saying:

- So are you saying...?
- Does that mean...?
- Can you clarify what you mean by?

Clarify

Summarise

Identify and recap the main ideas

Start by saying:

- So far we have talked about...
- The main points raised today were...
- Our discussion focused on...

Summarise

Build

Develop, add to or elaborate on an idea.

Start by saying:

- Building on X's idea...
- I agree and would like to add...
- X's idea made me think...

Build

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Important Notices!

- Thank you so much for your cooperation in managing bikes and scooters on the school site both in the morning and after school, and for supporting staff in the KS1 playground to bring the children in promptly. Your help ensures a smooth and safe start to each day, and we really appreciate your continued efforts.
- As the weather becomes colder, we kindly remind all parents and carers to label your children's clothing, including coats and hats. We appreciate the cost of uniforms and want to ensure that we can return lost items. Occasionally, we have named items of clothing go missing, often picked up by another child by mistake. Please take a moment to check the uniform your child brings home, so we can help reunite any misplaced items with their owners.



• **Tuesday 18th November -**
School photographs

• **Wednesday 19th November-**
Phonics session for parents and carers in Reception and Year 1

• **Thursday 27th November -**
Christmas Fayre

• **Friday 28th November -**
PD Day, School closed

• **Friday 11th December -**
Effort and attainment grades to parents.

Please check our calendar online for upcoming dates and events.