



Headlines



St John Fisher R.C. Primary School Summer Term 2025/26

www.st-johnfisher.merton.sch.uk

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SAFETY REMINDER

NO scooters or bikes to be ridden on the school premises by children or adults before or after school.

Saturday 18th April 10:30-11:30am EYFS Open Morning for prospective families.

See Pg2 for more details and please share with family and friends who may be interested.

Happy Birthday

Jude G, Cooper Ah-K,
Louie B, Olivia F, Clara
A, Charlotte P,
Maria Tereza M De S

Welcome back everyone! I hope you all enjoyed a good Easter and found the time and opportunity to rest, relax and recharge.

As I shared with the children in Collective Worship on Monday, there are many events to look forward to between now and the end of the school year; including 'themed' curriculum focus weeks, a number of planned educational visits, our school feast day, our 60th Birthday celebrations and of course some well deserved end of primary school events for Year 6 (following the hard work in preparing for their forthcoming SATs tests in a few weeks time!)

While we start to prepare for our Yr6 pupils leaving us we are also preparing for our new pupils to join us in September. National Offer Day for Reception places was yesterday and Mrs Henley is now in the process of contacting all our future families to ensure they feel a part of our school immediately. The sense of community and belonging at SJF is something that is always commented on and something that we must always be proud of.

It was wonderful to see how pleased our pupils were to be reunited with their friends this week—the playground was full of chatter and games and excitement.

Enjoy a wonderful weekend.

Letters Home:

Caterlink Allergen Process Update—Pupils with an allergy/intolerance
Ufton Court Presentation Slides —Yr3
PGL Information—Yr6

Caterlink

NEW Spring / Summer menu
[Click HERE for menu](#)

Designated Safeguarding Leaders

Ms J Kenna DSL,
Mrs C Ellerker Deputy DSL,
Miss C Higgins Deputy DSL



If you have any concerns about a child please contact: safeguarding@st-johnfisher.merton.sch.uk

ST JOHN FISHER PRIMARY AND NURSERY SCHOOL



**YOU ARE
WARMLY INVITED
TO OUR RECEPTION
AND NURSERY SCHOOL**

**STAY AND PLAY OPEN MORNING
SATURDAY 18th April 10.30-11.30am**

Come and meet our wonderful staff and find out more about starting Reception and Nursery at St John Fisher School.
Book using the QR code below.



CONTACT

 @stjohnfisherprimary

 www.st-johnfisher.merton.sch.uk

 admin.officer@st-johnfisher.merton.sch.uk

020 8540 2637 / SW20 9NA

Reading With Your Child: Why It Matters

Research shows that just **ten minutes of shared reading a day** can significantly boost a child's **vocabulary, empathy, and emotional well-being**. Even if your child is a confident reader, sharing a story together provides a unique space for **connection and curiosity** that screens simply can't match.

As Dr Seuss says:

*'You are never too old, too wacky, or too wild,
to pick up a book and read to a child.'*

Please see pages 4 and 5 for some top tips to support your child with their reading.

APPEAL

We need plastic milk bottle lids for a school project planned for later in the year. Please can you send in your lids so they can be recycled and put to good use. We need as many as we can collect! Thank you



EYFS and Key Stage 1

7 Top Tips to Support Reading at Home

Shared reading is a great way to develop children's language and communication and to boost their reading skills. Regular reading routines can offer lots of opportunities for learning during school closures.

1 Concentrate on reading quality (it isn't all about reading lots!)



Don't worry too much about the 'what' and 'how' of reading each day. Books are great—but leaflets, comics, recipes and instructions on a webpage can all be great too. Following a recipe to make some cupcakes is valuable reading. Be on the lookout for reading, wherever it is!

2 Ask your child lots of questions



All reading matters. Shared reading is about 'reading with', not just 'reading to' (even for older children). So, ask lots of 'Wh' questions, such as Who? What? When? Where? Why? Try them when talking about books: for example, 'what do you think Harry is feeling?'

3 Ask your child to make predictions about what they have read



If it is a book, look at the front cover—or the last chapter—and talk about what might happen next. Look for clues in the book and be a reading detective! For example, 'can you see the bear on the front cover? Where do you think he will go?'

4 Ask your child to summarise what they have read



When you've finished reading, talk about what happened. Acting out the things that happened in the story or describing the big idea of a chapter is really fun and maximises learning. For example, 'can you remember all the things that happened on the bear hunt?'

5 Ask your child to write about what they have read



Write, or draw pictures, from anything you've read! Big writing and pictures are even more fun. For example, use an old roll of wallpaper to make a treasure map with clues from the stories you've read together.

6 Read and discuss reading with friends or family



Make books a part of the family. Encourage your child to share them with a relative or friend, over a video call. Laugh about them when you are making meals together. For example, 'I hope the tiger doesn't come to tea today!'

7 Maintain the motivation to read



Talk about the joy of reading whenever you can. Your child is on an amazing journey to becoming a reader. Put them in the driving seat and have fun on the way! For example, 'choose your favourite story for bedtime tonight.'

Education Endowment Foundation (2019). *Preparing for Literacy: Improving Communication, Language and Literacy in the Early Years*. Education Endowment Foundation: London. Available online: [eef.org.uk/eef/public/files/Preparing_for_Literacy_Early_Years.pdf](https://www.eef.org.uk/eef/public/files/Preparing_for_Literacy_Early_Years.pdf)

Education Endowment Foundation (2019). *Improving Literacy in Secondary Schools*. Education Endowment Foundation: London. Available online: [eef.org.uk/eef/public/files/Improving_Literacy_in_Secondary_Schools.pdf](https://www.eef.org.uk/eef/public/files/Improving_Literacy_in_Secondary_Schools.pdf)

Breadmore, H.L., Vardy, E.J., Cunningham, A.J., Kwok, R.K.W., & Carroll, J.M. (2019). *Literacy Development: Evidence Review*. Education Endowment Foundation: London. Available online: [educationendowmentfoundation.org.uk/public/files/Literacy_Development_Evidence_Review.pdf](https://www.educationendowmentfoundation.org.uk/public/files/Literacy_Development_Evidence_Review.pdf)

Key Stage 2

7 Top Tips to Support Key Stage 2 Children Reading at Home

Shared reading is a great way to develop children's language and communication and to boost their reading skills. Regular reading routines can offer lots of opportunities for learning during school closures—these tips are aimed at supporting children in Key Stage 2.

1 Concentrate on reading quality (it isn't all about reading lots!)



Don't worry too much about the 'what' and 'how' of reading each day. Books are great—but leaflets, comics, recipes and instructions on a webpage can all be great too. Why not set your child a reading challenge: How many different things can you read in a day?

2 Ask your child lots of questions



All reading matters. Shared reading is about 'reading with', not just 'reading to'. Why not take turns to read a page each of a longer novel? So, ask lots of 'Wh' questions, such as Who? What? When? Where? Why? Try them when talking about books: for example, 'what do you think Harry is feeling?'

3 Ask your child to make predictions about what they have read



If it is a book, look at the front cover—or the last chapter—and talk about what might happen next. Look for clues in the book and be a reading detective! For example, 'can you see the fox on the front cover? Why do you think he's so sad?'

4 Ask your child to summarise what they have read



When you've finished reading, talk about what happened. Think about how the characters behaved and interesting things that happened in the plot. You could encourage your child to keep a reading diary, describing the big idea of each chapter.

5 Ask your child to write about what they have read



Write, or draw pictures, from anything you've read! Big writing and pictures are even more fun. For example, use an old roll of wallpaper (or chalk on a path) and draw around your child. Ask them to fill the outline with lots of information about the main character.

6 Read and discuss reading with friends or family



Make books a part of the family. Encourage your child to share them with a relative or friend, over a video call. Laugh about them when you are making meals together. For example, 'you could use your slimepower to help me cook tea tonight.'

7 Maintain the motivation to read



Talk about the joy of reading whenever you can. Give your child choices about what they read, being in control is great motivation! Encourage them to recommend books to family and friends. For example, 'you should read this book, Grandad, because you love funny stories.'

Follow the TRUST steps



Follow the TRUST steps and keep your child talking about reading

Education Endowment Foundation (2018). *Preparing for Literacy: Improving Communication, Language and Literacy in the Early Years*. Education Endowment Foundation: London. Available online: [eef.org.uk/public/files/default-document-action/100](https://www.eef.org.uk/public/files/default-document-action/100)

Education Endowment Foundation (2019). *Improving Literacy in Secondary Schools*. Education Endowment Foundation: London. Available online: [eef.org.uk/public/files/default-document-action/101](https://www.eef.org.uk/public/files/default-document-action/101)

Breadmore, H.L., Vardy, E.J., Cunningham, A.J., Kwok, R.K.W., & Carroll, J.M. (2019). *Literacy Development: Evidence Review*. Education Endowment Foundation: London. Available online: [educationendowmentfoundation.org.uk/public/files/Literacy_Development_Evidence_Review.pdf](https://www.educationendowmentfoundation.org.uk/public/files/Literacy_Development_Evidence_Review.pdf)



Weekly Updates

The children were full of excitement and creativity after the Easter break and this week's outdoor learning truly reflected that enthusiasm. With the glorious weather on our side, the outdoor space was filled with a happy, vibrant energy that inspired exploration, play and collaboration.

Creativity was at the heart of many activities, with children using LEGO to design and build imaginative structures, as well as creating colourful chalk art that brightened up our playground. They also showed fantastic Ingenuity by using small pallets to invent their own games, working together to set rules and adapt their ideas as they played.

The children's imagination continued to shine as they transformed tyres into cars, engaging in role play and storytelling while developing their teamwork and communication skills. Music also played a part in our outdoor sessions, adding to the joyful atmosphere and encouraging movement, rhythm, and self-expression.



Weekly

Shout Out

to our
helpers

Tabby 3STI	Orla RSTE	Amelia 5STNN	Gracie 5STNN	Mikias 6STA	Bronte 5STT
Olivia RSTR	Seanna RSTE	Alice 3STH	Noah I 3STH	Louie 6STA	Bhavish 6STA
					Livi 6STA

Attendance Alligator

St Francis
100%

Punctuality Panda

St Rose

Attendance week beginning
23rd March 2026

Class	Week commencing 23/03/26	Week commencing 16/03/26
St Rose	95.30	100.00
St Elizabeth	91.70	96.10
St Helena	96.40	90.70
St Susanna	98.30	98.30
St Francis	100.00	99.30
St Ignatius	98.70	97.70
St Hugh	98.70	97.00
St Nicholas	97.40	96.10
St James	95.70	97.90
St Osmund	94.80	95.20
St Ninian	98.70	97.70
St Teresa	95.20	98.50
St Aidan	97.10	96.10
St Scholastica	91.40	96.10
Overall	96.3%	96.9%

Wednesday
15th April 2026

Good News for Families

1 Enjoy reading this Sunday's Gospel

After Jesus had been crucified, two of his disciples were on their way to a village called Emmaus. They were feeling sad and talking together about all that had happened and how some women had seen a vision of angels who declared that Jesus was alive. Then as they were talking Jesus came and walked by their side and talked to them about the scriptures; but something prevented them from recognising him. As evening approached, the disciples begged Jesus to stay with them for supper. It was when Jesus took the bread, blessed it and broke it and gave it to them that their eyes were opened and they recognised him; but then he vanished from their sight. Then they said to each other, "Did not our hearts burn within us as he talked to us on the road and explained the scriptures to us?" Filled with joy, they set out immediately and returned to their friends to tell them all that had happened and how they had recognised Jesus at the breaking of the bread.

Taken from the Gospel of Sunday 19th April 2026. Luke 24:13-35 (the 3rd Sunday of Easter, Year A)

Which words stood out for you in this Gospel, and why? What does the picture make you think about? Now enjoy exploring this Wednesday's word, which is **JESUS**.

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