

WEATHERFIELD ACADEMY

NEWSLETTER

SPORTS DAY ARRANGEMENTS

We are looking forward to welcoming families to our annual Sports Day on Tuesday 30th June.

Please arrive from 1:00pm so you are settled and ready for a 1:15pm start.

If you intend to take your child home, please inform the office to allow for the necessary communication with school Transport to take place.

ANNUAL REPORTS

You will have received your child's Annual Report today, along with a cover letter that explains each section in more detail. We hope you find this helpful in understanding your child's progress and achievements this year.

For more information regarding your child's reading levels, please read below.

If you have any questions or feedback, please speak to your child's class teacher in the first instance. They will be very happy to support you.

UPCOMING EVENTS



Sports Day: Tuesday 30th June



Sixth Form Prom: Friday 3rd July



Year 14 Study Leave: Friday 3rd July



Transition Days: Wednesday 1st and Wednesday 8th July



Parent Consultation Week: Monday 6th July – Friday 10th July



Celebration Service: Thursday 16th July
At the Dunstable Conference Centre.



ALL students return to school:
Thursday 3rd September 2026

NUT FREE SCHOOL

As a reminder, we are a nut-free school due to severe allergies. Please ensure that no nuts or nut-containing products are included in packed lunches. Thank you for helping us keep all students safe.

BOOK BANDS

The Big Cat Collins colour band system is used in school to support your child's reading development in a clear and structured way. Each colour band represents a stage in reading, showing a gradual progression from early reading skills through to more fluent and confident comprehension.

As your child moves through the bands, the texts increase in complexity. This may include longer sentences, a wider range of vocabulary, and more challenging ideas to think about and discuss. The system ensures that books are carefully matched to your child's current reading ability, providing the right level of support while still offering appropriate challenge.

Your child will read their colour-banded book both in school and at home, helping to build familiarity, confidence, and fluency. Progression through the colours is based on understanding and confidence, supporting strong foundations and long-term reading success.

Pink A/Band 1A	- Locate title. Know that left page comes before right. Can turn pages appropriately. - Start to match spoken word to printed word (one-to-one correspondence). - Confirm this matching using a few known words or letters. - Work out the storyline from the illustrations and repeated language patterns.	- Simple, highly predictable text with familiar objects/actions in the same place on each page. - One repetitive, whole-sentence structure that includes at least one high-frequency word. - Reasonably large font size with clear spaces between words. 1-2 lines of text per page. - Illustrations that provide full and direct support for the text and are well separated from it.
Pink B/Band 1B	As Pink A but with the following progression: - Use some letters together with meaning to read the text, including CVC words. - Match spoken to printed word (one-to-one correspondence) across 2-3 lines of print. - Show some awareness of mismatches between reading attempts and text.	As Pink A but with the following progression: - Natural language following children's speech patterns. 1-2 repetitive, whole-sentence structures that each include at least one high-frequency word.
Red A/Band 2A	- Consolidate secure control of one-to-one matching on a wide range of texts. - Solve simple words by blending phonemes from left to right and check for meaning, correct syntax, i.e. does it make sense and sound right? Begin to notice own errors. - Start to read in a more phrased manner while maintaining track of the print.	- Slightly longer, highly predictable text involving familiar objects and actions. - Repetitive sentence/phrase patterns that include high-frequency words and simple words that children can solve by blending phonemes following children's speech patterns. - Simple story development (fiction text). Possibly more than one print format (non-fiction).
Red B/Band 2B	As Red A but offering slightly more challenge.	As Red A but offering slightly more challenge.
Yellow/Band 3	- Follow print with eyes, finger-pointing only at points of difficulty. - Take more note of punctuation for grammar and oral language rhythms. - Cross-check all sources of information while reading, and sometimes self-correct. - Note familiar words and phonemes and use these to get to unknown words.	- Repetition of phrase patterns, ideas and vocabulary, and variation of sentence structure. - Storylines include episodes in a time sequence and framework of familiar experiences. - Some literary conventions, familiar oral language structures, illustrations support the text quite closely. - Non-fiction texts use personal experience and children's language patterns.
Blue/Band 4	- Move through text attending to print, meaning, and sentence structure flexibly. - Self-correct more often, rereading to enhance phrasing and clarify precise meaning. - Solve new words using print information and understanding of the text. - Identify constituent parts of unfamiliar two-syllable words to read correctly. - Discuss content in a way that indicates understanding. Manage a variety of genres.	- Variation in sentence patterns and content. Literary language with natural language. - Repeated language patterns are longer, or act as refrains. - Up to six or eight lines of text on a page and more similar-looking words appearing. - Stories have more events. Non-fiction has abstract terms/impersonal sentence structures. - Pictures support storyline rather than convey precise meaning so closely.

Green/Band 5	- Read fluently with attention to punctuation. - Solve new words using print detail, attending to meaning and syntax. Self-correct. - Manage effectively a growing variety of texts, including non-fiction. - Discuss and interpret character and plot more fully. - Use contents page and glossary in non-fiction books, and locate information.	- Varied, longer sentences, with little repetition of phrases. Repeated, unfamiliar words. - More varied and larger number of characters involved. - Events sustained over several pages with a larger number of words on page. - Less familiar, more specialized vocabulary. Illustrations provide moderate support for fiction. - Print may be located in captions, fact-boxes and diagrams in non-fiction.
Orange/Band 6	- Get started on fiction after briefer introductions, without relying on artwork. - Examine non-fiction layout, using contents pages to select sections of a book to read. - Read longer and more complex sentences with a range of punctuation and text layout. - Use familiar syllables to read longer words. Use appropriate terminology in discussion. - Check information in text with illustrations and comment on content. Infer meaning.	- Increased proportion of space allocated to print rather than pictures in fiction. - Illustrations support overall meaning of text. - Longer stories with more literary language. Sentence structures more complex. - Range of text provision, e.g. plays, simple poetry, simple non-fiction of different types. - Non-fiction texts contain more formal sentences and unfamiliar terms and layouts.
Turquoise/Band 7	- Extract meaning from the text while reading with less dependence on illustrations. - Use punctuation and text layout to read with expression and control. - Sustain reading through longer sentence structures and paragraphs. - Tackle a higher ratio of complex words with known vocabulary, phonics and syllables. - Monitor own reading, checking and self-correcting while considering text meaning. - Navigate around texts such as indexes, glossaries, and dictionaries.	- More extended descriptions and use of literary phrasing. - More print, more illustrations and layout with elaborated episodes and events. - More unusual and challenging vocabulary, particularly in non-fiction. - Illustrations provide a lower level of support in fictional texts, and include graphs, maps, and diagrams in non-fiction. - Non-fiction texts contain longer, more formal sentences. Some repeated terms.
Purple/Band 8	- Adapt to a variety of fiction, non-fiction and poetry with growing independence. - Read silently and rapidly. Use punctuation to keep track of longer sentences. - Solve most unfamiliar words by blending less common digraphs and recognising alternative spellings to read longer and more complex words. Predict content/layout/story development. - Take more conscious account of literary effects and the formal language of non-fiction. - Begin to consciously use reading to extend speaking, writing, vocabulary and syntax.	- Sentence structures becoming longer and more complex. Wider variety of genre but still illustrated. - Storyline may be more involved and reflect the feelings of the writer. - Some books with short chapters for more sustained reading. - Characters are more distinctive and rounded than at earlier levels. - Non-fiction texts cover an increasing curriculum range and different text formats. - Alphabetically ordered texts, i.e. dictionaries and simple encyclopedias, glossaries, indexes.
Gold/Band 9	As Purple, but offering slightly more challenge.	As Purple, but offering slightly more challenge.
White/Band 10	- Read silently, sustaining interest in longer text, returning to it easily later. - Use text more fully as a reference and as a model, and find information in texts more flexibly. - Notice the spelling of unfamiliar words and relate to known words. - Show increased awareness of vocabulary and precise meaning. - Express reasoned opinions and interpretations about what is read, and compare texts.	- Storyline or theme sustained over a longer period of time with chapters or subsections. - Sentence structures may be longer, with more subordinate phrases or clauses. - Characters may be more fully developed with more than one point of view expressed. - Information/action implied, not spelled out. May contain more metaphorical or technical language. - Non-fiction texts in a broader context and include more detailed information.
White Plus/Band 10+	As White, but offering more challenge for pupils that are ready for higher reading levels.	As White, but with longer texts and more complex plot structures.
Lime/Band 11	- Recognise text type and predict general content, returning easily to them after a break. - Read silently, adjusting speed to suit material and monitoring the meaning. - Rerun to make different interpretations of dialogue, complex sentences etc. - Make use of blurbs, glossaries, and indexes to locate information quickly and accurately. - Express reasoned opinions about what is read, and compare texts. - Sustain meaning over many phrases for comprehension due to complex sentences.	- Storyline or theme may be sustained over a longer period of time with chapters or subsections. - More unfamiliar, sophisticated terms including a greater range of verbs to suggest precise meanings. - Widening range of layout, genre, and writing style. - More metaphorical or technical language. - More technical vocabulary not supported directly by illustrations.
Lime Plus/Band 11+	As Lime, but offering more challenge for pupils that are ready for higher reading levels.	As Lime, but with longer texts and more complex plot structures.

Copper/Band 12	Provides more complex plots and longer chapters that develop reading stamina.
Topaz/Band 13	Offers longer and more demanding reads for children to investigate and evaluate.
Ruby/Band 14	Gives increasing opportunities for children to develop their skills of inference and deduction.
Emerald/Band 15	Provides a widening range of genres including science fiction and biography, prompting more ways to respond to texts.
Sapphire/Band 16	Longer reads to develop children's sustained engagement with texts that are more complex syntactically.
Diamond/Band 17	More complex, underlying themes to give opportunities for children to understand causes and points of view.
Pearl/Band 18	Offers fluent readers a complex, substantial text with challenging themes to facilitate sustained comprehension, bridging the gap between a reading programme and longer chapter books.

INTRODUCING: OUR LEARNING PATHWAYS FOR SEPTEMBER 2026

From September 2026, Weatherfield Academy will be introducing a new Pathway Model to ensure every student follows a learning journey that truly meets their needs. We know that one size does not fit all, and this new structure allows us to be clearer, more personalised, and more responsive than ever.

WHY ARE WE INTRODUCING PATHWAYS?

Each pathway shows:

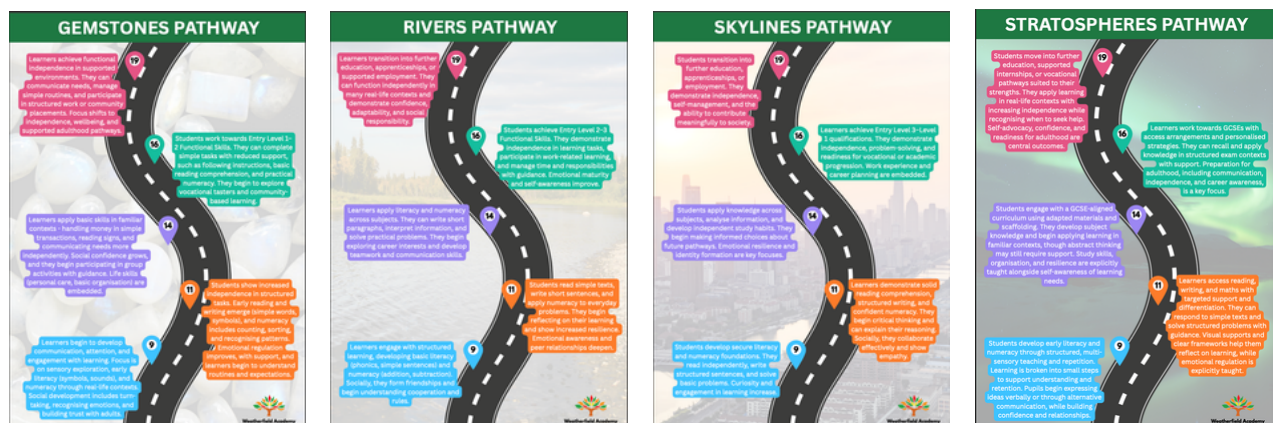
- What learning looks like at different ages (the numbers in the bubbles represent age milestones).
- What students are working towards by the end of each key stage.
- A clear trajectory of progress, so you can see how skills develop over time.

If a student needs to move between pathways, they will. Pathways are flexible and designed to support the child's progress.

PATHWAY LEADERS

Pathway Leaders will oversee the learning journey within each pathway. They know the pupils in their pathway extremely well – their strengths, needs, and the support that helps them thrive. They make sure every child is in the pathway that best matches their learning profile, and if a student's needs change, they help guide any movement between pathways.

They work closely with teachers to ensure the curriculum in their pathway is clear, well-sequenced, and ambitious. Pathway Leaders also work alongside Key Stage Leaders so that learning is consistent, joined-up, and supports smooth progression as pupils move through the school.



For more information, read below

GEMSTONES PATHWAY

Learners achieve functional independence in supported environments. They can communicate needs, manage simple routines, and participate in structured work or community placements. Focus shifts to independence, wellbeing, and supported adulthood pathways.

19

16

Students work towards Entry Level 1–2 Functional Skills. They can complete simple tasks with reduced support, such as following instructions, basic reading comprehension, and practical numeracy. They begin to explore vocational tasters and community-based learning.

14

Learners apply basic skills in familiar contexts - handling money in simple transactions, reading signs, and communicating needs more independently. Social confidence grows, and they begin participating in group activities with guidance. Life skills (personal care, basic organisation) are embedded.

11

Students show increased independence in structured tasks. Early reading and writing emerge (simple words, symbols), and numeracy includes counting, sorting, and recognising patterns. Emotional regulation improves, with support, and learners begin to understand routines and expectations.

9

Learners begin to develop communication, attention, and engagement with learning. Focus is on sensory exploration, early literacy (symbols, sounds), and numeracy through real-life contexts. Social development includes turn-taking, recognising emotions, and building trust with adults.



RIVERS PATHWAY

Learners transition into further education, apprenticeships, or supported employment. They can function independently in many real-life contexts and demonstrate confidence, adaptability, and social responsibility.

19

16

Students achieve Entry Level 2–3 Functional Skills. They demonstrate independence in learning tasks, participate in work-related learning, and manage time and responsibilities with guidance. Emotional maturity and self-awareness improve.

Learners apply literacy and numeracy across subjects. They can write short paragraphs, interpret information, and solve practical problems. They begin exploring career interests and develop teamwork and communication skills.

14

11

Students read simple texts, write short sentences, and apply numeracy to everyday problems. They begin reflecting on their learning and show increased resilience. Emotional awareness and peer relationships deepen.

9

Learners engage with structured learning, developing basic literacy (phonics, simple sentences) and numeracy (addition, subtraction). Socially, they form friendships and begin understanding cooperation and rules.



SKYLINES PATHWAY

19

Students transition into further education, apprenticeships, or employment. They demonstrate independence, self-management, and the ability to contribute meaningfully to society.

16

Learners achieve Entry Level 3–Level 1 qualifications. They demonstrate independence, problem-solving, and readiness for vocational or academic progression. Work experience and career planning are embedded.

14

Students apply knowledge across subjects, analyse information, and develop independent study habits. They begin making informed choices about future pathways. Emotional resilience and identity formation are key focuses.

11

Learners demonstrate solid reading comprehension, structured writing, and confident numeracy. They begin critical thinking and can explain their reasoning. Socially, they collaborate effectively and show empathy.

9

Students develop secure literacy and numeracy foundations. They read independently, write structured sentences, and solve basic problems. Curiosity and engagement in learning increase.



STRATOSPHERES PATHWAY

Students move into further education, supported internships, or vocational pathways suited to their strengths. They apply learning in real-life contexts with increasing independence while recognising when to seek help. Self-advocacy, confidence, and readiness for adulthood are central outcomes.

19

16

Learners work towards GCSEs with access arrangements and personalised strategies. They can recall and apply knowledge in structured exam contexts with support. Preparation for adulthood, including communication, independence, and career awareness, is a key focus.

Students engage with a GCSE-aligned curriculum using adapted materials and scaffolding. They develop subject knowledge and begin applying learning in familiar contexts, though abstract thinking may still require support. Study skills, organisation, and resilience are explicitly taught alongside self-awareness of learning needs.

14

11

Learners access reading, writing, and maths with targeted support and differentiation. They can respond to simple texts and solve structured problems with guidance. Visual supports and clear frameworks help them reflect on learning, while emotional regulation is explicitly taught.

9

Students develop early literacy and numeracy through structured, multi-sensory teaching and repetition. Learning is broken into small steps to support understanding and retention. Pupils begin expressing ideas verbally or through alternative communication, while building confidence and relationships.



OUR TERMLY FOCUS

Communication:

We are continuing to focus on how we communicate with families and ensure everyone receives the information they need.

- **Getting the balance right:** We are reviewing how often and in what ways we communicate, so that updates are clear, timely, and not overwhelming.
- **Newsletters and class letters via Arbor:** All newsletters and class updates will move to be sent through Arbor to keep everything in one place.
- **Increasing Arbor sign-ups:** Currently, 66% of families are signed up to Arbor. Our aim is to reach 100% so every parent and carer receives important information without delay.
- **Future communication tools:** We are waiting for existing subscriptions to classroom communication tools to end. We are researching for the best long-term communication model for Weatherfield.

Site Developments:

We are making improvements across the school site to enhance safety, comfort, and the overall experience for pupils.

- **Dining area improvements:** Following feedback from the School Council, we are exploring ways to improve the dining space. This includes plans for a refreshed indoor area and an al fresco dining option for use during suitable weather.
- **Front-of-school updates:** Work is underway to improve the meeting room and Reception facilities. Temporary arrangements are currently in place for the school entrance while this work continues. Thank you for your patience.
- **Perimeter fencing:** We are upgrading fencing around the site to ensure students remain safe during the school day and that school resources are secure outside of school hours.

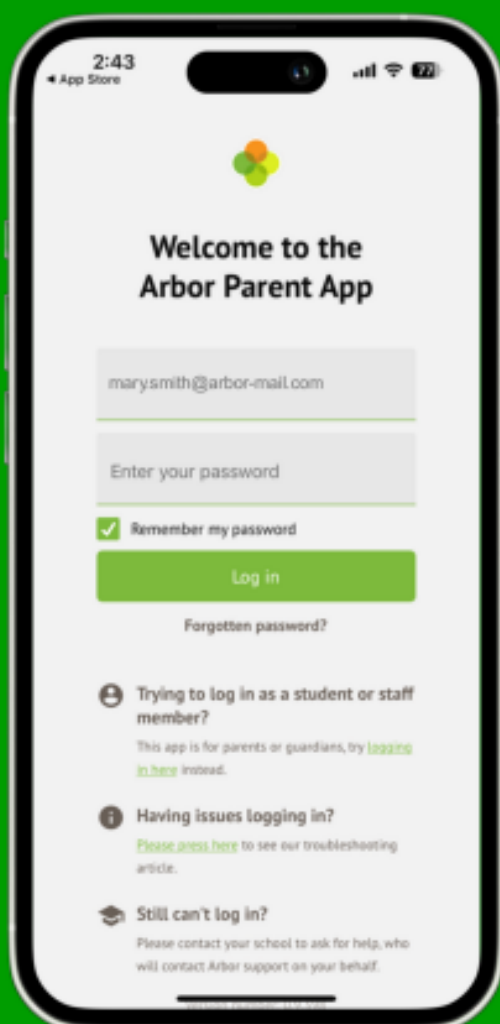
School Structure:

We are continuing to refine our curriculum pathways and reporting processes to support pupils and families.

- **Pathways across the school:** Updated pathways are being finalised and will be shared with parents for the 2026–2027 academic year, giving families a clear understanding of progression through the school.
- **EHCP and annual report improvements:** We have listened to parental feedback and worked closely with staff to revise the templates for EHCP termly reports and annual reports. Please note that EHCP termly reports are statutory and separate from Annual Reports. Our aim is to keep these templates clear, efficient, and genuinely useful for families. We plan to share the updated versions with parents at the beginning of July.

We're using the Arbor Parent App!

See and manage your child's day-to-day school information. Understand their progress, make payments and bookings, and receive in-app messages - all from one app



Log in in seconds with Face ID

Receive in-app messages and reminders on your phone

Make payments, sign up for clubs, and book parents evenings

See your child's progress, attendance, behaviour points, report cards and more

Check your child's calendar, it's always up-to-date

Scan the QR code to download the Arbor Parent App, and use your email address to log in



Grove Corner

Youth and Community Centre

Sessions FREE to attend!

FREE WiFi

76A High Street North
Dunstable, LU6 1JF



Mondays:
Chill & Hang
(Ages 13 to 18)
3.45 to 5.15 pm



Tuesdays:
Pokémon Club
(Ages 8 to 14)
5 pm to 6.30 pm



Tuesdays:
SEND Friendly Session
(Ages 15 to 18 / up to 25 SEND)
6.45 pm to 8.15 pm



Term time only



Term time only

Wednesdays:
School Transition Session
(Ages 10 to 12)
3.30 pm to 5.30 pm



Fridays:
Youth Choice
(Ages 13 to 18)
4 pm to 5.30 pm



Fridays:
Junior Youth Club
(Ages 10 to 13)
6 pm to 7.45 pm

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Grovecorner@dunstable.gov.uk



01582 891434



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COFFEE MEETINGS

FOR PARENTS AND CARERS

Coffee afternoons are usually held monthly, welcoming all parents and carers. They feature a guest speaker – either staff or an external visitor – and offer a chance for parents to connect and chat.



VISIT OUR WEBSITE FOR DATES

www.weatherfield.beds.sch.uk/coffee-afternoons



SCAN FOR DATES

OR CONTACT

Miss Donna Ashley at dashley@weatherfieldacademy.co.uk