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## ACADEMIC SUCCESS

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ACADEMIC SUCCESS UK · SUMMER SCHOOL 2026

# Two weeks that can *change everything.*

*A complete curriculum guide — Reception to Year 6*

**10-21 August 2026**

Two-week programme

**NLCS Edware**

One of the UK's top academic environments

**40 places total**

Small groups, teacher-led

## WHY TWO WEEKS

# Structured learning — *at the level of the school*

Our summer school is not a holiday camp with worksheets. It is two weeks of purposeful, differentiated teaching at North London Collegiate School — one of the UK's top academic environments — delivered by qualified specialist teachers.

Each year group has its own curriculum, its own two-teacher team, and its own end-of-programme report. Children leave with named academic techniques they can use in September — not just good memories.

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**Confidence first, *results follow.***

## THE FOUR PILLARS

01

### Specialist entrance exam expertise

Deep knowledge of 4+ · 7+ · 11+ assessments used by the UK's most selective independent and grammar schools.

02

### Teacher-led — not tutor-led

Every programme is designed and delivered by qualified classroom teachers. Not graduate tutors. Not gap-year support.

03

### Two teachers, every class

Maximum 12 children per class with two qualified teachers — always. A 1:6 ratio ceiling means every child is seen, every session.

04

### Confidence-first approach

We build resilient learners who enjoy learning and perform at their best — under pressure and without it.

EVERY MORNING COVERS:

Phonics & Reading

Number & Shape

Oral Language

9:00–9:15

DAILY WARM-UP

Counting song · letter-sound game · "I spy" starter

WEEK 1 · 10–14 AUGUST

## Early Literacy & Number

9:15–10:00

### Phonics & Early Reading

- Set 1–2 phonics sounds reviewed and extended each day
- Blending CVC words aloud — speed and accuracy built progressively
- Letter formation with correct pencil grip — modelled every session
- "My Word Wall" — children build a personal vocabulary book all week

10:10–11:10

### Number & Shape

- Number bonds to 10 and 20 — physical objects — concrete before abstract
- Subitising — recognising quantities at a glance without counting
- 2D shapes: name — draw — describe — sort by property
- Counting songs — forward and back from any number to 20

11:20–12:00

### Oral Language & Story Time

- Story time with comprehension questions — literal at first
- Speaking in full sentences — turn and talk in pairs
- Daily drawing with a one-sentence caption
- Circle time — building the habit of listening and waiting

★ Many Reception children experience a structured classroom for the first time — this is where confidence begins

WEEK 2 · 17–21 AUGUST

## Storytelling & Creative Maths

9:15–10:00

### Reading & Writing

- Reading short books aloud — fluency and expression focused
- Writing own sentences using sounds learned in Week 1
- Story starter: "One sunny morning at NLCS..." — continued each day
- Capital letters and full stops — embedded from Day 6

10:10–11:10

### Applied Maths

- Addition and subtraction to 20 — using a number line
- Real-world measurement: length — weight — capacity compared
- Counting in 2s and 5s — patterns and prediction
- Simple time: o'clock and half-past on a clock face

11:20–12:00

### "My Summer Story" Project

- Children write and illustrate their own book across four days
- Title page — beginning — middle — end — back cover
- Read aloud to the group on Friday — first public reading
- Presented to parents at collection on the final day

★ Year 1 readiness — so September feels like revision, not a shock

#### WHAT YOUR CHILD LEAVES WITH

- Phonics confidence — 30+ sounds secure
- A finished illustrated story — written and read aloud by them
- Number bonds to 20 recalled automatically
- Classroom confidence — raising a hand — contributing

#### END-OF-PROGRAMME REPORT

Phonics level · number confidence · social readiness for Year 1 · specific next steps.

EVERY MORNING COVERS:

Phonics & Fluency

Number & Tables

Writing & Oral

9:00–9:15

DAILY WARM-UP

Number-bond flashcards · phonics rapid fire · sight-word game

WEEK 1 · 10–14 AUGUST

## Phonics, Reading & Number

9:15–10:00

### Phonics & Early Reading

- All 42 letter sounds reviewed — individual gaps identified on Day 1
- Blending and segmenting CVC and CCVC words — speed built each day
- Sight words: Year 1 common exception words — tested in a daily game
- Reading aloud from levelled books — accuracy and expression focus

10:10–11:10

### Maths

- Counting to 100 and back from any number — not just from 1
- Place value: tens and ones — base-10 blocks — concrete to pictorial
- Addition and subtraction within 20 — all number bonds to 10 and 20
- Times tables: 2s — 5s — 10s — chants — patterns — rapid recall daily

11:20–12:00

### Writing & Applied

- Simple sentences — capital letter — full stop — every time — no exceptions
- Adjectives — "the big red balloon" — expanding sentences with description
- Simple word problems — reading carefully and identifying the operation
- Daily mental maths: 5 questions in 5 minutes — personal score recorded

★ Building the habits that make Year 1 easy — correct letter formation — full stop every sentence

WEEK 2 · 17–21 AUGUST

## Writing & Maths Challenge

9:15–10:00

### Writing

- Writing a sequence: first — next — then — finally
- Exclamation sentences — question sentences — statements — all three practised
- Editing: "Does every sentence start with a capital and end with a full stop?"
- Illustrating a scene and writing three sentences about it

10:10–11:10

### Maths Challenge

- Simple multiplication as repeated addition — "3 groups of 5 is 15"
- Fractions: half and quarter of shapes and amounts — practical and pictorial
- Measurement: comparing and ordering lengths — weights — capacities
- Time: o'clock — half-past — quarter-to — quarter-past — all four

11:20–12:00

### Comprehension & Showcase

- Reading a short text — answering literal and first inferential questions
- "How do we know the character was nervous?" — first inference step
- Reading aloud to the group on Friday — a passage they chose themselves
- "My favourite learning moment this week" — spoken reflection every child

★ Year 1 readiness — number bonds automatic — sentences always punctuated — confident to read aloud

#### WHAT YOUR CHILD LEAVES WITH

- Times tables 2s — 5s — 10s recalled at speed
- Confidence reading aloud in front of a group

- Sentences always correctly punctuated
- Number bonds to 20 automatic — fractions of shapes understood

#### END-OF-PROGRAMME REPORT

Reading level · number accuracy · writing quality · punctuation habits · specific Year 2 targets.

EVERY MORNING COVERS:

Reading & Inference

Maths & All Tables

Extended Writing

9:00–9:15

DAILY WARM-UP

*Times tables chant · spelling sprint · mental-maths starter*

WEEK 1 · 10–14 AUGUST

## English & Maths Foundations

9:15–10:00

### Reading Comprehension

- Reading with fluency and expression — moving beyond decoding
- Comprehension questions in full sentences — evidence from the text always cited
- Literal: "What does the text say?" — quotation from the text directly
- Simple inference: "What does this tell us about the character?" — first steps

10:10–11:10

### Maths

- Place value to 1,000 — hundreds — tens — ones — partitioning
- Column addition and subtraction: 2-digit and 3-digit — formal written method
- All times tables 2–10 — speed challenge — daily personal best tracked
- "Read the question twice" rule — underline the key numbers

11:20–12:00

### Writing & SPaG

- Sentence variety: statements — questions — exclamations — commands
- Paragraphing — what a new paragraph signals and when to begin one
- Coordinating conjunctions: and — but — or — so — used daily in own writing
- Subordinating conjunctions: when — because — if — although

★ **Structured daily English and Maths at the level that Year 3 teachers expect on Day 1**

WEEK 2 · 17–21 AUGUST

## Writing Projects & Maths Reasoning

9:15–10:00

### Extended Writing

- Planning before writing using a story map — habit built from Day 6
- Descriptive writing with all 5 senses — sound — smell — touch — sight — taste
- Editing with CUPS: Capitalisation — Usage — Punctuation — Spelling
- A short information text about a topic they know well — non-fiction structure

10:10–11:10

### Maths Mastery

- Division: as sharing and as grouping — both meanings — same calculation
- Fractions: halves — thirds — quarters — finding fractions of amounts
- Data: simple bar charts and pictograms — reading and creating their own
- Two-step word problems: two operations — one question

11:20–12:00

### Showcase & Reflection

- Reading aloud — a piece of own writing they are proud of — to the group
- Maths challenge relay: team competition — accuracy under a little pressure
- "What I will practise before September" — each child writes one specific thing
- Day 10: finished story writing shared with the whole group

★ **Year 3 readiness — all tables known — writing in paragraphs — inference introduced with evidence**

#### WHAT YOUR CHILD LEAVES WITH

- All times tables 2–10 known under mild pressure
- Inference: finding evidence before making a claim

- A completed writing project — planned — drafted — edited
- Column written methods secure for addition and subtraction

#### END-OF-PROGRAMME REPORT

Reading level · maths accuracy · writing quality · SPaG · specific Year 3 preparation targets.

EVERY MORNING COVERS:

Inference & Comprehension

Written Maths Methods

Structured Writing

9:00–9:15 DAILY WARM-UP *Mental-maths sprint · spelling quiz · grammar warm-up*

WEEK 1 · 10–14 AUGUST

## English Skills & Maths Reasoning

### 9:15–10:00 Reading Comprehension

- Literal vs inferential questions — the difference taught explicitly from Day 1
- Evidence-based answers: "The text says... which tells me... because..."
- Vocabulary in context: what clues in the text tell us the meaning?
- Paragraph purpose: why does the author start a new paragraph here?

### 10:10–11:10 Maths

- Mental strategies: rounding — estimating — compensating — near doubles
- Column addition and subtraction — formal written method with regrouping
- Short multiplication: 2-digit × 1-digit — introduced step by step
- Fractions: unit — non-unit — equivalent — diagrams before numbers

### 11:20–12:00 Writing

- Paragraphing — topic sentences — supporting detail — when to begin a new one
- Fronted adverbials: "Slowly, she opened the door..." — embedded in own writing daily
- Inverted commas for direct speech — when and how — practised every session
- Non-fiction: clear instructions — subheadings — numbered steps — precise vocabulary

★ Teachers identify individual gaps from Day 1 — targeted support applied from Day 2 for every child

WEEK 2 · 17–21 AUGUST

## Writing Quality & Maths Mastery

### 9:15–10:00 Extended Writing

- Planning a short story using a 5-part structure — before a word is written
- Expanded noun phrases — "the ancient, crumbling tower" — in every paragraph
- Show Don't Tell at Y3 level — feelings through actions not statements
- Self-editing with CUPS — one specific SPaG focus per child

### 10:10–11:10 Maths Mastery

- Short division: 2-digit ÷ 1-digit — bus stop method step by step
- Fractions: adding and subtracting with the same denominator
- Geometry: 2D and 3D properties — right — acute — obtuse angles drawn
- Measures: perimeter of rectangles and compound shapes

### 11:20–12:00 Applied & Problem Solving

- Multi-step word problems — two operations — reading carefully first
- Grammar challenge cards — targeted at each child's specific SPaG gap
- Reading comprehension booklet — two passages per session
- Day 10: extended writing shared and discussed with the group

★ Moving from surface reading to genuine inference — and from informal to structured, paragraphed writing

#### WHAT YOUR CHILD LEAVES WITH

- Inference: evidence before claim — embedded as a habit
- Descriptive writing — planned — paragraphed — edited

- Short multiplication and division — formal written methods secure
- Show Don't Tell introduced — used independently in own writing

#### END-OF-PROGRAMME REPORT

Comprehension level · maths methods · writing structure · SPaG gaps named · specific Year 4 targets.

NAMED TECHNIQUES INTRODUCED:

**RUDE**

**PEE structure**

**Show Don't Tell**

**VR Types 1–3 taster**

9:00–9:15

DAILY WARM-UP

*RUDE brain teaser · vocabulary of the day · SPaG starter*

WEEK 1 · 10–14 AUGUST

## English & RUDE for Maths

### 9:15–10:00 Comprehension — Early PEE

- Inference with evidence: Point + Evidence — the PEE foundation
- Author's language effect — what does this word choice tell us?
- SHAMPOO preview: simile — metaphor — personification — identified in texts
- Extended response: more than one sentence — evidence always cited

### 10:10–11:10 Maths — RUDE Introduced

- RUDE: Read — Underline — Draw — Evaluate — every word problem from Day 1
- Multi-step problems: two or more operations — RUDE applied every time
- Fractions: equivalent — adding and subtracting mixed numbers
- All times tables — speed challenge — personal best tracked daily
- Algebra preview: "what number makes this true?" — box notation

### 11:20–12:00 Writing

- Show Don't Tell — "cold not frigid — angry not furious" — daily practice
- Sentence variety: simple — compound — complex — all three in each paragraph
- Persuasive writing: opening hook — three reasons — structure taught explicitly
- SPaG: apostrophes for possession — paragraphing review

★ **RUDE embedded in every Maths session from Day 1 — by Day 5 it is applied automatically, not prompted**

WEEK 2 · 17–21 AUGUST

## Writing Mastery & VR Taster

### 9:15–10:00 Extended Writing — PEE Applied

- Planning with a story mountain — before a single sentence is written
- "In the Action Rule" preview — story must begin mid-event
- CUPS editing checklist — applied to all own writing — self-assessment habit
- Writing for audience: formal letter vs informal message — purpose and tone

### 10:10–11:10 Maths Mastery

- Fractions — decimals — percentages: connections between all three
- Ratio: "for every 2 red there are 3 blue — how many of each in 20?"
- Geometry: angles — symmetry — co-ordinates in all four quadrants
- Data: mean introduced — reading and creating charts and tables
- Extended problem solving — multi-step — RUDE applied every time

### 11:20–12:00 VR Taster — Ready Y4 Pupils

- What is verbal reasoning? Why it matters for 11+ in Year 5 — explained clearly
- Word analogies: "Cat is to kitten as dog is to \_\_\_" — worked through step by step
- Letter codes: A=1, B=2 — Types 1–3 covered carefully
- Assessment: which Y4 children are ready to start 11+ prep in September — named in report

★ **VR taster for strong Y4 pupils — assessed in Week 1 — introduced in Week 2 for those ready**

#### WHAT YOUR CHILD LEAVES WITH

- RUDE method — automatic on every Maths word problem
- Show Don't Tell — used in own creative writing

- PEE structure — applied in English answers independently
- VR Types 1–3 — September 11+ direction confirmed in report

#### END-OF-PROGRAMME REPORT

RUDE application · PEE quality · writing · maths · VR readiness · specific Year 5 and 11+ plan.

# Year 5 ★ 11+ Pathway

For children entering Year 5 in September 2026 · Dedicated 11+ preparation track

Exam-focused

NAMED TECHNIQUES TAUGHT THIS FORTNIGHT:

SHAMPOO

PEE chains

In the Action Rule

RUDE

STAR

Column Method

Anchor Face

4-Step Elimination

9:00–9:15

DAILY WARM-UP

VR brain teaser · timed arithmetic sprint · 11+ word of the day

WEEK 1 · 10–14 AUGUST · ENGLISH & VR

## Comprehension, VR & Creative Writing

9:15–10:00

### Comprehension — SHAMPOO & PEE chains

- SHAMPOO in full: Simile — Hyperbole — Alliteration — Metaphor — Personification — Onomatopoeia — Oxymoron
- Inference: finding and quoting evidence before making a claim — every answer
- PEE chain structure for extended answers — built progressively over four days
- GL vs CEM comprehension styles — both question formats practised
- 100 high-frequency 11+ vocabulary words — tested in a timed game each day

10:10–11:10

### Verbal Reasoning — All 21 Types

- Types 1–7: letter sequences — word codes — analogies — antonyms — synonyms
- Types 8–14: number codes — hidden words — word completions — letter series
- 4-Step Elimination: systematic not guesswork — applied to every multiple-choice
- Timed drills: 10 questions in 5 minutes — personal score recorded and improved daily

11:20–12:00 + Day 5 All-Day

### Creative Writing + Week 1 Assessment

- "In the Action Rule" — story must open mid-event — no "one day..." starts
- Show Don't Tell — 25-minute timed writing — stamina under pressure
- ★ Day 5: full comprehension paper (30 min) + full VR paper (25 min, 50 Qs) — exam conditions
- Individual error analysis: which VR types lost marks — which comprehension skill weakest
- Results sent to parents in Friday report by 5pm — feeds Week 2 priorities

★ Daily timed drills from Day 1 — every child's progress chart started on arrival

WEEK 2 · 17–21 AUGUST · MATHS & NVR

## 11+ Maths, NVR & Full Mock Exam

9:15–10:00

### 11+ Maths — All Topic Areas

- RUDE on every word problem — applied automatically from Day 6
- STAR: Show working — Try a method — Answer — Review
- Fractions — ratio — percentages at QE Boys and Tiffin exam standard
- Algebra: simple equations — sequences — substitution — step by step
- Arithmetic pace: 30 questions in 20 minutes — daily timed drill

10:10–11:10

### Non-Verbal Reasoning

- Column Method for matrix questions: Isolate Each Variable — step by step
- Anchor Face for 3D nets and cube folding — systematic elimination
- Sequences, series, spatial reasoning: reflection — rotation — translation
- Speed target: 80 NVR questions in 40 minutes — built across four days

11:20–12:00 + Day 10 All-Day

### ★ Full Mock Exam & September Roadmap

- VR Types 15–21 mastered: number series — letter-number codes — missing words
- ★ Day 10: full timed Maths (45 min) + full NVR (80 Qs, 40 min) — exam conditions
- Individual gap analysis: top 3 question types to target — specific not generic
- Combined two-week report: all four subjects — trends — targets — mock results
- Personalised September roadmap: what to practise — when — in what order

★ Week 2 closes with a full mock — combined results and a September roadmap sent to parents

#### WHAT YOUR CHILD LEAVES WITH

- 8 named techniques — automatic across all 11+ subjects
- Full mock result: Maths, English, VR, NVR
- All 21 VR types — score and action per type
- A personalised September roadmap — what to practise, when

#### END-OF-PROGRAMME REPORT

All four subjects scored · question-type analysis · September targets · mock marking sheet — one page, specific.

NAMED TECHNIQUES APPLIED:

PEEL

PEE chains

SHAMPOO

In the Action Rule

RUDE

STAR

Anchor Face

4-Step Elimination

9:00–9:15

DAILY WARM-UP

Past-paper brain teaser · timed mental maths · 11+ word of the day

WEEK 1 · 10–14 AUGUST · ENGLISH & INTERVIEW

## Comprehension, Writing & Interview Polish

### 9:15–10:00 Comprehension — Scholarship Standard

- PEEL: Point — Evidence — Explain — Link — applied to every extended answer
- SHAMPOO identification and effect — what the author achieves, not just what is there
- Layered inference at grammar school standard — subtle, evidence-led, not surface
- 200 high-frequency scholarship-level words — tested in a timed game each day
- Past-paper passages from leading grammar and independent schools — timed

### 10:10–11:10 Creative Writing Polish

- "In the Action Rule" refined — openings that stand out on first read
- Show Don't Tell at scholarship level — "his fingers trembled" not "he was scared"
- 25-minute timed writing — every day — stamina under exam pressure
- Teacher live-marking: one specific polish point per child — acted on next day

### 11:20–12:00 + Day 5 All-Day Interview Technique + Week 1 Mock

- Interview: "Tell me about yourself" — school-specific questions — current affairs
- Pressure responses: "think first, then speak" — practised daily with peer feedback
- ★ Day 5: full timed comprehension (30 min) + creative writing (25 min) — exam conditions
- Individual error analysis: which question types lost marks — feeds Week 2 priorities
- Results sent to parents in Friday report by 5pm

★ The polish phase — every child's weakest area named in Week 1 and targeted in Week 2

WEEK 2 · 17–21 AUGUST · MATHS, NVR & FULL MOCK

## Exam-Standard Maths, NVR & Full Mock

### 9:15–10:00 11+ Maths at Grammar School Standard

- RUDE and STAR applied automatically — from the first word problem
- Algebra — ratio — fractions — percentages at QE Boys, Tiffin, Habs standard
- Scholarship extension: harder problems for children going for academic awards
- Arithmetic pace: 35 questions in 20 minutes — daily timed drill
- Past-paper Maths from leading grammar and independent schools — timed

### 10:10–11:10 Non-Verbal & Verbal Reasoning Polish

- Column Method and Anchor Face — automatic across every NVR question type
- 4-Step Elimination — systematic across all multiple-choice questions
- Speed target: 85 NVR questions in 40 minutes — stamina built daily
- VR polish: rapid drills across all 21 types — accuracy at speed

### 11:20–12:00 + Day 10 All-Day ★ Full Mock Exam & Pre-Exam Playbook

- ★ Day 10: full timed Maths (45 min) + full NVR (80 Qs, 40 min) — exam conditions
- Individual gap analysis: top 3 question types to target in final weeks
- Pre-exam routine: sleep — nutrition — composure — exam day playbook
- Combined two-week report: all subjects scored — every weakness named — specific plan
- Personal pre-exam playbook: exactly what to do in the week before the real thing

★ Day 10 closes with a full mock and a personal pre-exam playbook for the final weeks

### WHAT YOUR CHILD LEAVES WITH

- Exam-ready composure — tested under timed conditions
- Scholarship-level analysis and writing — refined
- Interview technique — rehearsed, not theoretical
- A personal pre-exam playbook for the final weeks

### END-OF-PROGRAMME REPORT

Full mock scores across all subjects · question-type gap analysis · scholarship work flagged · pre-exam playbook — one page, specific.



# Everything you need to know

## DATES

**10–21 Aug**

Monday to Friday · 2 weeks

## HOURS

**9:00–12:00**

Warm-up 9:00 · teaching from 9:15

## VENUE

**NLCS Edgware**

Canons Drive · HA8 7RJ

## CLASS SIZE

**12 max**

Two teachers · 1:6 ratio

## WHAT'S INCLUDED — EVERY PROGRAMME

- ✓ Maximum 12 children per class with two qualified teachers — always
- ✓ Structured daily tuition by a specialist qualified teacher
- ✓ All teaching materials, worksheets and resources
- ✓ Friday parent progress report — every week — by 5pm
- ✓ Full end-of-programme written report with specific next steps
- ✓ Daily snack break and outdoor time
- ✓ End-of-programme certificate
- ✓ Year 5 & Year 6: full timed mock exam with individual results breakdown

## WHY THE VENUE MATTERS

*Learning at NLCS teaches children what it feels like to take school seriously and enjoy it. Being at NLCS is not incidental. It is part of the curriculum.*

## YOUR CHILD'S TEACHER

### Led by Reena Damani

Founder and Head Teacher. 20+ years in education with specialist experience preparing children for the UK's most competitive independent and grammar schools. All staff are qualified classroom teachers — not graduate tutors — and DBS-checked.

## WEEKLY PARENT REPORTS

### *Every Saturday*

A personalised one-page report covering performance in each subject, teacher observations, specific strengths and next steps. Year 5 and Year 6 families receive additional detail including timed practice scores and question-type weaknesses.

## WHY ACADEMIC SUCCESS

# Not a tutoring agency. *A specialist teaching practice.*

### 01 Specialist entrance exam expertise

Deep knowledge of the 4+, 7+ and 11+ assessment processes used by top UK schools — QE Boys, Henrietta Barnett, Tiffin, Latymer, and the leading independents.

### 02 Teacher-led programmes — not generic tutoring

All courses designed and delivered by qualified classroom teachers with real entrance-exam experience. Not graduates. Not gap-year support.

### 03 Two teachers in every class

Maximum 12 children per class with two qualified teachers — always. A 1:6 ratio ceiling means every child is seen, every session. Not one lost in a crowd.

### 04 Structured learning pathways

A clear preparation journey — weekly classes, intensive courses, mock exams and holiday programmes — not one-off sessions.

### 05 Confidence-first approach

We develop resilient, confident learners who enjoy learning and perform at their best — not children who have been drilled.

## RESERVE YOUR PLACE

### Summer School 2026

*Reception to Year 6*

#### WHEN

**10–21 August 2026**

#### TIME

**Mornings · 9:00–12:00**

#### WHERE

**NLCS Edgware**

#### CLASS SIZE

**12 max · 2 teachers**

[Book at academicssuccess.uk](https://www.academicssuccess.uk) →

*Full pricing and booking available on our website.*