



# Weekly Newsletter

Living to Learn, Learning to Live



## REACH FOR THE STARS

28.11.2025

### KEY DATES

- 02.12.25 - EYFS Open Day
- 02.12.25 - KS2 Theatre Trip
- 05.12.25 - Christmas Jumper Day (Gift Donation)
- 09.12.25 9:15am - Nursery Stay, Play and Jingle
- 09.12.25 - KS1 Performances 9:15am and 2:15pm
- 10.12.25 9:15am - Reception Performance
- 10.12.25 - Christmas Dinner Day
- 10.12.25 2:15pm - KS2 Performance
- 11.12.25 - KS2 Performances 9:15am and 2:15pm
- 11.12.25 2:15pm - Nursery Stay, Play and Jingle
- 12.12.25 - Santa Dash
- 12.12.25 - Y6 Trip to Martin Mere
- 17.12.25 - Christmas Fair
- 18.12.25 - Christmas Parties
- 19.12.25 2pm - Finish for Christmas Holidays

### Hello Parents and Carers!

This week in school, it has been Assessment Week. The children have worked super hard on tests and other activities in order to show off to their teachers everything they have learnt so far this year! We are really proud of them all!

On Monday and Friday this week, our Nursery children have taken a trip to Norris Green Library! They had a fantastic time exploring the books, listening to stories and singing songs with their friends. They also loved their first trips on the minibus!



Respect



Just a few messages regarding Christmas - tickets for the Christmas Performances have now been sent home with children. Preferences have been accommodated as far as possible; anybody who did not give a preference has been allocated two tickets. These cannot be changed as we have a limit on how many people we can have in the hall.

Emails have been sent via Arbor regarding payments for the Christmas Fair, Face Painting and Santa's Grotto. We will not be accepting payments in cash for these things; payments must be made via Arbor. Please speak to the school office if you are unsure how to do this. Children can bring money to spend at the Christmas Fair on the day.

**Have a lovely weekend!**

Cooperate



### THIS WEEK IN PSHE

**This week in KS2 assembly, Mrs Willshire talked about safeguarding in school and the processes we have in place to ensure we are all safe. She talked about our Child Protection and Child-On-Child Abuse Policies, and about how we can speak out if we have a problem.**

**In EYFS/KS1 assembly, we read 'The Highway Rat' and talked about how we can help people who make the wrong choices change their ways.**



**Year One Phonics**  
This week, Year 1 have looking at CCCVCC words.

These are words with three adjacent consonants at the beginning of the word and two consonants at the end of the word, for example: strict, sprint, shrimp, strand, strong, script, splits

**Can you read the following sentence?**

I had to sprint to the Strand to do the splits!

**Can you also read the following tricky words?**

do, said, where, there, little

**Have a look for these words in your reading books!**

### ATTENDANCE is one of our school values

As a school we strive to achieve at least 97% attendance each week. This week, attendance has not met our school target on any day. It is vital children are in school every day and that holidays are not taken in term time.

**OVERALL - 93.1%**

Monday - **92.4%**

Tuesday - **93.0%**

Wednesday - **93.8%**

Thursday - **92.5%**

Friday - **92%**

Attend



Well done to 4SM who had over 97% attendance this week! You will receive Champions' Breakfast next week!

**Oracy**

This year, we are strengthening our approach to **oracy** - the development of children’s speaking and listening skills - as part of our ongoing commitment to providing strong foundations for every child. This work aligns with the **DfE’s Strong Foundations** guidance, which highlights the vital role of high-quality talk in supporting children’s learning, confidence and overall communication skills. Oracy is much more than answering questions in class. It includes the ability to express ideas clearly, listen actively, explain thinking, discuss respectfully and take part in meaningful conversations. These skills support learning across the curriculum and help children become confident communicators beyond the classroom.

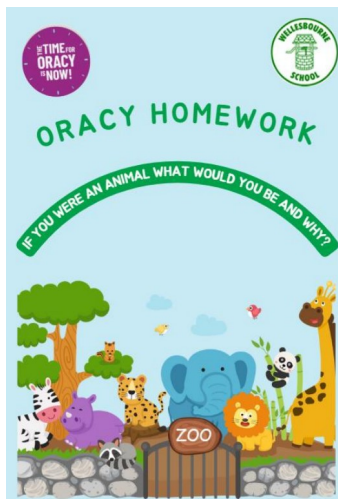


At Wellesbourne, we will be introducing a new oracy teaching strategy designed to:

- Encourage purposeful talk in lessons
- Build children’s confidence in expressing their ideas
- Develop vocabulary and language skills
- Support collaborative learning through discussion
- Help children think more deeply and articulate their reasoning.



In lessons we use an approach called Philosophy for Children (or P4C for short); these are in-depth discussions around non-core subject areas such as RE, History, Geography and PSHE where a debate-style conversation may take place. Throughout our Literacy teaching we follow the *Spoken Language* guidance by **Literacy Counts** (our English Scheme of work).



This week, we introduced our first oracy homework, and this afternoon the children have had the chance to feed back their answers and opinions in class. We hope you have enjoyed the conversations this brought up at home! You can make a big difference by giving your child regular opportunities to talk - about their day, their opinions, the books they’re reading or the questions they are curious about. Everyday conversations help build the strong foundations that support successful learning.

**Examples of discussions**

Year Group	Expected answers/ discussions	How you may further develop your child's oracy
Nursery	"I want to be a cat because they are soft and like cuddles."	Add in colour preferences
Reception	"I would like to be a dog because they can run fast"	Ask about the size of dog, discuss how dogs need to be looked after
Year 1	"I would like to be a rabbit because they hop fast and have big fluffy ears."	Discuss where rabbits live
Year 2	"I would like to be a parrot because they can talk and have bright, colourful feathers. It would be fun to fly from tree to tree."	Parrots live in the wild in forests, but some are kept as pets in captivity. How would that make you feel?
Year 3	"I would like to be a dolphin because they are clever and can swim very fast. It would be exciting to explore the ocean."	Other animals that live in the ocean alongside dolphins
Year 4	"I would choose to be an eagle because they can fly high and see everything below them. I would love the freedom of flying."	Talk about the places you would go
Year 5	"I would be a wolf because they live in packs and work together like the idea of being part of a 'class group'."	Learn more about wolves
Year 6	"I would be an octopus because they are intelligent and adaptable. They can camouflage to attract predators and explore deep oceans."	Adaptation and evolution



**TTRS AND NUMBOTS WINNERS THIS WEEK**

**TTRS**

- Most correct answers:** Luke S Y4 - 7,334
- Most coins:** Luke S Y4 - 65,186
- Improved speed:** Blake P Y4 - Improved by 1.92 seconds
- Fastest current studio speed:** Luke S Y4 - 0.47 seconds

**Numbots**

- Most minutes played:** Illinca R Y2 - 41 minutes
- Correct answers:** Illinca R Y2 - 638
- Most coins:** Illinca R Y2 - 3,713



**CURRENTLY READING...**

In school, every class dedicates 15 minutes a day to reading for pleasure from a carefully-crafted reading spine. This allows children to explore new worlds, builds imagination and develop a lifelong love for books!

This week’s recommendation comes from 5LG!  
5LG recommend ‘Wonder’ by R.J Palacio.

It is a narrative about a boy called August, who was born with a facial deformity. Due to this, he has never attended school before, but his parents decide it is time for him to start. The book tells us all about the friends he makes and the difficulties he has navigating his way through school life.

Lily says, “I’m really enjoying reading this. I especially like the part where his class are introducing themselves to the teacher and the other students.”

Dev says, “It is interesting and makes you put yourself in the character’s shoes and imagine what it’s like to be him”.