



*'There is one body, and one Spirit, just as there is one hope to which God has called you.'*

*Ephesians 4: 4-5*

## Spring Term Newsletter: Week Ending Friday 6<sup>th</sup> March 2026

### Message from the Headteacher

Good afternoon,

We've had a wonderful week in school, filled with excitement, creativity, and plenty of mud!

This year's World Book Day was a fantastic success. It was wonderful to see the children arriving dressed as their favourite book characters—or in their cosy pyjamas! The joy and enthusiasm around reading were clear to see throughout the day.

A special thank you to everyone who joined us for our World Book Day Breakfast. It was lovely to welcome so many families into school.

We are still collecting **pre-loved book donations** for our upcoming **Book Tombola**. If you have any books in good condition that your child has finished with, we would really appreciate them!

We're looking forward to welcoming our mums, grandmothers and special people next week for our **Mother's Day Afternoon Tea**. It's always a lovely event and the children are already preparing some surprises. Please don't forget we would appreciate a donation of an Easter Egg towards our Easter Raffle 'Egg-travaganza'!

Forest School Fridays are back—and the children couldn't be happier! They have enjoyed digging, exploring, searching for worms, and making full use of our brand-new mud kitchen. There has been lots of learning, teamwork, and very muddy hands!

We are currently developing the Forest School area further. If anyone has access to **pallets, wood, or decking boards**, we would be very grateful for any donations or contacts who may be able to help.

Next week marks the start of **Assessment Fortnight**. This is a chance for us to celebrate the progress the children have made so far and set new targets for the remainder of the year.

These updates will be shared with you during **Parents' Evening in the last week of term**. We look forward to discussing all the wonderful achievements your children have made.

Finally, a heartfelt thank you to all parents who attended their **SEND meetings** this week. These conversations have been extremely positive, informative and productive. We value your partnership as we continue to strengthen our provision for children with special educational and additional needs.

Thank you, as always, for your continued support. Our school community is at its strongest when we work together, and this week has shown just how special that partnership is.

We hope you have a lovely weekend

Miss Gaskell and the St Paul's Team



# Useful Information

St Bartholomew's CE  
Multi Academy Trust



A reminder please that all absences need to be logged with the school office – not through dojo.

Please ring school to log an absence – leave a message if the office is not open at that time, or email in [StPaulsOffice@stbartsmat.co.uk](mailto:StPaulsOffice@stbartsmat.co.uk)

It is really important that you log this absence by 9:30am. If we have not heard from you follow up calls will be made to yourself and other contacts on our list. Every day of absence must have a phone call until the children return to school.

Please ensure that all children are wearing black smart school shoes. We have allowed black smart trainers – as long as they are completely plain black with no logos. Full a full list of school uniform please click the link to our website.

<https://www.st-pauls-stafford.staffs.sch.uk/school-uniform/>



## BLACK SCHOOL SHOES



During the colder months, our outdoor PE kit needs to be worn to ensure that children are warm and able to participate.

A reminder of our 'Winter' kit:

School PE coloured house T-Shirt

Plain black hoody – no logo or branding

Plain black jogging bottoms or leggings – no logo or branding

Black trainers and pumps – not shoes or boots

We would like to request that parents are not using mobile phones on the school playground – this is for safeguarding reasons.

Can we also please ask that parents whilst dropping off and picking up are not on phones to allow for staff to communicate if necessary but also to allow you the time to talk with your children. Drop-off and pick-up are such an important part of their day.





# Useful Information

St Bartholomew's CE  
Multi Academy Trust

## PE Kit

All children should be wearing black hoodies and joggers in the colder weather – plain black please with suitable PE footwear.

[School Uniform | St Pauls CE \(C\) Primary School](#)

### Reception/Year 1/Year 2

Your Kits need to be brought into school to be kept in the classroom (Year 1 and 2 PE is **Monday** and **Thursday**)

### Year 3/4/5/6

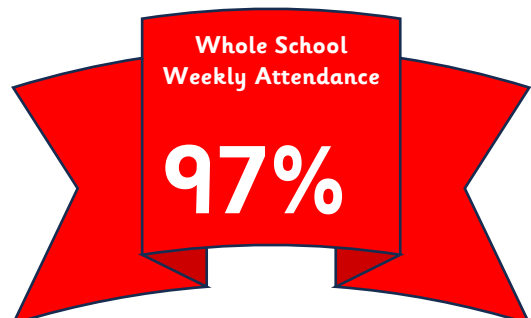
Children will come to school on a **Friday** in PE Kit



The school gate opens at **8:40am**. Gates close at **8:45am** – this is so that we are open for our statutory time of 32.5 hours.

Children have focussed learning time between 8:45 and 9:00 so it is really important that they are ready to learn.

Class	%
Reception/Year 1	96.3
Year 2	98.4
Year 3/4	96.7
Year 5/6	96.7



Being in school every day is so important to ensure children have the best chance possible of achieving well and reaching their potential.

This term our target as a school is 96%. To help children to achieve this we will be inviting parents into school to speak with Miss Gaskell to look at ways in which we can support to raise the attendance of your child. We will be launching attendance awards and leading assemblies with the children so that they understand the importance of being in school every day and on time.





We have had another very busy and very quick week in Reception and Year 1!

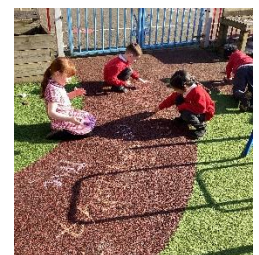
In Year 1, the children have continued their non-fiction writing journey on Vets. The children have adapted to this new style of writing really well and have produced some amazing writing. In Reception, the children have been working super hard on their finger spaces. This is a skill the children are learning to do independently in their writing. Each day they are getting closer to achieving this goal!

In Maths this week, we have had a very practical week. The children have taken their learning on measure outside. They have been comparing lengths and heights and enjoyed using natural materials to compare the lengths and heights. The Year 1 children have loved using both cubes and then rulers (cm) to measure different objects around the classroom. In Reception, the children have been developing their knowledge on 9 and 10. They have been comparing these numbers and were confident to identify if a domino had more or fewer than 10 dots.

In Science this week, the children learnt about the human life cycle. They sequenced pictures to show the correct order of this important cycle. In History this week, to begin their People Who Changed the World topic, the children learnt who Julius Ceasur was and why he was so important in the Roman Empire. In PSHE this week, we explored the emotions stressed and calm. The children explored a variety of pictures and discussed what the signs of each emotion were. We spoke about how to deal with each of these emotions.



In Reception, the children have continued their learning about Vets, they have enjoyed using different X-Rays of Animals to develop their play and understanding of the things Vets do to help Animals. The children built a 'Vet Express' in the construction area to transport all of the poorly animals to the Vets. We have made the most of the sunshine this week and the children got outdoors! They loved using their knowledge of Tricky Words and practised writing these outdoors. In RE, we



looked at the different symbols of Easter. The children were able to name most of the symbols and tell me something about them, this will then feed into our learning on the Easter Story next week. We have been working really hard on correct cutting skills this week, a fundamental skill has the children go up the school. We have been remembering to keep our thumb on top and keeping the chicken wing down, this has helped the children have the correct form for cutting.

We celebrated World Book Day on Thursday by exploring our favourite books. The children had the opportunity to share their favourite books with their friends!





Wow, another busy week for Year 2! The children have worked incredibly hard and shown great enthusiasm across all of their learning.

At the beginning of the week, the children completed their English Branches journey. They explored past progressive verbs using *was* and *were*, as well as exclamation sentences beginning with *how* and *what* to express Faizah's strong emotions. They carefully planned their diary entries around three key plot points, following a checklist as we crafted the writing together. The finished pieces were thoughtful and full of feeling.



In grammar, we revisited apostrophes for contraction. At first, it can be tricky to understand the difference between contractions and possession, but the children tried really hard and were even spotting examples independently in their books. In spelling, our focus was words ending in *le*, and the children applied these

confidently in their writing. In reading, we focused on the vocabulary element of VIPERS. The children worked hard to identify words with similar meanings and discuss how word choices can change the tone of a sentence.



In maths, we began our new topic on mass. The children started by comparing objects using balance scales to decide which were heavier or lighter. We discovered that a teddy capybara weighs the same as two rubbers! They then moved on to grams and kilograms, measuring, comparing and ordering different masses. The children understood that grams are lighter than kilograms and that 1,000 grams make 1 kilogram. We even held a 1kg weight and, according to the class, it was a light workout!



In history, we began learning about Julius Caesar and why he was such an important ancient leader. The children loved role playing as Roman leaders and pretending to lead battles. They were brilliant at remembering who he was, where he was important and why he is still remembered today. We will continue exploring his impact next week.



In geography, the children discovered our new country, Mexico. They were very excited to learn about tacos, the Spanish language, sombreros and different cultural traditions. The children created detailed mind maps to show all the new information they had learned and especially enjoyed singing along to our Mexican song.

Finally, we celebrated World Book Day and what an amazing day it was. Year 2 looked fantastic in their costumes and pyjamas. We were lucky enough to visit the library, where the children chose their own books using their new library cards. They showed such respect and politeness throughout the visit and made me very proud. We enjoyed a reading breakfast, spent time sharing books together and even took part in a PE dance lesson based on *The Snail and the Whale*.

Well done, Year 2, for another wonderful week of learning. We are ready for another fantastic week ahead!  
Miss Boulter.



### **This Week in Year 3-4**

What a wonderfully busy and exciting week it has been in Year 3-4. Our classrooms have been full of curiosity, creativity, and new learning.

#### **Maths**

Year 3 have now completed their unit on mass and capacity, learning how to measure the volume of different containers using litres and millilitres. Year 4 have



also reached the end of their multiplication and division unit, where they learned how to use the bus stop method to divide a two-digit number by a one-digit number. Both classes have shown fantastic focus and progress.

#### **English**

We proudly finished our final writing outcome: our very own playscripts inspired by *The Princess and the Pea*. The children worked hard to include stage directions, dialogue, and all the features of a real script.



#### **Science**

Our digestive system topic continued with a closer look at the different types of teeth we have and the important jobs they each do. The children loved exploring how our mouths begin the digestion process.

#### **History**

We wrapped up our Ancient Egypt unit by exploring some of the incredible inventions created thousands of years ago—many of which we still use in some form today, such as clocks and the decimal system in mathematics.

#### **Geography**

Our journey through Brazil continued as we examined Rio de Janeiro, often described as a “city of two halves.” We discussed the contrast between the affluent South Zone and the more densely populated North Zone, and how urbanisation has shaped these differences.

#### **RE**

This week we compared the Passover meal with The Last Supper, exploring the similarities, differences, and the symbolic foods used in both traditions.

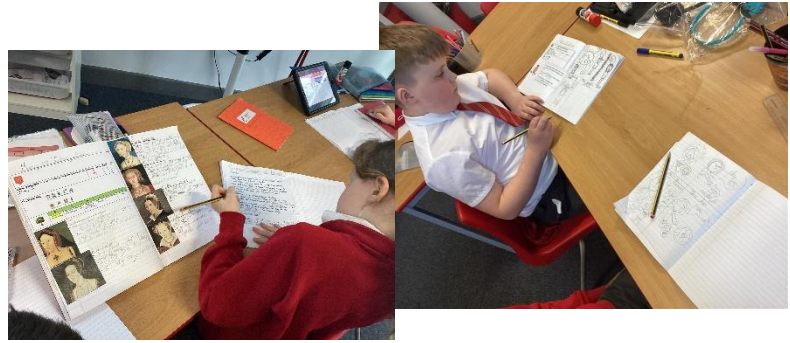
#### **World Book Day**

Thursday was a highlight of the week as we celebrated World Book Day together. The children looked fantastic dressed as their favourite characters. We shared stories throughout the day and, thanks to the lovely weather, enjoyed a reading circle in our beautiful Forest School area.

Wishing everyone a restful and sunny weekend.

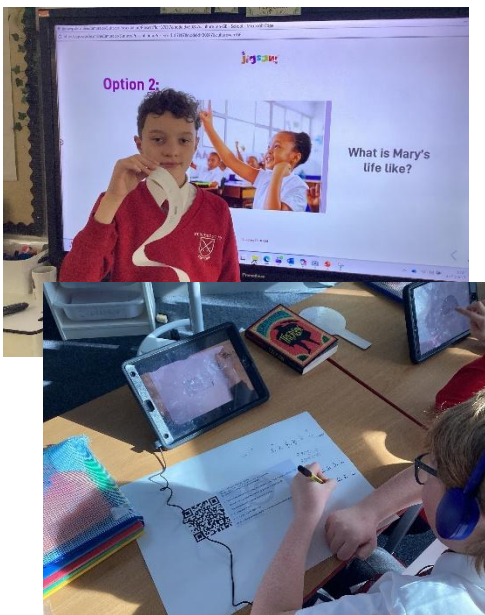
**Miss Campbell**





We've had a great week, with pupils showing real enthusiasm and focus across all their learning. In Reading, the children listened closely to *Do You Hear the People Sing?*

from *Les Misérables*, answering questions about the lyrics and discussing the message and emotions behind them.



In Writing, we began planning the segments of our historical podcast on King Henry VIII and his six wives, thinking carefully about structure and key information. In Maths, pupils worked on rounding decimals before beginning to explore percentages and how they link to fractions and decimals.

Our wider curriculum learning has been equally engaging. In History, we looked at how humans changed from living nomadically to settling in the Stone Age, including exploring the fascinating site of Skara Brae. In Geography, we discussed the causes and consequences of pollution in the River Nile, thinking about how it affects wildlife, farming and communities. In Science, pupils learned about the human life cycle and how our bodies change as we grow, sharing lots of thoughtful ideas and questions.

Towards the end of the week, we explored what the crucifixion means to Christians in our RE lessons, considering why it is such a significant moment in the Easter story. In Art, pupils practised drawing and shading terracotta soldiers as part of our Chinese art unit, focusing on detail and tone. Finally, in PSHE, we continued our Dreams and Goals projects, reflecting on aspirations, challenges and the steps needed to achieve them. It's been a wonderful week full of curiosity, creativity and hard work.



We ended the week with lots of stories for World Book Day, where we presented our favourite books to the class.





Reception – Idris  
 Year 1 – Delilah  
 Year 2 – Lottie  
 Year 3 – Lana  
 Year 4 – Piper  
 Year 5 – Tayla  
 Year 6 – Kayson



Reception – Arlan  
 Year 1 – Grayson  
 Year 2 – Emilie  
 Year 3 – Dimitar  
 Year 4 – Celine  
 Year 5 – Harley  
 Year 6 – April



# 10 Top Tips for Parents and Educators

## CREATIVE WAYS TO ENCOURAGE READING

Reading regularly has a life-long impact, yet recent data from the National Literacy Trust shows a decline in reading for pleasure among 8- to 18-year-olds, with just 32.7% enjoying it in 2025. Despite growing distractions, there are practical ways adults can spark a love of reading. This guide offers strategies and resources to help inspire young readers.

### 1 VALUE ALL READING

When we think about reading, it's very easy to picture a young person reading a fictional novel; however, reading is so much more than this. To help them understand, why not show them how to create a 24-hour reading diary? Jot down all reading and then discuss this with them. By doing this, you can demonstrate the many ways we turn to reading.

### 2 WIDEN THE SELECTION

Once we know reading can be varied, we need to think about the selection of reading material they can access. Visit a shop selling magazines, the library and a bookshop, and consider the range of material that is available within them. Then consider how you might broaden their reading choices, so all young people have access to a wide and varied selection.

### 3 GIFT A BOOK

One simple way to encourage reading is to make books feel special. Gifting a book adds value and shows it's something to be treasured. Whether it's as a reward or for a celebration like a birthday, let the young person choose a title or pick one you know they will enjoy. You could also include a personal note inside.

### 4 CONNECT WITH AUTHORS

Meeting authors can certainly spark an interest in their reading material. This might be through a live event in a school/bookshop or by using the wealth of online material that is now available. Encourage young people to look at ways to connect with authors using free resources such as *Authority* and *Just Imagine's Children's Authors Live*.

### 5 BUILD YOUR KNOWLEDGE

Access training about reading for pleasure to widen your understanding of this topic and, more importantly, how to develop it. Explore a wide range of free resources that can be found online. The more you know, the better placed you are to inspire a love of reading in others.

### 6 TALK BOOKS

There are times when we need silence to read and focus on our book; however, we know that reading is a social experience, so we must also factor in discussion time. Reading the same book gives two people a connection and the opportunity to voice their thoughts and questions about it. Why not buy two copies of a book and read it together? Start the connection.

### 7 RECOMMENDATIONS

As well as talking about the content of books, we can share what we are reading or have read recently. This can often act as a trigger for someone else to explore it. How often have you watched a film or series because someone else has recommended it? It's the same with books. If you know the young person well, you can tailor your recommendations and share why you think they'll enjoy it.

### 8 GO DIGITAL

With the rise in online digital material, we can easily focus on the negatives; however, it also brings a wealth of opportunities. Resources can aid and enhance the reading experience for young people. They can read along with audiobooks, translate, and track their reading goals with resources like *Polyline* and apps like *Goodreads* for older children. Augmented reality books also bring books to life and offer a great way for engagement.

### 9 RECONNECT

There can come a time when a love of reading seems to disappear. It does not mean it's gone forever; it generally means they have lost the connection. How do we get it back? Find the next piece of reading material that sparks their current interests. The National Year of Reading focus of 'Go All in' captures this well as it is their key theme. As children grow and change, so do their interests. A visit to the local library is a great way to support the reconnection.

### 10 LEAD BY EXAMPLE

Let them see you reading. If you make time to read, you send a strong message to children: reading matters. Share why you enjoy it. Is it to relax, escape the world, learn something new or to be entertained? When children see reading as a normal and valued part of everyday life, they are more likely to adopt it themselves.

## Meet Our Expert

Carl Pattison is a literacy advisor and early reading expert at The National College. Through his programmes, he supports schools to enhance reading and writing. In addition to his independent work, he also works for a large academy trust in the East Midlands as the strategic lead for their English Hub and Literacy Excellence Centre.



#WakeUpWednesday

The National College



**IMPORTANT**



**SAFEGUARDING CONCERNS**  
If you have any Safeguarding concerns, please contact  
**Miss Gaskell (DSL)**  
**01785 337436**  
Or  
**Staffordshire Safeguarding Board 0300 1118007**



For any information regarding children with Additional Needs for parents and carers, Staffordshire Connects is a website giving lots of different resources, web links and information regarding what our local area can offer.

This information is always on our school website but click below for the link to take you to the home page. From there you will find the Local Offer for parents and carers.



[Staffordshire Connects](#)



**SEND Questions**  
If you have any questions about your child regarding Special Educational Needs, please contact  
**Miss Gaskell**  
**01785 337436**

**Local Offer for parents and carers**

