



# School Newsletter

26th January 2026



## Messages

### **Attendance and Punctuality**

Further to my email last week, thank you to those of you who have made a real effort last week to improve punctuality. There has definitely been a reduction in lateness so thank you for that. There is still some way to go with this so please continue to support us in getting your child(ren) in between 8:45 and 8:55am.

A special well done to both Year 6 classes who have had 100% attendance last week! This is very impressive - especially at this time of year with all the bugs that are going around. Please keep this up!

### **Letter from Bridget Phillipson, Secretary of State for Education**

We were delighted to receive an email on Friday acknowledging our excellent outcomes at the end of Key Stage 2.

## A message from Bridget Phillipson



Dear Andrew,

**Congratulations** to you and your team on the excellent outcomes the disadvantaged pupils at Walnut Tree Walk Primary School achieved at the end of the 2024/25 academic year. Your school's performance places it among the very best nationally, and this is a significant achievement.

This success reflects the dedication of your staff and the hard work of your pupils. It shows what can be achieved when ambition and commitment come together. Thank you for everything you do to give children the best possible opportunities to succeed.

### **RSE (Relationships and Sex Education) Policy**

Thanks to those of you who completed the consultation Google Form or who attended the meeting. There was 100% support for our new policy, which is available to read on our website.

# Messages cont...

## School Lunches

Please see below the new menu for the second half of the year (from February half-term until the end of the summer term). If this is too small to read, it can also be found on our website here:

<https://www.wtwschool.co.uk/our-school-lunches/>

What's on the menu?		HARRISON food with thought				
	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	
<b>WEEK ONE</b>	Indian Style Biryani Vegetarian Cottage Pie Italian Style Tomato & Herb Sauce served with Penne Pasta Carrots / Green Beans Chocolate Tray Bake with Orange Drizzle Wheat, Eggs, Milk	Sweet Potato & Bean Pattice served with Oven Baked Potato Wedges Chicken Sausage Roll Jacket Potato served with Cheddar Cheese Broccoli / Baked Beans Raspberry Jelly served with Peach Compote	Pizza Margherita or Beef & Sweet Pepper Pizza or Sweet & Herb Pasta Side Mediterranean Roasted Vegetables with Garlic & Herb Pasta or Rice Oven Baked Courgettes / Sweetcorn Toffee Apple Flapjack Wheat, Cals	Sweet Chili Sir Fried Vegetables served with Sweetcorn Rice Texan BBQ Style Chicken Wrap Jacket Potato served with Butternut & Chickpea Korma Broccoli / Carrots Berry Swift Sponge Wheat, Egg, Milk served with Custard Milk	Courgette & Carrot Pakora served with Tomato Sauce & Chips or New Potatoes Battered Fish Fillet served with Tomato Sauce & Chips or New Potatoes Pasta Primavera Peas / Baked Beans Chocolate Shortbread or Orange Gram Flour Shortbread both served with Fresh Fruit Wedges	
<b>WEEK TWO</b>	Macaroni Cheese served with a Rainbow Ribbon Salad Roast Sweet Pepper & Herb Janibolaya Jacket Potato served with Tuna & Sweetcorn Mayonnaise Broccoli / Sweetcorn Jam Sponge Wheat, Egg, Milk served with Custard Milk	Roast Chicken served with Roast Potatoes Spinach, Pepper & Cheese Slice served with Roast Potatoes Tomato Basil Pasta served with Tomato Breadstick Carrots / Savoy Cabbage Strawberry Ice Cream served with Pineapple Compote	Mexican Style Beef Chili served with Sweetcorn Rice Caribbean Style Vegetable Curry served with Sweetcorn Rice Jacket Potato served with Cheddar Cheese & Baked Beans Roast Butternut Squash / Peas Marbled Sponge Wheat, Egg, Milk served with Chocolate Sauce Milk	Carrot & Leek Sausages served with Mashed Potatoes Chicken Sausages served with Mashed Potatoes Oven Baked Falafel Slices served with Tomato Salsa & Rice Vegetable Medley Lemon Drizzle Traybake Wheat, Egg, Milk	Vegetarian Shawarma Style Wrap served with Chips or New Potatoes Battered Fish Fingers served with Tomato Sauce & Chips or New Potatoes Jacket Potato served with Baked Beans & Veggie Balls Peas / Baked Beans Oat & Raisin Cookie or Lemon Gram Flour Shortbread both served with Fresh Fruit Wedges	
<b>WEEK THREE</b>	Singapore Style Vegetable Noodles Pizza Margherita served with Sweet Pepper Pasta Side Jacket Potato with Vegetable Balls Broccoli / Butternut Squash Citrus Sponge Wheat, Egg, Milk served with Custard Milk	Chicken Meatballs with BBQ Baked Beans Salmon Fincake Melt Indian Style Tikki Chickpeas & Potato Cakes served with Tomato & Coriander Chutney with Rice Green Beans / Carrots Assorted Jellies served with Watermelon Wedge	Beef Bolognaise served with Penne Pasta or Rice Vegetable Bolognaise served with Penne Pasta Jacket Potato served with Cheddar Cheese & Colelaw Sweetcorn / Broccoli Cinnamon Swirl Traybake Wheat, Egg, Milk	Jollof Style Rice Chicken & Chickpea Coconut Curry served with Pilau Rice Alfredo Style Spinach & Sweet Pepper Sauce with Garlic & Herb Breadstick Courgettes / Carrots Vanilla Ice Cream Milk served with Berry Apple Compote	Chili Bean Soft Taco with Tomato & Coriander Chutney served with Chips or New Potatoes Battered Fish Fillet served with Tomato Sauce & Chips or New Potatoes Jacket Potato with Cheddar Cheese & Baked Beans Peas / Baked Beans Chocolate & Vanilla Shortbread or Chocolate Gram Flour Shortbread both served with Fresh Fruit Wedges	

**Available daily**  
Please ask the catering manager for food allergen information

**Menu Items Available Daily:**  
Salad Selection • Homemade Bread • Fresh Fruit • Yoghurt

**WEEK ONE**  
w/c 23 Feb, 16 March, 20 April,  
11 May, 8 June, 29 June, 20 July

**WEEK TWO**  
w/c 2 March, 23 March, 27 April,  
18 May, 15 June, 6 July

**WEEK THREE**  
w/c 9 March, 13 April, 5 May, 1 June,  
22 June, 13 July



Please see page 2 regarding allergen information provided on the menu.



## Breakfast and After-School Club

The booking for Breakfast and After-School Club for next half-term (Feb/March) will go live at 10am on Tuesday 10th February. Please log in at this time to ensure you get all of the days that you need. A reminder that children in After-School Club must be picked up by 6pm at the very latest. This means collecting, getting coats and bags, and exiting the playground by 6pm.

## Lost Property

I know I have mentioned this several times before, but we are sending an enormous amount of clothing that has not been claimed to charity at the end of every half-term. It would be so helpful if you could write your child's name in all jumpers and jackets so that we can easily return items to them.

## Dates for the Diary: Spring Term

<b>Jan</b>	<p><b>Mon 26th:</b> Year 5 trip to the London Central Mosque</p> <p><b>Mon 26th:</b> Year 6 trip to London Southbank University</p> <p><b>Tues 27th:</b> Debate Club out for an inter-school competition</p> <p><b>Fri 30th:</b> Year 6 trip to Royal Courts of Justice</p> <p><b>Fri 30th:</b> Year 4 (Davina) Class Assembly</p>
<b>Feb</b>	<p><b>Wed 4th:</b> Year 6 (Tilly) joining Met Police for Junior Roadwatch (rescheduled from last term)</p> <p><b>Fri 6th:</b> Reception (Sharon) Class Assembly</p> <p><b>Fri 6th:</b> Times Table Rockstars Number Day (further info to follow)</p> <p><b>Thurs 12th:</b> Curriculum Day - children will be off their normal timetable for the day</p> <p><b>Fri 13th:</b> Reception (Chris) Class Assembly</p> <p><b>Fri 13th:</b> <b>Last day of half-term. School finishes at normal time. After School Club as normal.</b></p> <p><b>Mon 23rd:</b> <b>Children return to school</b></p> <p><b>Thurs 26th:</b> Year 5 and 6 road safety workshop</p>
<b>March</b>	<p><b>Wed 4th:</b> Year 1 (Aimee) to Natural History Museum</p> <p><b>Fri 6th:</b> Year 1 (Peter) to Natural History Museum</p> <p><b>Wed 11th:</b> Years 1 and 2 to Royal Festival Hall to watch a live concert, <i>Brightsparks</i></p> <p><b>Tues 24th:</b> Year 4 (Shifa) to Kew Gardens</p> <p><b>Thurs 26th:</b> Year 4 (Davina) to Kew Gardens</p> <p><b>Thurs 26th:</b> Jewish Museum workshop in school for Year 3</p> <p><b>Fri 27th:</b> <b>End of term. School finishes at 1:45pm. No After School Club</b></p>
<b>April</b>	<p><b>Mon 13th:</b> <b>Children return to school</b></p> <p><b>Thurs 23rd:</b> Year 5 (Steph) to Hampton Court</p> <p><b>Thurs 30th:</b> Year 5 (Joanne) to Hampton Court</p>
<b>May</b>	<p><b>Wed 6th:</b> Y5 (class tbc) to National Gallery</p> <p><b>Mon 11th - Thurs 14th:</b> Year 6 SATs Week</p> <p><b>Tues 12th:</b> Y5 (class tbc) to National Gallery</p> <p><b>Fri 22nd:</b> <b>Last day of half-term. School finishes at normal time. After School Club as normal.</b></p>

**A reminder that our calendar on our website includes all the important dates and is regularly updated. It can be found under the 'parents' tab:**

<https://www.wtwschool.co.uk/calendar/>



# Spotlight on Reading



## How we teach Reading at WTW

### **What do we want the children to achieve in Reading?**

At Walnut Tree Walk we recognise the importance of developing children's speaking and listening skills across the curriculum. Children are actively encouraged to express themselves verbally through paired and group work, class discussions, presentations and performances. We know that these speaking and listening skills provide the foundations needed to succeed in all areas of the English curriculum, including reading.

We are committed to promoting both a love of books and the essential skills of reading through a range of high quality experiences. This starts in the Early Years where children develop early phonological awareness and word recognition, as well as an enjoyment of sharing and listening to a wide range of stories. In Key Stage One, reading sessions are supported by a large number of additional staff so that every child reads to an adult every day, where possible. This builds on the foundations from the Early Years and supports children to develop reading fluency. As they enter Key Stage Two, the focus moves to higher level reading skills through whole class reading lessons.

Our English curriculum revolves around key texts so that the valuable experience of learning through real books and high quality literature is deeply embedded in the way children learn to read and write. Throughout the school, teachers plan a wide range of activities linked to these books to ensure that the decoding and comprehension skills needed for reading, and the technical skills needed for writing are given a purpose. Spelling, punctuation, grammar and phonics are taught explicitly as well as through texts.

Children are encouraged to write creatively, often inspired by the texts they are reading in class. In the Early Years and Key Stage One, the children will work from a large number of texts. In Key Stage Two, the children will spend longer on each rich and challenging text, studying the books, characters and stories in more detail.

### **Our Intent:**

1. For all children to become confident, independent readers.
2. For children to be part of an active reading community.
3. For children to become enthusiastic readers whom read books, from a range of genres, chosen by themselves.
4. To foster the confidence in children to explore challenging texts.
5. To cultivate competent comprehension skills which enable the children to understand and analyse texts at a deeper level.
6. For all teachers to read high quality texts aloud to children, to support pupils' understanding and acquisition of vocabulary.

# Spotlight on Reading

## How we teach Reading at WTW

### What do Reading lessons at Walnut Tree Walk look like?

#### Early Years:

Exciting stories are central to all our learning in the Early Years. Every week the children are exposed to a key text and through this they explore the seven areas of learning. Children learn that stories are fun, engaging and stimulating from an early age. The fundamentals of reading comprehension are taught through role play, hot-seating and circle time discussion. Our children experience a rich and varied continuous provision which enables them to access books and sounds in engaging and multi-sensory ways.

In the Nursery, children develop early listening skills through games and activities which support the development of phonological awareness. In the summer term before they enter Reception, children take part in some short phonics sessions which involve identifying and saying initial sounds in Unit 1 of the Sounds-Write phonics programme.

In Reception, children have a daily Sounds-Write phonics lesson. The programme teaches phonemes systematically. All staff are aware of the order that sounds are taught which means they can check phoneme-awareness in a variety of contexts outside of the phonics lessons and in continuous provision. The sounds-write programme teaches blending, segmenting and manipulating phonemes from Unit 1 so children practice these skills from the beginning of the year. Children are taught to recognise some of the most frequently read tricky words as well as polysyllabic words.

Children read 1:1 with the teacher each week in Reception to develop reading independence. They will read books that are closely matched to their level of phonic awareness and reading fluency. In this session, the child will demonstrate their ability to read using phonics and the teacher will assess the child's comprehension of the main events. The teacher will check that the child is accurately reading the phonemes that have been taught so far and support the development of blending and segmenting skills. Children will take home 2 books each week.



# Spotlight on Reading

## How we teach Reading at WTW

### What do Reading lessons at Walnut Tree Walk look like?

#### Key Stage 1 (Years 1 and 2)

In Key Stage 1 (Years 1 and 2), children receive 4 reading lessons a week. In these sessions, every child will read with an adult in a small group to develop their reading fluency. Additional adults from across the school go into KS1 reading lessons to facilitate this, meaning that all KS1 classes have 4 or 5 adults for these sessions. Children will read 2 books a week (spending 2 days on each book). Daily lessons involve an adult reading the story to the group of children, then the children reading independently while the adult supports them individually to develop their fluency. At the beginning of Year 1, the focus of the lesson is developing fluency and supporting children's phonic knowledge. The books they read are closely matched to the sound they are learning that week. As children become confident readers, the groups will build upon their discussion and comprehension skills using the text to support them. Once children have a secure knowledge of phonics, they will move onto colour banded books. This will typically be at the end of Year 1 but will vary from child to child.

In KS1, children follow the Sounds-Write phonics programme which is taught daily. In these sessions, they systematically develop their phonological awareness and apply this knowledge to reading and writing. Lessons build upon skills that children have learnt in the EYFS. They will continue to blend, segment and manipulate phonemes, with the complexity of the words and syllables continuously increasing. Throughout KS1, children will explore all sound/ spelling correspondences so that they are able to write using (plausible) phonics. Children will gradually build up their knowledge of how words are spelled in English, focussing initially on common everyday words, such as the, all, said.

Children who need additional support to develop their phonics knowledge in the EYFS and across KS1 are identified and targeted for intervention.



# Spotlight on Reading

## How we teach Reading at WTW

### What do Reading lessons at Walnut Tree Walk look like?

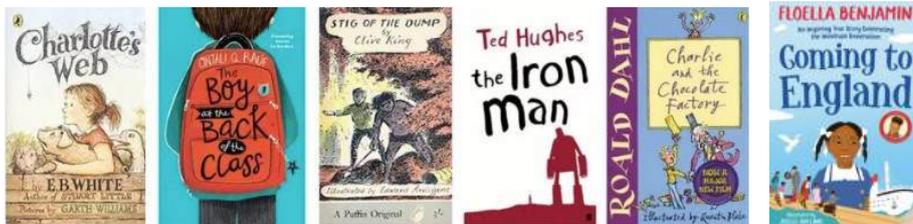
#### Key Stage 2 (Years 3-6):

In Key Stage 2, for the majority of children the focus in reading sessions moves towards developing higher level reading skills, such as inference, through whole class reading lessons. The learning focus for each day will vary slightly depending on whether the unit being focused on is fiction, non-fiction or poetry, but typically it might look like the following:

Day	Focus		
	Fiction	Non-Fiction	Poetry
Monday	Building Blocks	Building Blocks	Building Blocks
Tuesday	Retrieval	Retrieval	Recital/ Performance
Wednesday	Inference	Evidence from Text	Retrieval and Inference
Thursday	Inference/ Points of View	Summarising	Impressions/ Effects on Reader/

Much of the learning in the reading sessions will be through the following main class texts:

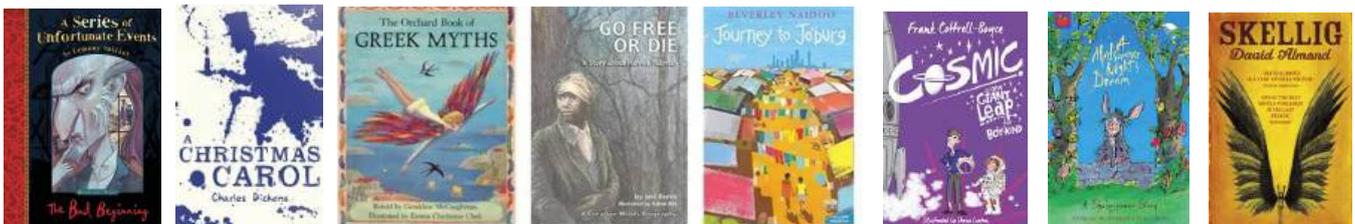
#### Year 3



#### Year 4



#### Year 5



#### Year 6



# Spotlight on Reading

## How we teach Reading at WTW

### How do we ensure that children are challenged?

Our key texts have been chosen to include high quality and challenging vocabulary that the children can engage with and that create rich writing opportunities as well as ensuring that they are good examples of classic and modern literature. They have also been chosen to link to curriculum topics where possible and to reflect the diversity of our school.

Our books have all been colour coded or numbered to ensure that children are selecting books that are matched closely to their reading ability and stage of phonic acquisition until they have become fully fluent readers. At the end of KS1 after they have a secure knowledge of phonics, most children will be on colour banded books. From Year 3, children will typically be on numbered books that follow the Accelerated Reader book banding system and match where we have assessed them to be. It is important to note that the numbers on the books do not correlate with their year group, so for example a number 3 book would not necessarily be for a Year 3 child.

When purchasing new books, we are mindful that the books reflect our diverse school community. This includes books by diverse authors as well as diversity of characters, settings and different family types in texts.

### Developing a love of reading

In addition to our daily more structured reading lessons, we also provide opportunities throughout the week for children to read for pleasure. We have invested a lot in expanding our reading material so that every classroom has a library of books for the children to select from in a reading corner that should be a focal point for the classroom.

We have an outdoor library within our school garden so that children have access to books and an appealing quiet place to read at break and lunchtimes.

