

NEWSLETTER



Friday 24th April 2026

HEADTEACHER'S MESSAGE

This week we welcomed Alicia into our school. Alicia delivered an amazing assembly about Dog Mentoring and how it can support children with their self-esteem, behaviour, peer relationships and engagement. The children were introduced to the dogs that are part of the programme; Bisco, Raven and Ami. Bisco and Ami are a breed of dogs called *Lagotto Romagnolo* – a breed particularly suited to working in schools with children. As you can imagine the children are extremely excited about this programme. **If your child has a phobia of dogs or is nervous around them – please let us know via our school office. Additionally,** Alicia has taught the children the sign to use to indicate that they are nervous.

In school, analysis of children's progress has repeatedly shown us that the children who make the most progress and achieve well are those that regularly read at home, complete their spellings and attend school regularly. Please do listen to your child read every day as this will help them to succeed in school both now and in the future. Further information is included with today's newsletter.

Once again, it was great to see parents in school taking part in our Autism workshop. Many parents have commented how useful and informative these workshops are. Our next one focusses on supporting children with sensory needs.

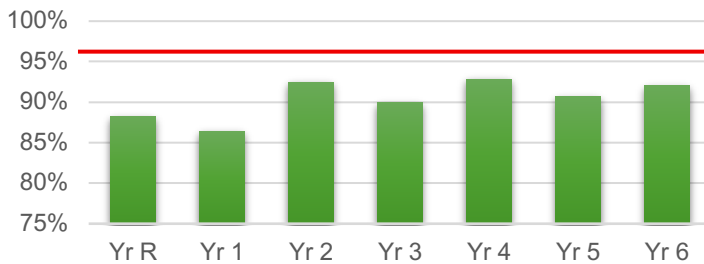
With very best wishes

Mr Higgins



Attendance

w/c 13th April 2026



96% is our **MINIMUM** expectation for attendance.

Did your child's class reach 96% last week?

This year's attendance, to date, is

92.2%

■ Percentage Attendance

DIARY

w/c 27th April Lunch Menu:
Week Two

SUMMER TERM

6th May 2026

Autism Workshop:
Supporting sensory needs

7th May 2026 – 9.10am

Year Five's Class Assembly

21st May 2026 – 9.10am

Year One's Class Assembly

21st May 2026

PTA Non-Uniform Day Fundraiser

22nd May 2026

Teacher Training Day

25th – 29th May 2026

Half Term week

1st June 2026

Summer Term² starts for children

10th June 2026

Autism Workshop:
Social understanding

12th June 2026 – 2.30pm

PTA Summer Fair

15th-19th June 2026

School Grounds Week

25th June 2026 – 9.10am

Year Three's Class Assembly

30th June 2026 – 11am

Sports' Day and
Family Picnic



Woodcock Hill Primary School

Far Wood Road
Birmingham B31 1BS

enquiry@woodcockhillprimaryschool.co.uk

www.woodcockhillprimaryschool.co.uk

0121 675 4130

Celebration Assembly

In this week's celebration assembly, we celebrated the achievements of:



Reception

Charlie and Jackson

Year One

Aimey and Ivy-Lyn

Year Two

Eden and Harmony

Year Three

Remi and Sophie

Year Four

Jenson and Sophie

Year Five

D'Angelo and Diana

Year Six

Jewel and Larin



Education Welfare Officer

An external Education Welfare Service has been appointed by the school to undertake the management of pupil absence and parental prosecutions. Mrs Meddings (yes, we will have TWO Mrs Meddings in school!) may contact you to discuss your child's attendance.

PTA Summer Fair

Do you, or do you know anyone who would like a stall at our PTA Summer Fair in June? If so, please speak to a member of our PTA who will be able to assist you.

Our Next Autism Workshop:

Supporting Sensory Needs

6th May 2026, 9am.

Class Assemblies

Parents and family of children in **Year Five** are invited to Year Five's class assembly on:

7th May at 9.10am.

Parents and family of children in **Year One** are invited to Year One's class assembly on:

21st May at 9.10am.

May Bank Holiday

School is **closed** to pupils and staff on **Monday 4th May** for the **May Day Bank Holiday**.

Our School Expectations: *Here Everyday, Ready, On time and Engaged to Strive for success.*

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 Authorly 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 Polylingo and apps like Goodreads for older children. Augmented reality books also bring books to life and offer a great way for engagement.

9 RECONNECT

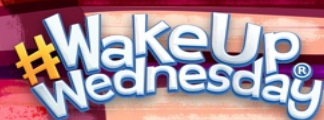
There can come a time when a love of reading seems to disappear. It does not mean it's gone forever; it generally means they have lost the connection. How do we get it back? Find the next piece of reading material that sparks their current interests. The National Year of Reading focus of 'Go All In' 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.



See full reference list on our website

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**Our School Expectations: Here Everyday, Ready,
On time and Engaged to Strive for success.**