

St Peter's C.E.  
Primary School



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Autumn Term  
2022

# Reading Newsletter

*Think before you speak. Read before you think. – Fran Lebowitz*

“SO MANY BOOKS, SO LITTLE TIME” - FRANK ZAPPA

Over the last six months, we've put a lot of work in our school library. And we're proud to present, in this issue, the next milestone achieved in our journey towards our dream. In our last publication, we reported on the fundraising efforts of our school community and the raising of over £1,000 towards library resources. Now, the books have arrived, our new library software system is up and running, and our beloved library is unrecognisable. Every child has a weekly slot in which they can visit and loan books, either from our dedicated fiction section, or our categorised according to the Dewey Decimal System non-fiction section.



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## READING BUDDIES

- We now have some of our Y6 pupils reading weekly with some of our Year 3 children. This is a fantastic opportunity – not only are the older children great role models but they are helping to develop good reading habits for our younger readers.



## A SPACE TO RELAX, A SPACE TO READ, A SPACE TO LEARN

At St Peter's, we love reading, and think that reading is enjoyed best when you are comfortable, in a relaxing space, and free from the distractions of everyday life. This year, we have striven to develop our 'reading corners' (dedicated spaces within each classroom) to ensure that they are little havens for reading, away from the hustle and bustle of daily activity. Every child has the opportunity to take a book to these comfy little oases regularly, and lose themselves in their love of reading.

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*"You can never get a cup of tea large enough or a book long enough to suit me."*

— C.S. Lewis

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Do you have a comfy reading spot at home? Do you have a special place in which you love to curl up and lose yourself in stories of adventure, romance or thrills and frights? We would love to hear about it and how you have tailored it to be just right. If you have any little tips that will help our reading areas be even more effective, please let us know.

Do come and visit our reading areas if you get the chance. Grab a book, get comfy and join us doing what we do best.







## ST PETER'S LENDING LIBRARY

The access to books is, in our opinion, a right. Reading is not only a joy but the key to education and lifelong fulfilment. To ensure that all have access to books, we have set up a lending library. Anyone from our school community are welcome to borrow a book for as long as they need. If they are able, they can leave a book in its place for someone else to enjoy.



### DESPITE THE STORMS

Despite the storms,  
beauty arrives like  
it was always going to.

Despite the darkness,  
the light returns.

Despite your loss,  
your heart will be  
full again.

Despite the breaking,  
your heart will feel  
like it belongs in the  
land of joy once more.

This is how it will  
always be. Keep living.

S.C. Lourie

## WOULD YOU LIKE TO READ *STAR OF FEAR, STAR OF HOPE*?

Set in France, during the Nazi occupation of World War II, a gentile child named Helen recalls the mounting persecution of her Jewish friend. She wonders why does her best friend, Lydia, have to wear a yellow star? Why are people in hiding and using strange names? What is Lydia afraid of? Touching upon the Holocaust with sensitivity and poignancy, *Star of Fear, Star of Hope* will help readers understand this difficult event in history.

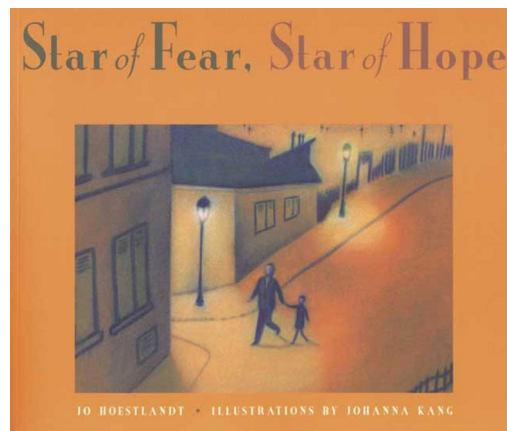
## SCHOOL BOOK SWAP SHOP

Book Swap continues to be very popular – please send in any unwanted books (from Early Reads to Y6 novels) so that our avid readers can get their hands on them!

## CLASS BOOK FOCUS-

This term, Year 6 have been reading *Star of Fear, Star of Hope* by Jo Hoestlandt and using it to help them:

- Use expanded noun phrases
- Use the passive voice
- Integrate dialogue to advance action
- Use cohesive devices.



Year 6 have been reading *Star of Fear, Star of Hope* by Jo Hoestlandt

## TELL ME ABOUT THE BOOK...

Phoebe– It's a really good book for both English and History. It's about a Jewish girl, whose best friend is not a Jew. They had a sleepover at Helen's house but multiple strange people knock on the door in the middle of the night. We learn that the French police are rounding up all of those people with stars stitched to their clothes.

Tallulah– It's a flashback based on real life stories. This story could well have happened in the war: Gestapo dragging people out of houses, code names and families torn apart.

## HOW DID THE BOOK MAKE YOU FEEL?

Phoebe–It made me feel sad because it told me about things happening in real life in the war. The way the book ended (we never find out whether the girls are reunited) was sad and made us think.

Maryam– I felt upset and angry when we read it, because the book is about two girls that have a close relationship, but that relationship is torn apart by the Gestapo. I felt angry about the war and about how the Jewish people were treated so badly. We all need to accept everyone, no matter who they are or what they believe.



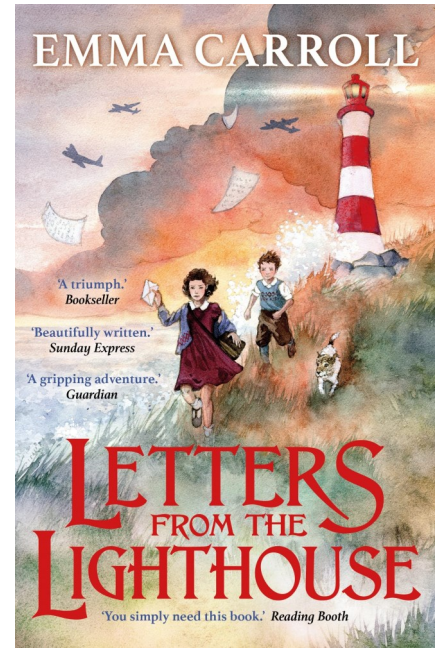
## MRS AINSWORTH'S READING CLUB

Mrs Ainsworth, along with some of our older readers, come together regularly in the form of a reading club. They all have a book to read over a couple of weeks before convening to discuss the story, themes and overall style. The group have already read *The Secret Garden* by Francis Hodgson Burnett and are currently reading *Letters from the Lighthouse* by Emma Carroll.

Olivia— In the groups, we talk about the book and what we've read. If we have time, we sometimes do something crafty (like making book marks).

Letters from the Lighthouse is a wonderful book set in WWII era England. The children in the story are evacuated from London to the sea-side to live near a lighthouse. I like the book because it's very adventurous and I enjoy wondering what will happen next!

Emma— The 'letters' have been written by Ephraim (the lighthouse keeper) to Suki, who went missing, and we fear is dead, at the start of the story. One character, Esther, is a Jew who arrived in England on the Kinder transport. The main characters in the book work to help Austrian refugees get to England— one of them turns out to be Esther's dad!



*“The more that you read, the more things you will know. The more that you learn, the more places you’ll go!”- Dr Seuss*

## TEACHER SPOTLIGHT— MR MOORCROFT

### What do you like to read?

I love reading biographies and autobiographies. I love finding out about people's lives: their stories, their careers and how they have come to be who they are.

### When do you read?

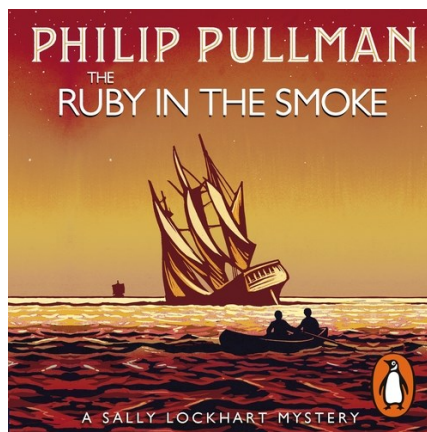
Usually in the evening. I like to settle down in a comfy chair and relax with a good book. I make sure I'm wearing some warm, comfy clothing and make myself a nice cuppa. Usually, I can find the time to read for half an hour at a time. I always feel really relaxed and content after I've finished reading.

### Where do you read?

I like to read in my garden. It's important to find somewhere that makes you feel happy, and for me, that's my garden. I love to read to my little boys. Reading together is really special to me.

### What books do you recommend?

I love *The Ruby in the Smoke* by Philip Pullman! I also love *Room 13* by Robert Swindells.



***Determined to discover the truth about what happened to her father, Sally is soon plunged into a dangerous and terrifying adventure that takes her to the dark heart of Victorian London. Inspired by the tradition of the Victorian melodrama, Philip Pullman's first Sally Lockhart story is a cracking adventure.***

*(Interview by two of our reading ambassadors— Lucy and Rhapsody)*



# ELS Essential Letters and Sounds

developed by Knowledge Schools Trust

**Getting all children to read well, quickly.**



## READING IN THE EARLY YEARS AND KEY STAGE 1

Teaching children to read quickly and fluently is absolutely vital. The teachers and children in Reception, Year 1 and Year 2 have been working very hard on their phonics using our new approach from *Essential Letters and Sounds*. Parents have been invited to an MS Teams meeting with our phonics coordinator (Mrs Harrison) so that they can help at home, and all the teachers in school have been brushing up on their phonics so that they can help the children no matter where or when in school they might be needed.

We have also bought over £1,000 of extra books that the children can take home with them in order to practise. Ideally we would like children to read each book 3 times. The first for decoding, the second for enjoyment and the third for understanding.

### **Suggested Questions to ask Readers**

Try to ask a range of questions about your child's chosen book as well as the text within. Where possible, encourage them to tell you in their own words what they have just read to help you assess their understanding. Here are some possible questions to ask children when discussing the text with them:

- Where can we find the blurb?
- Is there a contents page?
- What made you choose this book?
- What do you think this book is going to be about?
- What genre do you think this book is?
- Why do you think the text is organised like this?
- Who are the key characters in the book?
- Give me three adjectives to describe one of the characters
- Find a word in paragraph 2 which shows.....
- Can you think of a word that rhymes with .....?
- What sound does "....." start with? Can you think of any other words which start with the same sound?
- Can the word \_\_\_\_\_ have more than one meaning?
- What other word could the author have used instead of \_\_\_\_\_ which has the same meaning?
- What did ..... do?
- What does ..... mean?
- What happened in the beginning of the book?
- Has there been any surprises or twists in the storyline so far?
- When and where did the story take place?
- Which word tells you that.....?
- Give me the main events of the story so far
- Summarise what you have just read to me
- What do you think is going to happen next?



# 10 Easy Ways to Encourage Motivation to Read



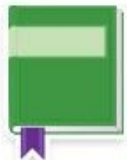
## Start early!

Reading with your babies and toddlers helps them connect books with love and comfort.



## Head to the library.

Libraries are often filled with resources for children—summer reading programs, story times, craft classes, and of course, shelves and shelves of books!



## Read it again.

Young children enjoy anticipating what comes next. Use this to your child's advantage. When stories contain predictable text or rhymes, your child may be able to finish the sentences.



## Build your own library.

The more books you have at home, the more opportunities your child will have to pick one up and read. Try rummage sales, library book sales, resale shops, and bookstore clearance racks.



## Go “on location.”

Reading becomes an adventure when you can connect a book to a real place. Reading about animals? Visit a farm or a zoo. Too far for a visit? Find pictures!



## Make books accessible.

Keep books on a low bookshelf or in a basket on the floor, or allow your child to choose her own special spot just for her books.



## Let them wiggle!

Some kids get uncomfortable when they have to sit still. But read-alouds are important for wigglers too, so let them wiggle! Coloring, kneading playdough, or building with LEGO bricks can keep hands busy while you read.



## Bring stories to life.

Capture your child's attention and make reading fun by reading with expression. Try using different voices for different characters. Exaggerate the rhythm of the text. Let your face and your voice show what the characters are feeling



## Set an example.

Let your child see that reading is important, whether it's reading a book for pleasure, reading to learn, or reading a recipe to make dinner!



## Change it up!

If you normally read in the same place each day, don't hesitate to try out a new location from time to time. Try a front porch, park bench, or a cozy reading nook.

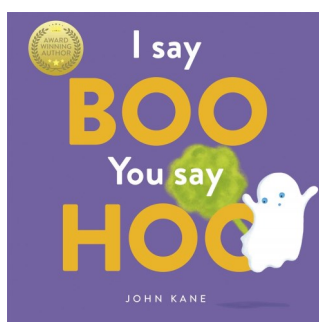
HAVE YOU READ ANY  
OF OUR BOOK RECOM-  
MENDATIONS?

If you have, we would  
love to hear from you!  
Write us a short book  
review, and send it into  
school. We'll publish it  
in our next newsletter;  
hopefully it'll inspire  
others to pick up a new



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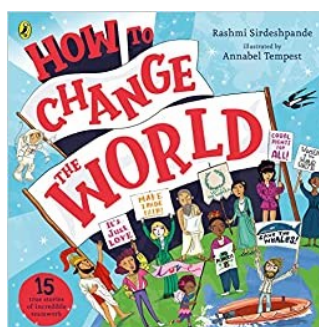
## BOOKS YOU SHOULD READ– AS RECOMMENDED BY THE BOOKTRUST



**When I say Boo, you say Hoo– John Kane**

**Age 4-5**

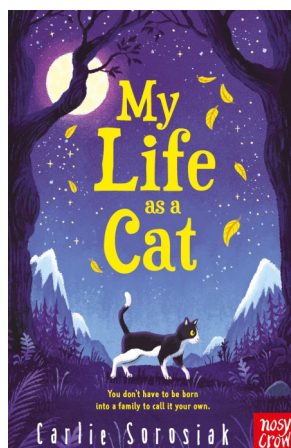
If you see the colour blue, you must shout out Stinky Poo! If you see a tree, shout ME! Once the rules have been set, the book starts to put funnier and funnier questions and answers together until the kids are shouting about a farting ghost and no one knows exactly who has done a poo.



**How to change the World– Rashmi**

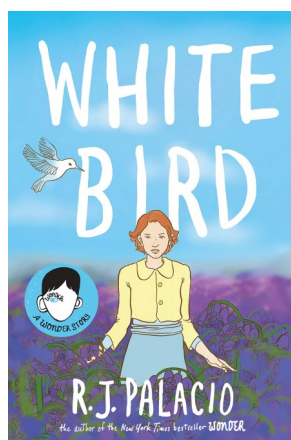
**Sirdeshpande Age 6-7**

This fascinating picture book presents a selection of true stories about incredible people who have challenged injustice and worked together to make the world a better place. Readers will learn about the birth of democracy in Ancient Greece, the creation of the International Space Station and environmental campaigns like Save the Whale.



**My life as a cat– Cardie Sorosiak Age 8-9**

Olive rescues a cat stuck in a tree during a storm and calls him Leonard. But Leonard isn't a cat– he's an alien who plummeted to Earth and ended up in the wrong body. And Leonard needs to make it to Yellowstone National Park for his alien family to collect him. How is he going to get there, and will Oliver be able to help?



**White Bird: a Graphic Novel– R J Palacio**

**Age 10-11**

As a child, Grandmère lost her family when the Nazis rounded up innocent Jews for forced labour or extermination. Left alone, she only survived because of the compassion and bravery of a family of strangers who were prepared to risk their own lives to keep her hidden and safe.