

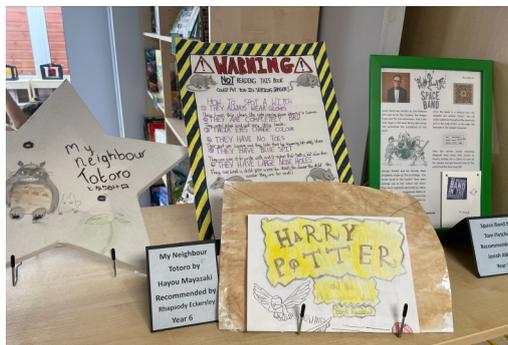


St Peter's C.E.  
Primary School

# Reading Newsletter

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

## OUR FAVOURITE BOOKS



At St Peter's, we love sharing our favourite books. Each class contains reading recommendations, and the screens around school display our favourite books also. Because we love recommending so much, we ran a competition in the summer term: each entrant submitted a piece of art, poetry or writing, recommending their favourite book. We were blown away by the creativity and passion that the children put into their reviews. Pictured (top right) are the winners: Heidi, Charlotte and Florence. Their work is displayed in our central library so that all the children can enjoy their work, and perhaps discover their next favourite book.



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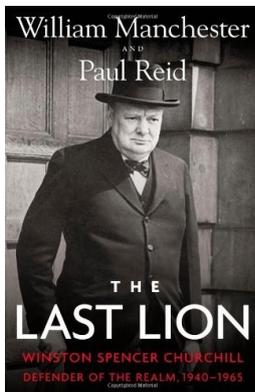
### READING BUDDIES

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

## WHAT ARE OUR TEACHERS READING?

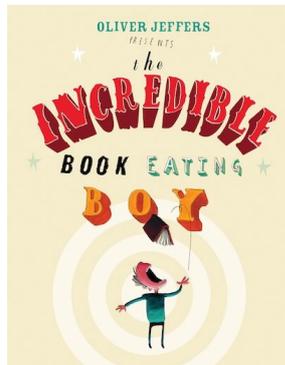
Our reading ambassadors asked a few of our teachers what they are currently reading, and why reading is so important.

“Reading teaches you to think.”



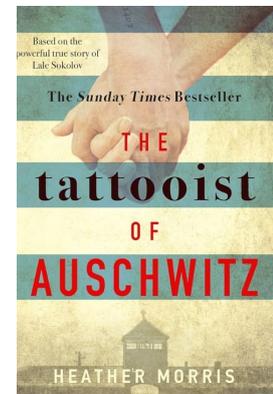
Mr Badley is reading *The Last Lion* by William Manchester

“The more you read, the more you learn. It helps you grow and develop.”



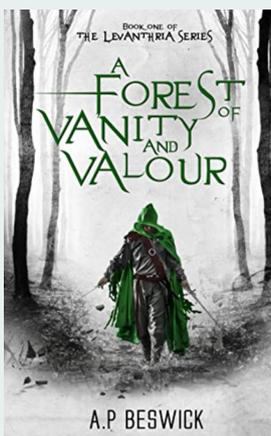
Mrs Grace is reading *The Incredible Book Eating Boy* by Oliver Jeffers

“You learn how to live in the present by knowing the mistakes of



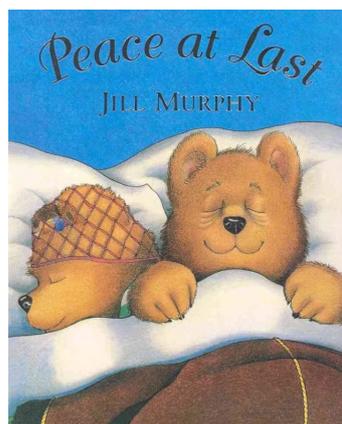
Mrs Clyne is reading *The Tattooist of Auschwitz* by Heather Morris

“It allows you to escape into different worlds and different places.”



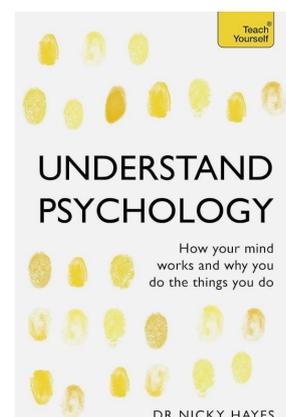
Mr Moorcroft has been reading *A Forest of vanity and valour* by A.P. Beswick

“It is the key to life and success, and it opens up your imagination and it extends vocabulary.”



Mrs Harrison is reading *Peace at Last* by Jill Murphy

“Reading teaches you to know yourself better.”



Mrs Littlewood is reading *Understand Psychology* by Dr Nicky Hayes

## OUR READING AMBASSADORS

A new school year means new reading ambassadors! Aoife and her colleague perform a variety of rolls around school including learning walks, pupil-voice interviews, journalistic writing for this news letter, book advocacy and library organisation (to name but a few).

They are a huge help to Mr Badley, our English coordinator, and Mrs Bowles, our head librarian.



## ROALD DAHL WORKSHOP AT NEWTON LIBRARY

The 13th September was Roald Dahl Day. Year 4 celebrated by attending a workshop at Newton library. They learned about his life, the character and stories he created and his love for unusual words



### YOUR BEST

If you always try your best  
Then you'll never have to wonder  
About what you could have done  
If you'd summoned all your thunder

And if your best  
Was not as good  
As you hoped it would be  
You could still say,

"I gave today  
All that I had in me."

Barbara Vance

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

As a young girl living in France during the Nazi occupation, Helen doesn't understand why her best friend, Lydia, must wear a yellow star on her jacket. On the eve of Helen's ninth birthday, the Nazis begin rounding up the Jews and Lydia leaves Helen's celebration to go home and warn her family. Upset with Lydia for leaving, Helen cries out, "You're not my friend anymore!" never guessing how much she will regret those parting words.



## CLASS BOOK FOCUS-

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

- Use expanded noun phrases to convey complicated information concisely
- Use passive verb forms
- Link ideas across paragraphs using a wider range of cohesive devices
- Integrate dialogue to convey character and advance the action

## Star of Fear, Star of Hope



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

## TELL ME ABOUT THE BOOK...

"It's a really sad story about losing a friend and not knowing if you'll ever see them again."

"It made me angry when the Jewish people were being arrested for no reason."

"I felt really sad at the end. I hope Helen did find her friend again."

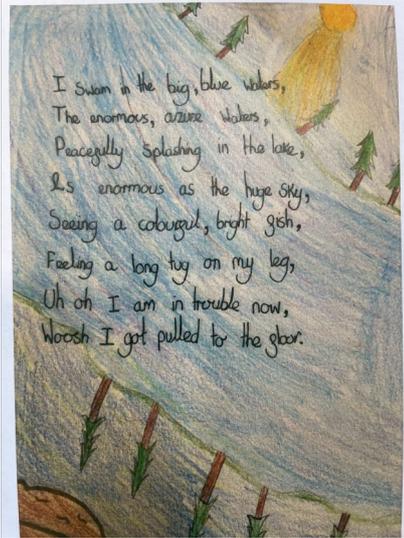
## SCHOLASTIC BOOK FAIR



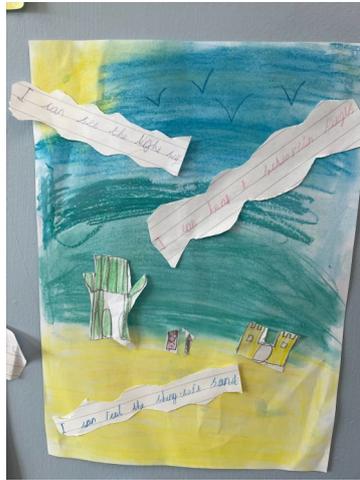
Our Autumn Scholastic Book Fair raised over £500 for our library. Thank you so much to all those in our school community who came and bought a book. Our next fair will be in the Spring term.

## NATIONAL POETRY WEEK

The 5th of October was National Poetry Day. We celebrated by reading, writing and performing some wonderful poetry!



*The song of Hiawatha in Year 5*



*Seaside poetry in Year 3*



*WWII blackout poetry in Year 6*

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

### **My Mum Evie, Year 4**

My Mum says  
When I'm dancing around  
my room  
My Mum says, “You’ve  
Been dancing for a million years now!”  
When I'm doing my homework  
My Mum shouts, “Be quiet  
and get it done with!”  
When I'm screaming my head off  
my Mum whispers,  
“Give me a big hug!”  
“Bed time now.”  
And when I'm watching my tablet in bed,  
my Mum screams, “GET TO BED NOW!”

### **Blitz Sam, Year 6**

Sirens start to scream,  
saying run, run, run  
People screaming and speeding around,  
Planes zooming and flying silently.  
Hope flees the streets as cries reach out  
Worry, fear and total blackout.  
People wander about sadly.  
Terrified of all of the destruction,  
The heart of the houses smashed  
Feeling unconscious and paralyzed with shock  
Friend's houses,  
Families' houses,  
Our houses,  
completely and utterly broken.  
Sadness covering the streets

# 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



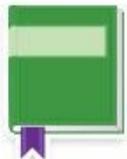
## Start early!

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.

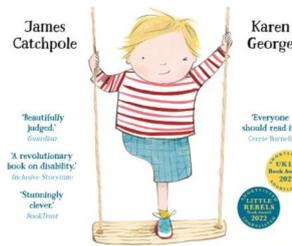
HAVE YOU READ ANY OF OUR BOOK RECOMMENDATIONS?

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



St Peter's C.E Primary School

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

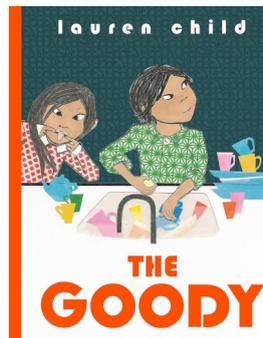


### What happened to you?- James Catchpole

Age 4-5

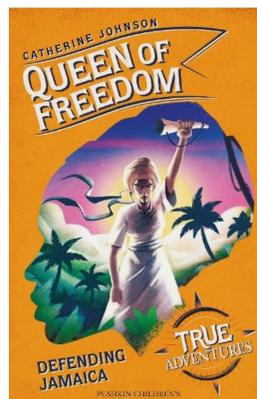
Joe is engrossed in his game of pirates when some new children arrive in the playground. Noticing that he only has one leg, the inevitable questions begin. Joe has to fend off a barrage of interrogations before the kids finally hey on with the important job of avoiding being eaten by sharks.

What Happened to YOU?



### The Goody– Lauren Child Age 6-7

Chirton Krauss is such a well-behaved child that he eats broccoli, even though he doesn't like it. Myrtle, by contrast, is never good. She's not expected to eat broccoli, do any chores or be polite and nice, because her parents have decided that Chirton is the Goody, and Myrtle is not. So what happened when Chirton decides not to be the Goody anymore?



### Queen of Freedom– Catherine Johnson Age 8-9

Set in Jamaica in the 1720s, this is the incredible story of Queen Nanny, leader of the Maroons, a community of people who escaped slavery and settled high up in the Blue Mountains. The Maroons are hunted by British soldiers, known as redcoats, and are either killed or returned to a brutal life of slavery. With a skill for strategic thinking and tactical fighting, Nanny does everything she can to protect her people.



### Twitch– M.G. Leonard

Age 10-11

Twitch is a kind, sensitive 12-year-old boy who adores birds. He plans to spend this Summer at his secret birdwatching hide in Aves Wood Nature Reserve, so is frustrated when his peaceful retreat is overrun with police officers on the hunt for an escaped prisoner. However, Twitch's birdwatching skills of patience and careful observation make him the perfect detective and he is soon drawn into the search for Robber Ryan.