



Reading Newsletter

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

A LIBRARY TO BE PROUD OF

'Our library– The Heartbeat of our school' hangs proudly above the shelves of well-worn and well-loved books. Found right at the centre of the school, and walked past by hundreds of tiny feet every day, our library serves as a learning centre, a research station, a nurture zone, a place of calm and relaxation, and most importantly– a wealth of information and enjoyment. Guarded vigilantly by our Year 6 librarians, children from all over the school come during their break times and lunch times to scan the shelves for adventures, journeys, fact files or instructionals to get lost in. Isabelle (pictured) and two other librarians have shouldered the task of maintaining tidiness and order, and checking in and out the stream of books that pass through the library door. They, all three, are amazing ambassadors for reading, and are always ready with a recommendation. So do come and visit soon! In March, we ran a sponsored read, with our partners at Usborne, to raise funds for new books and resources. Altogether (including 60% extra gifted to us by Usborne) we raised £1,000! We can't wait to read the new arrivals when they begin to appear on our shelves.



"I love the library because there are lots of interesting books I like."- Year 3 pupil

"I like the library because I like reading books that are exciting!"- Year 4 pupil

"I love the library because it is quiet and there are lots of books to choose from."- Year 5 pupil

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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 boys great role models but they are helping to develop good reading habits for our youngest readers.



FOOD BANK DONATIONS

One theme of the book, *The Invisible* is of gratitude for what we have. With that in mind, we considered those who don't have as much as we do. Our whole school community rallied together and donated an entire car load of non-perishable items to those who aren't as fortunate as us. The food bank at Merton Bank Primary School couldn't believe their eyes as we unloaded it for them! Thank you so much, everyone!

A child who reads, will become an adult who thinks.

BUY THE BOOK

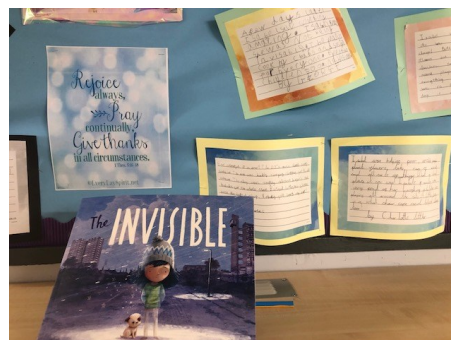
The Invisible is the story of a young girl called Isabel and her family. They don't have much, but they have what they need to get by. Until one day, there isn't enough money to pay their rent and bills and they have to leave their home full of happy memories and move to the other side of the city. It is the story of a girl who goes on to make one of the hardest things anyone can ever make... a difference.

We bought it for £5.94 per copy! We highly recommend you do the same!

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WORLD BOOK DAY

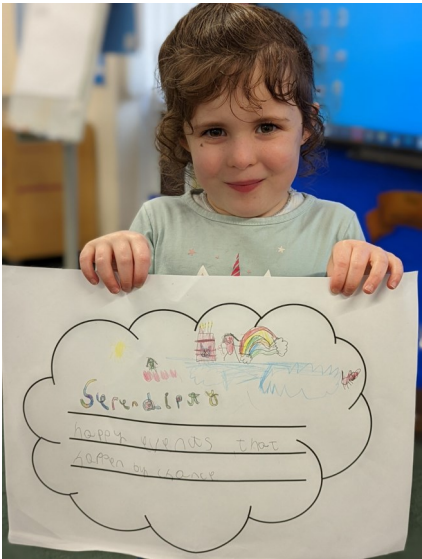
On Thursday 3rd March, we celebrated the 25th anniversary of World Book Day in St Peters. Each class spent some quality time reading *The Invisible* by Tom Percival— a beautiful and poignant tale about a young girl whose life is turned upside down. Due to a change in her parents' financial circumstances, she finds herself in a new part of town, with few friends and not much to call her own. We were challenged to consider what we have and how we can be grateful for it. Each class then had some time to respond to the book in their own way. To name a few, EYFS created gratitude jars and thought about all the things they are grateful for, Year 3



talked about changing emotions and wrote some poetry, and Year 6 wrote letters to refugees that might find themselves suddenly in Newton-Le-Willows (reminding them they are welcome, not invisible). We do hope you can come and visit us soon— we have displayed our work all along our



Verity (Year 1)- dressed as 'onomatopoeia'



Roisin (Year 1) dressed as 'serendipity'



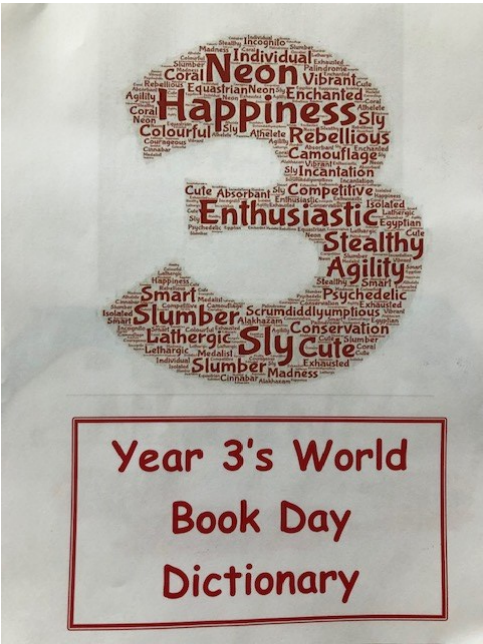
Mia (Year 1) dressed as 'nuptials'

COME AS A WORD

Instead of dressing as our favourite book character, we all came to school dressed as a new or exciting word. It was a fantastic opportunity to teach each other some fantastic new vocabulary and explore how to use them in different ways. Some classes created class dictionaries, others creates 'wordls' to display around their classrooms.



Mrs Colley as 'exhausted' and Mrs Bowles



THE POWER OF WORDS

'Tis a strange mystery, the power of words!

Life is in them, and death. A word can send

The crimson colour hurrying to the cheek.

Hurrying with many meanings; or can turn

The current cold and deadly to the heart.

Anger and fear are in them; grief and joy

Are on their sound; yet slight, impalpable:

A word is but a breath of passing air.

Letitia Elizabeth Landon

WOULD YOU LIKE TO READ GORILLA?

Young Chris is an astronaut. A very busy astronaut. Saving the planet from aliens is much more important than taking baths or going to bed. Because at bedtime the worst sort of alien appears - darkness. But when Chris watches the first televised moon landing, he discovers that there is a dark out in Space that is much darker than he's used to. It's the darkest dark ever, and he realises that the unknown can be ...exciting!

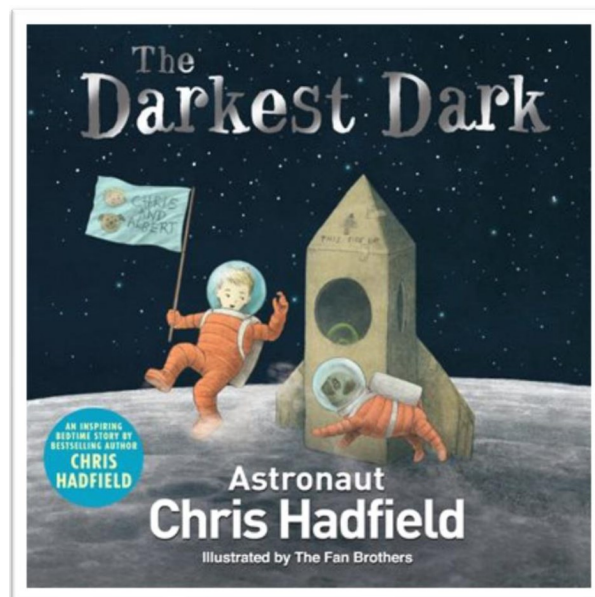
SCHOOL BOOK SWAP SHOP

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 5 have been reading *The Darkest Dark* by Chris Hadfield and using it to help them:

- Write using a variety of verb forms
- Use commas to clarify meaning or avoid ambiguity
- Link ideas across paragraphs
- Use brackets, dashes or commas to indicate parenthesis



Year 5 have been reading The Darkest Dark by Chris Hadfield

TELL ME ABOUT THE BOOK...

Jess– It's about a boy called Chris who lives with his Mum and Dad and their dog. He absolutely loved space and played space games every single day. But, when it's bedtime, he was afraid of the dark and always got into his parents bed to sleep. He was afraid of aliens!

Aiden– Eventually, his parents got fed up of him going in to their room so one night they told Chris he would have to sleep in his own bed and gave him a bell to ring if he was scared.

James– One day, they visited a neighbour's house and watched the moon landings on TV. He realised how dark space is, but it didn't make him scared. It told him that the dark can be interesting and exciting– his fear of the dark was cured!

HOW DID THE BOOK MAKE YOU FEEL?

Jess- I felt happy for Chris when he wasn't afraid of the dark. He wanted to be an astronaut at last he could do it. When he realised space was dark, he had to face his fears and was excited about it. It's a great message for everyone else.

Aiden I liked that Chris learnt something new. Inside the dark are interesting things, not just scary things.

James– It made me feel happy because Chris got over his fear. If he didn't, he would be tired all the time because he would never get to sleep. It's a great book for children because it has got lovely pictures in it and it's not too long. It's like a biography but for kids.

MRS AINSWORTH'S READING CLUB

Mrs Ainsworth, along with some of our older readers, have started 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 *Goodnight Mister Tom* by

Grace– I really like *Goodnight Mister Tom*. The group is great because you can be honest about the books and its great time to share thoughts and opinions.

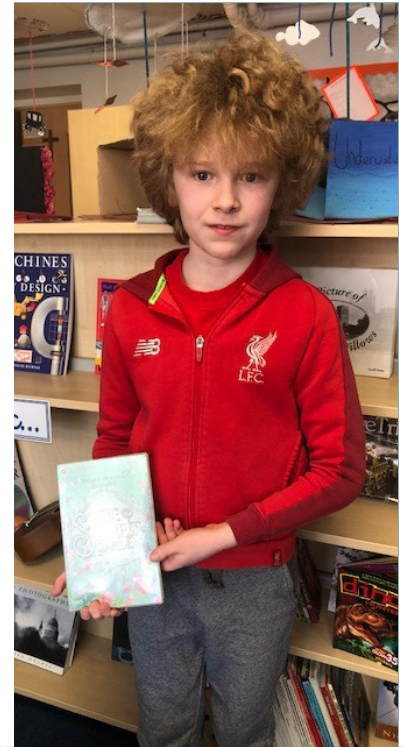
Hilary– I think it's a very open and positive space to discuss books in a 'non-strict' way.

Thomas– I like the group because I'm not afraid to say things. I'm sometimes nervous to do so otherwise.

Holly– I think its very good because all the people have been carefully chosen, you don't have to raise your voice and we all get a turn to speak.

Ben- I think it's a great opportunity to read books that I otherwise wouldn't have done.

Lucas– I think that it's a great way to express how I feel about different types of books.



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

HEADTEACHER SPOTLIGHT– MR ROBINSON

What is your favourite book?

I did A-Level English literature. During that time, I studied *The Catcher in the Rye* by J. D. Salinger. I really enjoyed it!

What other books have you enjoyed?

When I was a boy, I used to read all the books from Willard Price and I have never forgotten them. They are very exciting adventure books. *Volcano Adventure* was the best. I also loved a book by Jim Corbett called *Man-Eaters of Kumaon*. It is a book about a hunter in the 1900s who hunted man-eating tigers. It is a true story!

I also love *Fantastic Mr Fox*. I have always loved Roald Dahl and have read all his books. At the moment, I enjoy reading autobiographies, particularly of sports stars.

How often do you read?

About four times a week. Usually at the weekend or in the evenings. I tend to read in my conservatory.

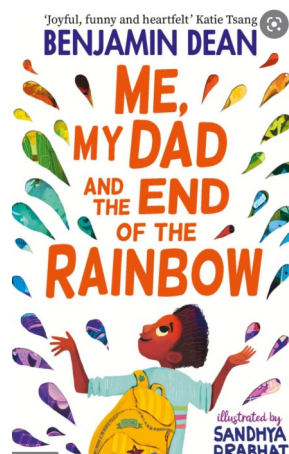
What do you get out of reading?

I love learning new things but also reading about how people such as sports stars never give up. I also like adventure books that I can't put down. In my mind, I can

escape into the book.

What book are you reading now?

Me, my Dad and the end of the Rainbow.



Things aren't going great for Archie Albright. His dad's acting weird, his mum too, and all he wants is for everything to go back to normal, to three months before when his parents were happy and still lived together. When Archie sees a colourful, crumpled flyer fall out of Dad's pocket, he thinks he may have found the answer. Only problem? The answer might just lie at the end of the rainbow, an adventure away.



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



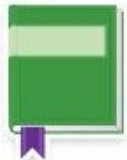
Start early!

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.

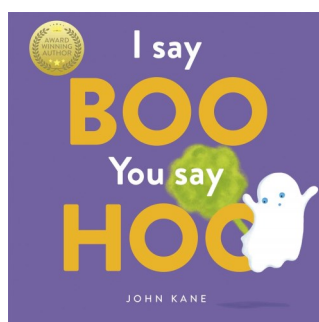
HAVE YOU READ ANY
OF OUR BOOK RECOM-
MENDATIONS?

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



St Peter's C.E
Primary School

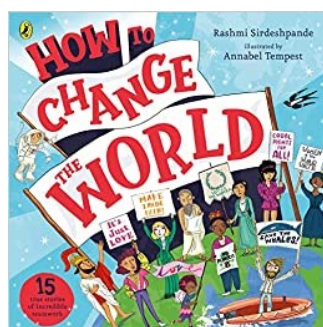
BOOKS YOU SHOULD READ– AS RECOMMENDED BY THE BOOKTRUST



When I say Boo, you say Hoo– John Kane

Age 4-5

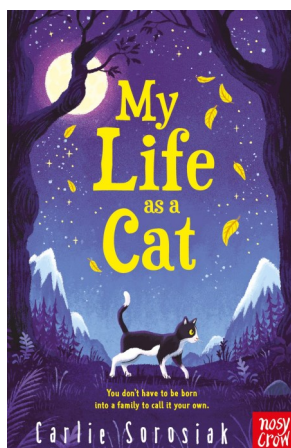
If you see the colour blue, you must shout out Stinky Poo! If you see a tree, shout ME! Once the rules have been set, the book starts to put funnier and funnier questions and answers together until the kids are shouting about a farting ghost and no one knows exactly who has done a poo.



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– Carlie 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.