



Spring 2 Reading Newsletter

Welcome to Christ the King's Reading Newsletter for Spring 2 2024. In this newsletter and those that follow, we would like to share updates with our community about what is going on in school to promote a love of reading for pleasure. At CTK, we aim to open the minds of our children through the power of reading. Using our wide and growing collection of books we want to; inspire and engage children, support their understanding of the wider world including culture and diversity and provide role models for the children through a variety of authors. We hope this newsletter keeps you up to date and provides you with ideas and inspiration to foster a love of a reading at home with your child. If you have any recommended reads, please let us know!

World Book Day 2024!

At CTK we celebrated World Book Day on Thursday 7th March. This year all children were invited to make a prop or set of clues for their class teacher and peers to guess their favourite book or character. It was great fun!

The day began in the hall where our Reading Ambassadors and Buddies led an assembly providing each year group with top tips for reading, and recommended reads from authors.

The day was focused around the theme 'Read your Way', so children went back to their classrooms to read and make their own stories (or graphic novels). Each class held a reading café with juice and biscuits and time to read and explore new books.

In the afternoon, all classes took part in the 'Read Your Way Around School Quiz'. This created much excitement and the children had to answer questions on much-loved children's books and traditional tales. Finally, each KS2 class joined with KS1 and FS classes to read their favourite book with them. Throughout the day, children also had the opportunity to visit the Book Swap Shop and choose a new book to take home and read. This was only possible again this year, because of the donations from all of our CTK families - Thank you!!!



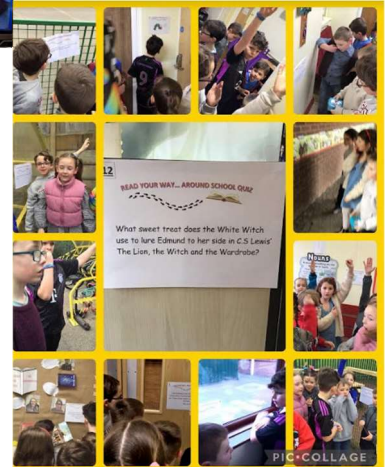
2HW sharing their clues and props before their Reading Café.



Year 1 enjoying WBD and their Reading café.



Year 5's enjoying their Reading Café and reading time with Year 1



Year 3 taking part in the 'Read Your Way Around School' Quiz

COMING SOON...

In the summer term, we will be bringing back our Reading cafes and Stay and Read sessions (hopetully in our outdoor areas if the nice weather arrives). We encourage you to come along to find some recommended reads provided by teaching staff for your child's age group. You will have the opportunity to read a story with your child and their friends. For those children whose parent or grandparent is unable to make it, books will be shared with another parent, Teaching Assistant or Reading Ambassadors. Keep a look out in our weekly newsletter and your Spider messages to see the date we will be holding these sessions for your child's class.





IDEAS FOR PARENTS...

Ideas of books for your child to read that are age appropriate and in a similar genre to one they may have read previously:

<https://wordsforlife.org.uk/activities/what-should-i-read-next/>

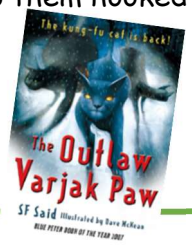
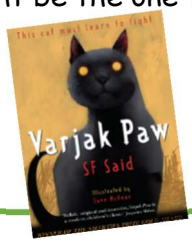
More books suggestions in age appropriate pages:

<https://clpe.org.uk/books/corebooks?f%5B0%5D=year-group%3A346>

Reading with your child tips:

<http://wordsforlife.org.uk/parent-support/reading-your-child/>

Year 4 have enjoyed reading Varjak Paw so much! Did you know there is a sequel book called 'The Outlaw Varjak Paw'? If your child is in year 4 (or 5/6) and is looking for a new book to read this might be the one to keep them hooked on reading.



PHONICS SUPPORT FOR PARENTS...

Our Reception and Year 1 children have been busy learning lots of new graphemes this year. We teach them to say and blend sounds into words using 'Robot Arms' and 'Blending Hands'. Some children may need more practice to develop this skill. Here are some top tips...

Model blending the sounds in words yourself. "I need to get my c-o-a-t, coat!"

Use pure sounds and encourage your child to do the same. It will be easier for them to merge the sounds together. This means drop the /uh/

Ensure your child knows the sounds of the graphemes you are asking them to identify. Gaps in knowledge might be causing the issue

When blending for reading start by identifying the letters and blending the sounds in VC words (in,at,on)

Encourage your child to orally blend sounds. This means you say the individual phonemes and your child says the word

Peg cards on a washing line to spell a word. Move them closer together each time you say the phonemes to demonstrate the sounds blending.

How can I help my child to blend? :

Reading words that start with a continuous consonant, like ssss, fff and mmm, can make it easier to blend the sounds

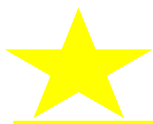
Play games that develop auditory memory, like sound bingo or matching shakers, as this skill is vital for children when they begin reading. Reading involves holding the sounds in our heads, recalling them and blending them together.

Use sound buttons under the word. Each time your child presses the button they say the sound. Press them increasingly faster and blend the sounds together at the end

Use multi-sensory, hands-on ways to model and support blending like pushing a train or car under the word

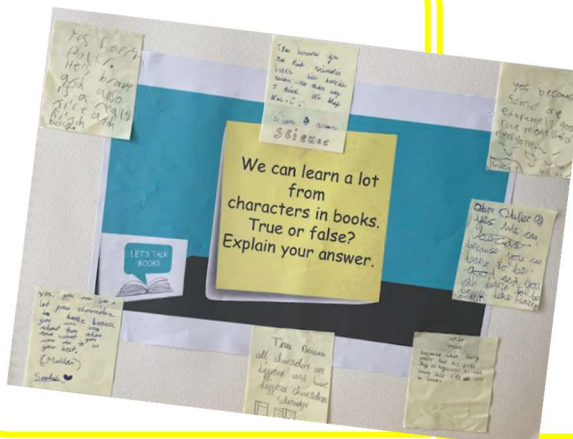
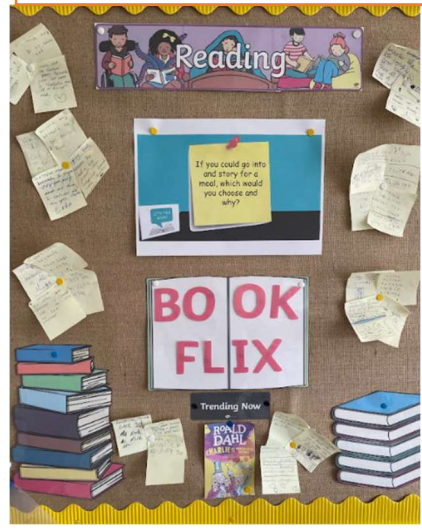
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For support with reading fluency, please see page 3.



Book Talk...

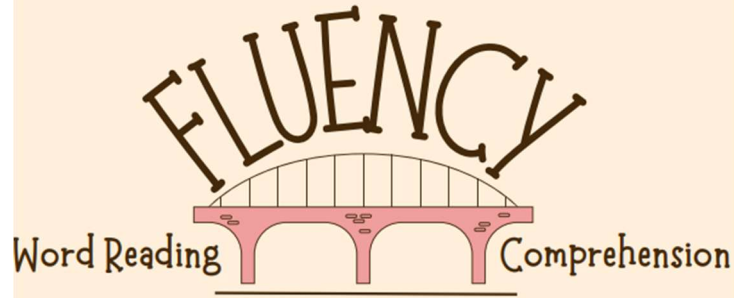
At Christ the King, we continue to talk about books as part of our weekly routines. We think it is important to share books, stories, and authors. The children take part in Book Talk sessions each week around a question that gets them talking and recommending books to each other. If you have any recommendations, we would love to hear them.



Book Club...



Fluency is the bridge between decoding and comprehension.



Not having to concentrate all our energy and effort on decoding frees up cognitive space to really understand what we are reading.



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What is Fluency?

- ✓ The ability to decode words accurately at a glance and with little effort
- ✓ Reading aloud, or in our heads, at an appropriate pace for the text
- ✓ Adding expression and intonation whilst considering punctuation

Fluency is not...

- ✗ about being a fast reader! Faster reading does not lead to better reading!



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How can we encourage children to read with fluency?

Ensure the books children are reading are completely matched to their phonic ability. This means that they will not come across a word that they can't decode and the flow of their reading disrupted. Matched books also mean children need to put less effort into decoding as they are secure at recognising the graphemes within the words.



Parents may view these decodable books sent home as too easy as their child can quickly read the words but this is exactly what we want! Children can work on reading with more automaticity and ultimately gain a greater understanding of the text.

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