



Spring 2 Reading Newsletter

Welcome to Christ the King's Reading Newsletter for Spring 2 2026. 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!

Book Week!

At CtK we had a whole Book Week this year to celebrate and promote the 'National Year of Reading' across school. Throughout the school all children took part in book related activities during the week and spent quality time reading for pleasure.

The week started off with local author Frank Cottrell-Boyce visiting KS2 to talk about his writing and latest book. The children left inspired by his work! Tuesday was story time for FS1 and FS2 who had Mrs Procter visit them in the library. Classes also had lots of mystery readers - thank you to family members who gave up their time to come into school and read to our children. Lots of classes also took part in an illustrator activity during Book Week learning about the work of illustrators and how to draw like an illustrator. On World Book Day, our older children had the opportunity to read with the younger children and share their favourite books from home. KS2 reflected on their own reading journeys and made collages to represent words connected to reading, well known authors and stories. Year 1 were visited by Mrs Kilfoyle and Year 2 were visited by Mrs Barker for a very exciting story time.



Mrs Kilfoyle visited Year 1 for Storytime



4RL and 1SS shared reading



Year 1 mystery reader



Year 6 read with their FS2 buddies.



Frank Cottrell-Boyce visited KS2.



Reading Cafes

Our much-loved reading Cafés have returned to CtK this half term. Year 3 and 2HH have invited parents into school for a morning of refreshments and reading. It has been so lovely to see so many parents and family members attend our Cafes to promote a love of reading with the children and support our reading for pleasure culture at Christ the King. *Please see the school newsletter for upcoming dates for 2HK, 1SS, 1AD, FLT, FJH and Little Acorns.*



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...

For support with reading fluency, please see page 3.

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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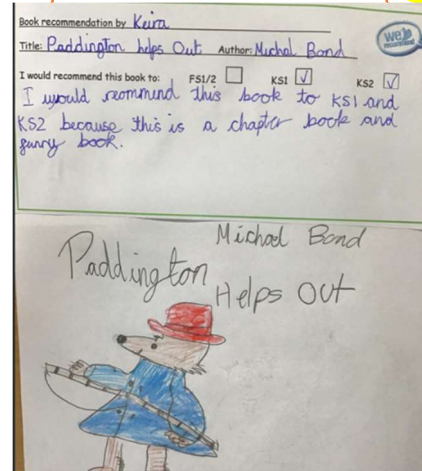
Spring reading corners

CtK teaching assistants have been working hard to update classroom reading corners, so the children have got somewhere calm, comfortable and enjoyable to read during springtime.



Recommended Reads

Year 3 recommend...



Book Donations

Thank you to Tranmere Rovers in the Community and families of CtK who have donated books to school for our children this term. The donation from Tranmere meant that all children from years 1-6 were able to take home two WBD books each.

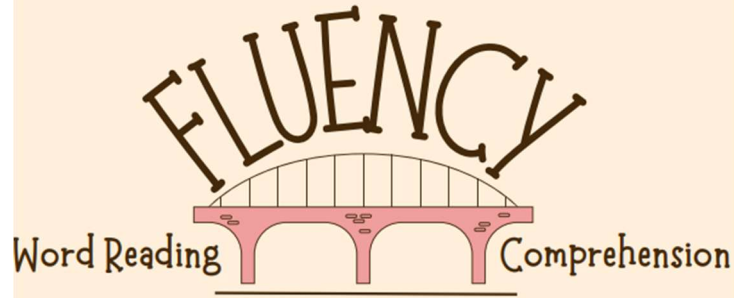


If you're looking for new books suitable to your child's age group, the below website link is a great place to get recommendations and reviews.



[The Reader Teacher | Children's Books | Reads, Reviews & Recommendations](#)

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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