



Spring 2 Reading Newsletter

Welcome to Christ the King's Reading Newsletter for Spring 2 2025. 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 2025!

At CTK we celebrated World Book Day on Thursday 6th March. This year our theme was 'Book Choice and Pupil Voice'. We invited the children to share their favourite book (fiction or non-fiction) and either provide clues/props for that book or dress as their favourite character.

The day started with a parade around our school playground to get the children talking about all the different characters they could see. Then, year groups mixed up across school to share books and gave the older children the chance to read with the younger children.

Other activities throughout the day included Live online author visit from Michael Rosen in KS2, book cafes (time to read different books in the classroom), read alouds and book quizzes. Additionally, children in all classes talked about what 'Reading is...' to them and contributed to a wonderful whole school display in our Junior Hall.

Whole school display



3AY and 1SS reading together.



4RL at the parade.



2HW reading in the sunshine.



6HS reading with their buddies.



KS2 Author Visit

KS2 had a special visitor in school this half term. Nicola Baker was our visiting author and came to tell us about her new book 'Finding Hope'. She talked to the children about her love of reading and writing when she was younger and how she has come back to this later in life. Some children got to meet Nicola after the assembly and have their book signed. Thank you to those parents who bought Nicola's new book.



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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Recommended Reads



Year 6 recommend...

Book recommendation by Daisy Brown
 Title: Vik Victorians Author: Terry Deary
 I would recommend this book to: FS1/2 KS1 KS2 KS3

I would like to recommend this book because it tells you lots of facts about hundred of years ago, but if you are also learning about the Victorians this book is just for you.

In the book it also mentions how 'vik' the Victorians were, but I really enjoyed the book and how many facts I now know all just by reading one book. So, hopefully I encouraged you to go and read my book or just a book, but make sure to read the book first so you know if you will enjoy it or not.

Book recommendation by Paul Parker
 Title: Are you there God, It's me Margaret Author: Judy Bloom
 I would recommend this book to: FS1/2 KS1 KS2

I mostly recommend this book to year 5/6 girls. I love this book because it makes me feel all different emotions. Margaret is going to New Jersey. This means new friends, new school and changes. Margaret's friend Nancy is very grown up and poor Margaret isn't. She only thinks she can ask God. Will I Margaret grow?

Book recommendation by Daisy Brown
 Title: Anne Frank Author: Susanna Davidson
 I would recommend this book to: FS1/2 KS1 KS2

This book explains what Anne Frank had to do during World War II when she was only thirteen years old.

Anne Frank

This is about Anne Frank who went into hiding with her family to escape the Nazis. She had to hide for 2 years (during those 2 years, she managed to go outside, buy or use sweets) the story continues about her life and what happened to her...

Facts:

- 1) She was born in 1929 on the 12th June.
- 2) She died in 1945 (at the age 15).
- 3) Her parents: Otto, Dad; Edith, Mum.
- 4) She was German-Dutch.

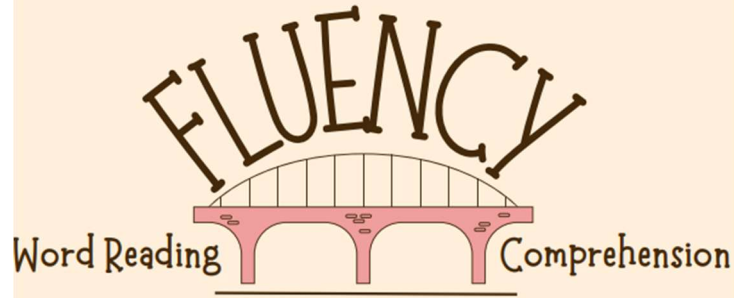
Mrs Procter recommends...



I have found a new book that I think will become one of my favourites. It is called 'The Wolf was not sleeping.' It is about a little wolf- Wolfgang, who worries about his dad when he goes out to work at night as part of the helpers in the forest. When dad hears the alarm he has to leave to help the creatures in the forest. Wolfgang worries about what might happen if dad gets the call, he is so worried he cannot sleep! Spider leaves Big Dad Wolf a note telling him how Wolfgang feels- can Dad make things better??? You will have to read the book to see.

This book has been written with families of Police Officers in mind as sometimes their children can worry about them when they are at work but it reminds us that they are safe and that we should be proud of the job they do to keep us all safe.

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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