

READING NEWSLETTER

Grimoldby Primary School



At Grimoldby Primary school, we have been so motivated to promote **Reading for Pleasure** for all our children. In 2021, we opened our new library and have made a pledge to continuously introduce new and exciting books to our school. Teachers read every day to our children and our children surveys showed how much more children are enjoying books this year. Encouraging children's reading at home is also very important to us. We want all children to see the benefits of reading, but we also want it to be something that they choose to do because they love it! There is strong evidence linking reading for pleasure and educational outcomes, but the benefits of reading for pleasure go beyond this and stretch throughout a person's life. In this newsletter, we hope to offer you advice to support reading at home as well as sharing reading news from school.



Reading Together in Families Counts!

Children need support to develop the habit and love of reading. Three core strategies support readers, as the [Open University](#) research indicates:

- **Reading Aloud**
- **Time to read as a family**
- **Book chat**

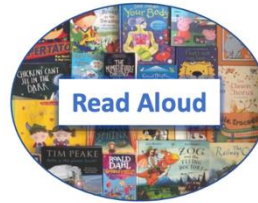
So 'just relax and read'. Time and space to hear stories and to read and talk informally about what you're reading makes a difference to children's pleasure in reading.



Supporting Readers at Home



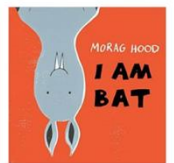
Open University research suggests there are three important ways to support readers and a love of reading.



Reading aloud to your children shows them reading is a pleasure, not a chore. Older children can read to younger ones too.

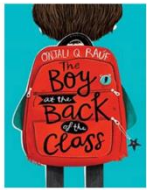


Making time to read alongside one another helps develop children's reading stamina and interest. Let them choose what to read and relax together.



Book Chats encourage readers. Invite them to make connections and share their views. Join in with your thoughts too!

Children who read, and are supported as readers, develop strong reading skills and do better at school.

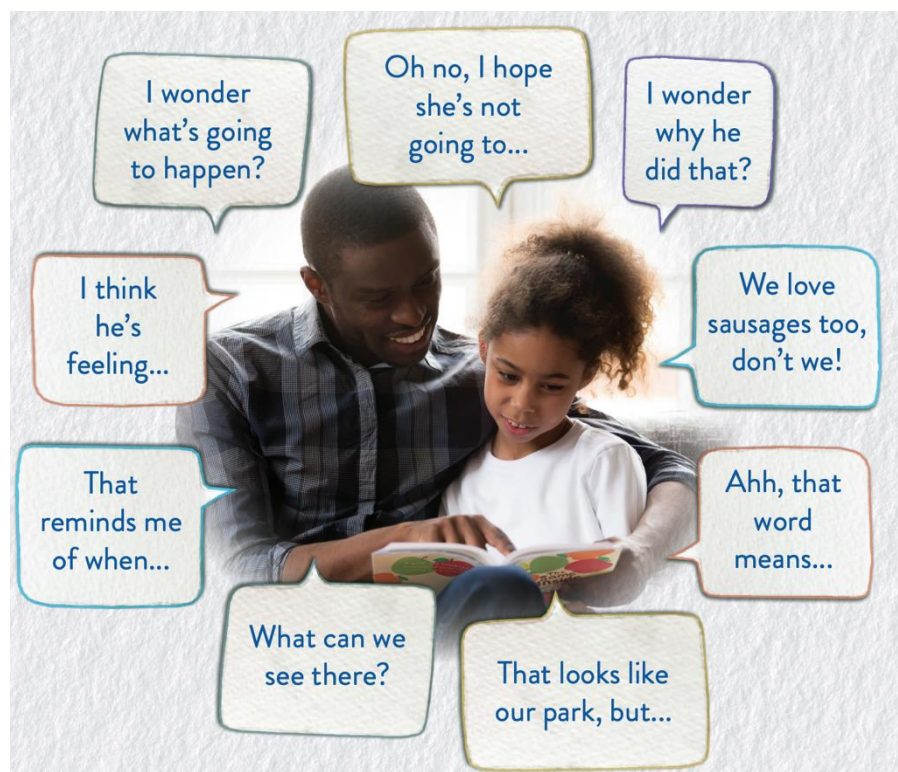


For more ideas see the OU website:
<https://www.researchrichpedagogies.org>

Book Chat encourages readers. Open questions, comments and prompts get the Book Chat going. Invite your child to make connections and share views. Join in with your thoughts too! Book Chat develops language, comprehension and pleasure. In the picture to the right, you will be able to find some questions that can help you with this.

If you would like some video guidance on Book Talk, please follow the link:

<https://ourfp.org/supporting-rah/book-chat-reading-with-your-child/>



Research shows that parents who regularly read with their children develops children's language and literacy skills. It is a perfect time for you both to relax; share thoughts and feelings; have fun and chat together! This experience is invaluable for children. In order to do this, we need to read **to** children, read **with** children, and **talk** to them about books. Here are some tips to prompt book talk from the Open University:

Watch and listen carefully to follow their interests

Observe and respond: Pay attention to what captures your child's attention and build on their interests, for example, 'Oh, you've spotted the...!'.
Leave pauses: So they can look closely and think, this will lead to comments on the pictures or questions. Respond to their lead and let the book chat flow.

Invite your child to get involved

Pose questions: Open questions encourage thinking and discussion, such as, 'How do you think the boy is feeling?'. Try to avoid closed questions, such as 'What colour is that?'; these have a single answer and don't keep the conversation going.
Draw attention to illustrations: Encourage your child to notice details in the pictures and think what they might mean, for example, 'Look! What's that hiding, what do you think it might be?'.

Wonder and connect to your lives

Ponder and wonder: Encourage your child to think about what might happen, using phrases such as, 'I wonder if/ whether /who/ why/ what ...'.
Make personal connections: Picture storybooks not only allow children to empathise with the experiences of fictional characters but enable them to make sense of events in their own lives. Talk about connections, for example, 'That reminds me of when...'.
Comment on your feelings: By sharing your emotional response to a character or something that's happened you encourage your child to do the same, helping them engage and learn to express their emotions.

Share your emotional responses!

Your combined pleasure counts: Bring the story to life with facial expression, actions and sounds, encouraging your child to join in! Do offer information to help with unfamiliar words, such as 'That's the hencoop, it's where the hens live', but keep the focus on fun.

Keep it light and enjoyable!

Reading Role Models



As parents we read all the time, but not necessarily books. We read the news, whether on social media, apps or in print. We read magazines that match our interests. We read instructions and manuals. Children don't often see us doing this, or are unaware that we are actually reading. We need to make sure that children see **we are reading and why we are doing it**. Many children see their parent on their phone and just assume that they are playing a game as that is what they would use the phone for. Not understanding that we may be reading. Similarly with kindles, children may think it is just a tablet. Often our reading comes under two headings;

- Reading to inform
- Reading for pleasure



Reading to inform is where we are reading to find out something. Whether this is the news, weather or more information that will help us in our day to day lives. Reading for pleasure is what we choose to read because we want to. Funny stories, anecdotes, fiction books. Although many people read to inform themselves because they enjoy it – so really most of this is for pleasure too! Take the time to tell your children what you are reading and why you are reading it. Where possible it is great for them to actually see you reading, whether it is a book or a magazine. This then normalises the behaviour in the house and **children will see it as an option of something to do** – rather than a chore or something

they have to do in school!

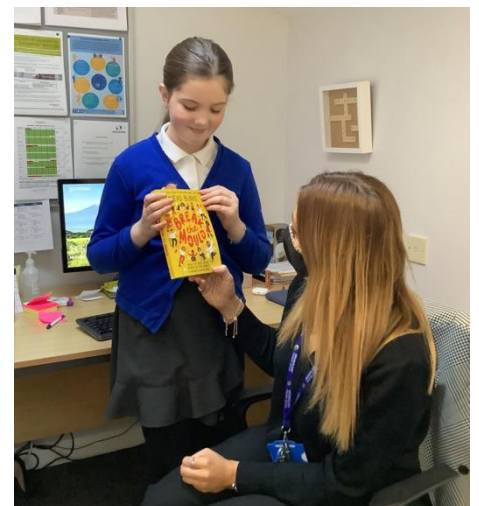
Bedtime stories

This seems an easy solution but latest figures from The Book Trust suggest that **only 28%** of primary school aged children get a bedtime story every night. We know as parents, there are so many time constraints, but the benefits are huge. Reading to your child for just 10 minutes a day/night can improve their vocabulary, encourage them to read independently and can also improve parent/child relationships. This is not just a KS1 issue. Older children love a bedtime story too (even if they won't always admit it!)



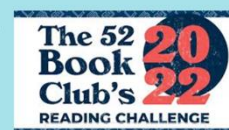
Grimoldby's pupil survey showed that **78% of our children in KS1 read to an adult, and 75% have adults who read to them.** In KS2, **60% read to an adult, but only 45% have adults who read to them.**

Stories can be a picture book, comic, poetry, non-fiction or a chapter book. Whatever you and your child want to read. If you don't already do this, give it a go. Reading before bedtime is a perfect way to relax with your child and allow them to unwind. Make this an unmissable part of your day and don't forget all the choices! If you don't feel confident with your own storytelling abilities, there is always CBeebies bedtime story – but I'd advise this as a family activity rather than the children on their own, then you can all talk about the story afterwards. This is why we would love to celebrate this year's World Book Day by children dressing up in pyjamas and bringing their favourite bedtime book into school.

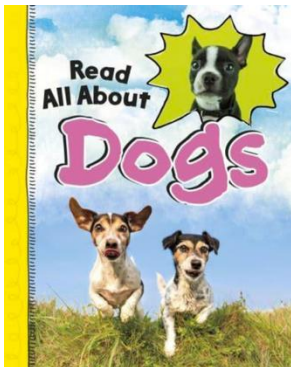


CAN YOU HELP MISS OLIVER?

In 2022, Miss Oliver decided to take part in the **52 Book Club Challenge**. That's 52 books in a year! If you have any **recommendations**, please pass them on! These can be adult or children books.



WHAT ARE WE READING?

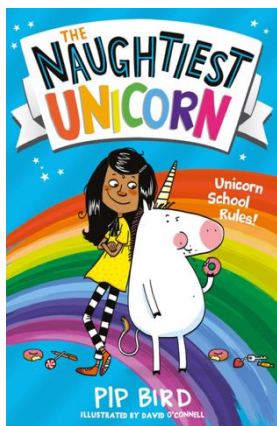


READ ALL ABOUT DOGS

Jaclyn Jaycox

I like this book because it has facts about dogs and I have a dog. It has good pictures in it and tells you how to look after dogs.

Sophie, Year 1



THE NAUGHTIEST UNICORN

Pip Bird

I liked that there are lots of unicorns and rainbows and even a unicorn school. Me and my friend were laughing our heads off at the magic beans because of their moving faces. The assemblies are really different to ours because in their first assembly they get a scroll with their name on and their unicorn's name. They then go to lessons with their unicorn but one unicorn is really naughty and it's called Dave! I am going to see if there are more unicorn books in the library.

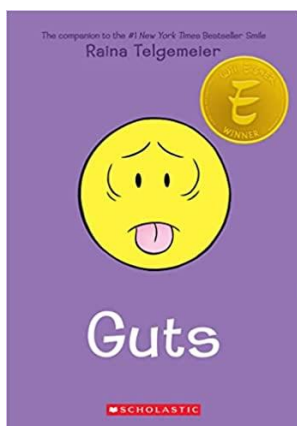
Annabelle, Year 2



F2 ULTIMATE FOOTBALLERS

It is great because there is loads of football tricks to make you better at football. I also liked the reviews of all the players. I read this so quickly! I would recommend this to children aged 7 years plus!

Thomas, Year 4



GUTS

Raina Telgemeler

I like this book because it's a comic strip about a girl who has stomach flu and cannot stop vomiting. However, unfortunately, she must go round to a friend's house. I would recommend this book to anyone who likes comic strips

Charlie, Year 5

WHAT ARE WE READING?

Here are some books we have read/are reading in our school. In each class, we read to our children every day. Your child might wish to add these books to their own collection, explore them with you, or even re-read them.

Reception:

[Lost and Found - Oliver Jeffers.](#)

[Poles Apart - Jeanne Willis.](#)

[Polar Bear What Can You See? Eric Carle.](#)

[Colour Monster Goes to School - Anna Llenas](#)

[Giraffes Can't Dance - Giles Andreae](#)

[Goldilocks and Just the One Bear - Lauren Child](#)

Year 1:

[Where the Wild Things Are – Maurice Sendak](#)

[Supertato – Sue Hendra](#)

[Juniper Jupiter – Lizzy Stewart](#)

[Pongo- Jesse Hodgson](#)

[Jabuti the Tortoise- Gerald McDermott](#)

[Slowly, Slowly, Slowly said the Sloth- Eric Carle](#)

Year 2:

[The Secret of Black Rock - Joe Todd Stanton](#)

[The Snail and the Whale – Julia Donaldson](#)

[Mr Penguin and The Lost Treasure - Alex T Smith](#)

[Stubby – Michael Foreman](#)

[The Princess Knight – Cornelia Funke](#)

Year 3:

[Harry the Poisonous Centipede: A story to make your squirm – Lynne Reid Banks](#)

[The Firework-Maker's Daughter – Philip Pullman](#)

[Stig of the Dump – Clive King](#)

[Stone Age Boy – Satoshi Kitamura](#)

[Cave Baby – Julia Donaldson](#)

Year 4:

[When the Mountains Roared – Jess Butterworth](#)

[The Land of Roar – Jenny McLachlan](#)

[The Boy at the Back of the Class – Onjali Q. Rauf](#)

Year 5:

[Secrets of a Sun King – Emma Carroll](#)

[Egyptian Cinderella – Shirley Climo](#)

[The Executioner's Daughter – Jane Hardstaff](#)

Year 6:

[Michael Morpurgo – Pinocchio](#)

[Nothing Ever Happens Here – Sarah Hagger-Holt](#)

[The Emergency Zoo - Miriam Halahmy](#)

WORLD
**BOOK
DAY**

3 MARCH 2022

25 YEARS

Join us on
3rd March 2022

Celebrating 25 years of World Book Day



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Tokens valid

Thursday 17th February – Sunday 27th March 2022



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