



Reading Newsletter

Spring 1 2023

Welcome to Spring 1 Reading Newsletter!

We have had another exciting term with lots of great reading happening at Steam Mills.

Reading challenges- In each class, there is a reading challenge. In class 1, children have to collect 7 honey bees, class 2 they read 25 times at home, class 3 reading 50 times at home and in class 4 100 times reading at home. When children complete their reading charts, they receive a certificate and special reading sticker in celebration assembly. The children are very excited about celebrating their reading with peers in celebration assembly!

Article 29- Education should develop children's talents, personalities and beliefs.

Mrs Gibbs (Reading lead)

Pre-school

This term Preschool have enjoyed learning about **The Wonders of the world** through lots of stories and non fiction books about birds, snails, spiders and bees.

Snail Trail and **Matisse's Magical Trail** - famous artist Henry Matisse- recreating our own versions of his famous picture The Snail by tearing and cutting coloured paper.

The children have been learning about the names of different parts of a book- front cover, back cover, contents, index.

We have also focused on Rhythm and Rhyme in phonics this term - engaging in games and activities to create rhyming pairs and strings, finding the odd one out and rhyming bingo!



Reception

This term Reception have been looking at **traditional tales**. One of the tales we read was **Goldilocks and the 3 bears**. This traditional tale offered lots of opportunity for the children, such as developing their comprehension skills through **drama**, before writing an independent **recount** of the story. The children have also written **instructions** on how to make porridge following the theme of Goldilocks. These opportunities consolidate the sounds the children learn during their phonics sessions as it supports them to apply their new skills in relevant context.

Parent readers

Reading is a vital part of your child's education. The more that they have opportunities to read to an adult, the greater impact this has on their reading journey.

If you have an hour a week to volunteer to listen to children read, please get in contact with Mrs. Gibbs or Miss Agg in the school office.

Class 2 (Y1 and Y2)

This term, Class 2 have been reading some beautiful books, which link to our rights respecting articles. We first looked at **Julian is a Mermaid**; a picture book about a boy who has a daydream and decides to dress up as a mermaid, using Nana's curtains and plant! This links to article 12 - to respect children's views and feelings.

We have also started to use **Grandad's Camper** as our writing text this term and it has already produced some wonderful writing from the children. This book is all about memories and being able to love who you love, no matter their gender.

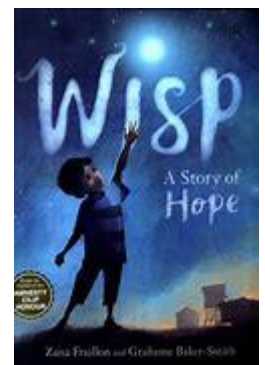
Our class reader this term was *Yours Sincerely, Giraffe* by Megumi Iwasa. It was all about a giraffe who wanted a pen pal and found one in a penguin; the only issue was, he didn't know what a penguin looked like! The children of Class 2 seemed to love this book; we particularly enjoyed the giraffe trying to dress up as a penguin at the end of the story - he didn't look much like a penguin at all! This story links to Article 17 - the right to have access to information. The class have also been enjoying their monster phonics reading books this term and have enjoyed learning more about what the monsters do when they aren't helping us with our phonics.

The year 1s and 2s have been looking at the *Great Fire of London* by Emma Adams. We have been using this book to help us better understand the events that lead to the fire of London. They have been thinking about the advice they would have given Thomas Farriner to help him before the fire started.

Class 3 (Y3 and Y4)

This term, children in Y3 and 4 have been exploring the text '**Wisp: A story of hope**'. It is a beautifully illustrated picture book about a boy who is a refugee and little wisps float in on the evening wind. Everyone has a wisp that bring back a memory, except Idris who has only ever lived inside the refugee camp. Children were inspired by this text to write their own sequel for Idris and sent them to the author in Australia. This linked to Article 22- protection of refugee children.

In Guided Reading, children have read '**Planet Omar: Accidental Trouble Magnet**', which they have talked about many messages from the book about non-discrimination, treating everyone fairly no matter their religion and don't judge a book by its cover. They have loved this book and it has helped them develop their understanding of the Muslim faith. Linked to Article 30 expressing own religion and culture.



Class 4 (Y5 and Y6)

Class 4 have been looking at **the Highwayman** poem in English this term. They have analysed the vocabulary and structure of the poem and performed parts of it. They really enjoyed writing an alternative ending, thinking about how it could have ended differently for the characters.

They have also been looking at **The Jabberwocky** with Miss Carlson in guided reading. The portmanteaus in the poem meant children had to draw on their inference skills to understand the poem in greater depth. They will be performing the poem in pairs this week.

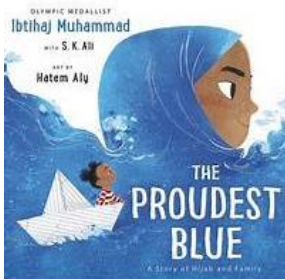
We have listened to Pupil Voice (Article 12 and 13- the right to speak out and be heard) and the children have chosen a new Class Reader, **Tyger by SF Said**. 'Adam has found something incredible in a rubbish dump in London. A mysterious, mythical, magical animal. A TYGER. And the tyger is in danger. Adam and his friend Zadie are determined to help, but it isn't just the tyger's life at stake. Their whole world is on the verge of destruction. Can they learn to use their powers before it's too late?

The children have discussed texts they have read already, which link to some of the ideas in the blurb, such as Stig in the Dump and Harry Potter, and they are very much looking forward to hearing it as their new class reader.

National Story Telling Week

We had a very exciting week from 30th January sharing lots of lovely stories around the theme of 'diversity'. Each class chose a book and they were rotated around the different classes each day.

Children were able to take lots of messages from the books and link to Rights Respecting and British Values. *Article 2- Non-discrimination.*



It's Faizah's first day of school, and her older sister Asiya's first day of hijab – made of a beautiful blue fabric. But not everyone sees hijab as beautiful. In the face of hurtful, confusing words, will Faizah find new ways to be strong?

This is an uplifting, universal story of new experiences, the unbreakable bond shared by siblings and of being proud of who you are, from Olympic medallist Ibtihaj Muhammad.

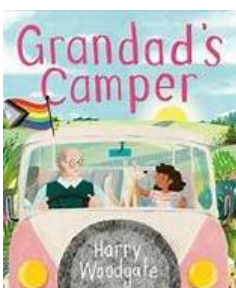
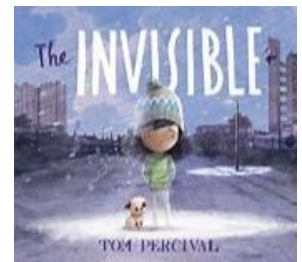
Children discussed treating everyone equally, no matter their religious beliefs.

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.

And it is the story of those who are overlooked in our society - who are made to feel invisible - and why everyone has a place here. We all belong.

Children discussed understanding why some people can afford more than others.

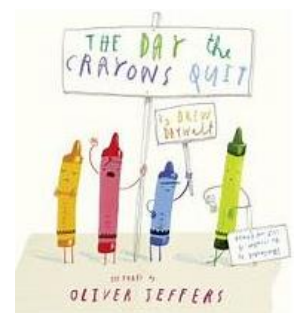


A long time ago, Grandad and Gramps spent many happy days travelling the world together in a camper van. But now Gramps isn't around any more, Grandad doesn't feel much like having adventures. As she listens to his wonderful stories, Grandad's granddaughter has an idea to cheer him up...

Children discussed how to treat people fairly no matter who they love.

"The Day Crayons Quit" is a children's book about a little boy named Duncan and his box of crayons, which one day decide to go on strike because they are not satisfied with how they are used. Duncan tries to find a way to solve this problem, in order to keep his crayons happy and be able to paint again.

Children discussed treating everyone fairly and with dignity.





The Smeds (who are red) never mix with the Smoos (who are blue).

So when a young Smed and Smoo fall in love, their families strongly disapprove.

But peace is restored and love conquers all in this happiest of love stories.

There's even a gorgeous purple baby to celebrate!

Children discussed that you should treat everyone equally, no matter what they look like or their skin colour.