



Stakeford Primary School

Reading, Reading, Reading!

In the last two years, reading has been a major part of our school development plans. We have renewed our reading scheme, introduced a mobile library and, in Reception and Year 1 introduced Phonics Bug online access to a whole library of books. This is just the beginning...

Children are required to be fluent readers of age appropriate texts by the end of Year 2 to be ready for the challenges of Key Stage 2. Most children are and they tend to be the children who read outside of school as well as in school. Like any skill, the more you practice, the better you become.

Every child reads in school every day. We have a range of ways that we hear children read.

Individual Readers

In the early stages of reading we hear individuals read more frequently. This enables us to understand how to help each child. At this early stage, before children begin chapter books, they should be rereading the book several times. This helps the child to practice and learn new vocabulary and develop confidence. This means your child will not necessarily get a new reading book every time they read in school.

Shared Reading

All classes share texts in many subjects. In Key Stage 1 this will be an enlarged text and in Key Stage 2 they begin to use multiple copies of texts. The teacher and the class read the text together. This enables the children to follow the adult pace and expression.

They are also able to discuss new vocabulary.

Guided Reading

Children of a similar reading ability will be grouped together to read a book with the teacher or teaching assistant. They read aloud together and individually before taking part in comprehension activities.

The more fluent and competent children are as readers, the less frequently they will be heard to read in school individually, but they are being heard.

Parents and families have a role too in encouraging children to read outside of school and to help us foster a love of reading.

Ten minutes in a busy day means a lot to your child's future.



Top Tips For Helping Your Child Read

1. Share a bedtime story with younger children **every day**.
2. Have an adult hear them read at home **every day**.
3. Encourage your child to reread their book to practice reading fluently.
4. Ask your child questions about the events and characters, or do the activities on the back cover of the book to help develop their understanding.
5. Read in unison with your child so you can model fluency, expression and pace.
6. Talk about new words and their meanings. (A child needs to know 98% of the vocabulary to understand the text).

Keeping Contact Details Updated

Diary Dates

Last term there were several occasions when we could not contact parents in an emergency because we had not been given new telephone numbers. We would like to remind any parents who changed telephone numbers over the holiday period to contact the school office with new details. This is also the same for your emergency contact numbers.

We are also aware that some children have moved house, but again we have not been given a new address. This could result in private and confidential letters from the school being sent to strangers. If you have moved recently, please take a few moments to check that the office have the correct address on file.

6.2.20	PTA Coffee Morning
7.2.20	Segedunum Visit (Penguins and Stingrays)
11.2.20	Safer Internet Day
13.2.20	Valentine Disco
14.2.20	Newcastle University Visit School Closes for Half Term
24.2.20	School Re-opens

May Day Holiday Date Change

Please note that after the holiday dates were set by the local authority and distributed to parents, they changed the date of the May Day Bank Holiday. This will now take place on Friday 8th May 2020, not Monday 4th May.

PEGI Ratings and Safeguarding

Staff in school have become increasingly concerned about the number of Reception-Year 2 children who are talking about playing violent games or watching violent horror films. It is school policy that staff must report children discussing age inappropriate game or film access as a safeguarding concern. They are then required to speak to parents. Many children will have received new games during the Christmas period so below is a reminder of the PEGI ratings and what they mean.

PEGI ratings are described by CEOP as 'the system designed to inform the public of what's suitable and what's not for different ages. PEGI's professional analysts look at hundreds of video games every year and determine what is suitable for different age groups using a set of criteria which have been established by experts in the field of child protection, psychology, the law and media.' Boxes will be clearly labelled with the PEGI age labels which mean the following:



PEGI 3

The content of games with a PEGI 3 rating is considered suitable for all age groups. The game should not contain any sounds or pictures that are likely to frighten young children. A very mild form of violence (in a comical context or a childlike setting) is acceptable. No bad language should be heard.



PEGI 7

Game content with scenes or sounds that can possibly be frightening to younger children should fall in this category. Very mild forms of violence (implied, non-detailed, or non-realistic violence) are acceptable for a game with a PEGI 7 rating. These games are suitable for KS2 pupils.



These are the ratings for games **NOT** suitable for primary age children. Games with the following ratings contain inappropriate material that could be harmful to the mental health and wellbeing of younger children:

For more information, please visit www.PEGI.info. Age ratings are explained as are the content descriptors.