

St Mary's Catholic Primary School

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St Mary's Catholic Primary School Newsletter

Friday 29th September 2023

Libraries Week

Up and coming FREE and exciting events that you are welcome to join in with at the library at the town centre. Book your free tickets on line at [Telford & Wrekin Libraries event tickets from TicketSource.](#)

National Poetry Day 5th October

We will be having a focus in school on poetry on Thursday 5th October as part of National Poetry Day

We will be encouraging children to share their favourite poems on Thursday, please talk to your children about your favourite poems, either as you were growing up or now. Poetry

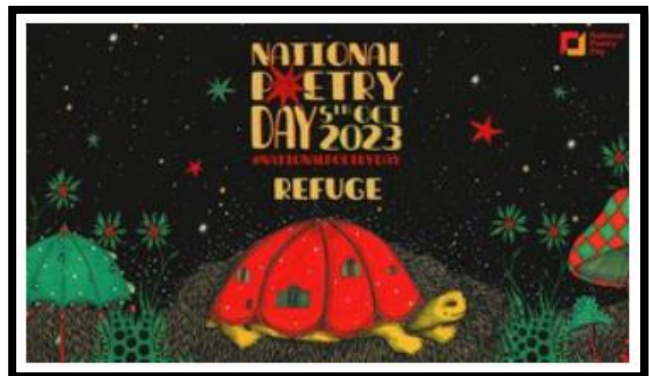
is all around us in the songs we hear and the books we read. Have fun with this, can you try talking in rhyme to each other, rap a verse or two over dinner, can you spot the rhymes in adverts, or on poster?

To find more great ideas for exploring poetry with your child visit:

[Poetry tips, books and games for children | Words for Life](#)

Reading at Home

At St Mary's, we do our utmost to develop a love of reading. We encourage pupils to choose books that are appealing, spark interest and progress their reading skills. Reading at home, which is closely monitored regularly by teaching staff, complements the reading curriculum. Adults in school listen to children read regularly and pupils' reading levels are tracked. Pupils are expected to bring their reading diary and reading books into school every day.



The Reading Raffle is embedded in all year groups and supports participation through the awarding of tangible rewards for effort at home. Each pupil has a written record of reading at home and we encourage dialogue between home and school. With the balance of reading for pleasure and having access to texts that are appropriately balanced, we strive to develop competent and resilient readers.

Tips for listening to children read:

Allow children to develop a flow which may take a few moments of reading aloud and ask questions about the text to ensure children have understood what they have read:

- Repeated reading is the practice of having a child read the same text over and over until their reading is fluent and error-free.
- Echo reading - model how to read parts of a text – segmenting phrases and using intonation and the prosody of reading. Adult reads and then the child echoes the reading back.

To develop independent readers:

- Ensure a child holds their own books and turns the pages themselves. They need to be active readers and not passive;
- Ensure a child is able to follow the text independently (please don't point to the words unless necessary);
- Use phonic knowledge to support reading unfamiliar words and try not to jump in too quickly with a word;
- Give children strategies for tackling longer words – for example discuss content for fluent readers and root words / breakdown longer multi-syllabic words;
 - Discuss the meaning of words to ensure the story can be understood;
- Ensure children are pronouncing proper nouns correctly;
- Direct children to other books which they would possibly enjoy.

We hope you will support us in encouraging reading at home. It really does make a huge difference and the pleasure in getting lost in a good book is something we want for all of our children.

Happy Reading!

Year Group Reading Examples & Expectations

A year 1 reader

Word reading

- I can match all 40+ graphemes to their phonemes.
- I can blend sounds in unfamiliar words.
- I can divide words into syllables.
- I can read compound words.
- I can read words with contractions and understand that the apostrophe represents the missing letters.
- I can read phonetically decodable words.
- I can read words that end with 's, -ing, -ed, -est
- I can read words which start with un-.
- I can add -ing, -ed and -er to verbs. (Where no change is needed to the root word)
- I can read words of more than one syllable that contain taught GPCs.

Comprehension

- I can say what I like and do not like about a text.
- I can link what I have heard or read to my own experiences.
- I can retell key stories orally using narrative language.
- I can talk about the main characters within a well known story.
- I can learn some poems and rhymes by heart.
- I can use what I already know to understand texts.
- I can check that my reading makes sense and go back to correct when it doesn't.
- I can draw inferences from the text and/or the illustrations. (Beginning)
- I can make predictions about the events in the text.
- I can explain what I think a text is about.

A year 2 reader

Word reading

- I can decode automatically and fluently.
- I can blend sounds in words that contain the graphemes we have learnt.
- I can recognise and read alternative sounds for graphemes.
- I can read accurately words of two or more syllables that contain the same GPCs.
- I can read words with common suffixes.
- I can read common exception words.
- I can read and comment on unusual correspondence between grapheme and phoneme.
- I read most words quickly and accurately when I have read them before without sounding out and blending.
- I can read most suitable books accurately, showing fluency and confidence.

Comprehension

- I can talk about and give an opinion on a range of texts.
- I can discuss the sequence of events in books and how they relate to each other.
- I use prior knowledge, including context and vocabulary, to understand texts.
- I can retell stories, including fairy stories and traditional tales.
- I can read for meaning and check that the text makes sense. I go back and re-read when it does not make sense.
- I can find recurring language in stories and poems.
- I can talk about my favourite words and phrases in stories and poems.
- I can recite some poems by heart, with appropriate intonation.
- I can answer and ask questions.
- I can make predictions based on what I have read.
- I can draw (simple) inferences from illustrations, events, characters' actions and speech.

A year 3 reader**Word reading**

- I can apply knowledge of root words, prefixes and suffixes to read aloud and to understand the meaning of unfamiliar words.
- I can read further exception words, noting the unusual correspondences between spelling and sound.
- I attempt pronunciation of unfamiliar words drawing on prior knowledge of similar looking words.

Comprehension

- I read a range of fiction, poetry, plays, and non-fiction texts.
- I can discuss the texts that I read.
- I can read aloud and independently, taking turns and listening to others.
- I can explain how non-fiction books are structured in different ways and can use them effectively.
- I can explain some of the different types of fiction books.
- I can ask relevant questions to get a better understanding of a text.
- I can predict what might happen based on details I have.
- I can draw inferences such as inferring characters' feelings, thoughts and motives from their actions.
- I can use a dictionary to check the meaning of unfamiliar words.
- I can identify the main point of a text.
- I can explain how structure and presentation contribute to the meaning of texts.
- I can use non-fiction texts to retrieve information.
- I can prepare poems to read aloud and to perform, showing understanding through intonation, tone, volume and action.

A year 4 reader**Word reading**

- I can apply knowledge of root words, prefixes and suffixes to read aloud and to understand the meaning of unfamiliar words.
- I can read further exception words, noting the unusual correspondences between spelling and sound.
- I attempt pronunciation of unfamiliar words drawing on prior knowledge of similar looking words.

Comprehension

- I know which books to select for specific purposes, especially in relation to science, geography and history learning.
- I can use a dictionary to check the meaning of unfamiliar words.
- I can discuss and record words and phrases that writers use to engage and impact on the reader.
- I can identify some of the literary conventions in different texts.
- I can identify the (simple) themes in texts.
- I can prepare poems to read aloud and to perform, showing understanding through intonation, tone, volume and action.
- I can explain the meaning of words in context.
- I can ask relevant questions to improve my understanding of a text.
- I can infer meanings and begin to justify them with evidence from the text.
- I can predict what might happen from details stated and from the information I have deduced.
- I can identify where a writer has used precise word choices for effect to impact on the reader.
- I can identify some text type organisational features, for example, narrative, explanation and persuasion.
- I can retrieve information from non-fiction texts.
- I can build on others' ideas and opinions about a text in discussion.

A year 5 reader

Word reading

- I can apply knowledge of root words, prefixes and suffixes to read aloud and to understand the meaning of unfamiliar words.
- I can read further exception words, noting the unusual correspondences between spelling and sound.
- I attempt pronunciation of unfamiliar words drawing on prior knowledge of similar looking words.
- I can re-read and read ahead to check for meaning.

Comprehension

- I am familiar with and can talk about a wide range of books and text types, including myths, legends and traditional stories and books from other cultures and traditions. I can discuss the features of each.
- I can read non-fiction texts and identify the purpose, structure and grammatical features, evaluating how effective they are.
- I can identify significant ideas, events and characters; and discuss their significance.
- I can recite poems by heart, e.g. narrative verse, haiku.
- I can prepare poems and plays to read aloud and to perform, showing understanding through intonation, tone, volume and action.

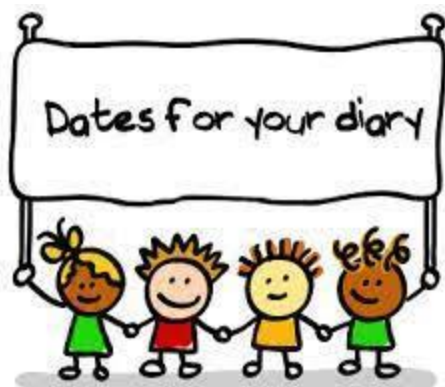
A year 6 reader

Word reading

- I can apply knowledge of root words, prefixes and suffixes to read aloud and to understand the meaning of unfamiliar words.
- I use my combined knowledge of phonemes and word derivations to pronounce words correctly, e.g. *arachnophobia*.
- I attempt the pronunciation of unfamiliar words drawing on my prior knowledge of similar looking words.
- I can read fluently, using punctuation to inform meaning.

Comprehension

- I am familiar with and can talk about a wide range of books and text types, including myths, legends and traditional stories and books from other cultures and traditions. I can discuss the features of each.
- I can read books that are structured in different ways.
- I can recognise texts that contain features from more than one text type.
- I can evaluate how effectively texts are structured and presented.
- I can read non-fiction texts to help with my learning.
- I read accurately and check that I understand.
- I can recommend books to others and give reasons for my recommendation.
- I can identify themes in texts.
- I can identify and discuss the conventions in different text types.
- I can identify the key points in a text.
- I can recite a range of poems by heart, e.g. narrative verse, sonnet.
- I can prepare poems and plays to read aloud and to perform, showing understanding through intonation, tone, volume and action.



Date	Activity	Notes
28.09.23	Freshwater Theatre Company with Year 6	
03.10.23	Year 1 Trip Severn Valley	More information to follow
09.10.23	Parents Open Afternoon	3.25-4.40pm
17.10.23	Harvest Festival	Please donate non-perishables for the local foodbank.
20.10.23	Wear It Pink	All children to wear pink or something they feel special in. £1.00 contributions please.
26.10.23	St Mary's Day	More information to follow
27.10.23	Children Break Up for Half Term	
6.11.23	Test my Best Day	Children of all ages can enter our termly competition by entering a craft, some baking, or some art. There are great first, second and third prizes and certificates for all. This term's title for all crafts is 'Remembrance'.
10.11.23	Remembrance Day	Poppies and snap bands will be on sale prior to the day.
10.11.23	Flu Vaccine Rec to Year 6	More information to follow
13.11.23	Anti-Bullying Week starts Odd socks day	Children to wear odd socks
16.11.23	Year 4 Trip Grosvenor Museum	More information to follow
20.11.23	Year 6 Cosford Trip	More information to follow
01.12.23	Advent Activity Day- Darkness to Light	More information to follow
05.12.23	KS1 Christmas Performances	More information to follow
07.12.23	KS2 Christmas Performances	More information to follow
14.12.23	Christmas Dinner	
20.12.23	Year 6 – Height and Weight	
21.12.23	Children break-up for Christmas	
22.12.23	PD Day	
08.01.23	PD Day	
09.01.23	Children return to school	