



READING CAFE

Year 4

Reading for pleasure

- There is a growing body of evidence which illustrates the importance of reading for pleasure for both educational purposes as well as personal development (cited in Clark and Rumbold, 2006).
- Evidence suggests that there is a **positive relationship between reading frequency, reading enjoyment and attainment** (Clark 2011; Clark and Douglas 2011).
- **Reading enjoyment has been reported as more important for children's educational success than their family's socio-economic status** (OECD, 2002).
- There is a **positive link** between **positive attitudes towards reading** and **scoring well on reading assessments** (Twist et al, 2007).
- **Regularly reading stories or novels outside of school** is associated with higher scores in reading assessments (PIRLS, 2006; PISA, 2009).
- Other benefits to reading for pleasure include: text comprehension and grammar, positive reading attitudes, pleasure in reading in later life, increased general knowledge (Clark and Rumbold, 2006).

What our children think about reading

"I enjoy reading because I get to learn about new things".

"Reading is good when I get to choose what to read because I like reading stories with lots of action".

"Reading is a calm and quiet time where I can relax".

"I love reading as I get to explore another world".

"I like learning new stories, especially ones I have never read before".

"I like reading as there is so many different kinds of books, my favourite books are detective books because I love helping solve mysteries".

National curriculum

- Comprehension: develop positive attitudes to reading and understanding of what they read by:
 - listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks
 - reading books that are structured in different ways and reading for a range of purposes
 - using dictionaries to check the meaning of words that they have read
 - increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally identifying themes and conventions in a wide range of books
 - preparing poems and play scripts to read aloud and to perform,
 - showing understanding through intonation, tone, volume and action discussing words and phrases that capture the reader's interest and imagination
 - recognising some different forms of poetry [for example, free verse, narrative poetry]
 - understand what they read, in books they can read independently, by: checking that the text makes sense to them,
 - discussing their understanding and explaining the meaning of words in context
 - asking questions to improve their understanding of a text
 - drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence
 - predicting what might happen from details stated and implied
 - identifying main ideas drawn from more than one paragraph and summarising these identifying how language, structure, and presentation contribute to meaning
- retrieve and record information from non-fiction
- participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say.

Reading in our school- what we do

- Reading of high quality class text books by teachers and TA's.
- 1:1 reading with class teacher at least once every three weeks.
- 1:1 reading with class TA at least once every three weeks.
- Range of ORT/Big Cat and RWI books
- 2 libraries – we have 4000 books available and counting
- Children visit the school library every week with their teacher
- Sora reading app - children can read books and listen to audiobooks at home

Reading at home

- Expectation: ideally 10-15 minutes per day.
- Try to build this into your daily routine
- Have a quiet, comfortable space your child (and you) can read in.
- Read with and to your child
- Use the reading diary insert to ask questions **before**, **during** and **after** reading.
- **Please write a short comment into the 'comments' box**

Reading diaries

Date	Book title and page number	Parent/Teacher/Pupil Comments
26/09/22	MINECRAFT	Isia read fluently. She was confident. When asked questions, she showed a good level of understanding. Mr. Adair.
26/10/22	MINECRAFT Redstone Handbook	very interesting book. love the creations!
27/09/22	MINECRAFT Redstone Handbook	53-63 brilliant book
27/9/22	MINECRAFT RED STONE HANDBOOK	GREAT READING. SOME GREAT WORDS CORRECT FIRST TIME. 63-64 DAD
28/9/22	MINECRAFT Redstone Handbook	64-72 great
28/9	MINECRAFT RED STONE HANDBOOK	72-END * GOOD READING, NEED TO PAUSE AT COMMAS. DAD
26/09/22	The Enchanted Wood	Isia read confidently. She was able to breakdown and decode larger words.

Date	Book title and page number	Parent/Teacher/Pupil Comments
29/09	The Enchanted Wood 12-13	Good reading. Isia is a little tired this evening.
2/10/22	THE ENCHANTED WOOD 30-32	GOOD STORY TELLING TONIGHT, GREAT ENTHUSIASM! AT DAD
30/9/22	THE ENCHANTED WOOD 14-29	Read on Friday at School, forgot to write in book. I love the book so far.
3/10/22	THE ENCHANTED WOOD 33-44	♥ ISIA ♥

Words to learn Carouse Machinery

Progress

Date:

Date	Book title and page number	Parent/Teacher/Pupil Comments
21.11.22	Goosebumps	This book is Spooky
21.11.22	Goosebumps	Amelia enjoys this book & loves the films Leigh
22.11.22	The King who thought He was clever	one day the King came across an old book Leigh
22.11.22	Tara Bins Roving Robotic Genius	Amelia read to me. Told her to speak more clearly. Leigh
23.11.22	Tara Bins Roving Robotic Genius	Amelia read to me Leigh
24.11.22	Tara Bins Roving Robotic Genius	Tara gently scooped up the main body of the robot.
24.11.22	Tara Bins Roving Robotic Genius	Ortiz grabbed a screwdriver and sprinted up to the kitchen.

Date	Book title and page number	Parent/Teacher/Pupil Comments
24.11.22	Stick man	Amelia wanted something different to read
25.11.22	Ratburger	Zoe has a stepmum and she kill zoe's hamster
26.11.22	Ratburger David Walliams	Amelia read to me. She loves David Walliams Books
27.11.22	Ratburger David Walliams	Amelia read with her dad

Words to learn Ortiz Ayesha

Livi companies

Progress Amelia got confused with 'ies' on end of company - explained it to her.

✓ Reading Record Checked

Date:

Reading diaries

- At the front of each reading diary there are questions to ask and comment suggestions
- Each reading diary is checked every Monday and stamped ' Reading diary checked'.
- On the Monday, if your child has read and commented 7 times in the previous week then they will get a gold star and this will count towards our total class number of 'reading stars'.
- The class with the most reading stars every week get a certificate and a trophy in celebration assemblies.

Reading to your child

- It is really important to read to your child. This is an opportunity for them to hear stories and language at a higher level than they can read alone. Research shows that hearing texts read aloud is a significant source of vocabulary acquisition.
- Most new vocabulary is acquired through reading. Adult spoken language ranks lower in word complexity than that found in children's books.

"Fantastical storytelling at its best."

M. G. Leonard



MALAMANDER

THOMAS
TAYLOR

INTRODUCTION TO THE TEXT



THE CAMERALUNA

I REACH THE SIXTH FLOOR and the doors of the lift clack open. The carpet here is deep and aqua-blue, and the walls are a faded coral pink. The ceiling is so far above, I can't see it against the icy gleam of the chandeliers that float there. There are paintings of the Kraken family all along the corridor – admirals and captains from many ages. They stare down at me from decks and staterooms, painted waves crashing against painted rocks behind them.

At the other end of the hallway are the high double doors of the Jules Verne suite – Lady Kraken's private quarters. I begin the long walk to my doom, passing the narrow bronze spiral staircase that leads to the tower

in the exact centre of the roof. I've always wondered what's up there. Now I suppose I'll never know.

Lady Kraken is almost a recluse. All her orders and requests come down via a private elevator, and all her meals go up the same way. In all my years here, I've only seen her a handful of times. She's famously bad-tempered about having to get involved with the day-to-day running of her hotel.

By now I'm at the door. I reach out a trembly hand and pull the silken rope. I hear a chime like a ship's bell from somewhere. Then, just as I'm wondering if I can sneak off and pretend no one is in, a light bulb on a brass panel beside the door fizzes on. On the bulb, in tiny curly letters, it says:

COME IN

And the door swings slowly open.

The immense room beyond is shrouded in dusty curtains that cover the windows and tumble across the floor like waves. A conical beam of cold light, swirling with dust motes, descends from the ceiling to a circular table in the middle of the room. Sitting beside the table, in a gleaming bronze and wicker wheelchair, is an old lady wearing a turban. The way her wrinkly head emerges from her sumptuous silky gown reminds me of

a turtle. She beckons me in with a motion of her claw-like hand, and the doors swing shut behind me.

“Ah, Mr Lemon,” Lady Kraken says, as I hesitate by the door. “Don’t just stand there like a question mark, boy. Come closer!”

As I approach, I pull my Lost-and-Founder’s cap from my head. The elastic pings and nearly takes my eye out.

“Mrs, er, Lady Madam,” I say, rubbing my eye and trying a bow.

She lets out a hoot of laughter. “No need for all that! Come to the table, Mr Lemon. Tell me what you see here.”

I reach the table, which is bathed in the strange shaft of light. It reminds me of a cinema projector, only the light is coming straight down from above. I’m about to ask what it all means when I gasp.

“That’s the pier!”

And sure enough, projected on the table in front of me is a moving image of the pier at Eerie-on-Sea, seen from above. But it’s not merely a flat picture – the image is three-dimensional, raised up off the tabletop in a structure of sparkling dust motes. It’s a perfect model of the pier, with the black sea heaving beneath it.

“Of course it’s the pier,” Lady Kraken cackles. “And

What do we know?

What would you like to know?

What language did the author
use?

Do you have any questions?

Draw what you think Lady Kraken might look like.

Which character comes to your mind when thinking about Lady Kraken.

