



# Clacton County High School Literacy Special



## Parent News - Literacy Take Over!

At Clacton County High School we are committed to raising the standards of literacy for all of our students. This academic year staff are focused on improving confidence and ability in reading across the curriculum and we are striving to create a 'love of reading' culture. We recognise how important reading is, in relation to the progress and future successes of our students, both in and out of the school setting.

## Did You Know?

- 1 in 7 (14.9% / 5.1 million) adults in England struggle to read
- 10 to 16 year-olds who read for pleasure, do better at school
- Reading books is the only out-of-school activity for 16-year-olds demonstrably linked to securing managerial or professional jobs



**Children listen on a higher level than their reading level. It is not until they are about 14 years old that their reading level catches up with their listening level.**

Children are never too old to enjoy a story being read to them! In fact, they love it! It is an excellent way to enable children to hear stories that are too difficult for them to read easily but that they can understand.

**Parents and the home environment are essential to the teaching of reading and fostering a love of reading; children are more likely to read well and continue to be readers in homes where books and reading are valued.**

You make such a difference. Let your children see you read. Set aside time to share books together. It is just as valuable for you to read to your child as it is for them to read to you. If your child is tired, do not force them to read. If your child is reading, support them in removing distractions such as mobile phones and televisions so they can fully immerse themselves in what they are reading.

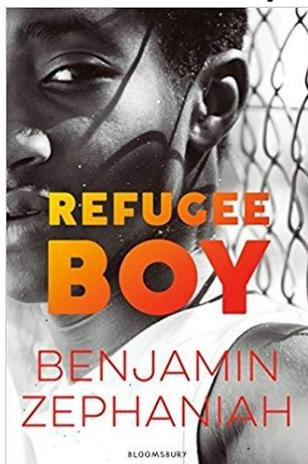
**Children who read for pleasure are 5 times more likely to read above their expected age.**

Make sure your child is reading something they enjoy. If they are not enjoying the book or text they are reading, then let them change it. Take time to help them choose the right text for them. This could be, for example: a magazine, comic book, graphic novel, football programme, newspaper, fiction or non-fiction book.

**90% of difficulties of understanding what has been read are due to a lack of fluency when reading.**

To help children read fluently be prepared to ask them to reread a page or sentence again if it is not read smoothly and at an appropriate speed. You may need to read it for your child so they can hear how it should sound when read fluently and with expression. You could then read it together maybe a couple of times, if need be, before your child reads it on their own.

## How are we improving and encouraging reading at Clacton County High School?



- **Reader to Leader Key Stage 3 Book Club:** This runs every Tuesday lunchtime in Room F14, where students are currently reading and discussing Benjamin Zephaniah's *Refugee Boy* – all Year 7 and Year 8 students are welcome to come along!

### Refugee Boy, Benjamin Zephaniah

Life is dangerous for Alem. His father is Ethiopian, his mother Eritrean. Their countries are at war and Alem is welcome in neither place.

So Alem is excited to be spending a holiday in London with his father – until he wakes up to find him gone. What seems like a betrayal is in fact an act of love, but now Alem is alone in a strange country, and he must forge his own path...

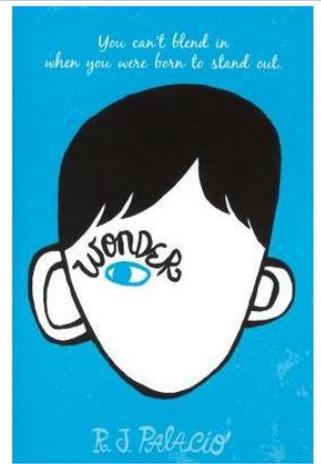
- **Reward Reading:** 25 achievement points are awarded to students who are "caught in the act of reading" around school outside of lesson times.



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- **CCHS Audio Book:** Staff from across the school have created our very own audio book of R. J. Palacio's 'Wonder' which is played during Year 7 to Year 9 literacy tutor sessions each week – students love trying to be first to identify the teacher reading!
- **Reading Homework:** both the Humanities and English departments have shifted their homework focus to reading.  
The English department are planning a special trip in the summer term to the Warner Bros. Studio, Harry Potter Tour, for students who have completed their reading homework each half term!
- **Reading Interventions:** Monday after school small group reading intervention in the school library (please contact Literacy Coordinator, Miss Robinson, if you would like your child to attend), 1:1 reading intervention and peer mentoring.



**Reader to Leader students who are persistently "Caught in the Act of Reading" around school:**

1. **Woolf Charlie (8Y2)**
2. **Hammond Elizabeth (10Y3)**
3. **Hammond Jane (10Y3)**
4. **Williams Stephen (8Y1)**



**How can you support your child?**

**Improving their Confidence & Ability in Reading**

- Encourage your child to **read for pleasure** – good readers, read a lot - reading for 20 minutes each day would really benefit your child.
- Build your child's confidence with reading by **making sure that they are reading a reading-age-appropriate text**; you can check this by asking them to spread their hand flat across two pages and see if they can read 3 of the words that their fingers are pointing towards. If they struggle to read these words, the text is too difficult for them.
- If your child struggles with reading, encourage them to **listen to an audio book alongside tracking the text** so they can hear how to say tricky words and adapt their expression.
- Question your child about what they are reading to check their understanding
- If your child is reading aloud to you, it may help to **track the words above the line with your finger**, making sure to move your finger in one continual motion above the words rather than pointing to each word separately. This helps the eyes to track correctly and can improve reading speed as you are not blocking the following lines with your hand.
- If your child is a reluctant reader, **agree on a set time for reading** and use a timer so they do not view reading as a never-ending task.
- **Pre-reading texts that students will be studying in class** is a fantastic way of boosting your child's confidence in lessons and puts them at an advantage.



See a list of set texts below:

**English Literature texts:**

	<b>Autumn Term 2<sup>nd</sup> half-term</b>	<b>Spring Term 1<sup>st</sup> half-term</b>	<b>Spring Term 2<sup>nd</sup> half-term</b>	<b>Summer Term 1<sup>st</sup> half-term</b>	<b>Summer Term 2<sup>nd</sup> half-term</b>
<b>Year 7</b>	The Speckled Band, Arthur Conan Doyle	The Red Room, H. G. Wells	The Monkey's Paw, W. W. Jacobs	Identity Poetry	The Tempest, William Shakespeare
<b>Year 8</b>	Noughts and Crosses, a play by Malorie Blackman	A Monster Calls, Patrick Ness	A Monster Calls, Patrick Ness	Identity Poetry	Romeo and Juliet, William Shakespeare
<b>KS4</b>	AQA Power and Conflict Poetry Collection	The Sign of Four, Arthur Conan Doyle	The Sign of Four, Arthur Conan Doyle	Macbeth, William Shakespeare	Macbeth, William Shakespeare



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