

# Reading at Maplewell



As research is suggesting that we will see a significant impact on literacy levels and reading ages on return to school, we are working hard to put measures in place to ensure our students continue to engage with (and are enjoying!) reading at home.

## What are we doing at Maplewell to support reading at home?

Students have access to a Tutor Time Reading Google Classroom which is full of resources to help replace the usual daily reading slot. Students can choose from videos of their teachers reading novels, complete a Shakespeare-focused Reading Project, or practice independent reading by selecting a book from reading lists personalised to their pathway at school. The classroom is updated regularly. If your child hasn't joined, click the + sign in the top right hand corner of the Classrooms page and use the code **s5vk6ij**.

For our students who need more support, daily phonics lessons are available on the [Ruth Miskin YouTube channel](#).

## How can you help to support your child's reading?

At school, students have a dedicated 20 minute reading slot daily and will benefit greatly from the same amount of time reading at home. Just 20 minutes of reading a day means that students see or hear **1.8 million extra words a year!** It doesn't matter whether the reading takes place from a magazine, newspaper, book or device, or whether it is fiction or non-fiction – all reading is valid!

Reading doesn't have to be seen as 'extra work'. If you have access to books at home, it's a great way to encourage your child to take a break from screens and school work. If you're lucky enough to have a garden, make the most of the summer weather and take a book outside! An audiobook makes a great companion on a walk, too – as well as the videos in the Tutor Time Classroom, [Audible](#) are offering free children's audiobooks whilst schools are closed.

## What reading support will there be on return to school?

All students will complete a reading test as usual on return to school and a phonics screening if necessary. Students with a significant decline in reading age will receive 'emergency interventions' from a highly skilled English TA with a focus on closing the gap caused by school closures.

The English curriculum will address gaps in literacy and reading comprehension and ensure that new skills and knowledge taught remotely is mastered before moving on to new content.

**As always, we are incredibly grateful for your support; it is clear that lots of our students are being successfully encouraged to read daily! If you would like any more information or have any questions, please contact Rebecca Ryman ([r.ivin@maplewell.leics.sch.uk](mailto:r.ivin@maplewell.leics.sch.uk)).**