



25 April to 14 May – Year 7 Reading Competition

Hopefully your child will read as much as they can during these three weeks.

They will receive a sponsor booklet from their English Teacher, and they will hopefully raise money as they read.

They will also be tracking their reading online (see next page) and competing to see who can read the most, prizes are available!

Who are they?

They are a charity who raise money to buy free books for children who otherwise wouldn't get the chance!

Children who read for pleasure are more likely to do well in school, have better paying jobs and better health and well-being. For children living in poverty or at risk of adverse childhood experiences, reading can be a literal escape route: offering both immediate relief and alternative pathways in life. A disadvantaged child who reads will outperform an advantaged child who doesn't.

Read for Good's mission is to improve the outcomes for all children in the UK by encouraging and enabling children to develop a love of reading.

[Our impact - making a difference to children in UK schools & hospitals \(readforgood.org\)](http://readforgood.org)



"Reading for fun can help us through these challenging times."



"If you can only do one thing with your child during lockdown, choose reading for fun. Reading together, or on their own, is proven to help children keep up with education, it's away from a screen, it relaxes them (and you) and it helps them process what's happening in the world."



Track My Read - Helping children to love reading!

Reading for pleasure - whether reading on their own or sharing a story - is one of the best ways a child can spend their time.

Research shows that:

- Reading each day can help children improve in all their school subjects
- Reading for just 6 minutes a day can reduce stress by 68%
- Children who read for pleasure are more likely to do well at GCSEs

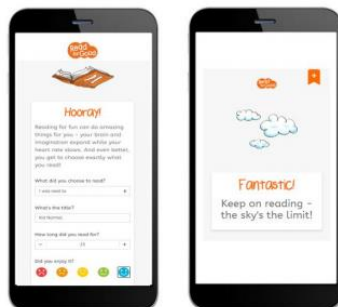
Choosing to read provides all sorts of benefits - it's comforting, relaxing, reduces anxiety, builds empathy and understanding and aids learning... but above all it's fun!

Track My Read is a new tool from national charity, Read for Good, designed to encourage pupils to read regularly and to help schools understand more about what and how pupils want to read.

We've set our pupils a reading challenge as a group - to read a certain number of minutes - and we'd like your child to participate. The organising teacher will see your child's responses, but no-one else will.

Your child will be given a unique URL link with a few short questions to complete each time they've spent some time reading for fun:

- Go to the unique link provided by the school (on any device with internet access)
- Bookmark or save the link so that they can easily use the link again and again
- Answer a few simple questions:
 - What did you choose to read? (from a dropdown list including audio book, comic, book etc.)
 - What's the title'?
 - How long did you read for?
 - Did you enjoy it? (a choice of 5 emojis)



For more information on Track My Read visit:

www.readforgood.org/track-my-read.

Don't forget to use your Reciprocal Reading Skills:

Below are the four stages used within RR, use the questions sentence stems for each stage to help your child develop their reading skills.



Predict - use your knowledge to make guesses about what might be next.

Prediction stems:

- Based on the title, I predict that...
- I already know ____ about the topic/story because...
- I think the next chapter or section will be about...



Clarify - to check the understanding of difficult vocabulary, sentences and ideas within a text.

Clarifying stems:

- I don't really understand ...
- A question I have is ...
- A question I'd like answered by the author is ...



Question - to help develop a deeper understanding of a text and its purpose.

Question stems:

- Who is ...?
- What is/does..?
- Why is ... important?



Summarise - to retell the most important events or information from a text.

Summary stems:

- This text is mostly about ...
- The author is trying to tell me...

A framed summary sentence:

This story/passage begins with ____, discusses or