

Northmead Reading Newsletter

February
2023



Reminder: **World Book Day Thursday 2nd March**

Dress up as your favourite book character.

All children will receive their book £1 token next week which can be exchanged for a £1 book. The aim of the token is to promote reading for pleasure by offering every child and young person the opportunity to choose and own a book.

The redemption period for World Book Day 2023 £1 book tokens is from **Thursday 16 February until Sunday 26 March 2023**. You can redeem your book token at the following retailers:

- Your local independent bookseller
- Asda
- Morrisons
- Sainsbury's
- Tesco
- The Works
- Waterstones
- WHSmith



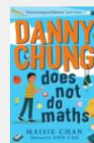
WORLD
**BOOK
DAY**

2 MARCH 2023



Children across our school are taking part in the **Awesome Book Awards**. This is a prize which honours the best new fiction authors for readers aged between 7 and 10. Some of our children have volunteered to read the set of shortlisted books and vote for their overall favourite.

AWESOME BOOK AWARDS 2023 SHORTLIST



Well done Mia and Abigail on becoming millionaire readers-earning their badge and certificate.

Zach has now become a multimillionaire reader having reached 3 million words and Fraser has read 4 million. Both incredible achievements.

Staff CPD

As part of our training during our INSET day on Monday, staff discussed the power of stories as a way to deliver content knowledge.

The following summarises some important key ideas.

Everybody loves a good story.

The ancients understood the power of story to unite communities, build identity and make sense of the world. From creation stories to myths and legends, religious texts and parables, stories have long been the vehicle through which human experience is interpreted.

Even small children who have difficulty focusing in class will sit with rapt attention in the presence of a good storyteller.

Stories are not just fun. There are important cognitive consequences of the story format. Psychologists have therefore referred to stories as "psychologically privileged," meaning that our minds treat stories differently than other types of material.

When we hear good stories, two changes occur in our brains: one is neurological and one is chemical.

When we hear straight facts, two areas of our brains light up: language processing and language comprehension. But when we listen to stories, neural activity increases fivefold—we're using other parts of our brains such as those parts responsible for emotion and visual image processing. What this means is that more of our brains are at work, so we're more focused on the story and more likely to retain it later.

At the chemical level, when we hear stories, our brains release oxytocin, the bonding hormone that causes us to really care about the people involved. The more oxytocin that is released, the more likely we are to internalise that story and think about it later.

The experiences we have with narratives starting as young children establish supportive conditions in the brain for learning and remembering, based on a foundation of emotional connections to the experience of being read to or told stories. In addition, the familiarity of the narrative pattern becomes a strong memory-holding template

A very powerful way for children to engage with many ideas and also to remember them is for teachers to consciously harness the power of stories in the way lessons and lesson materials are organised.

Because stories yield several important cognitive advantages, learning is likely to be deeper if we incorporate stories, conflicts and dilemmas into our teaching repertoire as they are a powerful tool for creating meaning and organising information in our long-term memories.

