

DROP EVERYTHING AND READ

SDC - 2021/2022



The more that you read,

The more things you will know.

The more that you learn,

The more places you'll go.

-Dr. Seuss

- Lets think outside the box..
- Lets focus on resources and technology to keep our children motivated
- Lets show them how they can rediscover the joy of reading



DEAR PROGRAMME:

Builds literacy skills

A light blue downward-pointing arrow with a subtle gradient, positioned between the first and second boxes.

Encourage vocabulary growth

A light blue downward-pointing arrow with a subtle gradient, positioned between the second and third boxes.

Gets our children talking through verbal/non-verbal interactions with the use of new technology we promote within our school.

WHAT WE ARE LOVING:



OFFERING THE
CHILD A SOLID
UNDERSTANDING
OF LETTERS AND
SOUNDS



OUR SCHOOL IN ACTION



Drop **E**verything **A**nd

Read



WHY do
we  reading?

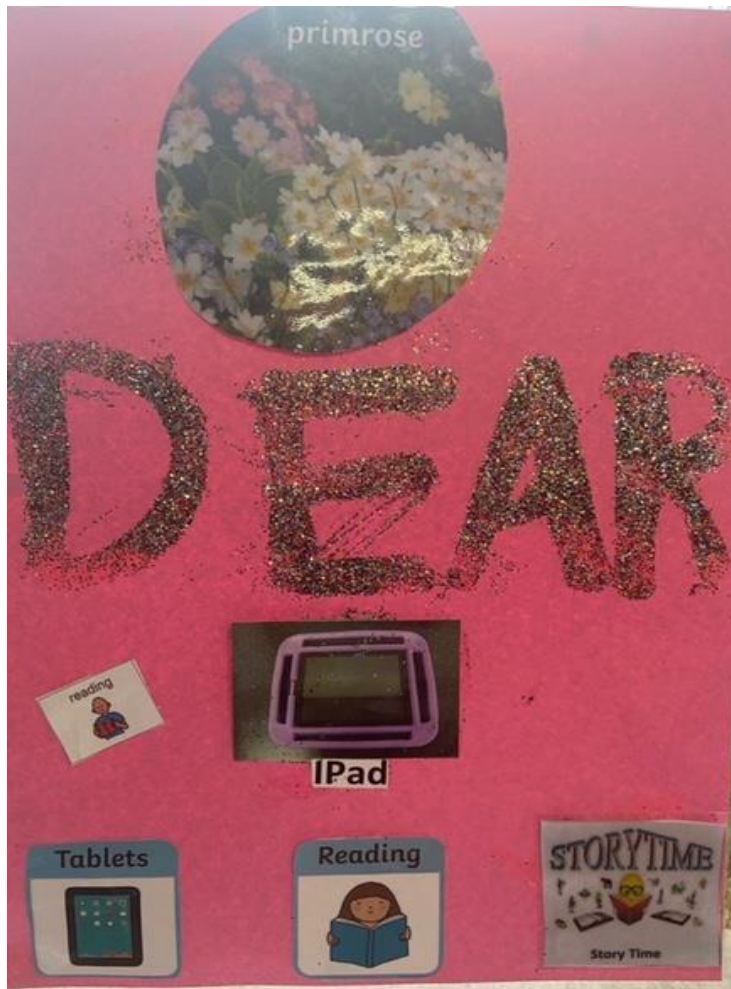
Subomi likes
to read!

Lydia thinks it
fun!



Alex says the titles
inspire him to write his
own book someday.

Kate thinks they help
us learn.



WHAT WE MADE IN CLASS..

INCORPORATING JSCP INTO DEAR:

Encouraging Working with Others

- Waiting my turn
- Listen when people are speaking
- Look at the person who is speaking
- Respect the rights of others opinions
- Being positive about other peoples work
- Asking people to explain if I don't understand
- Adding more information to what someone has already said
- Help to resolve any conflicts
- Doing my share of the work on time
- Helping others to feel included

LANGUAGE SKILLS: BASIC READING

- Recognise the letter of the alphabet
- Recognise common signs and symbols
- Read a list of common sight words
- Read with some recognition of phonic cues
- Describe a story and predict what may happen next
- Explain what happen in an episode of a television programme in which you are familiar
- Read a short piece of prose at appropriate level

USING WRITTEN AND ORAL LANGUAGE:

- To summarise a story told by one or more people
- Follow instructions given by the teacher
- Identify specific points of information
- Repeat verbal information
- Repeat verbal information in written form
- Account for an accurate summary of information
- Follow a sequence of instructions given by someone

WORKING AS PART OF A TEAM IN ORGANISING A FUNCTION(EG:RAFFLE)

- Identify an occasion which would require organization within the school
- Choose what would be needed for the occasion – prizes to be acquired
- Identify the various tasks involved in planning a raffle, e.g. posters, telling staff/students, organising a date
- Plan carefully the steps required for the day of raffle
- Prepare the final tickets and make sure all are accounted for
- Decide who will be the person to draw the winning numbers
- Notify the winners and the prizes they receive

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- We read at special times during the week.

- We read for fun.

- We read for learning.

- We use digital technologies
- We have a school library
- We read the ads in newspapers
- We read the leaflets telling us about bargains in shops
- We use lots of apps to practice our reading.