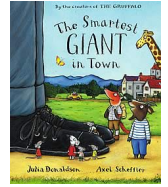


Developing the **skills** and the **will** to read

In school, our teachers are “teaching your child to read” so that they can then go on to “read to learn”.



Learning to read is an extremely complex skill and at CHI we teach daily structured phonics lessons in which the children learn the letter sounds using a rigorous and sequential approach following the Little Wandle Letters and Sounds Revised Systematic Synthetic Phonics Programme. You can find the link on our website. We give the children plenty of opportunities to blend those sounds together to read words, captions, sentences and books and practise reading with their teacher.

All of our staff are fully trained in teaching and your child will read in teacher-led reading groups three times a week. They will also take part in whole class reading, they will read independently, have free reading choice opportunities as well as being taught new sounds, vocabulary and grammar.

We regularly assess children’s sound and comprehension knowledge and our teaching staff select fully decodable books closely matched to your child’s phonic knowledge. This ensures that the children learn to decode, do not take guesses at words and their comprehension develops alongside their decoding skills.

When children are secure at the end of Phase 5 of the Little Wandle Letters & Sounds Revised SSP (ie they have learnt the tricky words, know all the of the phonemes, digraphs, trigraphs and are able to blend in order to read fluently) we move them on to the Big Cat Collins Fluency books.

Bringing reading books home The book(s) your child brings home to share with you are a celebration of all the skills they are learning in school.

- If your child is at a very early reading stage, they may bring home a Collins Big Cat picture book - these books have huge scope for discussion and vocabulary development - please talk to your class teacher if you need guidance on how to best use them.
- Your child will bring home a Collins Big Cat reading scheme book which they will have read three times in the teacher-led group - this book will match your child’s phonic knowledge and they should be able to read it with 95% fluency - when your child reads this book to you, it should be a celebration of everything they have learned/are practising, it should never be a struggle
- They may also bring another book which they have chosen which is within your child’s reading range
- They may also be assigned an eBook from the Big Cat eBook library
- They will also bring home a Bedtime Book in a canvas Bedtime book bag - this is a reading for pleasure book for you to read to your child

Reading for Pleasure As well as teaching children the **skills** of reading (decoding, prosody and comprehension) we also work very hard to ensure that the children develop the **will** to read by making books and reading as exciting as possible. We read to the children throughout the day - stories, poems, nursery rhymes, non fiction - as many times as we can so that the children can **tune in their ‘listening ear’**, increase their level of concentration, learn new vocabulary and develop a love of books and reading. In fact, we start each day with a poem for the day - in Year 1 and 2, we use the fabulous

"I am the tree that grew the seed" poetry book. In Reception, the children are exposed to lots of nursery rhymes. Research shows that young children encounter a huge amount of new vocabulary through adults reading to children - these are words that are rarely used in everyday speech.

Bedtime Books We really want to share some of the amazing new children's authors and books that are now available and so, each class has a box of "Bedtime Books" and your child will be encouraged to borrow a book to bring home to share with you. This will not be a book that your child will be expected to read. This is a book for you to share together and simply enjoy! Reading for pleasure is so important and you can support us with this by sharing and enjoying all kinds of books together. You will find this book mark in their Bedtime Book bag.

BEDTIME BOOKS

Dear Parents/Carers,

Your child has chosen to bring this book home to read/share with you. Each class has their own "Bedtime Books" box full of quality texts - fiction, non-fiction and poetry.

Please enjoy this book together by reading it to your child, or letting them read it to you, if they are able. Take time to talk about the book and discuss new vocabulary and ideas.

These books are all picture books as research shows that children learn great reading skills such as inference, deduction, critical thinking and empathy by looking at the illustrations alongside the text.

Don't worry if your child brings this book home more than once, as there is great value in reading and re-reading books as the words and pictures become more familiar on each reading.

Please support us in helping your child become a life-long reader by enjoying this book together.



Book Corners In every classroom, we have well stocked Book Corners as well as books displayed in every part of the classroom which relate to the children's learning. Every teacher has their own basket of Special Books, full of high quality texts which they can pick up and share with the children at any point during the day.

School Library We also have our amazing Library in school which the children can access with their class. This introduces children to the idea of a "room full of books" and helps them learn how to choose books and also to discover what kind of books they prefer.

If you have any questions about phonics or reading, please feel free to contact us.

Thank you! for supporting us by reading to and with your child.

Mrs Sue Jakob

&

Miss Lisa Matheson

Deputy Head, Reading & Assessment Lead

Year 1 Lead & Phonics Lead

The Reading Framework Teaching the foundations of Literacy (DfE 2021)

"Reading is fundamental to education. Proficiency in reading, writing and spoken language is vital for pupils' success. Through these, they develop communication skills for education and for working with others; in school, in training and at work."

The Bold Beginnings Report (2017) recognised that learning to read is

"pivotal in raising children's self esteem" and also helps build their skills of "perseverance, concentration and resilience". It also acknowledges that reading is the "route to supporting children's early writing, developing their imagination and composition as well as their spelling and handwriting

