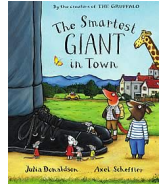


Dear Parents & Carers,

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

This letter is to update you on the types of books your child will be bringing home from school.



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.

Every day, reading is taught in class and your child will have opportunities to read to the teacher, take part in group and whole class reading, 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) they are then able to choose from a range of books which contain words which are not fully decodable.

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.

- your child will bring home one or two books in their Blue Bag or will be assigned an eBook from the Oxford Owl or Big Cat eBook library
- this book will reflect your child’s ability to read independently, i.e. they will know all the sounds and tricky words in the book. Your child’s reading book should match their phonic knowledge and this should be read with 95% fluency and accuracy
- 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
- If your child is at a very early reading stage, they may bring home a 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.

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. 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, new this year, 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 each evening. 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!

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.



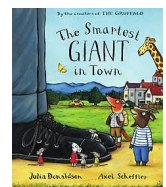
Book Corners In every classroom, we have well stocked Book Corners as well as books displayed in every part of the classroom which relate to the children’s learning. Every teacher has their own basket of Special Books, full of high quality texts which they can pick up and share with the children at any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

School Library We also have our amazing Library in school which the children can access with their class each week. 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
Deputy Head, Reading & Assessment 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”

