

1<sup>st</sup> November 2022

Dear parents and carers,

### Reading at home

The importance of reading with your child at home cannot be overestimated. Evidence shows that the ability to read fluently is crucial to future academic progress.

Some of our newer parents and carers will not have received information about this from us previously, and we also feel it is important to remind and update all parents and carers about our expectations regarding reading at home.

We follow the Read Write Inc (RWI) Phonics scheme to teach children how to read. The RWI books are fully decodable and will allow the children to read books that are closely linked to the sounds they are learning in class.

The books contain lots of advice about how to support your child with reading. It is important that children re-read these books to develop fluency, accuracy and a story-teller voice; we will therefore change these books every 3-5 days (depending on the level being read) to allow children time to practice at home. There are activities in the front of the book to complete before reading and comprehension activities to complete at the back when they have finished reading. A suggested home reading timetable might look like the one below and follows a similar pattern to our teaching reading lessons in school.

3 day sequence (red-orange books):

Day 1	Look at the front cover and talk about the title, what the book might be about, what do the children know about this already? Look inside the front cover and practise the sounds and words that will be introduced as they read.
Day 2	Read part of the book (this may be just a few pages) and talk about what they have read, look for the sounds mentioned inside the front cover, discuss the meaning of new words. Re-read the first part to develop fluency then continue reading a few more pages.
Day 3	Re-read the new pages from yesterday then read to the end. Re-read the whole book. Complete the after reading tasks at the back of the book. These activities are really important to develop reading comprehension and skills.

5 day sequence (yellow-grey books):

Day 1	Look at the front cover and talk about the title, what the book might be about, what do the children know about this already? Look inside the front cover and practise the sounds and words that will be introduced as they read.
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Day 2	Read part of the book (this may be just a few pages) and talk about what they have read, look for the sounds mentioned inside the front cover, discuss the meaning of new words.
Day 3	Re-read the first part to develop fluency then continue reading
Day 4	Re-read the new pages from yesterday then read to the end.
Day 5	Re-read the whole book. Complete the after reading tasks at the back of the book. These activities are really important to develop reading comprehension and skills.

When reading, you may like to take it in turns to read the pages or you could read a page, then your child reads it after you. An adult modelling good reading skills is important when children are learning to read.

These phonics books are designed to support your child in developing word reading and comprehension skills. However, to encourage a love of reading, and allow children to access higher order vocabulary and content, children should still enjoy listening to other books at home. The children will therefore also bring home a second book to enjoy, one they have chosen during their weekly library visit, and an adult can read this to them (please see below for advice about reading stories to children).

Once your child has completed the RWI Phonics programme, Oxford Reading Tree (ORT) books will support confidence and fluency whilst your child moves through these colour bands: turquoise, purple, gold, white, lime. E-books can also be accessed for these book bands through Oxford Reading Buddy. We will no longer be sending Oxford Reading Tree books home, or asking children to access them through Oxford Reading Buddy, while children are still working through the RWI Phonics programme since the books do not always align with the phonics being taught in school that week. Children reading ORT books will also choose a second book from the library for an adult to read to them at home.

Once your child is on the lime book band and the teacher assesses that they are fluent, accurate and able to read aloud with expression, they will have free choice from a selection of age-appropriate books from the library.

If your child is no longer reading phonics books, please remember it is still essential for them to read independently, to read to someone else and be read to regularly, even though they may be confident readers. The suggested timetable mentioned above may still be appropriate for all readers as the children must have the opportunity to re-read to develop fluency, accuracy and understanding.

Please feel free to speak to us if you have any questions.

Yours sincerely,

Mrs Sansom (Headteacher), Mrs Cullender (reading leader) and Mrs Hacker (phonics leader)

## **For parents and carers: reading stories to children (from The Reading Framework: DfE January 2022)**

Your child will bring home two books. One is for your child to read to you. It has been carefully chosen so that they can work out all the words. The other book has words your child may not be able to read yet. It is for you to read to your child and talk about together.

### **How to read a story to your child**

If you can find the time beforehand, read the read-aloud book to yourself first, so you can think about how you're going to read it to your child.

On the first reading:

- Make reading aloud feel like a treat. Make it a special quiet time and cuddle up so you can both see the book.
- Show curiosity about what you're going to read: 'This book looks interesting. It's about an angry child. I wonder how angry he gets...'
- Read through the whole story the first time without stopping too much. Let the story weave its own magic.
- Read with enjoyment. If you're not enjoying it, your child won't.

Read favourite stories over and over again.

On later readings:

- Let your child pause, think about and comment on the pictures.
- If you think your child did not understand something, try to explain: 'Oh! I think what's happening here is that...'
- Chat about the story and pictures: 'I wonder why she did that?'; 'Oh no, I hope she's not going to...'; 'I wouldn't have done that, would you?'
- Link the stories to your own family experiences: 'This reminds me of when ...'
- Link stories to others that your child knows: 'Ah! Do you remember the dragon in ....? Do you remember what happened to him?'
- Encourage your child to join in with the bits they know.
- Avoid asking questions to test what your child remembers.
- Avoid telling children that reading stories is good for them.