

Dear Parents and Carers of Pupils in Beech Class

Development of our approach to reading at home

In January 2020 the school introduced our new reading books and scheme for pupils in Early Years and KS1. Our new phonics phase reading books (replacing our previous colour banded reading books), arrived at the end of the autumn term and were categorised by the teachers into phonic stages – each stage also sub categorised in to a, b and c. All these books are based on ‘Letters and Sounds’ which is the systematic synthetic phonics programme that we use in school.

Your child’s book will match the phonic level they are working on in school.

We all know that reading opens the door to all learning. A child who reads a lot will become a good reader. A good reader will be able to read challenging material. A child who reads challenging material is a child who will learn. The more a child learns the more a child wants to find out. Both Ofsted and DfE recommend that all children bring home a phonetically decodable book to be shared with adults. Currently, most pupils in Beech class bring home books matched to their phonetic learning, while those children who are secure in their phonetic knowledge are supported in choosing challenging, age-appropriate titles from the library.

At Sutton Benger, our expectation is that pupils read a book at least 3 times with an adult before being changed.

When reading with an adult, children should be supported with developing the following progression of skills before a book is considered ‘finished’ or ‘completed’:

1. **Decoding**; this is the ability to apply knowledge of letter-sound relationships, including knowledge of letter patterns, to correctly pronounce written words.
2. **Fluency and prosody**; this is the ability to read with pace without the need to sound out including the ability to use expression, timing, phrasing, intonation and emphasis.
3. **Understanding and comprehension**; this is the skill of deriving meaning and making links from text or pictures. For fluent readers, understanding and comprehension can be broken down further so that children develop the following VIPERS skills:
 - a. Draw upon and expand their **vocabulary** to help understand the text.
 - b. Use clues in the text to **infer** deeper meaning.
 - c. **Predict** what they think might happen in the text based on information given.
 - d. **Explain** their preferences, thoughts and opinions about the text.
 - e. Identify and **retrieve** key information and features from fiction and non-fiction texts.
 - f. **Sequence** the key events in a story.

This may mean that your child will have a book for the whole week or longer. *Books will be changed when an adult is able to see that the above criteria has been achieved and the child is ready to move on.* When a child reads to an adult – in school or at home – this should be recorded onto the **Go Read** app. This record of the child’s reading is checked weekly by staff in Beech Class.

Many thanks again for all the support you give the children with their reading at home; it really does make a difference.

Mr Richards, Beech Class teacher
Mrs Magson, KS1 English and Phonics lead