



Friday 13th January 2023

Dear Parents and Carers,

We hope you had a lovely Christmas and New Year.

Now that we have started the Spring term, we would like to take this opportunity to provide you with some Reading updates. Reading at home is an essential part of your child's development and you play a vital role in nurturing their love of reading. We have made a couple of changes to the books that are sent home from school so this letter provides all the information you need about the books that your child will bring home and how best you can support them.

Books

Phonics books linked to our phonics scheme 'Unlocking Letters and Sounds' are sent home with children in Reception and Year 1, and those children receiving continued support with their phonics. These books are fully decodable which means that your child will be able to use the sounds they have learnt in school to read the book to you independently. Books will only contain sounds that the children have been taught in school, which have been well matched to their current reading ability. Children in Reception and Year 1 will **no** longer bring home a book banded book. Unlocking Letters and Sounds emphasises the importance of children reading books that are fully decodable. Those children still learning to decode therefore, should not be bringing home a book that is not fully decodable until all of the sounds have been taught, as this can cause misconceptions.

Book banded books are sent home to those children in Year 2 and above who are developing their fluency and confidence with reading. As these books are not fully decodable, this is a book to read together so that you can help them with any tricky words if needed. When a child has progressed through the book bands, they will choose an appropriately pitched book from their classroom library. Again, they may require some help with some of the words but they should be able to read most of this independently.

We will also provide **all** children with a free-choice **library book** for you to enjoy together.



Repeated Reading for Phonics Books

It is really important for children to read the same book three times as the more the children engage with the story, the more they take away from it. This allows them to develop a range of different skills that together, combine to make them fluent and confident readers. It allows them to have a greater capacity for paying attention to making sense of what they have read.

Reading the book for the first time

The first time the child reads a book, the focus is very much on the child using their prior phonic knowledge and the child using their decoding skills. Children need to be supported to identify graphemes they have already been taught, and their corresponding phonemes. They use these to read words that appear in the book. The first read of the book is essential. If the words are misunderstood or missed, the story may be distorted. Increased exposure to reading increases vocabulary, however when a child reads the same text, they memorise more than when they're exposed to many new words in many different texts. During the first read, the book is intended for 95% accuracy. This means that the child should only stumble on 5% of the words in the book (this is just a couple of words on each page). It is important to go through the graphemes that will be displayed in the book at the start of a reading session, and to remind the child of the phonemes that correspond with them. It is also useful to practise blending and reading some words that might appear in the book. It would also be beneficial to discuss the meaning of the words as you come across them in the book.

Reading the book for the second time

They will be focusing on reading with greater accuracy and fluency. A fluent reader is able to read a book accurately, quickly and with appropriate expression. Repetitive reading allows children to read with less stumbling and stopping. Reading therefore becomes more pleasant for both the reader and the parent. Once children have mastered a book, it makes moving on to another book much more appealing. You may need to prompt the children to re-read sentences that the child has stumbled on, or sounded out many words, prompting the children to use punctuation and strategies to put words into chunks, to make them more manageable.

Reading the book for the third time

The third time a child reads the book, the focus is on them comprehending the text, by using prosody. This is something that is not possible the first time they read the book. This means that the child is focusing on their understanding of the text and reading it in the author's intended manner. Comprehension is the essence of reading. Each time a child reads or hears a book, they learn more about the story itself. Each journey through a book, allows the child to delve deeper into the meaning and prepares them for more complex narratives.



On our website, under the Reading section, you will find information on our school phonics scheme, Unlocking Letters and Sounds, as well as the information that was delivered in our Phonics training session to parents. This includes links to useful videos that we recommend you watch so that you can understand how best to support your child with their reading at home.

You will also find on the website, more detailed guidance on Book Bands, as well as information about how we teach Reading at Paddox.

We know there is a lot of information here so we have created a separate summary sheet for you to use more easily at home when reading with your child.

We hope you find this useful but if you have any questions at all, please do not hesitate to contact us.

Kind regards,

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