

Dear Parents and Carers,

Over the summer we have added a wide variety of high quality fiction and non-fiction reading books to develop a new 'whole school' reading scheme. Children will be following this scheme throughout their time at Heswall Primary, from Foundation 2 to Year 6, as part of their homework. Scheme reading books have been banded in colours and are assigned to children based on their assessed reading age. The children will experience a range of different genres and adventurous vocabulary. The staff will be constantly monitoring the children's scheme reading and will adjust the challenge when necessary.

### **Why are doing this?**

We want to further the children's ability to both decode increasingly more complex words, develop a better and richer vocabulary and to keep many of the existing children that have completed the reading scheme reading appropriate books. We will also ensure that children access a wider variety of texts to help them thrive with their school curriculum.

### **What we don't want to do?**

Stop children reading their own books. They can do both!

### **EYFS (Early Years Foundation Stage - Pre-School/Foundation 2**

In the Early Years Foundation Stage, children will have many stories read to them several times per day in both large and small groups. We will use familiar and favourite stories and some that are linked to our topics. Early experiences of being read to have a major impact upon a child's language development and re-reading stories is a great way for children to develop their language skills. At home, bedtimes are a fantastic time to snuggle up with a book and these experiences are enjoyable and memorable. You can access books through the local library service or you can borrow some from our collection in school - row.

In pre-school, children will focus upon Phase 1 phonic activities that are used to develop the children's ability to hear different sounds. They will learn the sounds of the letters in their name and in other familiar words. If, when we assess, we find the children are ready to learn discrete phonics (specific letters and their pure sounds) this will usually begin in the summer term prior to them starting in Foundation 2. Details of this scheme can be found on our school website under the Foundation 2 tab.

On entry to Foundation 2, the children's reading ability will be assessed to determine their understanding of phonics and initial reading ability. We use a programme called 'Read, Write Inc. Phonics' that will be taught directly to all children. Once children have been taught sounds and how to blend them, they will bring home reading practice books that relate to these sounds. We will issue one new book per child every Monday and Thursday after we have begun our phonics teaching in approximately week 5. Children should return books on these days so we can change them and issue new ones.

At home, the children should read their school reading books each day in order to support their growing confidence with blending sounds and re-read the books more than

once. The reading scheme is designed to match the in school phonics teaching directly. The level of books sent home will reflect what your child is learning in class. Alongside this, you also have access to the Online Oxford Reading scheme (details can be found on the F2 Google Classroom). These books are colour coded in the same way as the school scheme so you can pick out further practice books of the same level.

In EYFS, we teach all children to not only read but also to become 'readers'. They will read and listen to stories as well as making up their own. Sharing and talking about stories will enable your child to develop a love of stories and will help guide them to become lifelong 'readers'.

### **Year One and Year Two**

Your child will be given up to two scheme reading books on a Monday and a Thursday. We want the children to read their scheme books at home for approximately 10 minutes each day. It will be beneficial for the child to read their books more than once to help them increase their levels of understanding and to help develop new vocabulary. Please make sure that the books come back to school and we will change them each Monday and Thursday.

We do not race the children through the reading scheme and we are aware that some of you will want to read more books in a week. The reading scheme will only **form a small part of your child's reading experiences and they** should also be encouraged to read other texts that they choose themselves. They can read any suitable books from home and the local library is still a fantastic place to access both new and classic books for free. We are happy for children to borrow books from school with the class teacher's permission. Some children enjoy reading a familiar book over and over and that is perfectly fine - we want them to enjoy their books and rereading them will help build their confidence and comprehension skills.

As parents and carers, you will be able to model good reading and your child will learn so much from you. They will learn how to use their voice, how to create suspense and they will be able to absorb language which is beyond their own reading ability. Bedtimes are a fantastic time to snuggle up with a book and these experiences are enjoyable and memorable for the whole family -this is one way children foster a lifelong love of reading.

In addition, conversations about reading are incredibly valuable especially to help gauge a child's understanding, such as 'what happened at the end?'. You can ask inference questions which encourages your child to look for clues on the page, 'such as 'how do I know the character is angry?'. You can talk about the way that a text is set out and discuss the way language is used differently and maybe even why they think an author chose to use a specific word. You can also discuss and compare other books that you have read and think about how they are similar or different.

Don't feel the need to ask too many different questions every time you read but asking a couple of questions each time you will find that your child begins to think more deeply about the text. Please can you sign your children's reading log each time they read at home.

## Key Stage 2

It is expected that all children in Years 3,4,5 & 6 read at home for 10-20 minutes each day and should read their scheme books at home at least 3 times every week. As children advance through the reading scheme, the books can become more substantial in length. Although the children may have developed a faster stamina than those earlier on in the reading scheme - depending on the book, it may take longer to read. Each teacher will have a basket in the classroom that will be checked on a daily basis to exchange scheme reading books that pupils have finished.

Each time a child has read at home, it should be logged in their Reading Diary. Older children may record it themselves but we ask for parents to check it and sign the diary at least once a week. It should state the date and the pages read. If a parent is writing in the diary, please feel free to add a comment when you sign it.

Reading diaries will be checked and signed by teachers each Wednesday to ensure that children are reading their scheme books at home at least three times each week. Reading is part of ongoing homework and teachers may set other homework tasks that relate to their scheme books.

We know that many pupils enjoy reading a wide range of books at home and many enjoy audible books too. Any reading experiences can be recorded in their reading diaries and we are more than happy for children to continue to bring books from home to read in school during free choice reading sessions.

When reading at home, we encourage you to find time to read as a partnership. Many parents choose to read their child's reading book aloud before or after the children have also read the page/text. This is an approach we often use in school during whole class guided reading sessions, particularly when a text has challenging vocabulary or plot. This allows the pupil to gain a deeper level of understanding and teaches them how punctuation and word choices affect the way a reader should read aloud.

In addition to reading to your child and them reading to you, discussing the plot, characters and use of language is vitally important. We have also attached a list of VIPERS (Vocabulary, Infer, Predict, Explain, Retrieve, Sequence questions). You might ask your child some of these questions about their reading to help develop their understanding of the text. We thank you for all of your continued support and look forward to watching your child grow as a reader this year.

**It is absolutely essential that reading books are returned to school. If you have any old scheme books at home, please return them as soon as possible.**

Best Wishes,

Mr J Lawrenson

Headteacher