BURNHAM ON SEA COMMUNITY INFANT SCHOOL

|  |  |  |
| --- | --- | --- |
| **Headteacher**  **Mrs Carly Hatch, BA (Hons)**  **Tel: (01278) 782342**  **email:** [**Office@burnhaminfants.com**](mailto:Office@burnhaminfants.com)  **Web: www.burnhaminfants.com** |  | **Winchester Road**  **Burnham-on-Sea**  **Somerset**  **TA8 1JD** |

10th September 2024

Dear Parents,

Using our validated, systematic, synthetic phonics programme ‘Unlocking Letters and Sounds’ the children are taught to blend and segment phonemes to enable them to read and spell. As they progress through the programme they will explore more complex phonic patterns and will learn alternative graphemes (written representation of phonemes) for each one.

Reading at home

**Why is my child on a different book phase?**

As we welcome back all the children from the summer break, over the coming weeks all children will be reassessed to ensure they are on the correct books which relate to their known phonic knowledge. As is common with an extended break, some of the sounds the children were less confident with are no longer secure. This may mean that the children will be revisiting previously known sounds through a book they have previously read.

**Will my child get a reading book?**

Your child will bring home a fully decodable reading book. Your child’s fully decodable home reading book will be will be closely matched to their phonics ability - meaning they will already be able to read 95% of the words and will achieve real success in their reading.

**Why does my child have to read a book three times?**

As the teaching of reading involves developing skills necessary for both word reading and comprehension, your child will be expected to **read the whole book 3 times**. Each time your child reads the book, there should be a different focus. This will be spread over a minimum of 3 days to ensure each stage of the reading process is given enough time and focus. Please refer to table below.

|  |  |
| --- | --- |
| 1st read | **Focus on decoding**  The children should segment the sounds in each word and then blend the sounds together to read the word e.g.  d/o/g = dog  b/oa/t = boat |
| 2nd read | **Focus on prosody (expression, pace and tone)**  Prosody is expressiveness in speech. It provides context, gives meaning to words, and keeps listeners engaged. Prosody involves emphasising the right words, using voice pitch and taking appropriate pauses. |
| 3rd read | **Focus on comprehension and understanding (answering questions about the text, telling the story in their own words).**  To be able to accurately understand written material, children need to be able to (1) decode what they read; (2) make connections between what they read and what they already know; and (3) think deeply about what they have read. |

A useful video clip explaining and showing the three stages of the reading process.

<https://www.youtube.com/watch?v=Hhu3xeNq3Kg&t=520s>

**When will my child’s book be changed?**

The children should bring in their reading book every day and place it in the box, this will be checked by a member of staff. Orlando owl is our whole class/school recognition system celebrating children’s engagement with reading. As a school we purposely only give reading as home learning. The children are expected to read regularly, if your child reads 5 times a week they will individually be recognised with a reading certificate. 1 of your child’s reads a week can be a ‘shared’ book. These individual reads will count towards the class reading percentage each week, the class with the highest percentage of reads will be awards with Orland owl for the week, as recognition for consistent high levels of reading at home.

Reading books will only be changed on a Monday and Thursday **if** your child has read the whole book three times. Re-reading books is critical in helping children develop their confidence and fluency and so we will only be changing books for children who are still on the UL&S reading scheme when the books have been read and enjoyed three times. The first read is to decode, the second is to develop fluency and the third read has a focus on comprehension. We advise that a full read of the book is completed in each reading session and as a general pattern we would expect the child to have the same book for a minimum of three days. If your child needs to take longer to read a whole book, please do not worry. It will just mean their book isn’t changed until they have read it all 3 times.

**Will my child get a reading record?**

Yes, please record these reads in your child’s reading record with any comments related to the above foci (decoding, fluency and comprehension)

* Decoding - segment the sounds in each word and then blending the sounds together to read the word
* Fluency – expression, volume, phrasing, smoothness and pace
* Comprehension – back ground knowledge, vocabulary, language structures, verbal reasoning and inference If you have any questions about the changes or how to fill out your child’s reading diary please see your child’s class teacher or myself.

**I feel the books are too easy for my child. Will they be moved on?**

We want your child to have success with their reading. We want them to read with fluency and have an understanding of what they are reading. Your child will be assessed regularly for their phonic knowledge and their reading book monitored. If the class teacher feels your child can move forward they will do so.

**My child is a free reader, will they have to read the book three times?**

No, once your child moves past Phase 5 decodable books, then onto book-banded books and finally to being a free reader they will have secured their phonic knowledge. The emphasis when reading will continue to be on fluency and comprehension. This will be monitored and recorded each time they read. As a ‘free reader’ the children will have more choice over their reading book but it is vital they still read aloud to/discuss their book with an adult.

**Sharing Books**

There will also be provision to promote reading for pleasure. The children will have a library session each week, where they will be able to choose a ‘real’ book to share with you, this will help support a wider range of books and an opportunity to explore new vocabulary. Any other reading they may do (comics, magazines, poems, library books etc) are also valuable as part of their reading diet. We appreciate many of you will have an extensive library of books at home. The emphasis around the sharing books is reading for pleasure.

**Workshop**

Year 1 phonics and reading workshop: 9am Friday 11th October

Many thanks for your continued support with your child’s on-going reading adventure.

Yours sincerely,



Carly Hatch

Headteacher