



Dear Parents/ Carers,

We have been working hard with our local authority advisor, Heather Russell, to build on the great progress we have made with early reading in Early Years and Key Stage 1. Thank you to FOSS for the money we have received for our lovely new reading books and thank you for the time that you spend listening to your children read, each day at home, it makes such a difference!

In order to develop the children's fluency we will be sending less books home throughout the week. By re-reading the same text over a period of days, children start to recognise words more quickly, spend less time segmenting and blending and start to hear themselves as readers.

For additional support with phonics you could use the following link, as it clearly demonstrates how to say each phoneme and helps to explain any terms you may find unfamiliar.

<https://www.youtube.com/playlist?list=PLgh11DN6jmbBHVCDDeYtWRgJcZLowiu9cv>



[Mr Thorne Does Phonics - Letters and Sounds - YouTube](https://www.youtube.com/playlist?list=PLgh11DN6jmbBHVCDDeYtWRgJcZLowiu9cv)

A playlist of videos to support the teaching of letters and sounds in Phonics lessons.

www.youtube.com

Within school, we are now developing our guided reading, with the younger children, to now share the same text over **three** sessions.

- **Session One:** Identify the phonemes within the text and any tricky words.
- **Session Two:** Develop fluency and expression (see **echo reading** below)
- **Session Three:** Comprehension - ask questions about the text and inference (i.e. how characters may be feeling, what might happen next and why...)

It is incredibly important for young readers to hear how to read, so we use a technique in school called '**echo reading**'. This is when the adults will listen to the child read a sentence, the child then listens to the adult say the same sentence and then the child then repeats the

sentence again. By echoing the way in which the adult has said the sentence, children start to pick up on changes in volume, pauses for punctuation, changes in pace when we read certain words, changes in intonation and expression.

If you feel like your child can fluently read the book, you could do any of the following to enhance their reading experiences at home:

- **Only read half the story and ask your child to predict what will happen next. Why do they think that?**
- **Cover up the pictures (do they know the story without looking at them?)**
- **Ask them any of the questions on the front of their reading record - or perhaps they could ask you!**
- **Ask your child to write out some of the sentences. Chop the sentence up and then ask the child to rearrange it again.**
- **Think of words that you could change within the story.**
- **Think of words that you could add to the story to make it more interesting.**
- **Cover up certain words and ask the children to think of an alternative word i.e. big could be replaced with the word enormous, does that fit/ sound better within the sentence?**
- **Write any tricky words on piece of paper and use them as flash cards to help remember them or create a pairs game.**
- **Practise reading the story in funny voices.**
- **Discuss how characters in the story might sound and what they might say.**
- **Discuss whether your child liked the story. Is it similar to any other stories they have read? If they didn't enjoy it - why not?**
- **Would they recommend the story to a friend? Who? Why?**

The following link shows an example clip, of the expected standard for reading, at the end of Key Stage One (end of Year 2).

<https://www.youtube.com/watch?v=HXfgMv5hTrs&feature=youtu.be>

If you have any other lovely ways that you support your child with reading we would love to hear about them!

If you have any questions regarding reading, please do not hesitate to get in touch with me.

Many thanks for your continued support,
Mrs Dixon