



Dear Parents/Carers,

In line with our Phonics teaching in Foundation Stage and Year 1, we have purchased Big Cat reading books for the children to read at home and in school. We are now in a position to begin sending these home each week for you to support your child's reading progression.

How we teach reading:

In Foundation Stage and Year 1 children take part in daily phonics sessions in which they learn new GPCs (sounds), blending to read skills and segmenting to write. This is then extended by our group reading sessions that occur three times a week. These sessions follow the same structure each week and have a focus on decoding, prosody and comprehension. Below is an example of how these sessions run.

Decoding

Decoding is the ability to segment a word into its simple sounds and then blend the sounds together to read the word with accuracy.

Reading practice session: Decodable books

Session 1: Decoding

It is advisable that the first reading practice session focuses on decoding the text, with the children concentrating on applying their phonic knowledge and developing fluency when reading the words.

Preparation	Pre-read: Revisit and review	Practise and apply	Review
<p>Grapheme and word cards</p> <ul style="list-style-type: none"> Grapheme cards Tricky word cards At least four other words used in the book to practise fluency Write vocabulary words on cards. <p>Reading books</p> <ul style="list-style-type: none"> Ensure the correct number of reading books are ready in the pack so children can read independently. Identify any unfamiliar vocabulary in the book. Provide pictures, if helpful. Communication for home reading: You may wish to prepare stickers to tell parents/carers about what to do with the home reading books. 	<p>Graphemes</p> <ul style="list-style-type: none"> Show graphemes on the grapheme cards. Children say them out loud. Pick up on any misconceptions, model the correct pronunciation and practise again. <p>Tricky words</p> <ul style="list-style-type: none"> Show the tricky word cards. Children say the words out loud. Re-teach and practise as necessary. <p>Words</p> <ul style="list-style-type: none"> Show the word cards for at least four words from the book. Children practise reading them fluently. <p>Vocabulary</p> <ul style="list-style-type: none"> Show the children any new vocabulary and teach the meaning of any words that may not be familiar. Put each word in context to enable the children to understand it. 	<p>Reading practice</p> <ul style="list-style-type: none"> Children read independently. <p>Hear each child read</p> <ul style="list-style-type: none"> Tap in to listen carefully to each child and ensure they are reading every word. Encourage children to read without sounding out every word. Encourage children to blend and say the word. When you tap in, check that any children who had difficulty with particular graphemes in the pre-read session are now reading them correctly. <p>Decoding</p> <ul style="list-style-type: none"> Check decoding is the only strategy used. If a child struggles to recall the grapheme or word, point to the grapheme card to prompt them. <p>If there's time</p> <ul style="list-style-type: none"> Encourage children to practise reading longer or more challenging words in the book. Revise any specific difficulties with individual children. Read the whole book to the children. 	<p>Misconceptions</p> <ul style="list-style-type: none"> Pick up any common errors with GPCs, specific words in the book or tricky words.

Prosody

Prosody is the ability to read with intonation and expression, taking into account punctuation such as speech marks and exclamation marks.

Headteacher: Mr Paul Martin BEd (Hons) MA NPQH

Address: Mere Road, Waddington,

Lincoln, LN5 9NX

Telephone: 01522 820099

office@all-saints.lincs.sch.uk



Reading practice session: Decodable books

Session 2: Prosody

The second reading session provides the opportunity to read the book again and practise reading with prosody so the children develop reading with appropriate meaning, stress and intonation. It provides an opportunity to explore characters' feelings, what words mean and how punctuation adds to the meaning.

Preparation	Pre-read: Revisit and review	Practise and apply	Review
<p>GPCs and word cards</p> <ul style="list-style-type: none"> Grapheme cards Tricky word cards At least four words used in the book to practise fluency <p>Book</p> <ul style="list-style-type: none"> Select the pages to practise prosody. Consider speech, interesting language, speech verbs and a range of punctuation. Select the GPCs and words for spelling in the review session. 	<p>GPCs, words and tricky words</p> <ul style="list-style-type: none"> Show graphemes on the grapheme cards. Children say them out loud. Show the tricky word cards. Children say the words out loud. Show the word cards for at least four words from the book. Children say the words out loud. Pick up on any misconceptions, model the correct pronunciation and practise again. <p>Vocabulary</p> <ul style="list-style-type: none"> Check the children have remembered the meaning of unknown vocabulary in the book. 	<p>Short reading practice session</p> <ul style="list-style-type: none"> Tell the children the focus is on improving their fluency and encourage them to read with no overt blending. <p>Hear each child read</p> <ul style="list-style-type: none"> Tap in to listen carefully to each child and ensure they are reading every word. <p>Check difficulties</p> <ul style="list-style-type: none"> Check that any difficulties the children encountered the day before have been overcome. <p>Model reading</p> <ul style="list-style-type: none"> Use the pre-selected pages to model reading with prosody. Discuss characters' feelings, words meaning and punctuation. <p>Read together</p> <ul style="list-style-type: none"> The group read one of the selected pages together with prosody. <p>Individual practice</p> <ul style="list-style-type: none"> Each child should practise reading the page independently with prosody - moving to reading the whole book if there is time. 	<p>Quick write</p> <ul style="list-style-type: none"> Have a quick practice of spelling sounds and words from the book.

Comprehension

Comprehension is the ability to demonstrate understanding about the text they have read building on the reading vipers that are attached below.

Reading practice session: Decodable books

Session 3: Comprehension

By the third session, the children should be automatically applying their decoding skills to read with greater accuracy and fluency, enabling their working memory to be freed up to focus on comprehension.

The purpose of the reading practice session for comprehension is to develop the children's comprehension skills by using the reading content domains (2015 Key Stage 1: English reading test framework).

- Draw on their knowledge of vocabulary to understand texts.
- Identify/explain key aspects of fiction and non-fiction texts.
- Identify and explain the sequence of events in the text.
- Inference and deduction.
- Prediction.

As the children become more proficient with understanding how to find information, the skills of skimming and scanning can be introduced to find information quickly.

The reading practice session on comprehension should focus on a specific reading domain to avoid overloading the children's working memory.

Going deeper

When answering comprehension questions, children should be encouraged to develop accuracy and depth in their answers by finding the answers in the text.

Teach deeper thinking about the text by asking children to show how they know the answer to the question, for example by pointing to illustrations/pictures, words or phrases. Encourage children to make links between their experiences and knowledge and the text when appropriate.

You will need to model this and scaffold it until the children develop this skill.

Headteacher: Mr Paul Martin BEd (Hons) MA NPQH

Address: Mere Road, Waddington,

Lincoln, LN5 9NX

Telephone: 01522 820099

office@all-saints.lincs.sch.uk



How to use the reading books at home:

Supporting your child with reading

Although your child will be taught to read at school, you can have a huge impact on their reading journey by continuing their practice at home. There are two types of reading books that your child may bring home:

- **A reading practice book.** This will be at the correct phonic stage for your child. They should be able to read this fluently and independently.
- **A sharing book.** Your child will not be able to read this on their own. This book is for you both to read and enjoy together.

Reading practice book

This book has been carefully matched to your child's current reading level. If your child is reading it with little help, please don't worry that it's too easy – your child needs to develop fluency and confidence in reading.

Listen to them read the book. Remember to give them lots of praise – celebrate their success! If they can't read a word, read it to them. After they have finished, talk about the book together.

Sharing book

In order to encourage your child to become a lifelong reader, it is important that they learn to read for pleasure. The sharing book is a book they have chosen for you to enjoy together.

Please remember that you shouldn't expect your child to read this alone. Read it to or with them. Discuss the pictures, enjoy the story, predict what might happen next, use different voices for the characters, explore the facts in a non-fiction book. The main thing is that you have fun!

For further information, please see this Little Wandle link that explains reading at home in more detail: <https://www.littlewandlelettersandsounds.org.uk/resources/for-parents/>

Headteacher: Mr Paul Martin BEd (Hons) MA NPQH

Address: Mere Road, Waddington,

Lincoln, LN5 9NX

Telephone: 01522 820099

office@all-saints.lincs.sch.uk



Organisation of reading books:

It is really important that books are returned every day, inside the plastic wallet provided. This is so children can read the book during class time to progress through the reading sessions.

Your child will bring home a named plastic wallet containing a reading record and one Big Cat reading book that is matched to their phonics ability. Your child will also receive a Love of Reading book, this does not need to come back each day but will be changed every Friday once returned.

Please ensure that you record the date, the reading book and any notes that you wish to make in the reading record about your child's reading. Reading records will be regularly checked. We will also record when your child takes part in reading sessions at school.

Overview:

- Your child will bring home two books: one Big Cat book and one Love of Reading book.
- Keep your child's books in the plastic wallets provided.
- Bring back the books every day.
- Books will be changed every Friday.

Kind Regards

Foundation Stage and KS1 Team

Headteacher: Mr Paul Martin BEd (Hons) MA NPQH

Address: Mere Road, Waddington,

Lincoln, LN5 9NX

Telephone: 01522 820099

office@all-saints.lincs.sch.uk