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Parent Information Letter - Supporting your child with reading at home

"Reading is the gateway for children that makes all other learning possible." Barack Obama, March 2022.

Dear Parents,

With the start of a new year, I wanted to take this opportunity to inform you of how reading is taught at Lower Peover School. I have also included some reminders of the school's expectations of children reading at home and of this being recorded on their electronic reading diary (Boom Reader). Reading is at the heart of everything we do at school. We know that if a child becomes a fluent, confident reader as they move through school, they hold the key to unlock every curriculum subject and subsequent academic success. We have systematic, explicitly chosen and research-based strategies for teaching reading.

Parents and the wider family should play an integral part in the development of a child's relationship with reading. The best outcomes occur for children when the reading partnership between school and home is strongest and reading is promoted and supported at both.

Key Reading Milestones:

Reception Applying phonics to segmenting and blending, with some automatic fluent reading towards the end of the year (reading in their head). They should be able to recall some of the tricky words taught.

Year 1 Reading should be becoming more fluent, with automatic fluent reading being a focus throughout the year with reading in Year 1. Phonics and tricky words should be becoming secure and alternative sounds are explored.

End of Year 1 Phonics Screening Check

Year 2 Fluent sight reading to enable the child to concentrate on comprehension skills in **Year 2** and Key Stage 2

End of Year 6 Reading SATs test

Teaching of Reading in Reception and Year 1:

The teaching of reading in Reception and Year 1 is delivered daily through phonics lessons using the Little Wandle scheme and through regular reading sessions, either 1 to 1 or in small groups. In addition, Year 1 have whole class shared reading lessons 3 x per week starting from the Spring Term. The children are exposed to lots of books, nursery rhymes and songs within the classroom. Any child not secure in their phonics sounds or tricky words already taught will receive additional keep up interventions either 1 to 1 or as part of a small group throughout the week.

Expectations for reading at home in Reception and Year 1:

Children in Reception and Year 1 are given two phonics level reading books. The levels of these books are determined by how the children achieve in their half termly phonics assessments, following the half term's delivery of phonics teaching. Therefore, the levels may differ from child to child. The levels they receive will be reflective of their achievement level in the assessments, and the sounds and tricky words they are secure on. These books are designed to be read several times with the support of an adult to enable the child to practice their phonics skills, segmenting and blending, and develop their reading fluency and automaticity (being able to sound out in their heads and produce only the word out loud).

For further information on our phonics scheme, please refer to the Little Wandle parent page on their website: <https://www.littlewandlelettersandsounds.org.uk/resources/for-parents/> or speak with/email Mrs. Slater.

Alongside the phonics level reading books, the children will also bring home a library book, taken from our classroom bookshelves and baskets. This library book is to be shared with an adult, and in most cases read by an adult. This develops a love for reading together and promotes quality time sharing a good quality story book. There may be instances where the children can take the lead with reading this book as they get older and more secure with their reading skills.

Reading books are changed on a Monday (or the first school day of the week) so please ensure all books are in their bags for changing. The expectation is that your **child reads at least 5 times each week at home and that this is recorded on Boom Reader.** This can also include other books or reading materials, not just those provided by school. But don't feel you need to record everything, just ensure at least 5 instances of reading are recorded, where possible, each week. This enables the school to monitor how engaged your child is with reading at home. Boom Reader entries are checked by an adult in school each week.

Teaching of Reading in Years 2 to 6:

During the first term of Year 2, the children will be taught the final block of phonics via our Little Wandle programme. This block consolidates all the teaching of phonics and prepares them to move onto the next stages of 'Pathways to Spell' and 'Pathways to Read'. The Year 2 children will also work towards moving from the phonics scheme reading books, to the general school banded book scheme. This will be determined and actioned through in-school assessments throughout the year and is measured on their phonics recall and application and reading fluency ability. Children who still require additional support with their phonics and reading will continue to receive the appropriate teaching and intervention.

The teaching of reading throughout the school is done in a cross curricula approach with all the texts used mapped out within and between year groups. The explicit teaching of reading in Years 2 to 6 is delivered in shared reading lessons which take place three times per week following the Pathways to Read Scheme [Pathways to Read - Primary School Reading Programme - The Literacy Company](#) This focuses on a progression in reading and comprehension skills, from sight reading, understanding new vocabulary, predicting text, retrieving and explaining information.

Expectation of Reading at home in Years 2 to 6:

The ambition is for all children at Lower Peover to be fluent readers by the time they enter Year 3 so the focus can then be on comprehension skills. As in Reception and Year 1, the children are given a school reading book that is at the appropriate level for them to be able to read fluently. These are the thinner books with the small white sticker on the front cover. These books are changed every Monday by an adult in school. This is a big commitment by the school requiring a lot of staff time to change every child's book every week. Therefore, It is essential that **Boom Reader is recorded accurately at home at least five times per week.** If the book is completed, there is a tab on Boom Reader for the parent to use to let school know. The book will not usually be changed on a Monday unless it has been recorded on Boom Reader as being completed.

From Year 2 onwards, children are also part of the Accelerated Reader Scheme run by Mrs Lawrence. These are the thicker, chapter books that have been chosen especially by Mrs Lawrence to help foster a love of reading.

The children are assessed every term to gauge their reading age. This determines the reading band (orange numbered sticker band on the spine of the book) from which the children can choose in the Accelerated Reader Library. The expectation is that these books are completed once a fortnight (or sooner). Once completed, they tick their name on the classroom door and quiz on the book with Mrs Lawrence.

Accelerated Reader is a marvelous scheme and a huge investment by the school with hundreds of wonderful books from which the children can choose. Mrs Lawrence is also very good at giving guidance to the children on authors they might like or series of books they might want to try. Accelerated Reader Books, and any book the child may be reading at home, can be entered onto Boom Reader by a family member. **The expectation is that the child has their Accelerated Reader (chapter book) in school with them EVERY DAY.** All classes have quiet reading time at some point during the school day (usually after lunch break) where the child should have their book in class to read by themselves.

I hope this letter helps to explain how reading is prioritised at school and how much we value your commitment at home to helping your child become the best reader they can.

If you have any questions regarding reading, please feel free to email me and I will endeavor to help.

Kind Regards,

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