



Baildon Church of England Primary School and Nursery

13 November 2019

Dear Parent/Guardian

Reading

In first newsletter of the year, we shared with you the school improvement areas for 2019-2020. A key area this year is to further develop reading across school.

'Reading is the one ability that, once set in motion, has the ability to feed itself. Readers read. Readers comprehend' Michael Morpurgo.

Our aim in school, is to teach our children to become skilled readers, who develop a comprehensive understanding of words, language and texts. Research suggests that competent readers experience academic success across the curriculum, and that reading for pleasure promotes better health and well-being, aiding and building social connections and relationships. To support our mission in school, we really need your help, in promoting positive attitudes to reading at home, to ensure that our children can experience the pleasure of this lifelong tool.

As a result, we have asked parents/guardians to support their child (ren) in regular reading at home at least five times each week. This may include sharing a story with your child, reading to them or listening to them read to you.

Increasingly, in Key Stage Two, we are finding that children are not reading at home to adults at all, particularly those pupils who are 'free readers' or who have remained on a colour book band for a significant amount of time. This is a great concern, as in order for pupils to develop fluency, speed and understanding, the support of someone reading regularly with them is crucial.

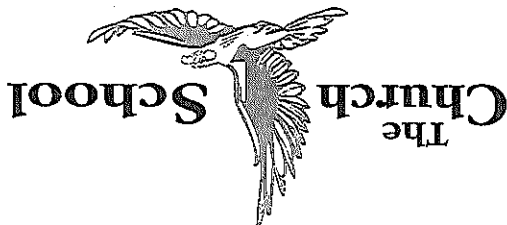
This year we are adopting a Three Step Approach to early reading. The rationale for the approach is to support readers to develop their fluency and story-telling voice and develop a deep understanding of how words within a sentence/text carry meaning. A breakdown of this approach is shared within the yellow homework diaries for you to refer to. However, a more detailed explanation can be found below.

The Three Step Reading Approach

Read 1- Decode read.

Focusing only on the words and being able to read them, building towards fluency. Here the pupils will draw upon their phonic knowledge of sounds, segmenting and blending.

In our school, we celebrate being part of God's family where all respect themselves, others and the world around them. Our vision is to develop a safe, caring community of inspired, resilient lifelong learners with a spirit of curiosity, enabling them to flourish in an ever changing world.



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Read 2: Reading for fluency and expression.
Adult models intonation, expression, pausing and phrasing when reading. Pupils practise "reading like a storyteller".

Read 3: Comprehension.

Pupils read again for a final time, with fluency and expression. Adults ask questions to test comprehension skills and the pupils' knowledge and understanding of what they have read. This may be drawing upon retrieving and inferring information from the text, making predictions and summarising key points.

- The approach means that all children must read their individual reading books three times focusing on one of the three areas in turn.
- The approach will allow pupils to develop their fluency as readers, allowing them to encounter words a greater number of times and further develop their sight recognition, thus improving their fluency and confidence as readers.
- The approach prepares readers in becoming life-long readers, who read for meaning and enjoyment, as pupils develop a deep understanding of what they are reading in order to answer a variety of comprehension questions about the text and the language they have encountered.
- The three stages of reading will be used as an assessment tool in school before the pupils progress to the next book band.

If your child is currently a free reader, they will have already established strong decoding skills and will be reading for meaning and enjoyment. Due to the quantity of text 'free readers' are exposed to, we are not asking for them to read the same text three times. However, we ask that you encourage and support your child with 'Read 2' and 'Read 3'. This will allow them to develop their fluency in reading aloud, with speed and meaning, to ensure they develop their reading stamina and can support this with a deep comprehension of what they have read.

We encourage our parents to support this approach at home, reading regularly and recording support in the yellow homework diaries, which could be as simple as a signature on the day you have read. This will allow your child to build towards stickers and prizes to promote positive attitudes to reading and learning.

We thank you for your continued support. If you require an additional information, please contact your child's class teacher.

Yours sincerely
Sarah Melvin
English Subject Leader

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