



Baildon Church of England Primary School

28 September 2020

Early Years and KS1 Reading Guide

Dear Parents and Carers,

Welcome back to school! We hope that the information included within this guide will be useful in supporting you when reading with your child at home.

As a school, reading continues to be at the heart of our curriculum. We aim 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.

In light of the current pandemic, we have evaluated the ways in which we can support children and families in developing a love for reading both at home and at school. We have planned safe ways to ensure that your children still have access to reading material at home, whether it is a reading book or a library book. Below we have outlined the various books which your children will have access to at home, and how these are selected and designed to support early reading and enjoyment.

Phonetically Decodable Reading books: These books relate directly to the phonics phase the class are working on, allowing children to apply their phonic knowledge in context and build enjoyment for reading at an accessible level.

Skills Books: These books allow the children to draw upon their phonic knowledge, as well as other skills, to identify unknown words – they may appear more challenging to your child, as they are using a greater range of skills e.g. drawing upon the meaning of a word in context, using the pictures to support understanding, sight recognition of words and grammatical knowledge.

Library Books: The school library books are selected by the children to encourage reading for pleasure. Library books also give children an opportunity to enjoy listening to adults read aloud. These books are selected by the child and will often be more challenging than their reading ability, hence why these are perfect to share together.

Please note that we are unable to provide more than a couple of books at one time, due to the quarantine period required between books being returned and

'The Lord says for I know the plans I have for you... plans to give you hope and a future.'

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Headteacher: Mrs Kathryn Savage

recirculated. Actions are in place to overcome these issues, as we are investing in online book providers linked to the current school reading scheme.

The Three Step Reading Approach

Across school, we are continuing to follow our 'Three Step Reading Approach'. The rationale for this approach is to support readers in developing their fluency and storytelling voice alongside developing a deep understanding of how words work within a sentence, to ensure that text carries meaning. A breakdown of this approach is shared within homework diaries.

Read 1: Decode and Read

Focus only on the words and being able to read them, building towards fluency.

Read 2: Fluency and Expression

Adult models intonation, expression, pausing and phrasing when reading. Children practise "reading like a storyteller".

Read 3: Comprehension

Children read again, with fluency and expression. Adults ask questions to test comprehension of text.

The approach means that all children should read their individual reading books three times, focusing on each of the three areas in turn. Children will be supported in developing their fluency as readers by encountering words a greater number of times. Their fluency and confidence as readers will also be improved through the further development of sight recognition vocabulary. We hope that this approach will help our children to become life-long readers, who read both for meaning and for enjoyment.

In school, the three stages of reading will be used as an assessment tool before children progress to the next phonics level, or skills coloured book band.

We encourage you to support this approach at home by regularly reading with your child and recording this in their homework diaries.

Please do not hesitate to contact your child's class teacher if you are unsure, or need further support.

Kind regards,



Miss K. Perry
EYFS Leader



Miss S. Melvin
English Subject Leader

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