



Baildon Church of England Primary School

28 September 2020

Key Stage 2 Reading Guide

Dear Parents and Carers,

Welcome back to school! We hope that the information contained within this guide will be useful in supporting your child's reading 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. Below we have outlined the various books which your children may have access to and how these are selected and designed to support early reading and enjoyment.

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

Skills Books: These books enable the children to draw upon their phonic knowledge as well as other skills to identify unknown words. These books may appear more challenging to children 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: School library books are selected by the children to encourage reading for pleasure. These books are selected by the child and will not directly link with the their reading capability, hence why, in some cases, these are perfect to share together.

Free readers: If your child is currently a 'free reader', they will have already established strong decoding skills and will be reading for meaning and enjoyment. They will be able to select their own reading books from an age appropriate selection in their *'The Lord says for I know the plans I have for you... plans to give you hope and a future.'*

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classrooms. This allows them to develop their own reading preference and further develop independence and enjoyment when reading for pleasure.

The Three Step Reading Approach

Across school we are continuing to follow our 'Three Step Reading Approach'. 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 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. Pupils 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.

Due to the quantity of text 'free readers' are exposed to, we are not asking the children at this stage of their reading journey to read the same text three times. However, please can we ask that you still encourage and support your child with their 'Read 2' and 'Read 3' skills (Developing fluency in reading aloud with speed and meaning, whilst also developing a deep comprehension of what has been read.)

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

Kind regards,



Miss S. Melvin
English Subject Leader

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