



THE GATTONS INFANT SCHOOL

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Headteacher: Mrs Sarah Gospel

Deputy Headteacher: Miss Ellie Bennett

Dear Parents and Carers.

At The Gattons Infant School, we aim to develop a reading culture at school and at home, where children read books for pleasure, recommend books to each other that they have loved and inspire each other to read.

Sharing Books

Reading aloud to your children is a brilliant way to develop their love of books. Your child may have a favourite character that appears in a number of stories and maybe you do the same silly voice in each book! This will develop their understanding of emotions and character's choices. Your child may ask you to read the same book again and again because they love it so much. This is really important to develop their knowledge of story structure and this will support them in their writing too. Getting children excited about books, rhymes and stories makes reading a positive, fun activity that they want to do. It gives you time to sit together and discuss information, predict the choices characters will make or join in with the rhymes. This teaches children how books work and develops their love of reading.

Listening to your child read

Following an update from the DfE around phonics teaching we have moved to Essential Letters and Sounds, which is a phonics programme based on Letters and Sounds (2007). This new phonics programme will support your children in making quick progress to become fluent and confident readers.

To best support us in teaching your child how to read we ask that you read the decodable text provided by the school **4 times across the week**. Spending 10 minutes a day reading with your child will hugely support them in their journey to becoming an independent reader. We will be changing children's books once a week on Fridays. This allows your child to re-read each text several times building their confidence and fluency. This is especially important as they begin to learn that the sounds within our language can be spelt in different ways. It is a key part of learning to read that children re-read words and sentences that they can decode (sound out) until they are fluent (read with ease and precision). By reading texts several times children have the greatest opportunity to achieve this fluency. The texts sent home are carefully matched to the teaching taking place in school. Your child will be practising what they have been taught in school with you at home. We will only ask children to read books independently when they can decode these by themselves. Any books that are not yet decodable for the children will be a sharing book. These books are there for you to read with your child, helping us to instil a love of reading from the very beginning of their reading journey. These could be read together with your child reading the words they are able to decode or you could read it to your child.

You will be receiving a Parentmail soon with a log in for Oxford Owl eBook library. We will be using these to support children's phonic learning and reading. They will be matched to your child's phonic knowledge and they will count as part of your reading agreement to read 4 times across a week.

We ask that you please record and date each time your child reads in their new reading diary. Every week at school, your child will take part in a reading session with an adult. This will also be logged in your child's reading record. The reading records are a great way to communicate with teachers and this communication is welcomed by all staff members. Please do not feel that you have to write lengthy comments every time you read as this can take away from the reading. If your child has read happily, they can just draw a smiley face and you can record the name of the book.

Evidence shows that there is a positive relationship between reading frequency, reading enjoyment and attainment. We have attached our home/school agreement which says that the children will read at home **a minimum of 4 times a week**.

Please read through the parent /carer section and sign the sticker in the reading record to show that you and your child have read and agree with the reading agreement. If there is any part of the agreement you would like to talk about, please come and speak to your class teacher.

Kind regards,

Andrea Parsons
Reception Year Leader

and

Julie Shipman
Literacy co-ordinator

