



CANFORD HEATH INFANT and JUNIOR SCHOOLS

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TEACH Trust Poole

Trust Excellence Aspiration Collaboration Honesty

Article 29: Children have the right to develop their personality and talents to the full

8th September 2023

Reading at Home

Dear Parents/Carers,

As you all know, reading is a top priority in our school and we want our children to learn to read fluently and to also develop a love of reading.

This week, your child will have brought home a book banded book that is decodable at their reading level and this means that they can confidently practise the reading skills they have been taught in school. The book will only contain graphemes (letter/s) and tricky key words that they have been taught in class and are secure with. Occasionally, you might notice that your child has brought home an additional book banded book from the next set of books. This book will be a challenge book and will include tricky words and/or graphemes that they might not be secure with but will have been taught them in class. Your child may require some additional support with this book, but if they find it too challenging, please stick with the book that they are secure with.

When you are listening to your child read, please encourage them to sound out any unknown words and discourage them from guessing the word by looking at it as a whole word. When they have sounded out the entire word, they might need to be reminded to blend the sounds together and say the word. When they come to a tricky key word, they might need to be reminded that it is a tricky word that they have learnt in school, and they can still look for the sounds they know within the word. Whilst the children are still sounding out lots of words within books, we would suggest focussing on developing their phonics whilst they read, saving comprehension-based questions for story time when an adult is reading to them or when they have developed more fluency with their own reading. To support with this, in your child's reading record, you will find poster that includes strategies to help your child with reading (please see the next page). This poster is the same one used by staff and volunteers in school, so your child will be familiar with it.

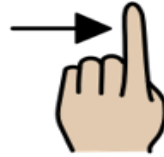
Strategies to help with reading



Hold the book the correct way.



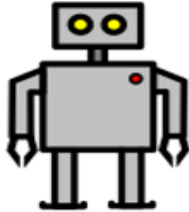
Turn the pages right to left.



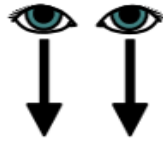
Use your pointing finger.



Sound out words carefully.



Use robot arms to help you blend.



look

Look for the graphemes you know.



Break up longer words - covering with your hand.

We have a set list of tricky key words that are taught in each year group. Tricky words are high frequency words that can't be sounded out using the children's current phonetic knowledge. The children practise reading and writing these words in phonics, reading and literacy lessons. They sound out the words, looking for the graphemes that they already know and then explore the ones that they don't know yet (often shown in red). The complete list of these words is attached. Some of these words are tricky at the time of teaching, but they become fully decodable when the children have learnt alternative graphemes, as they move through school. E.g. *like* – the children learn the split digraph i-e in Year 1.

Your child will now be swapping their reading book twice a week, on a Monday and Friday. This will support with developing their fluency as they will have an opportunity to read the same book a number of times. Please continue to ensure that your child reads their school reading book at least 3 times a week at home and enjoys other stories with members of their family too. Thank you – the impact that this has can not be underestimated – it is massive.

If you have any questions about supporting your child with reading, please speak to your child's class teacher. We are always more than happy to help.

Yours sincerely

Mrs L Palmer

Headteacher