

Dear Parents,

Reading is a crucial part of our curriculum and an important life skill. There are a number of ways that Hodge Hill supports pupils to develop their reading skills, including daily reading sessions and 1:1 reading with their teacher at least once a week. Pupils read in groups, pairs and independently during the week and are encouraged to ask and answer questions about what they have read.

At school, we believe in the importance of reading at home in addition to reading lessons. **Children who read at home develop their reading skills at a faster rate and tend to read more independently.**

Please take some time to read the information below which will help you to support your child with their reading skills at home.

Home Readers

Pupils are expected to take a home reader home every evening for KS2 and three times a week for KS1. They must read for at least ten minutes on these evenings. Our books are banded so that each book matches a pupil's current reading skills whilst also providing some challenge to help them to develop.

In their yellow home reading records, pupils should fill in the title and author of the book they are reading, along with the page numbers that they have read. They can read with a parent, sibling or on their own if they are already a confident reader. Once they have read, their yellow reading record must be checked and signed by an adult at home.

Children are expected to bring their yellow reading record in every day. This is so that reading can be completed in school and carefully monitored to see how much a child has read. For every ten minutes a child has read, they receive a raffle ticket for the weekly reading raffle. The more often they read, the more raffle tickets they get!

In Year _____, reading records are checked every _____ and if they have completed their home reader, they will get an opportunity to change their book every _____.

Elbow-to-elbow paired reading

Pupils are encouraged to read 'elbow-to-elbow' in school. The method is outlined below:

- Partner A reads a paragraph out loud.
- Partner B echoes (repeats) or summarises the information they have heard.
- Partner A then checks that Partner B has understood what they have read. They can re-read or discuss as necessary until Partner B feels confident.
- They then swap over to read the next paragraph.

If a child feels that they have heard too much information, they use a 'pause' signal to stop their partner so that they can listen again. Similarly, if they need their partner to go back to an earlier part of the text, they signal to their partner to 'rewind'. This has proven to be an effective way to help children to understand the content what they are reading. Please ask your child to show you this strategy when reading with them at home.

We hope that this information is useful and if you require any further information, please contact your child's class teacher. Happy reading!