



SEEND
CHURCH *of*
ENGLAND
PRIMARY SCHOOL

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SUPPORTING YOUR CHILD WITH READING

Dear Parents and Carers of Year 1 children in Oak Class,

Your year 1 child will receive a **reading practice book** this week. This will be at the correct phonic stage for your child.

Although your child will be taught to read at school, you can have a huge impact on their reading journey by continuing their practise at home.

READING PRACTICE BOOK

This book has been carefully matched to your child's current reading level. It is also matched to the phonics teaching that they are receiving in class. When your child is working on the alternative diagraphs in phase 5, they need to have experienced alternative sounds to try before being able to work out a word such as, giant; e.g. 'g' has a short and long sound.

We will listen to your child read three times over the week in a group situation. The first session we will focus on decoding the words, the second session will focus on 'prosody', which means to focus on the expression of the text and punctuation, and thirdly we will work on comprehension. If your child is in a class with Y2 children they may receive the comprehension session through a whole class session and we will be using the class text rather than the group text. Teachers will keep notes on your child's reading progress and share this with you at parent/teacher consultations. You may also wish to make an appointment through dojo to discuss this at another time.

Our aim is that your child can read this group text fluently by the end of the week so please listen to them read this same book to encourage the improvement over the week. Your child will learn fastest in a situation where they feel nurtured and unpressured. Listen to them read the book. Remember to give them lots of praise – celebrate their success! Ask them to break longer words up into chunks of about



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three letters. Ask them to also try alternative sounds for diagraphs . After they have finished, talk about the book together.

Research has proven that children need to read a text three times for it to be understood fully. The more a child reads, the larger their vocabulary becomes. When a child reads the same book multiple times, they become familiar and comfortable with a greater number of words and they learn more about the story itself. Each pass through the text or illustrations allows them to dive deeper into the story's meaning. With fluency and comprehension comes greater reading confidence. Children who can follow a story and don't stumble over words are more self-assured about their abilities and more likely to enjoy reading.

If you have any questions or concerns with your child's reading, then you can contact me to arrange a meeting to discuss this at any point in the year.

We will change their book on Fridays and they will keep this book for the whole week.

To boost your child's motivation to read at home, books are checked regularly and children who have read 5/6 a week are awarded 5 minutes extra play. They get Dojo points if an adult has written in the log book for reading at home. The number of times that they are heard read is then counted by a Y6 reading leader and the children who have read the most are celebrated in celebration assembly on Fridays. It is easier for them to count if you use a new box for each reading entry, rather than including your entry in the same box as when they read at school on the same day.

READING IN SCHOOL

Extra individual reading may occur if your child is receiving phonics and reading interventions. We will let you know if this is something that we would like to try with your child.

Please see the Little Wandle links for parents – These are the three short videos to hear the pronunciation of the sounds taught and further information about the SSP.



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https://www.youtube.com/watch?v=-ZtjFlvA_fs

<https://www.youtube.com/watch?v=DvOuc7cWXxc>

<https://www.youtube.com/watch?v=qDu3JAjf-U0>

<https://www.centralstreet.org.uk/s/Little-Wandle-Letters-and-Sounds-ppt-for-families.pdf>

Thank you for your continued support

Candida Hutchinson and the teaching team