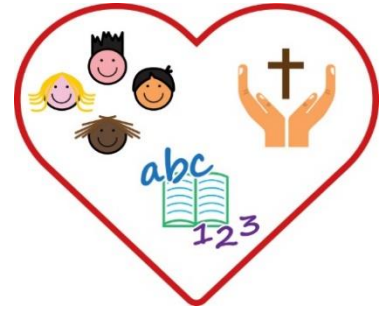


St. Matthew's C.E. Primary School

"Be blessed by God, be happy and aspire to be..."



19/10/21

Dear Parents,

It has been lovely to hear from some of you – several parents have contacted me by email or by phone and I have responded and we have arranged meetings.

I know the children in school are supported by lovely parents who want the best outcomes for them.

I have arranged some assessments with our Specialist Teacher, Penny Hunter and also referred other children to our Speech and Language Therapist, Louise Laycock. I have also made other referrals to NHS Speech and Language service. Today, I was able to discuss one child in a SENDCO cluster with our Educational Psychologist and have submitted an Action Plan – all as a result of the last letter!

I wish I had thought of writing the letter years ago!

These are the issues I would like to draw to your attention in this letter.

Please ensure your child has annual vision checks and ask your GP to arrange a hearing assessment – it is amazing how many children have undiagnosed sight and hearing issues that are not picked up. It is always a good idea to have these checked out to rule out any problems in these areas.

Useful websites:

<https://www.timestables.co.uk> – helps children learn multiplication tables

<https://www.topmarks.co.uk/maths> – there are also English activities on this website

<https://www.bbc.co.uk/bitesize/primary> – covers everything! Make sure you check out work in both Key Stages to match the level your child is working at.

I have copied information about a reading strategy we use in school with children. We find that this strategy really helps with improving understanding of what has been read.

My email address is tracy.young@cidari.co.uk

Have a lovely half term break!

Yours faithfully,

Miss Tracy Young



Headteacher: Mr M Mackley

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What is Paired Reading?

Paired reading is an evidence-based intervention which aims to improve children's reading accuracy, fluency and motivation. By reading together with a reading helper, children's reading experience is modelled and supported without attention being drawn to their errors. The child is given the opportunity to choose any book, story, magazine or comic they would like for the paired reading session, if it contains age appropriate themes. It does not matter if the reading material is easier or harder than their current reading level.

Who can use Paired Reading?

The pair in a Paired Reading session is a target child and a reading helper. The helper can be anyone with more advanced reading skills than the target child. Therefore, this can be a member of school staff (e.g. a teacher or teaching assistant), a parent or sibling, or a peer from school. Groups of older children can be trained to implement this with younger children although this is more difficult with current social distancing procedures in place.

What is a Paired Reading Session?

The intervention consists of two key phases:

- **Simultaneous Reading:** The helper and child begin by reading the book aloud together at the same time. If the child does not know how to read the word, encourage them to attempt each word. When the child makes a mistake, or hesitates for more than 5 seconds, the helper should say the word. The child then repeats the word correctly. The helper does not need to say anything else; avoid asking the child to 'sound out' words or highlighting their mistakes. The children then continue to read together.
- **Independent Reading:** When the child is ready to read independently, they make a signal (e.g. knocking on the table). At this point, the helper goes silent and the child continues reading alone.

Correcting Errors:

- If the child makes a mistake or fails to say a word within 5 seconds, then the helper gives the child the word and they repeat the word back correctly. The helper continues reading with the child simultaneously until they signal that they would like to start reading independently again.

Key Principles

Aim to read 5 times per week, for 5-15 minutes. Do not carry on beyond 15 minutes unless the child wants to. Keep a diary to record when you have been able to read together.

- Choose a comfortable, quiet place to read together
- Try to avoid choosing a time when the child would prefer to be doing something else
- Remember to praise the child regularly, particularly when they choose to read independently or sound out a difficult word.
- Take time to discuss the book together.

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