

January 2020

Dear Parents,

## RE: Early Reading and Reading Support at LHPSN

We have recently been reviewing our Reading curriculum and focussing on how we can further support our younger children who are learning to read in Reception and KS1, as well as older pupils who are struggling with reading fluency and pace. We are beginning to establish some changes to the way we teach reading and I hope that by sharing these with you will find them helpful when reading with your child, either as part of their regular homelearning task or when reading for pleasure.

### Early/struggling readers only:

- ✓ **Pointing** - the reader must be the pointer, not the adult, this helps them manage their own pace. Pointing to the words helps to match the written word to the spoken word and helps the reader make text-to-word connections. Pointing helps the reader with visual tracking and to keep their place while reading. When talking about what they have read children should be encouraged to point to key words, illustrations and features of the print (e.g., first word, capitalisation, ending punctuation).
- ✓ **Stop Pointing** - we stop children pointing as soon as they have established effective 1:1 correspondence. We do this because pointing prevents children scanning ahead (as good readers do) and slows reading down.

### At LHPSN we want all our children to acquire these skills to ensure they are smooth and expressive readers:

- ✓ **Self correction** - it is vital that adults do not jump in and correct mistakes immediately. Allow children to read all the way to the end of the word or sentence to give them time to recognise themselves that their reading does not make sense. If a child does not self correct ask them: 'Does that sound right? Or 'what does that word say?'
- ✓ **Story Voice** - When reading with a child we ask them to use their 'story voice' so that as well as decoding words they also listen to what they're reading to ensure it makes sense.
- ✓ **Pace/fluency**: Fluency is the ability to read with speed, accuracy, and proper expression. When reading aloud, fluent readers read in phrases and add intonation appropriately. As readers we need to train our brains to scan forward so we ask our children to 'listen to themselves while they are reading' so they understand what they read (whether they are reading aloud or silently).
- ✓ **Good fluency leads to good comprehension**, and an easier transition to the next reading level and confidence. Using timers and word spotting games help to improve skills in skimming and scanning. Fluency is also important for motivation; children who find reading laborious tend not to want to read! Some children may have fluency strips which we push along from **left to right** to help increase the pace of reading.
- ✓ **Re-reading familiar books/poems/information**- familiar books are the books that the children have read before. At LHPSN we know that it is important for children to read books that are easy over and over again to practice reading fluently. We ensure our children have opportunities to read and practice familiar books, including reading books, information books and poetry. This overlearning helps to ensure reading flows, is expressive and like the spoken language.

I hope there are some useful strategies to take forward with your children during your reading sessions. If you have any questions about reading please speak with your child's teacher in the first instance. **The school website** has further information about the way we teach reading including the expected standards for each year group and the progression in reading skills throughout the school. You will find this on Curriculum > Reading on the homepage tabs.

Along with our review of reading and developing new strategies to the way we teach, we have also been able to secure funds to purchase new and improved reading books and class novels. We will share them with you when they arrive.

*"I don't believe in the kind of magic in my books. But I do believe something very magical can happen when you read a good book."*  
J.K.Rowling

Yours in learning,

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