

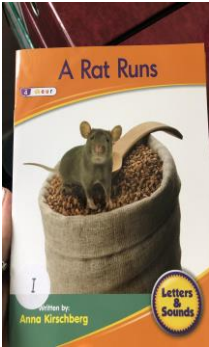


Reading in EYFS


Dear Parents and Carers,

Over the last year we have made some important changes to the way we support and develop children's Reading and Phonics in EYFS and KS1 at our school. Our changes are necessary, as they incorporate all national, statutory changes to reading, which reflect how best to support children in their early reading journey. We have reviewed these changes carefully and have made some adaptations by tailoring our resources, teaching and expectations, to ensure we give our pupils the best start in their journey to become readers for life.

Below is an overview of these changes:

<p>Phonics books</p> <div data-bbox="119 757 220 862"> <p>I</p> </div> 	<p>Phonics is an integral part of the children's reading development from Nursery to Year 1 especially!</p> <ul style="list-style-type: none"> Your child will receive daily phonics input either with their teacher or a teaching assistant in these year groups. We follow Letters and Sounds as our Phonics scheme and this has not changed. However, we have now invested in some 'Letters and Sounds Friendly Phonics Books', These are in sets of both fiction and non-fiction. Whoever delivers your child's phonics will give them a Phonics Book once weekly and this will incorporate some of the sounds and tricky words they have previously learned in the week/ weeks before (like a revision book). The purpose of these books is to help children build fluency, pace and confidence when reading. There will be no sounds in this book that your child has not covered and therefore they are labeled with an I (as shown in the box to the left) which stands for 'INDEPENDENT READ', meaning your child should be able to read this book with independence. If your child is struggling, these books are tailored to show you which exact sound they are struggling with and this will help both home and school know which sounds they have learned, but not yet secured. On the surface, these books may appear 'easy', but please refrain from saying this to your child! They may appear easy to us, but by saying so, there is the risk children feel they 'cannot even read easy books' if they find one of the words hard. Instead of commenting on the book's ease, please join the school in praising children for their efforts in sounding out and blending their phonics sounds. You could also use the opportunity to share the children's understanding of the book through discussion and questioning. Some children are particularly skilled readers from a young age, and may whizz through their phonics book. Again, children should be celebrated for their effort rather than their ease! However, please know that we cannot simply provide a 'harder phonics book', because we need to ensure they have secured these sounds through our assessment in school too. This is because lots of very able readers, from a young age, often read words by sight due to their familiarity with common words, but when faced with longer words further up the school, we find their early phonics may not have been secured enough, as they struggle to break down the unknown, long and complex words in front of them. This is why ensuring they are masters of each sound and its alternate spellings and pronunciations are crucial at this age.
<p>Support Reading Books</p> <div data-bbox="199 1848 300 1953"> <p>S</p> </div>	<ul style="list-style-type: none"> From Pink (Phase 2) to Orange (Phase 5c) children will be issued one 'SUPPORT' reading book to go alongside their one 'PHONICS' reading book. Just like the Phonics books, the Support books are marked with the symbol S (shown in the box to the left) as there may be some words in this book above your child's current phonics level that they need support with. These words will be listed on the inside cover of the book as shown in this example of the text 'Singing Dad'. At our school, we do believe it is important for children to be exposed to a small amount of sounds/ words they have not seen before as this reinforces that there are always new words to learn and new challenges in every book you read! We would encourage you to read through the support words listed in the front of the



	<p>book with your child before they read, so they have some exposure to the word before it appears in the text.</p> <ul style="list-style-type: none"> Remember not to worry if your child struggles with some words not listed in the book. Please let your class teacher know so we can put provisions in place to help support them with securing certain sounds.
<p>Reading Support Sheets</p>	<p>We will send home 'Reading Sheets' as children move onto a new phonics phase/ reading band. Listed will be the sounds they need to practise, the tricky words (words that have spellings or sounds exception to the phonics rules) and the character names that appear commonly in some of the support texts that your child may bring home. By reading these phonics sounds and tricky words through book reading, quick fire games or quizzes at home, will help your child master and secure their learning in Phonics and Reading, helping the two merge seamlessly. An example of a Phonics Phase 3 (Red Band) support sheet is attached.</p>
<p>Reading at Home</p>	<p>It is a Home Learning expectation that reading is happening at home at least 3 times weekly. Staff will contact you with a verbal reminder of reading expectations if this isn't happening. What often happens is parents have read and have forgotten to write it in the reading diary, so please ensure you sign the diary making it clear how many times you have read as it is our only way of knowing who has read this week and who needs some support. 10 minutes 3x weekly is brilliant! We would recommend reading just before bed, as reading is proven to help the brain relax for a restful night sleep, as opposed to tablet screens and TV's. We award reading tokens for every 3 reads a child has done in a week so if they read 3 times they get 1 token, 6 times they get 2 tokens and so on. This does not need to be just the books sent home, it can be ones you have at home too. These tokens go in a big box and every half term a child in EYFS/KS1 is randomly selected as the star home reader.</p>
<p>Damage and Loss of Books</p>	<ul style="list-style-type: none"> Our biggest plea to parents is that you always put the phonics and support books back into the clear communication folders, slotting the books inside their reading diary and then into their book bag. On arrival on a Monday please put the communication folder in the class box available. It is important that this is in school each Monday or on your child's first day back to school if they have been absent. If your child is at the Hive they will ensure books are removed from the book bag each Monday. We will send new books home each Wednesday. After you have read at home, please put the books straight into the book bags as the day we read with your child's book varies each week. If your child does not have their books on them ready to swap, then staff will not issue a new book until the other is returned. Every year, many of our lovely books get lost or damaged, and this means we have incomplete sets that cannot be used again with a group of 6, because only 4 or 5 remain. PLEASE ensure no water bottles are in book bags as these are the biggest culprits for ruining books. As we are now a cashless school, we ask kindly that if you lose or damage a book, that you repurchase this yourself and send the replacement into school. Please be aware that some of these books (the phonics ones especially) are only available as part of a set and therefore expensive to repurchase.



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| | <ul style="list-style-type: none">• We have worked so hard to secure the money for new phonics books and will not be able to secure more funds for reading for a significant period. Therefore, handling our books with care, keeping them dry and bringing them into school every day is the key to keeping our books looking their best for each year as they come up to school. |
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We hope you have found this overview useful. Please keep it to hand when you are reading at home with your child in order to help your reading at home reflect their reading in school, so together we can provide seamless, high quality support for the children.

On this note, we would like to thank you for your support with reading at home and value your commitment to reading a minimum of three times weekly with your children. The priority both nationally and at Lickey Hills Primary School is to ensure children learn to love reading; a skill they will cherish and value for life. Therefore, if you are having trouble getting your child to read at home, please speak with your child's class teacher or to Miss Holmes (Reading Lead), who will happily help you with ideas to spark that love of reading again.

On behalf of the staff in EYFS and KS1, thank you for taking the time to read this information, working collaboratively with us on these new changes and for supporting us in helping your child become a reader for life.

Happy reading,

Mrs Reading(EYFS lead) and Miss Holmes (Year 1 teacher and KS1 Reading Lead)



Copy of one of the Reading Support Sheets sent home when a child moves Phonics Phase or Reading Band.

Reading Support Sheet Red (Phase 3)



Practise
reading these
tricky words
before every
read

he	she	we	me	be	was
my	you	they	her	all	are

oh	come	what	wanted
said	sorry	like	everyone

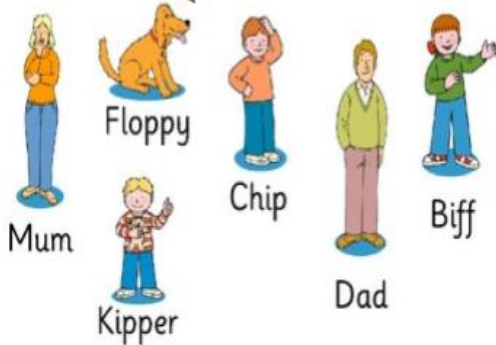
Can you learn
to read these
even trickier
words?

How many of these sounds do you know on your own?	j	v	w	x	z	zz	y
	qu	sh	ch	th	ai	ee	igh
	oa	oo	OO	ar	or	ur	ow
	oi	ear	air	ure	er		



Common Characters Red Band (Phase 3)

Practise reading these names before reading an Oxford Reading Tree book



Practise reading these names before reading a Project X book



Max

Cat

Ant

Tiger