

Weaverham Forest



Weaverham Forest Primary School
Forest Street
Weaverham
Northwich
CW8 3EY

Telephone 01606 288050
Headteacher
D. Erne BEd (Hons)
www.weaverhamforest.cheshire.sch.uk

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IMPORTANT INFORMATION ABOUT READING

Dear Parents/Carers,

Thank you to the large number of parents who replied to our reading survey – your input was both appreciated and invaluable. If you know Weaverham Forest, you will know a love of reading and books is a thread throughout our school. We have spent an enormous amount of thought, energy and money promoting a love of reading over a long period time. This letter will detail what we do in school, but also what we need you to do at home.

What we do....

Nursery

Children are encouraged to develop a love of reading through:

Books throughout the environment

Books are shared (fiction and non-fiction) with the children during keyworker time and during continuous provision.

Engage in conversations about stories, learning new vocabulary

Language rich environment

Nursery rhymes, action songs and songs are learnt, shared and enjoyed.

Role play stories

Talk for Writing is used to encourage children to retell stories

Helicopter stories are used to encourage children to tell their own stories

Phonological awareness is developed through activities

Reading for Pleasure books available to take home

Reception and Year 1

In Reception, your child will be heard read 1:1 by the teacher/Teaching Assistant to allow staff to monitor children's independent reading skills, suitability of the book or readiness to move forwards.

The children in Reception and Year 1 are exposed to a 'print-rich' environment of signs, labels, books, key words, display and role play that all give opportunities for reading

Book areas where children can enjoy sharing books, listening to stories and reading
 Children are taught daily Phonics through the 'Sounds Write' programme
 Children will take home an individual reading book matched to the Phonic Phase they currently work on in school, in order to match the child's individual reading ability
 Children will take home an additional banded reading book
 Children will also take home a reading for pleasure book
 Children will be listened to individually by the class teacher or TA on a three week rolling programme
 Revisiting books with an adult allows for repetition which leads to greater acquisition of new vocabulary because children pick up new information with each re-read
 Children will change their reading and reading for pleasure book once a week.
 Children also have an individual reading record where reading at home should be recorded. Adults read daily to the whole class, where possible, more than once a day
 All English projects are linked to high quality texts
 In Year 1, children access a weekly Guided Reading session with the teacher
 Reading volunteers support with individual reading
 In Year 1, children will be listened to individually by the class teacher or TA on a rolling programme

Year 2

As above, but with a few age appropriate changes
 Daily phonics continues, but as the year goes on children access Pathways to Spell (a progressive spelling scheme)
 Additional phonics for children who require some support
 Children with gaps in their phonic knowledge will continue to receive reading books matched to their phonic ability
 Once children have acquired the phonetic ability to read the Phase 5 sounds, they will move onto banded books
 All children access a whole class reading session. These are followed up with group reading sessions.
 Children choose their own banded books
 Children will be listened to individually by the class teacher or TA on a three week rolling programme

Key Stage 2

By now many children are moving on to choosing their own books from the school library
 Books in the library are by real authors and are a mix of fiction and non-fiction texts
 The children choose their own books from their band
 There is a broad range of new and current fiction to provide breadth and depth of reading
 There is a strong reading spine throughout the school in English and Reading sessions
 Each English project is based on a high quality text, often a picture book
 Weekly whole class reading, followed by guided group sessions
 Years 4 to 6 access Reading Plus to support the development of reading fluency
 Poetry is taught termly – the children access a variety of poems

Interventions for children who require additional phonics teaching
 Teachers read to children daily
 Termly children are introduced to new recommended books
 Teaching staff are able to make recommendations to new books and authors
 Volunteers invited to school to read with children who need to develop their fluency

Whole School

Engaging projects based on high quality texts. In the past we have used *The Invisible*, *The Dot*, *The Day the Crayons Quit* and *Tribe of Kids* – to name but a few!
 Many lessons such as PSHE and *No Outsiders* are based on a text or picture book
 Theme days such as World Book Day, Roald Dahl Day, National Poetry Day are celebrated each year

A yearly update of books to the library – this year's focus will be the purchase of non-fiction

Termly books chosen by the staff to share with children

Promotion of the Summer Reading Challenge

A significant investment in phonetically linked books to match the 'Sounds Write' phonic scheme

Each year the children take part in reviewing the books for the Kate Greenaway Award

Author/poet visits throughout the year

Project books ordered from the Education Library Service to match class projects

Time for children to 'just enjoy' reading

Children have access to comics, children's newspapers and magazines

Prior to COVID 'Reading Cafes'

Following your responses to the questionnaire

This letter should explain what we do in school. We think you'll agree, it's quite a lot!

We are setting up a reading shed for parents to swap books from home

The purchase of more non-fiction books for the library

A sponsored read later in the year

What we need from you

Reading should be a daily habit

We would like to insist that pupils engage with reading, with you or independently, for at least 10 minutes a day outside of school.

We will expect this recorded in their reading records. In KS1 and Year 3, parents should ensure a record is made in the reading record.

In KS2, we will expect pupils to keep a record and parents to sign for their child daily

We intend to be as insistent as possible that this happens.

We recognise that there are many ways into reading and therefore from now on, when pupils are 'learning to read independently,' we will accept many forms of engagement in reading including: a child reading to their parent from a school library book; a child reading a non-banded book from home or school; a parent reading a book to their child. There are many ways in which you can help your child enjoy reading first and foremost, and secondly learn to read. All we would ask is that you record this in the reading record and aim to find a productive balance between other

texts and our banded books; reading to them and having them read to you; reading pictures and reading text; talking about books and reading books.

Once pupils have become independent readers, we need them to maintain and grow the habit of reading and to broaden their experience of reading. We accept that children might read different texts through the week but are keen that, once they have a book that they enjoy, that they do work through it rapidly enough that they engage and maintain their interest in it. Please note our commitment to children's reading has very little to do with narrow educational aims such as SATS and everything to do with your children developing a love of reading and learning!

We cannot stress enough that we all need to work together to make this happen. We thank you again for your continued support and look forward to seeing the progress towards every child reading every day.

Thank you for your support

WFPS Team