



Saltford
CofE Primary School

Saltford CofE Primary School
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Monday 4th October 2021

Dear Parents,

Reading is a fundamental skill and the teaching of reading in school takes many forms. Children in EYFS undertake 20 minutes of high quality phonics learning daily alongside reading tasks across the curriculum and individual reading to an adult, in partnership with home, using the school reading scheme.

From today, your child will receive their first set of reading books and a reading record in a folder for you to record reading activity in.

Please can you ensure that reading folders are brought in to school every day.

Parent's role in the teaching of reading remains paramount to their child's progress and this is highly valued by the school. Please read with your child daily. When required, children's books will be changed on a **Tuesday and Friday only** and three books will be put in your child's folder. Please ensure each book is read at least twice to support comprehension and fluency while practicing decoding skills. Our recommendation is that only one book is shared per night with the understanding that some books may take more time to complete, especially as children progress through the scheme to the later colours. It is always preferable to read and discuss less pages in more depth than whizz through an entire book. In addition, you have been provided with your child's Active Learn log in where we have allocated ebooks to your child and a Teach Your Monster To Read log in to help them practice their phonic skills. These are on the laminated card attached to your record. Please record any reading activity in your child's reading record including the details below:

- Book Name
- Pages Read
- Notes on any conversations you have had/ words or sounds your child found tricky
- Your initials and the letter **H** to indicate this was read at home.

Within school children have regular opportunities to read to an adult and they will read to their class teacher as frequently as possible. The adult will comment and write their initials and an **S** to show this has taken place at school.

Many children's first books will be books without words. Please look inside the front and back covers for ideas of questions you can ask your child about the book. We have also included some tips for reading wordless books with your child on the next page alongside some useful comprehension questions.

As I am sure you can appreciate, the task of changing 30 children's books in addition to teaching responsibilities is a large one. Therefore, we are reliant on parental support with this task. If you, or another family member, were able to commit to supporting with this please do contact the school office for a DBS form or, if you already have one of these, to offer your help.

Thank you for your continued support.

Yours sincerely,

Miss Davis

Miss Donovan

Questions to ask your child when reading – Early Years

Before reading the book:

- Can you point to the title? or What is this? (pointing to the title)
- What do you think this story will be about? What might happen in the story?
- Who is in the story?

During the reading of the book:

- What is happening here?
- What is _____ doing?
- What might happen next?
- How do you think the story might end?
- Is _____ friendly/ mean/ nice...?
- What does _____ mean? (To check understanding of a word)

At the end of the book:

- Did you like this book? Why?
- What was your favourite part? Why?
- Which character did you like the best? Why?
- Why did that character do ... (give a situation/ event from the story)?
- What happened in the story?

Questions to ask your child when reading wordless books – Early Years

- Recognise that there are no "right" or "wrong" ways to read a wordless book. One of the wonderful benefits of using wordless books is how each child creates his own story (or stories!) from the same pictures.
- Spend time looking at the cover and talking about the book's title. Based on those two things, make a few predictions about the story.
- Take a "picture walk" through the pages of the book. Enjoy the illustrations, which are often rich with detail. Look carefully at the expressions on characters' faces, the setting and the use of colour. Talk to each other about what you see. These conversations will enrich the storytelling.
- Enjoy the pictures and point out a few things, but don't worry too much about telling a story yet. Just enjoy the pictures and get a sense of what the book is about.
- Go back through the book a second time and get ready for some great storytelling! Consider going first and acting as a model for your child. Have characters use different voices, add sound effects and use interesting words in your version of the book.
- Encourage your child to "read" you the book with his story. Focus on the words your child uses when he tells the story. Help your child expand his sentences or thoughts by encouraging him to add information from the illustration's details. One way to encourage more details is by asking "W" questions: Who? Where? When? Why?
- Finish your wordless book sharing by asking a few simple questions: What pictures helped you tell the story? What was your favourite part of your story? Have you had an experience like the one in your story?

Sharing wordless books is a terrific way to build important literacy skills, including listening skills, vocabulary, comprehension — and an increased awareness of how stories are "built," as the storyteller often uses a beginning, middle, end format. For a book with few words, you'll be surprised at all the talking you will do, and all the fun you'll have!