

Dear Key Stage One parents and carers,

We would firstly like to say thank you for the support you have given your child with their reading so far this year. We often hear of the good routines that the children have regarding reading at home. We would also like show our appreciation for the support you give regarding the development of the children's phonological awareness (phonics), as year on year we have seen strong results in the national phonics screening check which takes place at the end of Year One.

To build on this success, we have been working with other schools regarding improving the children's reading 'fluency'. Fluency refers to reading at a suitable pace, with expression and with regard to the punctuation. Although our phonics screening check results continue to be a strength, we feel that there is still room for improvement in this area.

In order to develop the children's fluency, we are proposing two changes:

1. Regular 'paired reading' in school in Years One and Two. Children will read a book with a partner until they are able to read it fluently. Year One and Two have already trialled this and are finding it both successful and fun (if not a bit noisy!).
2. Echo reading in Years One and Two. This is where the teacher models how a challenging text is read. The class then emulate this until they too are able to read the text with fluency.
3. The children will now only change their books twice a week. A number of successful schools are already doing this; some schools even change their books just once a week. This change will allow the children to read their books to the point they are fluent (reading at a good pace, with expression and with regard to punctuation). If the book is at the right level, the first time your child reads their book they may read it quite quietly and spend more time working out unknown words. Upon further attempts, they will read with greater confidence and expression. When they are reading the book fluently, they are more likely to be comprehending the text, rather than just decoding the words. We understand that this will be a big change, perhaps with some initial confusions, but we are certain that it will help the children in the future: within Key Stage Two, when accessing the wider curriculum, when encountering the Year Two reading tests and as we prepare them for secondary school in Upper Key Stage Two.

We hope that we have explained the reasoning behind the changes successfully. If you have further questions, you are always welcome to meet with Miss. Eglington, our English Subject Co-ordinator. The days on which the children will change books will be shared via the class teacher as soon as possible.

Yours sincerely,

Miss. Eglington, Miss. Lane, Miss. Bailey and Mrs McGrane