

**HILDENBOROUGH CHURCH OF ENGLAND PRIMARY SCHOOL**

***To be the best we can be, for ourselves, for others and for God.***

Friday 15th October 2021

Dear parents and carers,

**EYFS and Key Stage 1 reading books**

This term, many parents have asked about the frequency in which their child’s reading book is being changed. We appreciate that re-reading the same book may feel a little repetitive; however, re-reading the same book has numerous benefits. Therefore, I thought it would be helpful to explain our rationale behind why we encourage children to read books more than once. Research has shown that the more we engage with a story, the more we learn from it, which is why as adults we choose to re-read our favourite stories. When children re-read stories, they pick up new information, deepen their understanding of what is happening and are able to make more connections between events that happen in the book compared to real life events, as well as other books they have read. Children need the opportunity to re-read the same text in order to improve their reading fluency as well as their comprehension.

In school, we are supporting the children with this by reading the same book three times. Each time we read the book, we have a different focus:

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| **Reading**  | **Focus** | **How children can be supported with this** |
| First time | Decoding | * As children are reading, remind them of how to use their phonics to blend sounds in unknown words.
* Don’t let them guess or skip words, instead take the time to decode the word together. This also provides the opportunity to discuss the meaning of new vocabulary, which is vital in helping the children to understand what they are reading, as well as developing their spoken language.
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| Second time | Fluency | * Model how to read with fluency and expression. For example, you could read the first page together or read a sentence each.
* Point out punctuation, such as, full stops, question marks and exclamation marks and how this affects the way we read a sentence.
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| Third time | Comprehension | * Read the book again, asking ‘who, what, why, where, when and how’ questions about what they have read. You could use the questions in the back of the book to support you with this or the question stems that are stuck in the front of their reading records.
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We are very keen to work in partnership with parents in order to help our children get the most out of their reading. In years 1 and 2, we will be providing the children with no more than two books per week so that they also have the opportunity to read the same texts more than once at home. In year R, books will continue to be changed twice weekly. Once children move onto longer texts, such as chapter books, we would not expect a child to read this three times. However, we would also encourage children to re-read their favourite books aloud; this is especially helpful for children who find it a struggle to find books they enjoy.

I hope this explains our rationale a little more clearly. We very much appreciate the support you are giving to your child’s reading and are very much looking forward to working in partnership with you to support your child’s reading this year. If you have any questions regarding our approach to reading, please don’t hesitate to contact myself or your child’s class teacher.

Kind Regards,

Emma Welch

*Deputy Headteacher*