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Dear Parents,

We have reviewed our reading scheme in school and, to be in line with the latest expectation regarding reading schemes, we have made some changes to some of the books in school.

This week the children will bring home their reading book matched to their decoding skills, appropriate to their stage of reading development. If your child is on white, lime, brown, grey, purple, dark blue or black your child is not decoding anymore but reading for pleasure and learning new vocabulary.

Individual reading provides the teacher with an opportunity to monitor the child's independent reading skills, the suitability of the book they are reading and their readiness to progress to the next one. The class teacher, or a teaching assistant, will hear children read at least once over a week. In some cases we may ask you to keep the book for further practice and complete enrichment activities, but generally books will be changed when read to end.

In some of the reading books, especially in Class 1, you will find lists of words: red, green and speed words. These words are for you to read as well as the story. Clear instructions are included in these types of books for you to follow.

How we teach reading at school

Daily Phonics Sessions in Class 1 and Year 2

Through the 'Letters and Sounds' and Read, Write, Inc structured programme of teaching, children are taught phonics for 20-25 minute sessions each day in year groups. They are taught to link letters and sounds, by learning how to say the sound (phoneme) for each letter (grapheme) and groups of letters like sh, ch, igh (digraphs and trigraphs). They learn to hear and say the sounds in words like c-a-t by pulling them apart (segmenting) and putting them back together (blending).

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Shared Reading

In the English lessons children share with the class teacher an enlarged text on the Interactive Whiteboard or from a book, learning how books work, about different genres of books, about authors and illustrators, discussing sequences of events and practising their reading skills. Play-based activities to support this learning are carried out following the reading such as role play, using puppets, sequencing pictures and also guided activities such as writing. The text becomes the focus of the lesson and the children will become very familiar with it and will be able to recite it by the end.

Story Time

This is a time for sustained listening and enjoyment of a class book that may be chosen by the teacher or a child, such as those in the book area, when children can experience the richness of children's literature and learn to love books. The text will probably be beyond the reading capability of the children but may have phrases to join in with and will enrich the children's imagination, supplying them with ideas and phrases that they may use themselves in their play or writing.

Guided Reading

This is reading carried out three times a week as a whole class session in all classes. The children have opportunity to learn new vocabulary related to the story, echo read which is modelled by the adult and echoed back by the children and comprehension activities.

Library Time

As you are aware children also get library time during class time, during lunchtime on a Thursday and we also offer an **after school slot with you on a Monday between 3.10pm and 3.45pm**. PLEASE encourage your child to take part in these sessions as they are valuable to them.

IF YOU HAVEN'T SENT YOUR LIBRARY FORM BACK PLEASE COME AND ASK FOR ANOTHER COPY!

Reading is an important skill to become competent adults in the big world and we are certainly trying to promote the love of books and reading at school.

Kind regards

Mrs A Baxter
Reading Lead

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