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Head of School: Mr R Chipperfield

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Dear Parents/Carers,

Reading is a skill we continue to develop throughout our lives but starting this process as early as possible has significant benefits for our continued success as readers. Therefore, as parents and carers, you play a vital role in supporting your child in becoming a fluent reader who is confidently able to apply their reading skills across all areas of their lives.

The teaching of reading and reading comprehension within the classroom is only part of a child's learning, and the value that is given to reading at home is equally important. Research suggests that children who read regularly outside of school perform significantly better in school and so your support at home is essential in ensuring that your child makes the progress they are capable of.

Your child has received their reading books and a reading record for you to record reading activity in. You can help your child to achieve their full potential by listening to them read daily (for about 10-15 minutes) you can do this by reading their reading scheme book (at least three times a week) reading regular bedtime stories, reading their Library book and by encouraging them to enjoy reading and sharing books together. Reading widely through all these approaches will help develop your child's vocabulary, which in turn will make them more confident when reading more challenging books.

Please can you ensure that reading books and records are brought into school every day. These reading records play a vital role in school as they include resources, we use in school to support your child. The parent's role in the teaching of reading remains paramount to their child's progress and this is highly valued by the school. For children who are accessing phonics, their books will be changed on a Thursday. This is so they can develop their fluency in reading. In Maple and Oak class children change their own books so these will be changed by the children when necessary. It is always preferable to read and discuss less pages in more depth than whizz through an entire book without discussion around your child's comprehension of what they have read.



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To help us track how much reading your child is doing at home, it is important that you sign their reading record every time you have listened to them read, along with a brief comment. In Year 5/6 children are more likely to be reading with increasing confidence and fluency and so they can keep their own daily records, however parents/carers should still be checking in to see how they are getting on with their books. Your support with reading at home is essential and only by working together can we ensure your child achieves their potential as a reader. If you require any further guidance regarding reading, please ask your child's class teacher.

We will be monitoring your child's reading in school. The minimum expectation is that your child reads at home at least three times a week. We will be counting your child's reads every Wednesday. If your child has failed to read at least 3 times in a week or the reading record is not at school, they will be invited to reading sessions where they can access time to read with other children and school staff. We will be holding a weekly class raffle to celebrate children reading.

To develop comprehension, we will also be having reading tasks that your child can complete. When they have completed the reading task, it needs to be returned into school. There are also some examples of questions below to ask your child to help develop their reading comprehension. Further examples can be found in the back of your child's reading diary similar to the type of question they access in guided reading to help develop reading comprehension.

We know how important it is for all children's reading ability and comprehension skills to be the best it can be and so we would appreciate your support with keeping your child on track with their reading.

Thank you for your continued support.

Yours sincerely,

Miss Bates



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Questions to ask your child when reading – Early Years/Year 1

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 – Year 1/Year 2

Before reading the book: Who is the main character? When/where is the story set? How do you know? What happens at the start of the story? What do you think this book will be about? Why?

During the reading of the book: Which word on this page means the same as? Find and adjective/noun/verb in the text? (To check understanding of a word). What does _____ mean? (To check understanding of a word) What do you think _____ means? What is happening here? What is _____ doing?

At the end of the book: Which is your favourite/worst/scariest part of the story? Why? Tell me three facts you have learnt. What happened at the end of the story? What is the problem in this story? How was it solved? Can you retell me the story in 20/30/50 words? Where do you think they will go next? How do you think that this will end? What do you think will happen next?

Questions to ask your child when reading – Year 3/Year 4

Before reading the book/chapter: Who are the characters in this text? Can you think of another story with a similar theme? What do you think this book will be about? Why? What do you think will happen in this chapter?

During the reading of the book/chapter: What does this word/phrase tell you about the character/setting? How has the author made you feel by writing ____? When/where is the story set? How do you know? What do you think is happening here? What do you think ____ means? Why do you think that? What do these words mean and why do you think the author chose them? What is similar/different about the two characters? Explain why ____ did that?

At the end of the book/chapter: What is the main point in this paragraph? Sum up what has happened so far in X words? What is/are the most important part/s in this paragraph? Why did the author choose this setting? How will it influence the story? What do you think will happen next?



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Questions to ask your child when reading – Year 5/Year 6

Before reading the book/chapter: When/where is the story set? Find the evidence in the text. Who is telling the story? How do you know? Sum up what happened so far in X words. Can you think of another story with a similar theme? What do you think will happen in this chapter?

During the reading of the book/chapter: What does this word/phrase tell you about the character/setting/mood? By writing _____, what effect has the author created? What other words/phrases could the author have used here? Why? What do you think is happening here? Why? What do you think ___ means? Why do you think that? Could it be anything else? I think _____. Do you agree or disagree? Why? What do these words mean and why do you think the author chose them? What is similar/different about the two characters? Did the author intend that? Explain why ___ did that. Which words do you think are the most important why?

At the end of the book/chapter: Find the part of the story that describes the setting the best? What is the main point in this paragraph? Is it mentioned anywhere else? Do any sections/paragraphs deal with the same themes? Can you think of another story with a similar theme? How do the plots differ? Why did the author choose this setting? Will that influence the story? Describe different character's reactions to the same event.



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