



TUSHINGHAM with GRINDLEY C E PRIMARY SCHOOL
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*1 John 4:7 Let us love one another, for love is from God.
Learning together and worshipping together*

23/09/22

Dear Parents/Carers,

Here at Tushingham School, we believe that the life skill of reading is one of the most important skills that we can teach our children. It is promoted as an intrinsic part of our teaching and learning across the curriculum, as the ability to read has a huge impact on children's learning, their self-esteem and their future life chances.

In order to make a strong start in their reading journey, our children are taught phonics through Unlocking Letters and Sounds, which is a DfE validated Systematic Synthetic Phonics Programme. Children are taught progressive Grapheme Phoneme Correspondences (GPCs) throughout Reception and Year 1 and they then continue their reading and spelling journeys through year 2 and beyond with our Pathways to Read and Pathways to Spell programmes.

As we embed our new phonics scheme, we wanted to update you on a few changes that we are making to our home reading programme, to ensure consistency and fidelity to our scheme. In order to give the children to best possible chance to practise the sounds and words that they have learnt in phonics each week, we will aim to closely match the children's reading books to their current phonics knowledge. Each week, children will take home a decodable reading book from our new reading scheme, which follows the same cumulative progression of GPCs as our Phonics Programme. We encourage children to read their book at least 3 times over the week. Initially for decoding and then re-reading the text to develop more accuracy and speed. This will then allow the children to develop their comprehension of the text later on in the week. After reading the book many times, children can also begin to add in expression and intonation to bring the book to life. It is important for children to re-read texts many times so that they can begin to read with more automaticity each time. In your child's reading diary, please record comments about what they were able to do well and what they needed support with. Please ensure that children have their reading diaries in their book bag every day.

Once children have completed the phonics phases and are reading at a higher level than the decodable books, we aim for them to become more fluent readers, reading with both speed and accuracy more consistently. Children will still need to re-read their books 3-5 times a week as they work towards our 'free reading' book scheme. They will read longer and less familiar texts with independence and the shift from learning to read to reading to learn begins to take place. We hope that all of our reading books are looked after and returned to school, so that many children can enjoy them over the years.

Alongside their home reading book, children will also choose another book to take home from our class reading corners or school library. This book is for them to read for pleasure. We have a selection of recommended reads in each year group and we want to promote these as much as possible to ensure that children access carefully selected texts that challenge and inspire them as young readers. Of course, reading comes in many forms and reading other texts around their school reading books is also highly recommended, whether that be helping to read their bedtime story or reading a recipe from a cookery book. The more that children read, the better readers they will become.

Kind regards,
Mrs Jones - English Subject Leader

