



DUNSFORD
COMMUNITY ACADEMY

Nursery & Otter Class Reading At Home March 2020

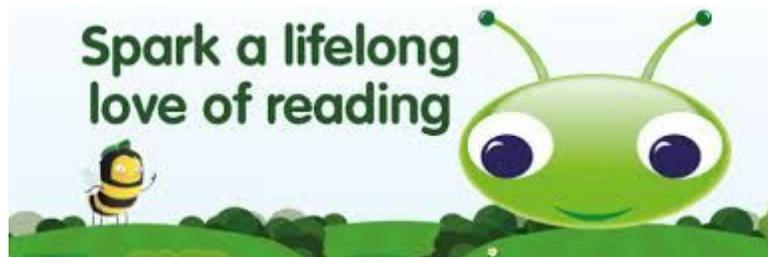


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Dear Parents/ Carers of Dunsford Nursery and Otter Class,

For home learning purposes, we have decided that we will provide all the children in the Nursery and all the Y2 children who are on the Accelerated Reader system at our school, with an Active Learn Bug Club account and login early next week. The login details for new families will be sent to you separately. This is to ensure you have access to appropriate decodable reading materials and phonic games at home to share and do with your child daily.



To enable you to support your child's reading at home, we would like to remind you of the following advice.

Below is a link to a video of a book being read three times. We are sharing this with you, so you can practise the skills shown at home with the matched books that the children use from Active Learn Bug Club. We will be allocating books to you through the online system during what would normally be term time weeks, so please do keep checking for new books each week. Once your child has read their book it will go into their Bug Club library. During what would be the normal school holiday weeks, we would recommend you steer your child to their Active Learn Bug Club library, to reread some of their books that they have already been allocated. As you know, we encourage the children to go back to the books for a further two readings

after their initial session with their book. Please read below to find out more about the different learning stages your child is developing with each reading session.

Each read moves through the stages of blending (blend sounds together to make a word) until fluency is achieved. Your child can then add in expression and they can then understand what they have read.

- **First read** - your child is mainly going to be *decoding a lot aloud*, during this read they will not necessarily be able to understand the story as their brain power is going on identifying the sounds and blending them together to read words.
- **Second read** - your child is encouraged that if they need to *decode then to do it in their head*, so they don't keep decoding aloud. This helps their reading fluency.
- **Third read** - your child can now read with more fluency as their brain power is not going on just decoding the words as they have had practice with that. Discuss the characters and how they might say things. This is when they read with fluency and you can have a greater discussion around what they are reading. For example, from the video – *'How would you feel if you were trapped?'*

Please note that some children might even have to read it a few more times until they can read it fluently. By reading and re-reading books we can shift the cognitive load, from just decoding to fluency and understanding. Children benefit from coming back to the same story repeatedly.

Here is the link to the video:

<https://docs.google.com/presentation/d/e/2PACX-1vTLrAv-Dg7ods1l8LtiZ-mA6olqIBlZ6kiIKR4MpQABKV-p7fpNK1aWnWbGgPdUDEd5Luavgb7YalE1/pub?start=false&loop=false&delayms=3000>

Practice makes permanent - the more you practice the more permanent the pathways are in learning to read.



Also 'Teach Your Monster to Read' is a great app that can currently be downloaded for free that helps children with their phonics; this is DfE approved:

Apple

(free): <https://apps.apple.com/gb/app/teach-your-monster-to-read/id828392046>

Google (0.99p as Google will not allow it to be free): <http://bit.ly/2cohkeR>

and the computer version is also free: <https://www.teachyourmonstertoread.com/>

Reading daily, with a matched book to the sounds your child knows, will help them in their reading journey. Alongside this, sharing stories where you are reading them to your child and even picking out key words for them to read, helps them learn how to become a storyteller. It helps children develop a love of reading and creates a quality time where you can have a great discussion around books.

Commenting on what you think about the story will help your child generate their responses. Discussing the language used, such as what the word 'dawdling' means in the story 'Tiddler by Julia Donaldson', helps your child to understand and use the new vocabulary. By accessing this language through sharing stories with you, means that when they come to read these words then they can understand the meaning of them.

From our recent phonic Bug Club workshop with parents, we shared with you one of the slides stating the following:

'The younger a child is, the stronger the impact of parents listening to their child reading at home. At age 5 it is five times the impact of school. At age 11 it is about the same strength as school.'

Source: Sacker, Amanda et al (2002) 'Social inequality in educational achievement and psychological adjustment throughout childhood.'



We wish you happy reading sessions in your homes and thank you in advance for your support with your child's reading journey. Some time spent daily at home reading makes an enormous difference to your child's reading ability and by just allowing your child access to books, reading stories to them and some of your time to support them by helping them to learn the sounds letters make, blending the letter sounds, reading tricky words and asking them questions about what they have read and understood, makes a significant difference to them. Thank you.

Very best wishes to you all,

Mrs Kersey, Mrs McKnight and the Otter Class team