



Dear Parents/Guardians,

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. This is why, 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 assessments and so your support at home is essential in ensuring that your child makes the progress they are capable of. You can help your child to achieve their full potential by listening to them read daily (for about 15 minutes), reading regular bedtime stories and by encouraging them to enjoy reading and sharing books together. Reading widely through all of these approaches will help develop your child's vocabulary, which in turn will make them more confident when reading more challenging books.

Giving your child a choice over what they read is an important factor in boosting their enthusiasm for reading and children are more likely to be interested in books they have selected for themselves. Your local library is an incredibly useful resource in providing regular reading material for your child and best of all – it's free! In addition, there are a number of cut-price books available for purchase at our reception.

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. (At the upper end of Key Stage 2 when children are more likely to be reading with confidence and fluency, they should be keeping their own daily records, which should be signed by parents/carers at least once a week.) 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.

To help you and your child(ren) make appropriate choices about the books they read, we have placed a list of 100 book recommendations for each phase on our website. This is not an exhaustive list but may give you some ideas of where to start.

Thank you for your continued support and happy reading!

Best wishes,

Miss Egan and Mr Brakefield

UKS2 Leader/English Leader and KS1 Leader

P.T.O. for some information that really puts the importance of reading into context!

Research shows that 'Poor vocabulary is the primary cause of academic failure.' [Becker 1977]. Aside from the direct teaching of vocabulary, which we undertake at school, reading is the most valuable way in which we can develop children's spoken and written vocabulary.

This vital vocabulary development starts at an early age, in the years before children even begin primary school. The following statistics demonstrate how important reading is to children's early development:

- By the age of two, children **learn a new word every two hours**. This means that by the time they start school, they should be familiar with over 10,000 words.
- Children **who do well** in primary school have over **7,000 root words**, whereas those who are unable to meet age-related expectations have only about **3,000 root words**.
- There is a difference in reading performance equivalent to **just over a year's schooling** between young people who never read for enjoyment and those **who read for up to 30 minutes per day**.
- A child with weak language skills at age five is **much less likely to be a strong reader** at the age of 11 than a five year old with strong language skills.
- Children who often read books at age 10 and more than once a week at age 16 **gain higher results** in maths, vocabulary and spelling tests at age 16 than those who read less regularly.

