



# Sandford Primary School

49 Greenhill Road  
Sandford  
Winscombe  
North Somerset  
BS25 5PA

Tel: 01934 852602

Fax: 01934 853416

E-mail : [office@sandfordprimary.org](mailto:office@sandfordprimary.org)

Website: <http://www.sandfordprimary.org>

**Executive Headteacher: Lorna Richardson**

Tuesday 11<sup>th</sup> January

Dear parents/guardians,

With the start of a new year, we are starting to use a new aid to help develop our children's reading comprehension skills. The 'Totally Pawsome Reading Gang' will be introduced to each class this term during reading lessons. Each dog looks at a different element of comprehension and helps children to unpick each skill in order to develop and consolidate their learning. There are 5 dogs in KS1, which are developed and added to in KS2.

**KS1: Vocabulary Victor, Rex Retriever, Predicting Pip, Inference Iggy and Sequencing Suki**

**KS2: Vocabulary Victor, Rex Retriever, Predicting Pip, Inference Iggy, Summarising Sheba, Arlo the Author and Cassie the Commentator**

In the next few weeks, your child will be given a bookmark with question ideas for each of the different dogs. The questions are different for each year group as the expectations of comprehension develop through the school. Whilst reading with your child, try to choose one question from each section. You could ask more than one type of question per page. This will check that your child really understands what they are reading and could lead you into further conversations about the book.

On the reverse of this letter, you will find the National Curriculum expectations for your child's year group as well as a few other suggestions for ways you can help your child with reading at home.

We have also purchased new reading books for our KS1 classes. These are linked with their phonics lessons and will be fully decodable. Children will have this book for the whole week. They will continue to have colour labels for the relevant phase – this is different to the old 'book bands' we used. In addition to this, each child will be able to pick a 'sharing book'. This will most likely not be decodable, but it is something that they are interested in and is for them to share with you and discuss. These might be non-fiction, poetry or fiction books – if they have a white label, they are our old book band books, but please remember that they are still just sharing books and you shouldn't expect your child to be able to decode them.



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Our Laureate system continues to offer a range of suggestions of books for children in each year group. We are gradually building up our collection of these in our school library, but the majority should be able to be found in local libraries too. The Laureate lists can be found in classrooms and on class pages on our website.

If you would like more information about comprehension or how we teach reading at Sandford, please ask your child's class teacher or myself.

Many thanks for your co-operation and continued encouragement of your child's reading.

Chloë Davis  
English Co-ordinator

### National Curriculum Expectations – Year 4

By year 4, pupils should be able to independently, fluently and enthusiastically read books written at an age-appropriate interest level. They should be able to read them accurately and at a speed that allows them to focus on understanding what they have read, rather than on decoding individual words. They should be able to decode most new words outside of their spoken vocabulary, making a good attempt at the word's pronunciation. As their decoding skills become secure, efforts should be made to introduce children to new words which will increase their vocabulary. This should be done through discussion and by introducing children to a wide range of texts, including stories, poems, plays and non-fiction pieces on a wide range of subjects. Children in year 4 should be securing the skill of reading silently to themselves.

### What This Means for Parents

- Give your child access to lots of books on many different topics and by a wide range of authors who write in different styles, e.g. Roald Dahl, Michael Morpurgo to Julia Donaldson.
- Encourage your child to attempt to pronounce new words they see in the environment around them. Discuss tricky parts and model the correct way.
- Broaden the vocabulary you use when speaking to your child and be prepared to clarify the meaning of a wider range of words.
- Encourage your child to read silently to themselves but check their understanding of what they have read after doing so.



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