



# Sandford Primary School

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**Executive Headteacher: Lorna Richardson**

Dear parents/guardians,

With the start of a new year, I wanted to draw your attention to the aids we use to develop our children’s reading comprehension skills. The ‘Totally Pawsome Reading Gang’ will be used in each class during guided reading and comprehension 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.

The reading books for our KS1 classes are closely linked with their phonics lessons and will be **fully decodable**. Children will have this book for the **whole week** to ensure their phonetic understanding, but also to develop their **fluency** and encourage **prosody** (having a ‘storyteller’ voice). They will continue to have colour labels for the relevant phonic 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. Those in KS2 that required decodable books will be able to choose from ones that are more age appropriate, but still help them to develop their phonics – more of these books will be arriving shortly.

Our **Laureate Award** system continues to offer a range of book suggestions 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, and the Laureate books are located between Class 2 and Class 3 in the Library. When your child has read one of the Laureate books, please make sure they communicate this to their teacher (either verbally or in the Reading Record), so we can keep a record of how many have been read. Some of the books on the list may be above your child’s reading level, so they can be used as the sharing book or one that can be read to them instead.

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



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### National Curriculum Expectations – EYFS

In the foundation year of school, children will view, listen to and enjoy texts such as picture books and rhymes. They begin to learn to read and create texts.

Students typically will communicate with others in familiar situations. They recognise rhyming words, syllables and sounds. They recognise letters and the most common sounds the letters make and begin sounding out words.

They listen to and read stories, poetry and information books with pictures and familiar vocabulary that contain one or more sentences. They start to create their own texts orally, by presenting pictures or in writing.

### What This Means for Parents

- **Read Together Every Day:** Read to your child every day. Make a routine, for example, read after a bath or before bed. Allow your child to read a book to you (tell the story by the pictures), then you can read the story back to them.
- **Involve the Family:** The more people that read to your child, the more literacy experiences they will be exposed to. Everyone tells a story in a different way (e.g. character voices). Have siblings, grandparents, aunts and uncles read to your child.
- **Read a Range of Texts:** Recipe books, nursery rhymes, leaflets from the mailbox or classic stories. The possibilities are endless.
- **Use Audiobooks:** Your local library offers a loan facility for you to borrow children's books that contain a CD. Put this on while going on long drives in the car or make a cubby out of sheets where you and your child can sit quietly and listen to the audiobook.
- **Model Your Reading Enjoyment:** Tell your child how much you enjoy reading with him or her. Talk about "story time" as the favourite part of your day. Read books for your own enjoyment in view of your child.
- **Give Your Child a Wide Variety to Choose from:** Use the library and allow your child to pick out the books that interest them. Make sure they have many text types and genres to choose from.
- **Read It Again and Again:** Go ahead and read your child's favourite book for the 100th time!



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