



25th January 2023

Dear Parents/Carers,

After our first successful week in school with our new reading system, we would like to thank all of our families for their support with this change. We would like to take this opportunity to share more details regarding our systems about our phonics teaching, sending 'real books' home with the home school reading book and the reasons behind using the e-book system.

Below is the application of phonics and the guidance for schools in the use of matched decodable books. Please read this information carefully as it will help to explain the importance of this for phonics teaching.

Phonics lessons in EYFS and Y1:

- Phonics lessons are taught daily.
- Daily lessons follow the weekly Little Wandle planning.
- Each lesson takes 10–30 minutes, depending on the age and stage of the children being taught.
- Learning is reinforced and applied in context throughout the day.

Reading practice sessions are:

- timetabled at least two times a week
- taught by a trained teacher/teaching assistant
- delivered in small groups.

Teachers use the 'three read' model for each book to ensure fluent reading and to develop prosody and comprehension. To ensure a third read, the children will have the same text available at home, that they have been reading in class.

Home Reading:

To develop confidence and fluency the books used:

- Are exactly matched to the phonics progression
- Present only words made up of phonics sounds learned to that point
- Include tricky words only as they are introduced in the programme
- The same book read in class is the same book available at home to practice fluency.



Where possible we will endeavour to send home physical decodable books. Currently, due to resourcing we do not have enough physical decodable book sets to send home a copy for every child and enough full sets of 6 books in school to teach from, at the same time. This is where we are using the e-book library to ensure that all children have access to the text at home as well as book sets in school to learn from.

These books are used exclusively when children are practising reading and not mixed in with books that are not fully decodable at the child's level.

We will continue to buy matched decodable books throughout the year but are not in a position to provide these books for every Reception and Year One class across the both sites at the current time, which is why we are using e-books for these twelve classes.

Reading for Pleasure Books:

We also provide plenty of real books as our 'reading for pleasure' books, which are replaced frequently. The school will continue to enhance the reading for pleasure selections. The guidance is clear that it is important to not mix books that are not fully decodable with the 'reading for pleasure' books and to have fidelity to the phonics scheme.

We are still new to starting this program and understand this is a new system for everyone. We will be providing regular workshops in phonics and reading to support parents/carers, which will include the opportunity to observe phonics and reading lessons to help you to support your child.

Further guidance and support are available on the link below:

<https://www.littlewandlelettersandsounds.org.uk/resources/for-parents>

Application of phonics using matched decodable books

In Reception, children begin practising reading in matched decodable readers as soon as they can blend.

Half-termly assessments are used to match children's secure phonic knowledge to decode books at 90% fluency. See 'Matching books to children's secure phonic knowledge'.

Reading practice sessions are:

- timetabled at least two times a week
- taught by a trained teacher/teaching assistant
- delivered in small groups.

Teachers use the 'three read' model for each book to ensure fluent reading and to develop prosody and comprehension.

Home Reading:

The same book read in class is sent home to practice fluent reading.

The school provides support for parents in doing this.

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	<p>Books used:</p> <ul style="list-style-type: none"> • Are exactly matched to the phonics progression • Present only words made up of phonic letter sounds learned to that point • Include tricky words only as they are introduced in the programme • Are used exclusively when children are practising reading and not mixed in with books that are not fully decodable at the child's level
Secure Gaps Weak Direct teaching in frequent, short bursts	<ul style="list-style-type: none"> • Phonics lessons are taught daily. • Daily lessons follow the weekly content grids. • Each lesson takes 10–30 minutes, depending on the age and stage of the children being taught. • Learning is reinforced and applied in context throughout the day.
Early identification of children at risk of falling behind, linked to the provision of effective keep-up support	<ul style="list-style-type: none"> • Reception children not blending receive 10 minutes of daily additional blending practice until they are blending confidently. • Any child not secure with a phonic letter sound has informal/formal keep-up that day. • Daily keep-up sessions are timetabled and used for children who need long-term additional practice, as well as those children who need short-term specific support. • Teachers are alert to any child not keeping up and instantly provide same-day intervention. • Half-termly assessments are used to identify gaps and give precise additional support for those children who need it. • Teachers organise keep-up sessions, record progress and ensure parents and other staff are informed. • All keep-up teachers are trained, have watched the 'How to' videos and have referred to the 'Prompt cards' in preparation for teaching



Yours sincerely,

Maddie Southern

Maddie Southern
Headteacher



Ben Massey
Head of School

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