

<p>Supporting early reading: Claremont's Approach</p>	<p>Guidance from Development Matters <i>Curriculum guidance for the Early Years</i> <i>Foundation Stage revised 2021</i></p>
<p><i>How do the teaching team decide who brings home books? Is this done by age?</i></p>	
<ul style="list-style-type: none"> • All children develop at a different rate. Your child will bring a book home when your child is ready. When your child can read the sounds speedily and is consistently sound blending. All children have daily opportunities to read sounds, words and short sentences in our phonics teaching sessions. • Some children may come home with cards to practise sound recognition and consolidate their knowledge or some CVC (consonant, vowel, consonant) words or phrases to practise and support their confidence in blending. Please practise these regularly. • We assess the children's phonic knowledge and sound blending continuously. 	<p>Read individual letters by saying the sounds for them.</p> <p>Blend sounds into words, so that they can read short words made up of known letter sound correspondences.</p> <p>Read some letter groups that each represent one sound and say sounds for them.</p> <p>Read simple phrases and sentences made up of words with known letter sound correspondences.</p> <p>Read a few common exception words matched to the school's phonic programme.</p>
<p><i>How frequently are books changed?</i></p>	
<ul style="list-style-type: none"> • We change books once or twice a week depending on your child. The books are changed by a member of staff. • Please return books on Mondays and Thursdays. The book will be changed or returned for further practise. For some individuals, this may vary. • Please practise two to three times over different sessions or days. By having the chance to re-read the book, your child can further practise decoding words (sound-blending) and develop fluency, comprehension, and expression. We value your comments. Please comment in the reading record each time you read with your child. • The reading books which come home are carefully selected to match your child's phonic and sound-blending ability. You may feel the book appears 'easy', but it is important that your child feels success when reading at home. 	<p>It is crucial for children to develop a life-long love of reading. Reading consists of word comprehension and word reading.</p> <p>Re-read books to build up their confidence in word reading, their fluency and their understanding and enjoyment. (Re-reading gradually increases the number of words in it that they can read 'at a glance'. <i>The Reading Framework 2021</i>)</p> <p>Books are consistent with their developing phonics knowledge.</p>

Why hasn't my child's reading book been changed?

- We may feel your child needs further practise. We would comment in the reading record.
- Your child may have forgotten to put the reading book in the book box. We encourage independence. You can help your child with this by reminding your child to put it in the reading box for it to be looked at.
- We may believe that your child has not had a chance to read the book at home yet. Please comment in the reading record so we know when your child has read.

My child would like a reading book but isn't bringing a reading book home yet.

- For your child to feel successful and confident when reading at home, your child will bring home a reading book when we feel they are ready. Please talk to us if you are worried and we can advise you of ways to support and of any next steps.
- We assess the children's phonic knowledge and sound blending continuously.
- Please read books and stories to your child regularly at home as this supports language, comprehension and helps foster a love for books and reading.

Are the table/colour groups done on age?

- Colour groups are loosely related to age and used purely for organisational and class routine purposes (eg: getting ready for home, book bag boxes, lining up). These groups remain the same all year.
- The children are also organised into groups (eg: Mr Men groups/animal groups) for teacher led, group activities. These groups vary.
- The groups do not indicate whether a child brings home a reading book or not.