

Dear Parents/Carers

Reading Record and Phonics Logbook



There is a wealth of research and evidence that promotes the importance of children reading aloud to an adult on a regular basis. In fact, it has been well established that children who read every day not only achieve better in Reading and make more rapid progress, but also develop a broader vocabulary and have an improved understanding of the world around them.

At Summerhill Infant School reading is highly valued, both in our robust and consistent approach to teaching the children to read and also in how we promote reading for pleasure; from our daily class story times, to our weekly library slots and the celebration of events such as World Book Day.

Parents/Carers have a vital role to play in their child's reading development, including how they model themselves as readers and tell or read stories to their child. They can have a huge impact by listening to their child read on a daily basis and asking them a few questions about what they have read. **We kindly ask that Parents/Carers sign the reading record and phonics logbook when they have listened to their child read which we strongly encourage at least three times a week.**

Below you can find more information about how the logbook should be used:

Reading attainment and progress

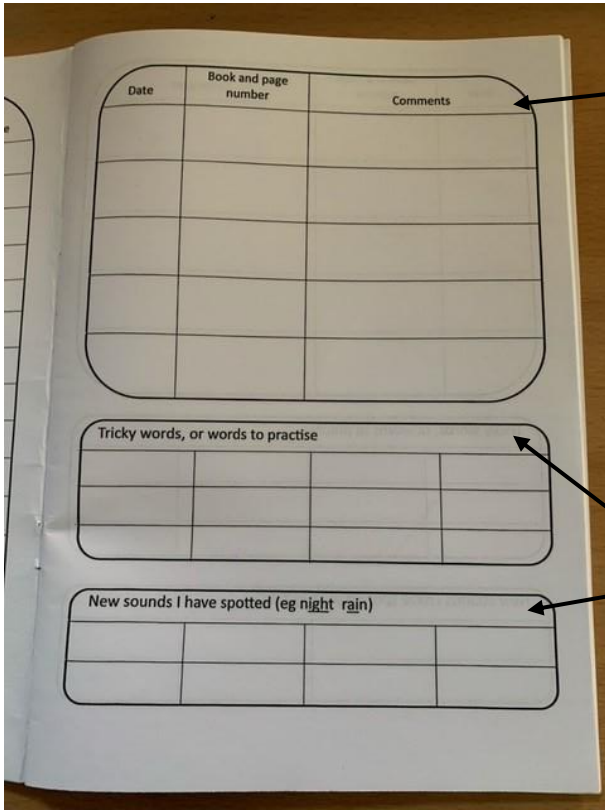
On this page, the Class Teacher will make a record of your child's reading attainment and progress by noting when your child moves a 'book band' colour. The more opportunity they get to practise their reading, the more progress they are likely to make!

My Reading Books	Level/Point Value
1	
2	
3	
4	
5	
6	
7	
8	
9	
10	
11	
12	
13	
14	
15	

Age related expectations

Here you can see the book band colour that a child who is working at age related expectations would be reading. This is broken down into terms from Reception all the way through to Year 2.

Summerhill Infant School	
Year group and Term	RWI Colour (age related expectation)
Reception T1	Sounds
Reception T2	Ditties
Reception T3	Red
Reception T4	Green
Reception T5	Purple
Reception T6	Purple
Year 1 T1	Pink
Year 1 T2	Pink
Year 1 T3	Orange
Year 1 T4	Orange
Year 1 T5	Yellow
Year 1 T6	Blue
	Grey
Beyond Read Write Inc.	
	PM Level
	Orange
	Turquoise
Year 2 T1	Purple
Year 2 T2	Purple
Year 2 T3	Gold
Year 2 T4	Gold
Year 2 T5	White
	White
Year 2 T6	Lime



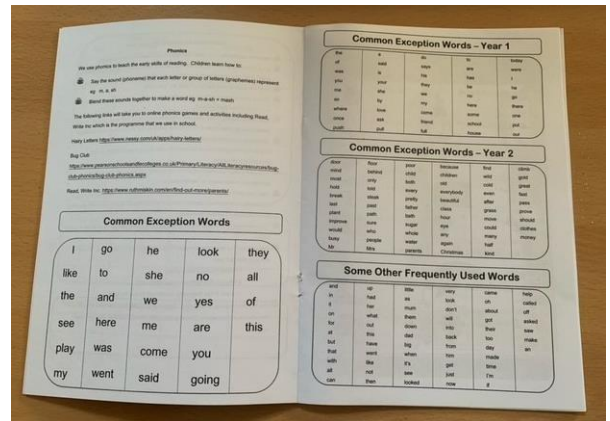
Daily reading log

Parents/Carers are asked to complete one row on this table every time they listen to their child read. Please sign your name in the 'comments' box as well as writing the date and book title in the corresponding columns. If there is something in particular you notice about your child's reading (for example, how they are decoding or blending the words, their fluency or expression, or how they answered questions about what they read) we also encourage you to write this in the 'comments' box. Your child's Class Teacher and supporting adults will also complete this table when they listen to your child read on a 1:1 basis.

Any tricky words, words to practise and new sounds can also be added to the two tables at the bottom of the page. Both teachers and Parents/Carers can add words to these boxes as they listen to the children read. These can then be referred back to with the child to support their progress in reading.

Common exception words

On this page you will find lists of common exception words. These are words that are not decodable using the normal phonetic spelling rules that children learn in their daily phonic lessons. Many of these exception words are used frequently in English, hence the use of 'common' in the name. Children are introduced to common exception words in Reception and continue to learn more in Year 1 and 2. Practising these words with your child at home so they are able to just recognise them by sight will have a huge impact on your child's attainment and progress in reading.



Phonics

We use phonics to teach the early skills of reading, using a phonic programme called Read Write Inc. In these daily lessons children learn to say the sound (phoneme) that each letter or group of letters (grapheme) represent eg m-a-sh and blend these together to make a word eg 'mash.' The children start with 'Set 1' sounds before moving on to Set 2 and Set 3 - You can find the list of sounds in each 'Set' in the middle pages of your child's Reading Record and Phonic Logbook (photographed to the left of this text). Please practise these at home with your child and tick the box when you are confident your child knows this sound. This means they can say it completely independently on a few separate occasions to ensure it is consolidated and in their long term memory.

Reading rewards!

Of course, one of the greatest rewards of regular practise for your child will be learning to read! We are so fortunate that we get to support children on their journey through early reading - It is one where progress is clear to see as they begin to put sounds together to form words and move their way up the 'book bands' ladder. There is an intrinsic reward for the children here which is delightful to see as they are proud of their progress.

Additionally, your child will receive one house point every time they read to an adult at home. Please sign your child's logbook so we know they have read to you and we will issue the house points in Class.

Additional reading

By reading your own books at home, or from the library, and making a note of them on the tables on last three pages of the reading log, your child will also receive a gift. They just have to fill these pages with the titles of books they have read which show they have gone above and beyond just reading the allocated book given to them by their Class Teacher.

Reminders

As we really value the importance of reading on a regular basis, reminders will be sent when we notice that children's logbooks are not being signed by Parents/Carers. We will follow the process below:

1. A sticker (reminding you to read with your child regularly and sign your child's logbook) will be stuck into the reading record.
2. Your child's Class Teacher will offer their support and speak to you about the importance of reading at home and the difference it can make to your child's reading attainment and progress.
3. A letter will be sent home, reinforcing the message about the importance of reading.
4. A member of the Senior Leadership Team will contact you to offer further support.

Throughout all of the above stages we will of course offer our support. A reminder that you can always get in touch with us if you would like further assistance with your child's reading at home or have any questions – we are more than happy to help.

We appreciate all your hard work to support your child, not only in reading but across all subject areas. As a team we really can have the most significant impact.

Summerhill Infant School