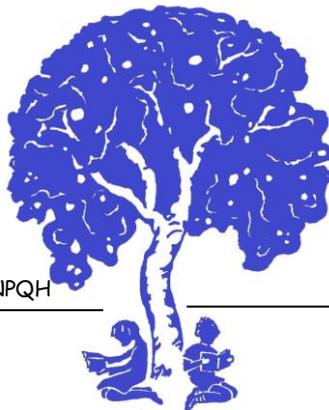


## Woodfield Community Primary School

Woodfield Road  
Harrogate  
HG1 4HZ

Headteacher: Mr Neil Hedworth BA (Hons) QTS NPQH



Tel: 01423 566494

Fax: 01423 529 840

Email: [admin@woodfield.n-yorks.sch.uk](mailto:admin@woodfield.n-yorks.sch.uk)

Website: [www.woodfieldprimary.org.uk](http://www.woodfieldprimary.org.uk)

Friday 29<sup>th</sup> September 2017

Dear Parents and Carers,

I thought it would be helpful to explain how the development of reading skills progress from Year One to Year Two.

In Early Years and Year One, there is a strong emphasis on children becoming secure with their decoding. This is the initial skill of using their phonological knowledge to sound out words and build their visual memory. This is the skill that the end of Year 1 phonics screen test assesses.

As children become much more confident with this skill, they are able to form a much better understanding of what they have read. This is the aspect of developing comprehension skills. These are the skills that are tested in the End of Key Stage one assessments. The shift from this is quite significant especially with the increased expectations of the new curriculum. Therefore, it's very important that children progress with their reading at the pace which matches their growing skills. If it doesn't, this can take a great of additional work and support to unpick and undo. Sometimes, in exactly the same way that we might watch a film a second time to have a better understanding of it, it's good practice to sometime send home a book the children have previously read. It may be an opportunity to ask more probing questions to allow them to demonstrate their increasing level of skills and understanding. These probing questions will focus less on factual recall or simply finding words in the text to the more complex and higher level reading strategy of understanding of inference and deduction. This is where the reader is able to demonstrate their understanding through inferred meanings and contextual clues. The assessments at the end of Year 2 focus much more on these particular skills as this is an expectation within the new curriculum. During my career as a teacher, I have often heard parents tell me that their child had read a very challenging book for their age such as a Year 2 pupil reading a Harry Potter novel. Whilst some children would possibly be able to decode every word in the book, very few would have the greater depth of understanding around what they had actually read and be able to answer detail questions which demonstrate their understanding of the text. Needless to say, this wouldn't be in the particular interests of the child. A teacher uses their professional judgement and their understanding of the complexity of the teaching of reading and the underpinning skills required to ensure that children progress with their understanding slightly behind their skills of decoding. As you can imagine, this is for very clear reasons until the child is able to demonstrate consistently using and applying their inferential and deductive skills at a level which is age appropriate or beyond.

The demands and expectations of the National Assessments for Key Stage one often shock parents. A sample can be viewed at:



[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/328853/2014\\_KS1\\_English\\_reading\\_sample\\_materials.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/328853/2014_KS1_English_reading_sample_materials.pdf)

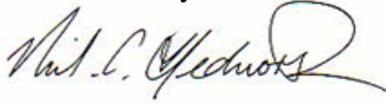
Should you have any further questions as to how you can best support your child with their reading, please contact Mrs Howlett (Class teacher) or Mrs Simmons (Core Subject Leader for English) at school where we will be able to help you further.

*“Woodfield – Where We Celebrate Success”*

Also, it has come to my attention that a number of parents are of the misconception that children who have not read that night get sent to our 'Catch up' group at playtime. This is not the case at all. Instead, we try our hardest at various times of the day, to make further provision for those who don't take up our reading challenge of reading regularly at home, so that they don't end up falling further and further behind. If you have any questions, the appropriate channel to direct them would be through your child's class teacher who would be more than willing to help.

I hope this helps to explain but do come and see me if there is any further information you require.

Yours sincerely,

A handwritten signature in black ink, appearing to read 'Neil C. Hedworth', with a stylized flourish at the end.

Neil Hedworth  
**Headteacher**