

Dear Parents and Carers,

Thank you to everyone who took the time to complete our recent reading survey. We were delighted by the number of responses received and are incredibly grateful for the thoughtful, honest and constructive feedback that was shared.

It was particularly pleasing to see how many families have already established a strong culture of reading at home and recognise the importance of reading in supporting children's learning and development. The responses provided valuable insight into what is working well, as well as areas where parents would like further information, support or development.

We have carefully considered all of the feedback received and have summarised the key themes below, along with our responses and the actions we are taking to further strengthen reading across the school.

Thank you for your continued support in helping us develop confident, capable readers who enjoy reading for both learning and pleasure.

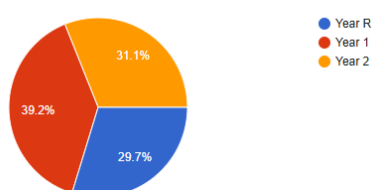
Kind regards,

Jodie Young

Phonics and Early Reading Lead.

What year group is your child in?

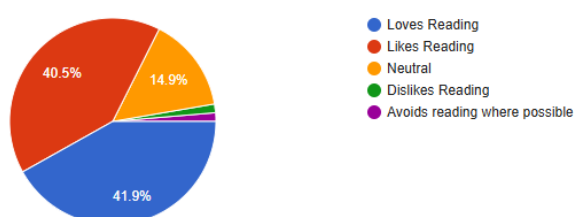
74 responses



It is great that we received a range of responses from across the infant school. This has ensured the responses provide a holistic view of reading at Foxhills Infants.

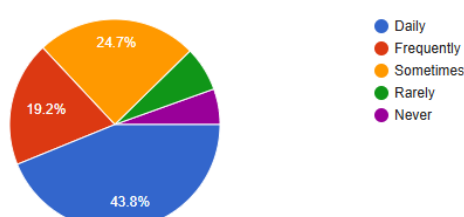
How would you describe your child's attitude toward reading?

74 responses



Does your child read for pleasure?

73 responses

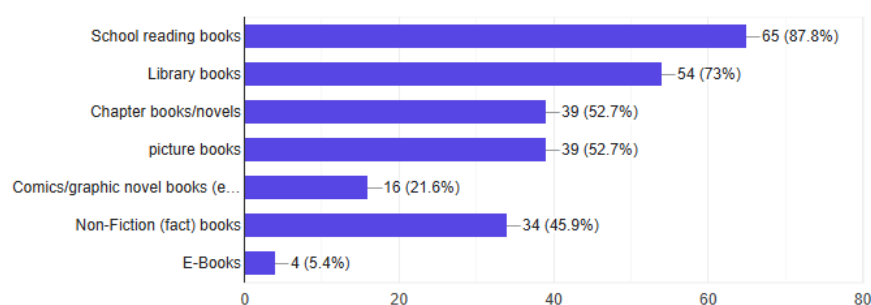


As children become more confident and fluent readers, they are increasingly able to read for pleasure and enjoyment. Developing a love of reading is a gradual process, and in the early years much of children's reading is naturally focused on learning the foundations of reading, such as phonics, recognising sounds, blending words and building confidence with word reading. These essential skills provide the building blocks that enable children to become independent readers in the future.

It is therefore wonderful to see that so many families have already established a culture of reading at home. Sharing books, telling stories and enjoying reading together helps children develop positive attitudes towards books long before they are able to read independently. These experiences build vocabulary, comprehension and a love of stories, while also creating valuable opportunities for connection and conversation. The strong support children are receiving at home will help them as they continue to develop their reading skills and, over time, grow into confident readers who choose to read for pleasure.

What types of material does your child read at home? (select all that apply)

74 responses



It is great to see our children reading from a range of books and literature. We are working hard to ensure we can offer a variety of texts for our children by investing over £1500 into our library and rolling out new technology to ensure all year 1 and 2 children have the opportunity to bring a library book home each week. We are also hoping to roll out access to the school library service online library for you to access at home should you wish. Further information will be communicated soon.

A selection of your additional comments:

I think to keep parents more connected to their child's reading would be helpful. For example, weekly reading challenges/homework.

The reading diary is good, but there isn't any regular check-ins with parents, i think if parents had expectations made of them, they would be more likely to make time to read /do homework with their child. (Certainly from my own point of view.)

Teacher regularly checks reading diary and rewards and PUNISHES if not attempted

Thank you for your feedback. We agree that strong communication between home and school is important in supporting children's reading development, and we recognise the valuable role that parents and carers play in helping children to become confident readers.

To strengthen our reading provision, we have recently introduced protected daily reading time across all year groups, ensuring that every child has dedicated time to engage with books each day. In addition, all children will be heard reading by an adult at least once a week so that staff can monitor progress, provide support and celebrate successes.

From September, class teachers will also be checking reading records weekly and rewarding children who regularly complete them. Our aim is to raise the profile of reading and encourage positive reading habits both at school and at home.

At the same time, we recognise that reading at home, particularly in EYFS and Key Stage 1, is largely dependent on parental support and family circumstances. For this reason, children will not be punished if they have not read at home or if their reading record has not been completed. Instead, we want to encourage and celebrate engagement with reading in a positive way. We hope that regular monitoring, communication and rewards will help families understand the importance of home reading and support them in establishing regular reading routines where possible.

Ultimately, our shared goal is to work in partnership with families to develop confident, capable readers who also enjoy reading for pleasure.

My child had a love of reading before school. I feel like that love of reading has decreased due to the rigid reading scheme.

Thank you for sharing your thoughts. It is wonderful to hear that your child had already developed a love of reading before starting school, and we absolutely recognise how important it is to nurture and maintain that enthusiasm.

In the early stages of learning to read, schools are required to follow a systematic synthetic phonics approach, as phonics is a statutory part of the National Curriculum and the Early Reading Framework. The reading books children bring home are carefully matched to the phonics sounds and knowledge they have already been taught in school. This means that children are able to practise and apply their developing skills successfully without encountering sounds, spelling patterns or words that they have not yet learned.

While these reading scheme books may sometimes feel more structured or limited than the wider range of books a child might choose independently, their purpose is to build confidence, accuracy and fluency in reading. Research shows that when children can successfully decode the words in a book for themselves, they are more likely to develop secure reading habits and become confident, independent readers over time.

The reading scheme books are not intended to replace reading for pleasure. We strongly encourage families to continue sharing and enjoying a wide variety of books at home, including favourite stories, library books, non-fiction texts and books chosen by the child. Listening to stories read aloud and discussing books together remains a vital part of developing a lifelong love of reading.

Our aim is to ensure that children develop both the technical skills needed to become successful readers and the enjoyment that will encourage them to choose reading for pleasure as they grow.

Children are aware when they are in a lower group and this impacts self-esteem and then willingness to read.

Thank you for sharing this concern. We understand that children can sometimes become aware of the group they are working in and that this may affect their confidence or how they feel about themselves as learners.

When children are grouped for reading, the purpose is not to label ability but to ensure that teaching is closely matched to their current stage of reading development. Reading is a highly complex skill, and children progress at different rates. Providing targeted support enables children to secure the phonics knowledge, fluency and comprehension skills they need before moving on to more challenging texts.

Staff work hard to foster a positive culture around reading and learning, where all progress is celebrated and children understand that everyone is on their own learning journey. We emphasise effort, perseverance and personal progress rather than comparisons with others. Reading groups are reviewed regularly, and children move between groups as their skills develop.

Alongside this, we are continuing to promote reading for pleasure through daily protected reading time, shared class texts and opportunities for children to engage with a wide range of high-quality books. Our aim is for every child to feel successful as a reader, build confidence in their own abilities and develop a lifelong enjoyment of reading.

His reading ability is better than his current phonics book level. He has read all of the books in his band colour and this was becoming demotivating as he was being sent home with the same books. Therefore, we have invested in a range of chapter books which he loves. It would be good to have recommendations on other series of books that he may enjoy reading.

Thank you for your feedback. It is wonderful to hear that your child enjoys reading and has developed an enthusiasm for chapter books. A love of reading is something we are keen to nurture and celebrate.

As part of our phonics programme, the books that children bring home are carefully matched to the sounds and spelling patterns they have been taught in school. This means that the book band a child is on is not solely determined by their overall reading ability or interest in books, but by the phonics knowledge they have securely mastered. While this can sometimes mean that confident readers revisit books within the same band,

this repetition helps to build fluency, confidence and automaticity, which are important foundations for later reading success.

We fully appreciate that some children are capable of enjoying and understanding texts beyond their phonically matched reading books. For this reason, we strongly encourage families to continue sharing and providing access to a wide range of books at home, including chapter books, library books and books chosen according to the child's interests. The phonics reading book should be viewed as a practice book that allows children to apply and consolidate the skills they are learning in school, while other books can continue to foster enjoyment, curiosity and a love of reading.

We recognise that parents often value recommendations for suitable books and series, and this is something we are looking to develop further. We will explore ways of sharing age-appropriate reading recommendations so that families can continue to support and extend their children's reading for pleasure at home.