



## CHASE HIGH SCHOOL

AMBITION - RESILIENCE - KINDNESS

Tel: 01702 354441

**Headteacher:**

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BSc(Hons), NPQH

Ref: MTH

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Dear Parent/Carer

At Chase High School, we believe that regular reading is transformational in enabling pupils to access the curriculum and in supporting positive wellbeing. With this in mind, we are introducing Sparx Reader to help support focused and meaningful reading practice.

Pupils will be expected to complete **30 minutes of reading per week at home** on Sparx Reader. This change comes in response to parent feedback, as many families appreciated the ability to monitor and encourage reading at home.

**What this means for your child:**

**Homework:**

30 minutes of Sparx reading at home each week.

**Monitoring:** Reminders will be posted weekly on Satchel One.

**Library Lessons:** Accelerated Reader will continue to be used in library lessons.

**Sanctions:** Any sanctions would only be considered where there is **persistent lack of engagement** with the Sparx platform, despite reminders and support.

**What is Sparx Reader?**

- Personalised ebook library matched to your child's reading level
- Short comprehension questions to support active reading
- Rewards and progress tracking to encourage consistent engagement

**How to Support at Home:**

- Your child logs in using their usual Sparx login at [sparxreader.com](https://sparxreader.com). Alternatively, they can just log into Sparx Maths and click on 'Sparx Reader' in the top corner and sign in using Microsoft.
- You can monitor progress via the link in your weekly Sparx Maths email
- Encouraging a quiet reading environment and conversations about their reading is greatly beneficial
- Please avoid answering comprehension questions for your child

Further information for parents can be found here: <https://sparxreader.com/parents/>

If you have any questions or would like support with accessing Sparx, please do not hesitate to contact me.

Yours faithfully

Michelle Thurbon  
Second in English



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Chief Executive Officer: Mr R Duff

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