A great link full of recommended books to suit your child’s age <https://www.lovereading4kids.co.uk/browse-by-age>

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|  | **Reception** | **KS1** | **3&4** | **5&6** |
| **Who fills in reading records?** | Filled in by teachers, parents, siblings, buddy readers, parent helpers and TAs. | Filled in by teachers, parents, siblings, buddy readers, parent helpers and TAs. | Filled in mainly by children and once by a guardian. They will only be filled in for reading that takes place outside of school. | Filled in mainly by children and once by a guardian. They will only be filled in for reading that takes place outside of school. |
| **Number of times expected to read a week at home?**  **Does it have to be their school book?** | Once children have settled into the new routine of Reception, we ask for ideally 5-10 minutes daily reading aloud.  School books, own books, signs as they are out, menu at a restaurant etc.  Try to read to an adult as often as possible / adult reading to children. | 5-10 minutes daily – school and own books, magazines, signs as they are out and about, menu at a restaurant etc.  Try to read to an adult as often as possible / adult reading to children. | At least 4 times, 15 mins each. Ideally daily.  Try to read aloud to an adult at least once a week / / adult reading to children.  School books / own books, Ebooks /audio books, magazines, online info sites. | At least 4 times, 15 mins each. Ideally daily.  Try to read aloud to an adult at least once a week / / adult reading to children.  School books / own books, Ebooks /audio books, magazines, online info sites. |
| **How does the school reward reading at home in school?** | Certificates presented for reading a set number of times. | Certificates presented for reaching different milestones in the number of books read. | The children who read 3 times or more are rewarded by stickers which contribute towards the class ‘Build a Badge’. | Reading rocket – every time they read 3 times they move up the class reading rocket and receive 15 mins golden time. |
| **Are there any consequences when my child doesn’t read the expected number of times at home?** | Conversation with class teacher about the importance of reading.  Speak to parents if diary hasn’t been filled in. | Conversation with class teacher about the importance of reading.  Ideally speaking directly to parent, comment in reading record or letter home at the end of the week if they haven’t had their diary signed at home or not handed in. | Conversation with class teacher about the importance of reading.  Letter home at the end of the week if they haven’t had their diary signed at home or not handed in. | Conversation with class teacher about the importance of reading.  Letter home if Reading Record has not been filled in / handed in 2 weeks in a row. |
| **Who changes their reading book and when?** | Books changed twice a week by children, supported by a Teacher or TA.  Once children are on Yellow books they go to the lower school library to change their books in line with KS1 criteria. | Children change as needed after lunch every day or when they first come in. | We try to go down to the library once a week to discuss books and recommend titles to one another.  A child may change his / her book at a separate time if has teacher permission. | We try to go down to the library once a week to discuss books and recommend titles to one another.  A child may change his / her book at a separate time if has teacher permission |
| **Book coloured bands :**  **What are they are on?**  **How often are they expected to go up a colour band?** | The book the children read at home matches the grapheme (sound) that the children have been learning in school that week. | The book the children read at home matches the grapheme (sound) that the children have been learning in school that week.  Once your child has reached colour banded books, it is usually the colour below that they read with a teacher in school. This is to ensure that the home book can be read independently and with good fluency.  Generally, children will advance 2-4 colour bands in a year.  Ideally, children will have at least reached ‘White’ books by the end of Year 2. | The colour they read at home is the same coloured book band they read in class.  At least once a term, we will review their book band with the child. We’d ideally aim for a child to go up 2-3 coloured bands in a year.  The expectation is that children should reach ‘Dark Blue’ by the end of Year 3 and ‘Free Reader’ status by the end of Year 4.  There is a selection of Early Free Reader books to begin with. | If your child is still reading coloured book bands, at least once a term, we will review their book band with your child. We’d ideally aim for a child to go up 2-3 coloured bands in a year.  There is a range of Free Reader books available in the library and we endeavour to ensure that your child is reading material that they love but is appropriate for their ability. |
| **Can my child take books out of the main school library?** | Children don’t take books out of the library until they are in KS1. | These books are most appropriate for ‘Free Readers’ (children who have moved beyond the coloured book levels) but can be enjoyed by any child when read by an adult to them. Please discuss any thoughts with your child’s class teacher. | Yes they all have their own scanning code. These books are designed for ‘Free Readers’ so, if your child is still on coloured book bands, these books should primarily be shared with an experienced reader. We can’t stress enough the rewards of sharing books together – adults reading aloud to their children also. | Yes they all have their own scanning code. These books are designed for ‘Free Readers’ so, if your child is still on coloured book bands, these books should primarily be shared with an experienced reader. We can’t stress enough the rewards of sharing books together – adults reading aloud to their children also. |
| **How can I help my child to improve their reading at home?** | Promoting a genuine love of reading by reading together as often as possible – children need to see it as an activity to look forward to and not merely homework.  Exposing children to a wide range of different books (please refer to our recommended reading challenge) and pause regularly to discuss thoughts you both have.  Let them see you make mistakes (e.g. using the wrong voice for a character, not knowing the meaning of a word, getting your prediction wrong) to build their own resilience.  Focus upon letting your child decode words – ideally not when they’re tired as this is very hard work before bed.  Taking opportunities to get children to read aloud as often as possible e.g. signs / menus.  Getting children to recognise tricky words on sight – there are lots of games you could play together. Please speak to your class teacher / look at Instagram or Pinterest for some fun and simple to set up ideas.  Listening to audio-books before bed or in the car.  Encouraging them to recognise basic punctuation. Capital letters, . , ! ?. | Promoting a genuine love of reading by reading together as often as possible – children need to see it as an activity to look forward to and not merely homework.  Exposing children to a wide range of different books (please refer to our recommended reading challenge) and pause regularly to discuss thoughts you both have.  Let them see you make mistakes (e.g. using the wrong voice for a character, not knowing the meaning of a word, getting your prediction wrong) to build their own resilience.  We have provided a bookmark of example questions you may wish to ask.  Focus upon letting your child decode words – ideally not when they’re tired as this is very hard work before bed.  Taking opportunities to get children to read aloud as often as possible e.g. signs / menus.  Getting children to recognise tricky words on sight – there are lots of games you could play together. Please speak to your class teacher / look at Instagram or Pinterest for some fun and simple to set up ideas.  Listening to audio-books before bed or in the car.  Encouraging them to recognise basic punctuation. Capital letters, . , ! ?. | This is the age where books start to cut down on their pictures and children need to take their time maybe re-reading sentences to visualise settings and characters in their heads properly for at least the first few chapters.  Promoting a love of reading as often as possible.  By sharing texts with them as often as possible. You reading aloud to them (especially if they currently feel negatively towards reading) will really help promote a love for reading.  This needs to be seen by children as an activity to look forward to and not merely homework.  Pause to discuss any thoughts either of you have regularly. Taking opportunities to get children to read aloud as often as possible . Encourage expression for . ! ? “ ” and ,  Let them see you make mistakes (e.g. using the wrong voice for a character, not knowing the meaning of a word, getting your prediction wrong) to build their own resilience.  Extra information about the main comprehension skills / questions you may choose to ask are in the Reading section of our school website.  Listening to audio-books before bed or in the car. | This is the age where books start to cut down on their pictures and children need to take their time maybe re-reading sentences to visualise settings and characters in their heads properly for at least the first few chapters.  Promoting a love of reading as often as possible.  By sharing texts with them as often as possible. You reading aloud to them (especially if they currently feel negatively towards reading) will really help promote a love for reading.  This needs to be seen by children as an activity to look forward to and not merely homework.  Pause to discuss any thoughts either of you have regularly. Taking opportunities to get children to read aloud as often as possible . Encourage expression for . ! ? “ ” and ,  Let them see you make mistakes (e.g. using the wrong voice for a character, not knowing the meaning of a word, getting your prediction wrong) to build their own resilience.  Extra information about the main comprehension skills / questions you may choose to ask are in the Reading section of our school website.  Listening to audio-books before bed or in the car. |
| **How often does my child read in school?** | Your children will be read with once a week by a Teacher and possibly a TA or parent helper on top.  The children always have access to books and stories in the classroom and can choose these during their continuous provision. | They will be heard read and will discuss their texts during small group, weekly guided reading sessions with the teacher.  There will be opportunities for children to read independently in their class throughout the week also e.g. during registration / as part of a guided reading rotation.  TAs and parent helpers will also support the teachers to hear children read on a 1:1 basis also. | They will be heard read and will discuss their texts during small group, weekly guided reading sessions with the teacher.  There will be opportunities for children to read independently in their class throughout the week also.  TAs and parent helpers will also support the teachers to hear children read on a 1:1 basis also. | If your child is on a coloured book band, they will be heard read aloud at least once a week to the class teacher.  There will be opportunities for children to read independently in their class throughout the week also.  TAs and, at times, parents helpers will also support the teachers to hear children read on a 1:1 basis also. |
| **Do Teachers read a class book?** | We have story time every day where we enjoy and discuss a range of books and rhymes. | Our Literacy topics are always built around an age-appropriate class text and supported by a more advanced novel (which is read by the teacher throughout the term).  We share a range of fiction, non-fiction and poetry as often as possible during the week. | Our main class text will be read for pleasure during Guided Reading and throughout the week.  Our writing units also centre around a highly engaging text.  We also share and discuss poems, song lyrics regularly in addition to information texts which relate to our current topics. | Our main class text will be read for pleasure during Guided Reading and throughout the week.  Our writing units also centre around a highly engaging text.  We also share and discuss poems, song lyrics regularly in addition to information texts which relate to our current topics. |