



Oreston Community Academy

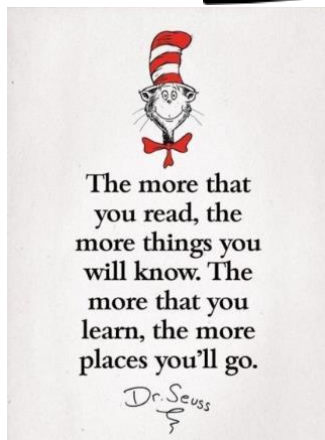
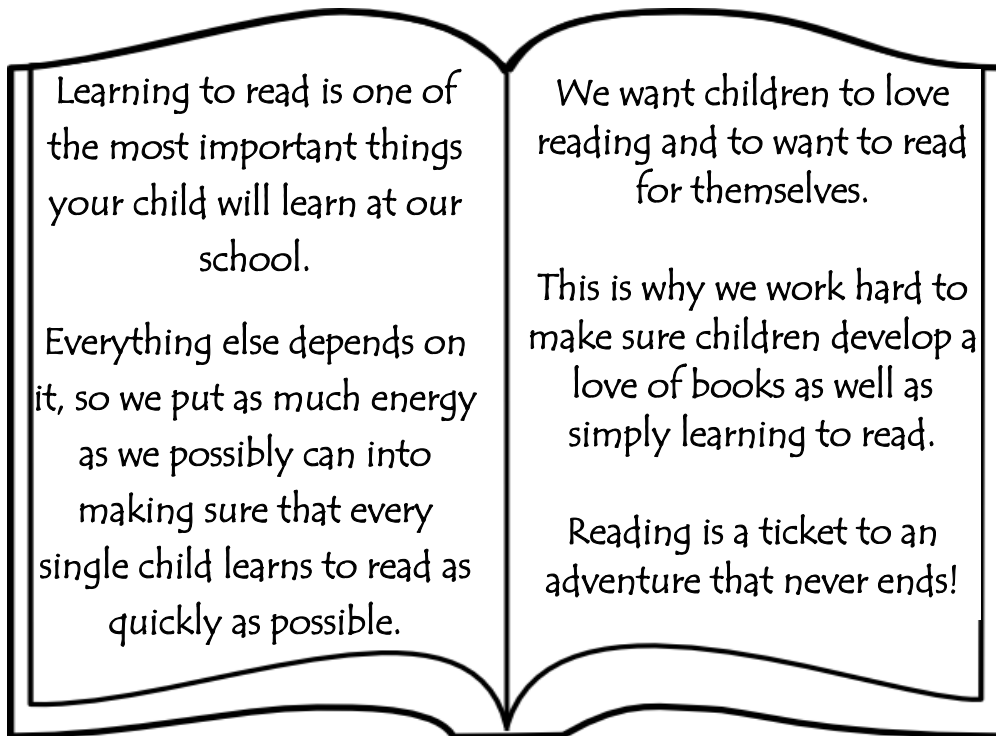
Reading Policy

Date Reviewed by the Governing Body: June 2022

Next Review date: Summer 2025

Intent

At Oreston Community Academy, we value reading as a key life skill and we are dedicated to enabling our pupils to become lifelong readers. We believe reading is key for future success.



I THINK IT'S THE BOOKS
THAT YOU READ WHEN YOU'RE
YOUNG THAT LIVE WITH YOU
FOREVER.

- J. K. ROWLING

"I do believe something very magical can happen when you read a good book."

-J.K. Rowling



The Importance of Reading

Evidence suggests that children who read for enjoyment every day not only perform better in reading tests than those who do not, but also develop a broader vocabulary, increased general knowledge and a better understanding of other cultures.

Learning to read is about listening and understanding as well as working out what is printed on the page. Through hearing stories and reading independently, children are exposed to a wide range of words which helps children to build their own vocabulary and improve their understanding.

Reading as a Priority

We are determined that every child will learn to read, regardless of their background, needs or abilities. We want to ensure that all pupils, including the weakest readers, make sufficient progress to meet or exceed expectations. We know that learning to read unlocks the rest of the curriculum for our pupils. Staff foster a love of reading and stories, poems, rhymes and non-fiction and these are chosen for reading to develop pupils' vocabulary and language comprehension. Staff read to children in a way that excites and engages them, introducing new ideas, concepts and vocabulary. As a result, pupils become familiar with, and enjoy listening to a wide range of stories, poems, rhymes and non-fiction.

Our phonics programme Read Write Inc supports pupils' progress and matches or exceeds the expectations of the English national curriculum and the Early Learning Goals. We have clear expectations of pupils' phonics progress term-by term, throughout the school, for those children who are receiving phonic teaching as part of Read Write Inc or Fresh Start. These are monitored carefully by the Read Write Inc Leader, leadership team and class teachers.

Reading books are matched to sounds taught in daily Read Write Inc phonic sessions. Teachers give pupils sufficient practice in reading and rereading books that match the grapheme-phoneme correspondences they know, both at school and at home, as outlined as part of the Read Write Inc programme. Parents are encouraged to repeat read books at home with their children to develop fluency.

Children are taught systematic, synthetic phonics from the start of Nursery. The focus of Read Write Inc centres around children keeping up, not catching up. Children who do fall behind are supported to catch up quickly with a variety of support put in place. Termly assessments (or more regularly if required) assess children's phonics progress matched to the progress expectation outlined in the Read Write Inc programme. Any pupil who is falling behind the programme's pace is given targeted support immediately (see section on SEND (Special Educational Needs and Disabilities)).

Staff are experts in early reading, having been trained in the Read Write Inc approach, which includes regular training through a variety of methods. The most experienced staff work with the most pivotal groups and groupings are considered based on the adult's expertise and the children's needs. All staff who teach phonics meet with the Reading Leader regularly for coaching support. Staff closely follow Read Write Inc planning to ensure consistency. Learning walks take place on a regular basis and feedback is given to staff. Training and support is provided to staff where needed.

Curriculum

Early Years (Nursery and Foundation)

Our focus in Nursery is developing children's language and communication skills through the Early Years Foundation Stage curriculum. Books, poems and songs are shared with the children daily and children are motivated to look at and talk about stories in their child-initiated play. We ensure there are a wide range of activities and experiences available in all areas of the setting and linking to all areas of learning. This includes singing, making and listening to music, role-play, small world and puppet play and daily stories and book handling time to support reading skills. Children are exposed to a wide range of vocabulary and children are encouraged to explore, experiment and ask questions about new words. The environment is communication friendly and language rich. All these activities will enable children to take the first important steps towards reading.

By the time that children leave our Nursery, the aim is for children to be exposed to all aspects of the Phase 1 of phonics. This means that all children will have a good knowledge of environmental sound discrimination, instrumental sound discrimination, body percussion, rhythm and rhyme, alliteration, voice sounds and oral blending and segmenting. The purpose of the different aspects is to develop children's language abilities including: learning to listen attentively, enlarging their vocabulary, speaking confidently to adults and other children, discriminating between different phonemes, reproducing audibly the phonemes they hear and using sound-talk to segment words into phonemes.

By the time children reach the end of their year in the Foundation Stage, they should be able to say a sound for each letter in the alphabet and at least 10 digraphs, read words consistent with their phonic knowledge by sound-blending, read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words. Children should also be able to demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. They can anticipate (where appropriate) key events in stories as well as use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.

To become proficient readers, children must develop both word recognition and language comprehension. Our systematic, high quality phonics teaching is based on the Read Write Inc programme which focuses on securing word recognition skills as these are essential for children to decode (read) and to comprehend what they have read. This programme of phonic work aims to secure fluent word recognition skills for reading by the end of Term 3 of Year 2 (February half term). Children also have lots of opportunities to apply their developing skills in interesting and engaging reading activities.

Key Stage 1 and 2

The programmes of study for reading in Key Stages 1 and 2 consist of two aspects:

- Word reading
- Comprehension (both listening and reading).

It is essential that teaching focuses on developing pupils' competence in both dimensions; different kinds of teaching are needed for each. Skilled word reading involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words. Underpinning both is the understanding that the letters on the page represent the sounds in spoken words. This is why phonics should be emphasised in the early teaching of reading to beginners (i.e., unskilled readers) when they start school.

Good comprehension draws from linguistic knowledge (in particular of vocabulary and grammar) and on knowledge of the world. Comprehension skills develop through pupils' experience of high-quality discussion with the teacher, as well as from reading and discussing a range of stories, poems and non-fiction. All pupils must be encouraged to read widely across both fiction and non-fiction to develop their knowledge of themselves and the world in which they live, to establish an appreciation and love of reading, and to gain knowledge across the curriculum. Reading widely and often increases children's vocabulary because they encounter words they would rarely hear or use in everyday speech. Reading also feeds children's imagination and opens up a treasure-house of wonder and joy for curious young minds. It is essential that, by the end of their primary education, all pupils are able to read fluently, and with confidence, in any subject in their forthcoming secondary education.

Implementation

Curriculum

Early Years (Nursery and Foundation)

The children in Nursery will begin their reading journey by developing their speaking and listening skills. Children in the Nursery will have at least three phonics lessons per week based on the sessions they attend. The emphasis in Nursery is to get children to listen to the sounds around them, develop their understanding of rhythm, rhyme and alliteration and orally blend and segment by playing games with Fred the frog. Children are introduced to the letters in the alphabet and the sounds they make. Children are taught to discriminate with the different sounds and talk about what part of the word they can hear them. The picture images that link to the letter sounds e.g., a for apple or c for caterpillar are taught as well as the formation pattern that accompanies the letter. Children are encouraged to make links with these letters through what they see in the environment through print on signs, in books or classroom displays.

Phonics is how we teach children to read by linking sounds (phonemes) and the symbols that represent them (graphemes). Decoding is used which involves children seeing a letter and then saying the sound it represents out loud. Children then need to be able to blend the sounds to say the whole word. Daily phonics sessions are run following the Read Write Inc programme.

Key Stage 1 and 2

Read Write Inc continues to be taught daily until children finish the programme. In Key Stage 1 children will then access the Read Write Inc comprehension programme Language and Literacy and Accelerated Reader to support their home learning. In Key Stage 2 children will be taught comprehension skills through the Re-think Reading Programme whilst also continuing Accelerated Reader.

Language and Literacy

The Read Write Inc Literacy and Language programme is for Years 2 to 6 and develops children's comprehension, writing and spoken language. The programme includes whole class shared reading to give children the skills to comprehend every text and the confidence to write ambitiously and accurately. It teaches grammar in context, engages children and develops their vocabulary using drama and discussion.

SEND (Special Educational Needs and Disabilities)

For children who make slower progress in reading, adjustments are provided to support all children in developing their reading skills and their enjoyment of reading. Systematic support is put in place quickly to enable children to catch up following our Graduated Approach for SEND. The specific support for reading is outlined in our Graduated Approach for Reading and includes the use of the following:

- Pinny time, 1:1 tutoring, Fresh Start (Read Write inc programme for children in upper Key Stage 2), Precision Teaching, daily 1:1 reading and small reading groups.

Texts that Teach

In Year 1-6 the Texts that Teach programme is used to teach writing based on carefully selected books. These books are chosen because they have:

- something worth discussing;
- rich language to explore;
- national curriculum age-related structures (text and grammatical) that can be replicated to inspire pupils' original compositions.

Reading objectives are taught at the start of each of these units, where the children are immersed in the text and become really familiar with it.

Re-think Reading

Children in Years 3-6 are taught reading through the Re-think Reading programme, which is delivered three times a week for 30 minutes (or equivalent). These sessions focus on reading accuracy, comprehension, vocabulary, and inference and are based around a key text, including fiction, picture books, non-fiction and poetry. During the week, an adult will work with children as a whole class and in groups and will hear each child read during the week's activities.

Reading for Pleasure

Daily story time

Every day your child will be read to by an adult as part of developing a love of reading. At Oreston we have identified a set of high-quality books (including fiction, picture books, non-fiction and poetry). Each term a set of five books called the Favourite Five are introduced to the children and the children will hear these books read to them throughout the half term (or across a whole term in Key Stage 2 where children also listen to an extended story/chapter book)

Library Sessions

All children have the opportunity to visit the school library once a week. Children will be given time to explore our wide range of books, discuss what they have read and select a book they'd like to take away to read. For children in Foundation and Key Stage 1, this is also the opportunity to bring home a copy of a Favourite Five book to re-read and enjoy with their families.

Independent Reading Time

Children will have a minimum of two sessions a week where they can read a book of their choice (which may be in addition to their reading book). During this time, we will encourage the children to discuss their books, recommend books to their peers and engage in 'book talk'.

Paired Reading

Every half term, the children will have the opportunity to share a book with a child in another class. This will promote 'book talk' and allow children of different ages to model reading to each other.

Reading areas in Classrooms

Each classroom has an inspiring reading area that is filled with a wide range of age-appropriate books, including copies of the Favourite Five. This is a comfortable place for children to read to themselves or others throughout the day.

Home Learning

All children are expected to complete home learning to support their reading progress. It is important that the skill of reading is practised as much as possible both at school and at home. Every child is provided with a Reading Log to record their reading at home, with the expectation of this happening a minimum of three times a week.

"So, please, oh please,
we beg, we pray,
go throw your TV set away,
and in its place you can install,
a lovely bookcase on the wall."

- Roald Dahl



Reading Books

Book Experiences- Nursery

The Nursery children will choose either a fiction or a non-fiction book once a week to take home. These books have a prompt card attached with a suggested activity to do at home with someone. Alongside these books the children will all have an opportunity to take home a reading buddy to share good reading skills with. A reading champion is awarded on a weekly basis.

Read, Write, Inc

Children will take home a copy of the book that they have read in school (after three or five days depending on colour). Alongside this, children will also take home the matched Book Bag Book which is a book of a similar theme to support additional reading practice.

Children will also receive links to the Read Write Inc videos from the Ruth Miskin portal. These videos will match the sounds and words that the children have been learning in school for some further practice. Some children will also receive copies of the story green or red words to practise further at home.

Accelerated Reader

As pupils become more secure in their word reading skills and have embedded their phonic knowledge at the end of the Read. Write, Inc programme they will then move to Accelerated Reader. When a child is ready to progress onto this system, they complete a computer-based assessment called a Star Assessment to ascertain their reading level. This level is known as the Zone of Proximal Development (ZPD). A range is given from which a child can choose a book that falls within these two numbers. Children are encouraged to choose books within this range to achieve the optimum progress.

Accelerated Reader Book Levels	
	0-0.9
	1-1.9
	2-2.9
	3-3.9
	4-4.9
	5-5.9
	6-6.9
	7-7.9
	8-8.9
	9-9.9

"If you are going to get anywhere in life you have to read a lot of books."

- Roald Dahl



The Accelerated Reader programme gives each book a book level, allowing the children to easily select the right text for them. These books are also organised according to an age-based interest level (lower years LY and middle years MY, the latter being for Year 4 upwards). This should allow children enough freedom to choose a book that really interests them whilst also being matched to their ability. In Years 3-6, the children are given 20 minutes, three times a week to read independently within the school day. When the book is finished, the child completes a short comprehension quiz online to show they have understood what they have read. The class teacher monitors the progress the children make weekly through the use of the online Record Book.

Reading Rewards

Every time a child reads at home and a comment is written in their reading log, they will earn a reading point (maximum 1 per day). The aim is to read at home three times every week. Once the children have reached the number of points as listed below, they will receive a reading reward for their efforts. They can also achieve one bonus reading for pleasure point each week, where they record a book they have had read aloud to them, listened to an audiobook or read a book of their own choice.

Points	Awards
100	Bronze award
175	Silver award
250	Gold award

In Nursery, a similar system applies where all 3 points earned are based on stories they have heard and enjoyed at home.

For each year group, there are clear expectations for what we do to teach reading at school and how parents/carers can support at home. Please see further details in the appendix.

Impact

In Nursery and Foundation, phonic assessments will be every half term (or more regularly if needed) for each child to monitor their progress in phonics and to inform their next steps of learning. The Read Write Inc Leader will meet with teacher to discuss progress and re group children according to their needs. This is also monitored through remote progress meetings with Read Write Inc consultants.

Year 1 children are assessed with the government's Phonics Screening Check in the summer term. For those children that do not pass the screening check in Year 1, the children are required to retake this in Year 2.

Formal assessments take place for all children in Years 1-6 using a standardised assessment termly. Year 2 and Year 6 also complete national Statutory Assessment Tests (SATs). All children in Year 1 complete a Phonics Screening check. For those that do not pass this in Year 1, there is a government requirement for this to be completed as a retake in Year 2. As a school, these retakes continue each year until children pass this test to measure progress and impact. Pupil progress meetings with senior leaders take place termly to monitor progress and plan interventions for children who require further support to maximise the progress being made in reading.

When children are reading books as part of the Accelerated Reader programme, they will complete a Star Assessment at least 4 times a year. This will give the child a new ZPD (Zone of Proximal Development) to measure their progress over time. This will be shared with the children and parents via their Reading Logs.

Policy Author: Gemma Middleton and Hannah Howarth (Reading Leader and Phonics Lead)

Date Written: June 2022

Date Ratified: 30th June

Review Date: Summer 2025

Reading Expectations in Year Groups

Appendix 1 - Nursery

At school we will...

- Read a story every day to your child focussing on new words to develop key vocabulary and oracy.
- Provide a cosy reading area for your child to look at books independently. Books in this area will link to the theme and children's interests.
- Provide books for children to explore in different learning spaces that link to different topics. Share books linked to all subject areas.
- Provide a phonics session three times per week in a small group to develop listening skills, rhyme, alliteration, rhythm, oral blending and segmenting and the introduction of letter sounds.
- Provide workshops to support parents/carers with phonics, oracy and early reading.
- We will provide information and videos about the Read Write Inc phonic scheme on our school website and via Tapestry.
- Provide a weekly library session where children can take home their own book.
- Provide ideas to try at home linked to reading and phonics. Provide Read Write Inc videos for you to practise at home.
- Award a weekly reading champion a book to take home forever!
- Award a sticker to your child if they hear 3 stories read at home each week.

As parents/carers you can...

- Encourage a love of reading and help children to understand the importance of reading regularly. Explore the meaning of new words with your child.
- Share fiction and non-fiction books on a regular basis at home and talk about pictures, events and characters. It is important to share nursery rhymes, traditional tales, magazines, menus and signs which show print.
- Take home Book Experiences to share with your family and then share these on our online journey. A Reading Champion will be awarded each week for one entry posted online. The child will win a book with a certificate inside!
- Take home reading buddies with books to share at home.
- Practise phonics and oracy skills using the top tips shared as part of our weekly newsletter.
- Come into school to learn about phonics and oracy in our termly parent/carer workshops and via the school website.
- Share your child's library book with them weekly and return to school so it can be changed.
- Volunteer to hear children read in school.
- Visit the local library and take part in reading challenges.



Reading Expectations in Year Groups

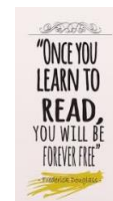
Appendix 1 - Foundation

At school we will...

- Read a story every day to your child focussing on new words to develop key vocabulary and oracy.
- Provide a daily phonic session in a small group as soon as they start school to teach letter sounds and read words.
- Assess children's phonic knowledge on a regular basis to ensure that your child is making progress and address any misconceptions.
- Provide books for children to explore in different learning spaces that link to different topics. Share books linked to all subject areas.
- Provide workshops to support parents/carers with phonics and early reading.
- Provide information about the Read Write Inc phonic scheme on our school website.
- Provide ideas to try at home linked to reading and phonics. Provide Read Write Inc videos every week to help practise phonics.
- Award a weekly reading champion a book to take home forever!
- Send home the book that your child has read in their phonics lesson as well as the matched Book Bag Book (from red books).
- Provide ideas to try at home linked to reading
- Provide a weekly library session where children can take home a book of their choice to read for enjoyment and phonics.
- Ensure an adult reads one to one with your child at least once a week and this will be recorded in the reading record.
- Provide one to one daily reading and phonic sessions with children who would benefit from additional reading support.
- Check reading records regularly to strengthen the link between home and school reading.

As parents/carers you can...

- Encourage a love of reading and help children to understand the importance of reading regularly. Explore the meaning of new words with your child.
- Share fiction and non-fiction books on a regular basis at home and talk about pictures, events and characters. It is important to share nursery rhymes, traditional tales, magazines, menus and signs which show print.
- Come into school to learn about early reading in our termly parent/carer workshops.
- Practise phonic skills at home linked to your child's current knowledge. Read Write Inc videos will be sent home each week for you to practise together.
- Read with your child at least three times a week and record this in the Reading Log so your child can take part in our reading reward system.
- Make sure that reading books and Reading Logs in a book bag are brought into school every day.
- Books should be re-read. This is to develop children's fluency and comprehension.
- Share your child's library book with them weekly and return to school so it can be changed.
- Practise weekly spellings (from Term 6)
- Volunteer to hear children read in school.
- Visit the local library and take part in reading challenges.



Reading Expectations in Year Groups

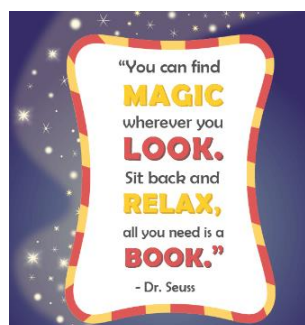
Appendix 1 – Year 1

At school we will...

- Read a story every day to your child focussing on new words to develop key vocabulary and oracy.
- Provide a weekly library session where children can take home a book of their choice to read for enjoyment.
- Provide a daily phonic session in a small group matched to your child's reading ability to further embed reading skills and learn new sounds and words.
- Assess children's phonic knowledge on a regular basis to ensure that your child is making progress and address any misconceptions.
- Provide books for children to explore in different learning spaces that link to different topics. Share books linked to all subject areas.
- Send home the book that your child has read in their phonics lesson as well as the matched Book Bag Book.
- Ensure an adult reads one to one with your child at least once a week and this will be recorded in the reading record.
- Provide one to one daily reading sessions and phonics sessions with children who would benefit from additional reading support.
- Provide workshops to support parents/carers with early reading.
- We will provide information about the Read Write Inc phonic scheme on our school website.
- Provide Read Write Inc videos for you to practise at home.
- Check reading records regularly to strengthen the link between home and school reading.

As parents/carers you can...

- Encourage a love of reading and help children to understand the importance of reading regularly. Explore the meaning of new words with your child.
- Share fiction and non-fiction books on a regular basis at home and talk about pictures, events and characters. It is important to share traditional tales, poems, magazines, menus and other forms of print.
- Practise phonic skills at home linked to your child's current knowledge. Read Write Inc videos will be sent home each week for you to practise together.
- Practise weekly spellings.
- Come into school to learn about early reading in our termly parent/carer workshops.
- Read with your child at least three times a week and record this in the Reading Log so your child can take part in our reading reward system.
- Books should be re-read. This is to develop children's fluency and comprehension.
- Make sure that reading books and Reading Logs in a book bag are brought into school every day.
- Share your child's library book with them weekly and return to school so it can be changed.
- Volunteer to hear children read in school.
- Visit the local library and take part in reading challenges.



Reading Expectations in Year Groups

Appendix 1 – Year 2

At school we will...

- Read a story every day to your child focussing on new words to develop key vocabulary and oracy.
- Provide a cosy reading area for your child to look at books independently. Books in this area will link to the theme and children's interests.
- Provide a daily phonic or spelling session in a small group to further embed reading skills and learn new sounds, words and spelling rules.
- Assess children's phonic knowledge on a regular basis to ensure that your child is making progress and address any misconceptions.
- Ensure an adult reads one to one with your child at least once a week and this will be recorded in the reading record.
- Provide one to one daily reading sessions and phonic sessions with children who would benefit from additional reading support.
- Send home the book that your child has read in their phonics lesson as well as the matched Book Bag Book.
- Ensure that your children who complete Read Write Inc can move to Accelerated Reader.
- We will provide information about the Read Write Inc phonic scheme on our school website.
- Provide a weekly library session where children can take home a book of their choice to read for enjoyment
- Check reading records regularly to strengthen the link between home and school reading.
- Once Read, Write Inc is completed, provide opportunities for children to access Accelerated Reader, ensuring reading is regularly assessed and their books match their reading level.

As parents/carers you can...

- Encourage a love of reading and help children to understand the importance of reading regularly. Explore the meaning of new words with your child.
- Share fiction and non-fiction books on a regular basis at home and talk about pictures, events and characters. You can also share poems, magazines, menus and other forms of print.
- Share your love of reading with a reading buddy to share reading and return to school with a reading review.
- Practise phonics skills at home linked to your child's current phase. These will be sent home each time your child moves through a phase.
- Practise weekly spellings.
- Come into school to learn about early reading in our termly parent/carer workshops.
- Read with your child at least three times a week and record this in the Reading Log so your child can take part in our reading reward system.
- Make sure that reading books and reading logs in a book bag are brought into school every day.
- Share your child's library book with them weekly and return to school so it can be changed.
- Volunteer to hear children read in school.
- Visit the local library and take part in reading challenges.

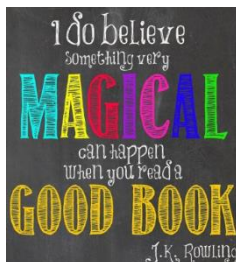


Reading Expectations in Year Groups

Appendix 1 – Year 3

At school we will...

- Read a story every day to your child focussing on new words to develop key vocabulary and oracy.
- Provide a weekly library session where children can take home a book of their choice to read for enjoyment.
- Provide a reading area for your child to look at books independently. Books in this area will link to the theme and children's interests
- Ensure an adult reads one to one with your child at least once a fortnight and this will be recorded in the reading record
- Provide one to one daily reading sessions with children who would benefit from additional reading support.
- Ensure that your children who complete our early reading programme can move to Accelerated Reader.
- Provide opportunities for children to access Accelerated Reader, ensuring reading is regularly assessed and their books match their reading level.
- Run Re-think Reading sessions at least 3 times a week. At least once a week these activities will be with an adult and this will be recorded in the reading log.
- Check reading records regularly to strengthen the link between home and school reading.



As parents/carers you can...

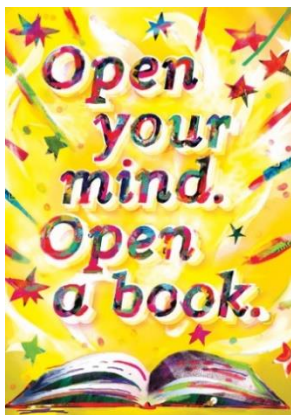
- Encourage a love of reading and help children to understand the importance of reading regularly. Explore the meaning of new words with your child.
- Encourage your child to read a wide range of fiction and non-fiction books on a regular basis at home and talk about events and characters.
- Ask key questions to check your child understands what they have read. These can be found in the front of your child's Reading Log.
- You can also share poems, magazines, newspapers and other forms of print.
- Read with your child at least three times a week and record this in the Reading Log so your child can take part in our reading reward system.
- Make sure that reading books and reading logs in your child's bag and are brought into school every day.
- Share your child's library book with them weekly and return to school so it can be changed.
- Visit the local library and take part in reading challenges.

Reading Expectations in Year Groups

Appendix 1 – Year 4

At school we will...

- Read a story every day to your child focussing on new words to develop key vocabulary and oracy.
- Provide a weekly library session where children can take home a book of their choice to read for enjoyment.
- Provide a reading area for your child to look at books independently. Books in this area will link to the theme and children's interests.
- Ensure an adult reads one to one with your child at least once a fortnight and this will be recorded in the reading record.
- Provide one to one daily reading sessions with children who would benefit from additional reading support.
- Provide opportunities for children to access Accelerated Reader, ensuring reading is regularly assessed and their books match their reading level.
- Run Re-think Reading sessions at least 3 times a week. At least once a week these activities will be with an adult and this will be recorded in the reading log.
- Check reading records regularly to strengthen the link between home and school reading.



As parents/carers you can...

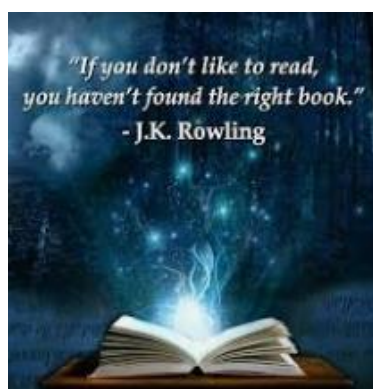
- Encourage a love of reading and help children to understand the importance of reading regularly. Explore the meaning of new words with your child.
- Encourage your child to read a wide range of fiction and non-fiction books on a regular basis at home and talk about events and characters.
- Ask key questions to check your child understands what they have read. These can be found in the front of your child's Reading Log.
- You can also share poems, magazines, newspapers and other forms of print.
- Read with your child at least three times a week and record this in the Reading Log so your child can take part in our reading reward system.
- Make sure that reading books and reading logs in your child's bag and are brought into school every day.
- Share your child's library book with them weekly and return to school so it can be changed.
- Visit the local library and take part in reading challenges.

Reading Expectations in Year Groups

Appendix 1 – Year 5

At school we will...

- Read every day to your child focussing on new words to develop high level vocabulary and oracy.
- Provide a weekly library session where children can take home a book of their choice to read for enjoyment.
- Provide a reading area for your child to look at books independently. Books in this area will link to the theme and children's interests.
- Ensure an adult reads one to one with your child at least once a fortnight and this will be recorded in the reading record.
- Provide one to one daily reading sessions with children who would benefit from additional reading support.
- Provide opportunities for children to access Accelerated Reader, ensuring reading is regularly assessed and their books match their reading level.
- Run Re-think Reading sessions at least 3 times a week. At least once a week these activities will be with an adult and this will be recorded in the reading log.
- Check reading records regularly to strengthen the link between home and school reading.



As parents/carers you can...

- Encourage a love of reading and help children to understand the importance of reading regularly. Explore the meaning of new words with your child, which will include higher level vocabulary.
- Encourage your child to read a wide range of fiction and non-fiction books on a regular basis at home and talk about events and characters.
- Ask key questions to check your child understands what they have read. These can be found in the front of your child's Reading Log.
- You can also share poems, magazines, newspapers and other forms of print.
- Read with your child regularly and ensure they understand the text using the key questions.
- Ensure your child records their reading in their Reading Log so your child can take part in our reading reward system. Please make sure you sign to confirm your child has read.
- Make sure that reading books and reading logs in your child's bag and are brought into school every day.
- Discuss your child's library book with them weekly and return to school so it can be changed.
- Visit the local library and take part in reading challenges.

Reading Expectations in Year Groups

Appendix 1 – Year 6

At school we will...

- Read every day to your child focussing on new words to develop high level vocabulary and oracy.
- Provide a weekly library session where children can take home a book of their choice to read for enjoyment.
- Provide a reading area for your child to look at books independently. Books in this area will link to the theme and children's interests
- Ensure an adult reads one to one with your child at least once a fortnight and this will be recorded in the reading record.
- Provide one to one daily reading sessions with children who would benefit from additional reading support.
- Provide opportunities for children to access Accelerated Reader, ensuring reading is regularly assessed and their books match their reading level.
- Run Re-think Reading sessions at least 3 times a week. At least once a week these activities will be with an adult and this will be recorded in the reading log.
- Provide a weekly library session where children can take home their own book.
- Check reading records regularly to strengthen the link between home and school reading.
- Provide the opportunity to take part in the children's book award, where they will read and review a range of recently published books.

As parents/carers you can...

- Encourage a love of reading and help children to understand the importance of reading regularly. Explore the meaning of new words with your child, which will include higher level vocabulary.
- Encourage your child to read a wide range of fiction and non-fiction books on a regular basis at home and talk about events and characters.
- Ask key questions to check your child understands what they have read. These can be found in the front of your child's Reading Log.
- You can also share poems, magazines, newspapers and other forms of print.
- Read with your child regularly and ensure they understand the text using the key questions.
- Ensure your child records their reading in their Reading Log so your child can take part in our reading reward system. Please make sure you sign to confirm your child has read.
- Make sure that reading books and reading logs in your child's bag and are brought into school every day.
- Discuss your child's library book with them weekly and return to school so it can be changed.
- Visit the local library and take part in reading challenges.

READING

is to the

MIND

what

exercise

is to the **BODY.**

By Richard Stalle

R E A D