

Home Reading

Book Bands

Children remain on book bands until they are on grey. After this, the children will be free readers. If a child takes a book with a higher book band to read, it's important to note that we do not class this as a book band / the children being on that book band.

Book bands are matched to phonics teaching stages up to turquoise.

Book bands up to Turquoise are matched with our taught phonics programme. The majority of our books are Rising Stars Reading Planet (Rocket Phonics) but we also have Rising Stars Reading Planet Comic Kids and Galaxy. Sometimes we supplement with other books such as Songbirds.

For book bands which cover past the taught phonics, there is a range of book banded books, including real books which have been book-banded via external book specialists.

Sound practise books

Any children who are being taught our chosen DfE validated phonics scheme (Essential Letters and Sounds), will take home a sound practise book weekly which links directly with the sounds they have just been taught. This may be a book or an e-book via Oxford Owls.

When do children move up a Book Band?

We expect children to at least move through a book band a term (three book bands across a year). Where this doesn't happen, it would be classed as slower progress and it is to be raised with Phase Leaders in a timely manner by the class teacher.

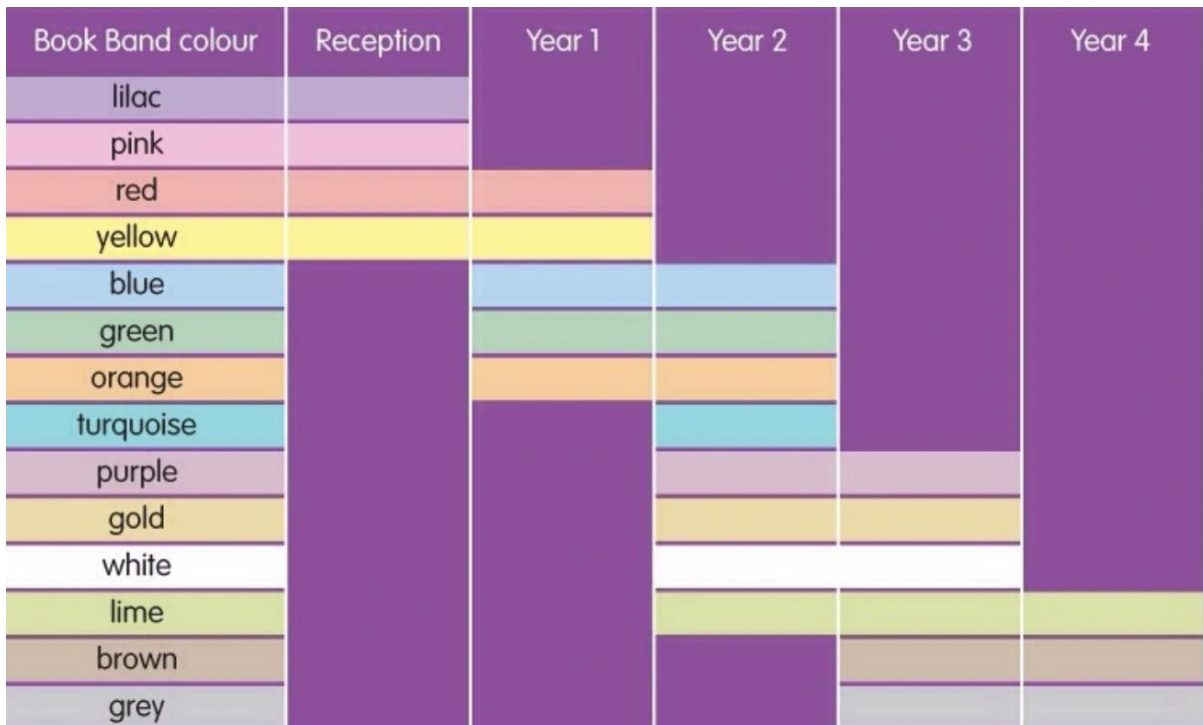
We make use of professional judgement when moving a child up a book band and this is led by the teacher and not the parent/carer. Fluency reading the book is a major factor, however comprehension is also taken into consideration. We expect on the majority of occasions to be able to see consistency across main teacher assessment, NTS score and book band.

Book Bands through the year groups

As a guide, we work on the following for expectations at the end of each year.

	End of Summer 2
Nursery	Wordless Lilac
Reception	Red (B)
Year 1	Orange (nearing Turquoise)
Year 2	White
Year 3	Brown
Year 4: Grey	

This chart is a helpful visual as to the range of books that could be covered across each year.



Free readers

There is a well-chosen range of books per year group. These are a mix of fiction, non-fiction and poetry and also promote diversity, inclusion, well-being and curricular links. Within these books, there are also re-makes of classics for children to re-visit. Re-reading is promoted for any of the free-reading books. There may be the occasion where an avid reader reads all 40 books before the end of the school year (and has re-read) or where a book may not be available. In these cases, children can take home from their class library. The class library is always open for the children to take from, however this is never at the detriment of them reading the 40 chosen books.

Reading for pleasure

There is a well-chosen range of books per year group up to Year 2. These are a mix of fiction, non-fiction and poetry and also promote diversity, inclusion, well-being and curricular links. Re-reading is promoted for any of the reading for pleasure books.

What will children take home?

In Nursery, the children take home a reading for pleasure book weekly. From spring, where appropriate, children take home a book band book (lilac-wordless) and a reading for pleasure book.

In Reception and Year 1, the children take home a book that directly links to their taught phonics that week (to practise those sounds); a phonic-matched book band book and a reading for pleasure book weekly.

This is the same in Year 2 whilst they are reviewing phonics scheme in autumn 1.

From autumn 2 in Year 2, the children take home two phonic-matched book band books / book band books and a reading for pleasure book weekly.

Any children in Year 2 on lime or above, will take home one book band book and a reading for pleasure book each week.

In Year 3 and 4, children on white and below take home two phonic matched / book band books a week. Children on lime, brown or grey take home one book band book a week.

These children also take home the free-reader books as a reading for pleasure book to be shared with their adults at home. It is understood these reading for pleasure books may not be returned weekly due to length.

Children who are not on book bands take home the free-reader books. Due to length of the free-reader books, these may not be returned weekly.

For anyone on lime and above, the movement is to one book per week to address the fact the books are often longer and take longer to read and to ensure the children have time in the week for their reading for pleasure book. Teachers may choose to send the child with two book band books as well as the reading for pleasure book if that is appropriate for the child and their family.

By Year 5, most children will be free-readers. In Years 5 and 6, these children will take home the free-reader books. Due to length of the free-reader books, these may not be returned weekly. For any children on book bands, children on white and below take home two phonic matched / bookband books a week. Children on lime, brown or grey take home one book band book a week. Any child on a book band, takes a free-reader book too as a reading for pleasure book to be shared with their family. If the free-readers aren't appropriate for these children to share with their families, then the teacher liaises with the appropriate year group for reading for pleasure books.

Any child in Key Stage 2 accessing the Essential Letters and Sounds scheme will take a book to practice the sounds from that week, a phonic matched book band book and a reading for pleasure book.

Children who receive Essential Letters and Sounds short burst interventions will also have an e-book with the sound covered in that intervention.

The majority of books taken home will be books, but some may be e-books.

How do parents/carers know the difference between books?

There is annual communication to parents about the books that will be sent home and guidance on what to do at home with each book.

There is annual communication to parents about free-reader books and if there are any colours on the back of these, then it does not mean the child is on that book band.

Within the annual communication it makes it clear how to tell the difference between the reading for pleasure book and book band book.

School has also sorted 'Reading for Pleasure' stickers for these books.

How is reading at home monitored in school?

All children on a book band (up to grey) have a reading record. The teacher or TA looks at the reading record and its content weekly.

If it is noted the child isn't being read with at home, the teacher communicates with the parent/carer.

How are reading records used?

In all year groups (whether book bands are used for all or whether they are used for some), the books being taken home are noted in the reading record by the teacher or TA.

Reading for pleasure books are also noted in the reading record, making it clear it is the reading for pleasure book for Year 2 downwards. For Year 3 upwards, reading for pleasure/free reader books aren't written in the reading records, however the teacher does have a log in their classroom.

Teachers are aware of and fully monitor all books that children take home. In Year groups where there are Targeted Learning Models, the team will always discuss and agree who is responsible for this for each child.

In Nursery, the title of the books are written each week (reading for pleasure and book band book where used)

In Reception, the title of the books are written each week (reading for pleasure, sound practise and book band books), and notes / anything to work on is written from the 1:1 reading sessions with the teacher/TA.

In Key Stage One, Year 3 and any other year groups where they are used (ie where a child is still on a book band), the title of the book band books (and/or sound practise book) are written each week. In Key Stage One, the reading for pleasure book is also written.

School asks that parents/carers sign when they listen to their child read. Notes from the parent/carer are welcomed, however not expected.

We have different types of reading records in school:

Blue 'new reader' Reading Record – for Early Years and Year 1

Green 'developing reader' Reading Record for Years 1 and 2

Orange 'advancing reader' Reading Record for Years 3 and 4

It is amended as needed for children on book bands in Upper Key Stage Two and it is also understood the children may well continue in a reading journal from the previous year if there is still space in it.

For children in older year groups, who are working at a lower level, a suitable reading record is used so the appropriate information is in there for parents/carers.

What is recorded for free-readers?

For free-readers, the children have a list of the free-reader books on offer which is kept in a file in the classroom. This list covers the core books that have been selected (there are other books in the classroom which children can take home too).

It notes the books with the children's names down the side. The children tick when they take the book and then when they bring it back.

Teachers take ownership to direct the children to books. Teachers are aware of and fully monitor all books that children take home.

If it is noted the child isn't reading at home, the teacher communicates with the parent/carer.

Each child will have a 'Reading Journal' which is an A5 book with thick plain pages and a laminate black cover. When they have read one of the free reader books, the children can express their thoughts in any way they would like in these books. The children will need to write the title and then can express their thoughts on the book they've read in any way they'd like. Teachers will monitor the use of these books and raise where the children aren't using them. Teachers will also share good examples that can be shared on social media, on weekly newsletters and in school assemblies.

All children from year 3 upwards will have these books and any child on book bands, will fill them in from the same books that they've shared at home as reading for pleasure books.

Where are the books kept?

In nursery to Year 2, sound practise books, book band books and reading for pleasure books are kept within classrooms.

In Year 3 upwards, free reader books are kept in the classrooms.

For Key Stage two, all book band books are kept in the library.

Reading for Pleasure approach

Investing in a substantial amount of well-chosen, carefully considered books for all year groups (as outlined above) is a main point in our Reading for Pleasure approach.

The use of Reading Journals develops this approach further.

We have also carefully chosen hook texts in literacy. Children engage really well and often then go on to read the book, read a sequel of the book or read a book by the same author. This should always be promoted by the teacher.

Headteacher assemblies often have a reading for pleasure focus, where books are shared and talked about.

Reading Time is another strand of our approach (detailed below).

Free read as set out in the whole class reading approach (detailed below) is another way we promote reading for pleasure and this is further enhanced by giving the children the chance to talk about books they've read, share their reading journals etc. Free reading is therefore done within whole class reading sessions. Where a teacher feels it is appropriate to extend the amount of free reading (for example, start of the day), then any staff in the classroom would either be listening to readers or leading a guided reading group. We are careful with our approach so that reading isn't just used as a time-filler and it is carefully placed within a well-structured timetable.

All staff in school promote a positive attitude towards reading for pleasure.

We also engage on occasion in 'Drop Everything and Read', where it is announced over the tannoy and the children do just that!

Our Reading Lead also promotes Manchester Reading challenges, use of the library, library visits, author visits, poet visits etc. We also have reading sheds in Early Years, Year 1 and the main playground.

We do not feel that children just accessing their books where there is a few spare minutes (eg at the end of the lesson) is an approach to reading for pleasure and therefore do not do this. Children do not read when they have finished their work in other subjects. Appropriate extensions and challenges are set that link to the subject they are in. As noted above, we are careful with our approach so that reading isn't just used as a time-filler and it is carefully placed within a well-structured timetable.

Phonics

School follows the DfE validated scheme Essential Letters and Sounds.

Guided Reading / Whole Class Reading

Guided Reading in Year 1 and part of Year 2:

In Year 1 (and when done in Year 2), guided reading is led as a carousel set up. Sometimes the Targeted Learning Model group 1s in Key Stage 2 may deem it appropriate to run Guided Reading instead of whole class reading. Year 2 Targeted

Learning Model group 1 usually access guided reading instead of whole class reading for the full year.

If there is only one adult in the classroom, the adult will lead a guided read with a group, whilst all the other groups complete a reading related task. This task must be reading related and never a holding activity. Where there is another adult in the class, two groups will have access to a guided read.

The books used for guided reading are in line with the books the children take to read at home. The books that are used are Rising Stars Reading Planet Galaxy Books. These differ to the books that are sent home with the children. Some supplemented is needed and this is mapped out too.

Within the Guided Reading sessions, there is a focus on decoding and comprehension. At the start of a Guided Reading session, there is a walk through the book at the beginning with a vocabulary focus and also a focus on different strategies that can be used if the child is stuck reading a word.

One book is used in the session and earlier in the year, the book is usually only used within that session. As the children work through the book bands (and the books are longer and have more depth), the book is often used over more than one Guided Reading session.

Year 2 do some elements of Guided Reading until the end of autumn 1 with Targeted Learning group 1 often continuing with the guided reading carousel (dependent on need).

In autumn 1, Year 2 complete two days of whole class comprehension work using Cracking Comprehension. Then the other three days there is a carousel where the staff read with children who are below expected level (turquoise and below). In these sessions, book band books are used. During the carousel the other children complete another comprehension independently and a phonics focused activity.

Within the Guided Reading sessions, there is a focus on decoding and comprehension and there is a walk through the book at the beginning with a vocabulary and strategy focus.

If there is only one adult in the classroom, the adult will lead a guided read with a group, whilst all the other groups complete a reading related task. This task must be reading related and never a holding activity. Where there is another adult in the class, two groups will have access to a guided read.

Guided reading books / texts are mapped out so it is clear which texts will be covered when.

Guided Reading may be chosen as the approach in Targeted Learning Model group 1 in Year 2 upwards. The reading team is always aware of chosen approach.

Individualised approaches to reading are in place for children who are significantly below (EHCP children, with allocated support). This is always discussed and agreed with the SEND and reading team. All SEND children have an equality of access to books and to being taught reading.

Whole Class Reading

Except for where it's deemed appropriate for Targeted Learning Model group 1s, there will be a move from Guided Reading to Whole Class Reading from the start of autumn 2 of Year 2.

Whole Class Reading is the strategy for teaching reading and reading skills.

The texts used are mapped out and carefully considered as to what is best placed where. These texts may link to science or foundation subjects or they may link to the hook text in English. They will always be well-pitched and teachers will always know why they are using that text and when.

We use a mixture of:

- Real books (fiction and non-fiction), including chapter books
- Poetry
- Literacy Shed texts
- Cracking Comprehension
- Grammarsaurus
- E-books via Oxford Owl.

VIPERS is used across Key Stage One and Two. VIPERS is an acronym to aid the recall of the 6 reading domains as part of the UK's reading curriculum. They are the key areas which we feel children need to know and understand in order to improve their comprehension of texts.

The 6 domains focus on the comprehension aspect of reading and not the mechanics: decoding, fluency, prosody etc. As such, VIPERS is not a reading scheme but rather a method of ensuring that teachers ask, and children are familiar with, a range of questions. They allow the teacher to track the type of questions asked and the children's responses to these which allows for targeted questioning afterwards.

Vocabulary

Inference

Prediction

Explanation

Retrieval

Sequence or **S**ummarise

(Sequence – Key Stage 1; Summarise – Key Stage 2)

We follow a sequence in our whole class reading sessions and this usually lasts over a week (however is sometimes extended to one and half or two weeks)

Day 1 – Background / some prediction

Day 2 - Vocab.

Day 3 - Summary.

Day 4 - Comprehension (specific VIPERs focus or mix of questions depending on unit focus.

Sometimes this sequence may be done with a change in order – in these cases the class teacher will always be able to explain their rationale for what is placed where and why.

The other day is free read. This can be at any point in the week. This slot must always be used to hear readers or to run guided group reading sessions. Within the free-read slot, reading for pleasure is promoted and the children who are not with the teacher may also use the time to share their journals, talk about books they've read etc.

Year 2 (as they move to whole class reading), focus on background and vocabulary on day one of the sequence, moving to a range of VIPER questions across the rest of the length of the unit. Year 2 do sometimes summarise in addition to sequence.

There will be a small amount of 'stand alone' comprehensions across a year, where there is a focus on test technique. These are mapped with the teachers clear on why they are placed where they are and why the specific comprehensions have been chosen.

Any staff within the sessions are expected to be fully inputting into the sessions. This may be via group work, individual input or specific misconception feedback etc.

Individual Reading

In Reception, a teacher or Teaching Assistant listens to all children read on a 1:1 basis at least once a week.

In Year 1, priority readers are identified (children below Expected standard) and these children read on a 1:1 basis at least 3 times a week (aiming for daily). Children who are at the Expected standard, read once a week with a parent volunteer.

In Year 2, children who are below expected level read on a 1:1 basis with a parent volunteer. Children who are below also read 1:1 with the teaching staff regularly throughout the week. Children who are well below are heard at least three times a week, other lower attaining readers are listened to 1-2 times a week.

In Year 3 upwards, the Targeted Learning Model group 1 teachers identify which children need individual reading and organise this within the available staffing. This information is always shared.

Children with an EHCP are listened to read daily by their allocated Teaching Assistant or class teacher.

Reading Time

All year groups have 'Reading Time' which is where the teacher reads a book to the class with the purpose of sharing and enjoying a book together. We call this Reading Time (not Story Time) as we encourage non-fiction and poetry to be shared too. Ideally this is done daily, however at times this may be done no less than three times a week.

Currently, these books aren't mapped and will be books the children want to listen to / the teachers feel would be good to share.

Time is also planned and dedicated to singing and rhyme in Early Years.

Shared Reading

Shared reading is done from Nursery to Year 1. The focus is to share well-chosen books with a focus of vocabulary and key questioning. The sessions are planned for with a key focus on specific language within the book and supporting children to widen their vocabulary.

From Year 2 upwards, there is no shared reading. The process is mirrored in English lessons and other subjects, as there is a key focus on vocabulary throughout school, throughout subjects.

EYFS	3 sessions a week– planned reading time Key vocabulary, phrases etc – planned Use of real books Set books used that have been agreed by team
Year 1	Done daily Planned Teachers choose the books to focus on vocabulary they want to work on

Texts used are mapped out in our mapping document for EYFS.

Reading Areas

All classes have a reading area. Expectations for these are set out in our classroom non-negotiables and are as follows:

EYFS: an area that can be accessed in continuous provision like other areas
The books need to be displayed on a shelf so children can see the covers.
Less books displayed than previously
Display of the area to make it look inviting
Rugs, cushions etc to make a soft area to sit
Wording around the area linked to reading
Attractive area that promotes reading – an eye-catching part of the classroom

Reception also has boxes of books in the area that are phonics books, non-fiction books and rhyming books.

Key Stage 1: an area that can be sat in
Display of the area to make it look inviting
Rugs, cushions etc to make a soft area to sit
Books on a shelf – spines outwards
Books organised into fiction and non-fiction and labelled on shelving so children clear where the fiction and non-fiction books are.
VIPERS signage around the area
Attractive area that promotes reading – an eye-catching part of the classroom
Optional: more special books or books linked to units of work displayed on ledges etc

Key Stage 2: an area that children can access books from and then move back to their own places
Display of the area to make it look inviting
Books on a shelf – spines outwards

Books organised into fiction and non-fiction and labelled on shelving so children clear where the fiction and non-fiction books are.

VIPERS signage around the area

Attractive area that promotes reading – an eye-catching part of the classroom

Optional: more special books or books linked to units of work displayed on ledges etc

Assessment

What reading data is recorded?

We enter data on Insight termly.

Nursery	Bookband when started on Lilac Main assessment
Reception	Bookbands – updated termly Main assessment
Year 1	Bookbands – updated termly NTS age NTS standardised Main assessment Phonics screener
Year 2	Bookbands NTS age NTS standardised Main assessment SATs TA Phonics screener for any child 're-sitting'
Year 3	Bookbands for anyone on grey book band or lower- updated termly NTS age NTS standardised Main assessment
Year 4	Bookbands for anyone on grey book band of lower – updated termly NTS age NTS standardised Main assessment
Year 5	Bookbands for anyone on grey book band of lower – updated termly Reading – main assessment Reading – NTS age

	Reading – standardised score
Year 6	Bookbands for anyone on grey book band of lower – updated termly Reading – main assessment Reading – NTS age Reading – standardised score SATs

How do teachers make their overall judgements?

Nursery	Use of descriptors
Reception	Use of descriptors Listening in individual reading sessions and guided reading sessions Use of book band
Year 1	NTS papers Professional judgement Listening in reading sessions; looking at answers in reading sessions Use of book band
Year 2	NTS papers Professional judgement Listening in reading sessions; looking at answers in reading sessions Use of book band
Year 3	NTS papers Professional judgement Listening in reading sessions; looking at answers in reading sessions Use of book band
Year 4	NTS papers Professional judgement Listening in reading sessions; looking at answers in reading sessions Use of book band where children are still on this
Year 5	NTS papers Professional judgement Listening in reading sessions; looking at answers in reading sessions

	Use of book band where children are still on this
Year 6	SATs practice NTS papers Professional judgement Listening in reading sessions; looking at answers in reading sessions Use of book band where children are still on this