



Home Reading Expectations

"Once you learn to read, you will forever be free."
Frederick Douglass

At Rivelin Primary, reading is at the core of our curriculum. Every day, children are presented with many opportunities to read, be read to and explore the wonder of books. Our school is determined that every pupil will learn to read, regardless of their background, needs or abilities.

We therefore encourage children to be reading at home **every day**. Reading for pleasure will help develop your child's vocabulary, communication, empathy, imagination and concentration, as well as giving your child the opportunity to escape into another world. Whether this is reading a book sent home by school, sharing books by reading together (when children are in Nursery, Reception, Years 1, 2 and 3 this is crucial) or beginning to read more independently, we advise that all children read for **at least 10 minutes a day**. Ideally, 15-20 minutes a day would be the most beneficial.

FS2 – Year 1:
5 - 10 minutes
a day

Years 2-6:
10 - 20
minutes a day

Reading for just 15 minutes a day = 1.3 million words a year!

Reading Records

Every child is provided with a Reading Record to provide an opportunity for parents/carers to comment on their child's reading. When parents/carers sign that they have listened to their child read this indicates to staff that the child may be ready for a new book to be sent home. It is important that **Reading Records are in school daily** to enable teachers to check, acknowledge and offer support as needed. Listed below are some comments which may help you when writing in your child's Reading Record to describe how your child has read to you at home.

- Read familiar words independently
- Self-corrected independently
- Read fluently
- Needed support
- Able to predict what happens next
- Was able to relate what they read to their own experiences
- Sounded out _____
- Was able to retell the story
- Showed good understanding
- Discussed the story and characters well
- Did not recognise these words: _____
- Used their phonics to read new words
- Great expression
- Enjoyed this story a lot
- Fantastic attitude
- Used the punctuation well (paused at full stops, used expression for exclamation marks etc...)

For more information, or if you have any questions, please do not hesitate to ask.

Book Band Levels

| | |
|-----------------------------|----------------|
| LITTLE WANDLE PHASES | Phase 3, Set 2 |
| Wordless Blending Books | Phase 4, Set 1 |
| Phase 2, Set 1 | Phase 4, Set 2 |
| Phase 2, Set 2 | Phase 5, Set 1 |
| Phase 2, Set 3 | Phase 5, Set 2 |
| Phase 2, Set 4 | Phase 5, Set 3 |
| Phase 2, Set 5 | Phase 5, Set 4 |
| Phase 3, Set 1 | Phase 5, Set 5 |

In **Reception and KS1**, children's home reading books are linked to the phonics phase they are secure at.

Children will receive one book each week, after they have read it three times in our reading practice sessions.
It will be changed on a weekly basis.

Parents are asked to make comments and sign their child's Home Reading Record to show that they have supported their child with their reading. These comments are used by staff to monitor the frequency of reading at home and provide additional support to children in school.

OXFORD READING TREE

| School Year | Oxford Colour Band | Oxford Level |
|--------------------|--------------------|--------------|
| Year 2 (Age 7) | TURQUOISE | 7 |
| Year 2 (Age 7) | PURPLE | 8 |
| Year 2 (Age 7) | GOLD | 9 |
| Year 2 (Age 7) | WHITE | 10 |
| Year 2 (Age 7) | LIME | 11 |
| Year 3 (Age 8) | BROWN | 9 |
| Year 3 (Age 8) | BROWN | 10 |
| Year 3 (Age 8) | BROWN | 11 |
| Year 3 (Age 8) | GREY | 12 |
| Year 3 (Age 8) | GREY | 13 |
| Year 4 (Age 9) | GREY | 14 |
| Year 4 (Age 9) | DARK BLUE | 15 |
| Year 5 (Age 10) | DARK BLUE | 16 |
| Year 5 (Age 10) | DARK RED | 17 |
| Year 6 (Age 11) | DARK RED | 18 |
| Year 6 (Age 11) | DARK RED + | 19 |
| Year 6 (Age 11) | DARK RED + | 20 |

In **KS2**, children's home reading books are linked to their current reading ability.

The chart shows the progress of an 'average' band of children - but no individual child is 'average', so no child makes smooth progress precisely in this way. Children may learn in fits and starts - periods of growth, followed by periods of consolidation when their progress seems to halt. The periods where you don't see rapid progress may be worrying, especially after a 'growth spurt', but they are important as your child develops confidence in using and applying their newly acquired skills.

