



Home Reading

The focus for home reading is to consolidate reading progress and involve parents in their own child's reading. We provide the opportunity for each child to self-select their own reading books within an appropriate reading level so that children can develop a reading habit, have views on the books, authors or genres they enjoy and are able to read for pleasure.

Selecting a reading level for each child

A child should be on a reading book which is at their secure, consolidation level of reading with a little challenge. Too easy and they become bored, too hard and they do not want to get the book out of the bag to read! It should be the level below the one they are on for Guided Reading which is instructional level.

Each book band has been matched to a Year Group Expectation level. It is important to remember that breadth of reading is crucial in developing a reading habit and the children should not be focused on rushing through the levels. There must be a strong focus on inference and beyond in reading as this is what our children often struggle with. Our questioning must go beyond deduction and information retrieval.

Where are the books recorded?

Each child has a 'Home Reading Record' where the book currently in the reading bag is written.

When are they heard read or books changed?

It is expected that all children will read or be read to at least four times a week at home and have their reading record signed. Children that complete the four reads weekly are able to attend a reading reward at the end of each term. Classes will make provision for children to change their books at different times of the day.

How do the books go home?

Books and reading record go home in a reading bag.

Storing reading bags in the classroom

Book storage is in every classroom so that book bags can be brought into school on a daily basis, put away quickly and got out quickly when needed.

Changing reading levels

When a child has been on a level for a period of time, has read a wide range of books on the level e.g. fiction, non-fiction, poetry and plays and is very competent at that level the TA or the teacher may consider that they are ready for a change to the next level shelf. We must be very sure that the level of comprehension matches the level of word reading before changing shelf. Teachers will assess whether pupils are ready to move up a level, where children read a short extract and answer questions to gauge their fluency and comprehension skills.



Home Reading Book Organisation

The books are organised into Coloured bands and stored on shelves along the main corridor. The books are organised in order to encourage the greatest choice for children within the level that they are working at.

At the earliest stages of reading, the books are organised far more tightly to ensure progress from phonetically decodable books through to those that encourage wider reading skills.

The books have recently been replenished to ensure children have access to the best resources to encourage their interest in reading. Boy and Girl friendly books are available on all shelves.

