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 by parents, children siblings, buddy readers, parent helpers and TAs. | Filled in by parents, children siblings, buddy readers, parent helpers and TAs. |
| **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. | 5-10 minutes daily – school and own books, magazines, signs as they are out, menu at a restaurant etc.  Try to read to an adult as often as possible. | At least 3 times, 15 mins each.  Try to read aloud to an adult at least once a week.  School books / own books, Ebooks /audio books, magazines, online info sites. | At least 3 times, 15 mins each.  Try to read aloud to an adult at least once a week.  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 reading a set number of times. | Lucky dip box – a ticket every time they read a multiple of 3 times. | 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?** | Letter sent home when the children’s diary hasn’t been handed in for a week. | Letter home at the end of the week if they haven’t had their diary signed at home or not handed in. | Letter home at the end of the week if they haven’t had their diary signed at home or not handed in.  Kept in 5 mins for each time they haven’t read during lunch / golden time. | Letter home at the end of the week if they haven’t had their diary signed at home or not handed in.  No golden time. |
| **Who changes their reading book and when?** | Books changed Monday and Thursday 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. | Children change as needed when first come in in the morning or after lunch before a guided reading lesson. | Children after they have completed a book review. |
| **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 school is either the colour they read at home or the colour higher.  We aim for all children to move up 3 levels (all children start at Pink.) as a minimum. | The book they read at school is one book colour higher than the one at home.  It can of course vary. We’d ideally aim for a child to go up 2-3 coloured bands in a year. | 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. | At least once a term, we will have a conversation with the child.  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. |
| **Can my child take books out of the school library?** | Children don’t take books out of the library until they are in KS1. | Yes they all have their own scanning code. These books are designed for ‘free readers’ but can be enjoyed by adults reading them aloud. | Yes they all have their own scanning code. These books are designed for ‘free readers’ but can be enjoyed by adults reading them aloud. | Yes they all have their own scanning code. These books are designed for ‘free readers’ but can be enjoyed by adults reading them aloud. |
| **How can I help my child to improve their reading at home?** | Exposing children to a wide range of different books.  Promoting a love of reading as often as possible.  Taking opportunities to get children to read aloud as often as possible e.g. signs / menus.  Focus upon letting your child decode words / make a guess by thinking about the sentence.  Getting children to recognise tricky words on sight.  Encouraging them to recognise basic punctuation. Capital letters, . , !, ?. | Promoting a love of reading as often as possible.  KS1 questions available on school website under ‘Our Curriculum > Reading Scheme’  Taking opportunities to get children to read aloud as often as possible e.g. signs / menus.  Focus upon letting your child decode words / make a guess by thinking about the sentence.  Encourage expression for . ! ? and “ ”. | Promoting a love of reading as often as possible.  KS2 Questions available on school website under ‘Our Curriculum > Reading Scheme’  Taking opportunities to get children to read aloud as often as possible.  Focus upon letting your child decode words / make a guess by thinking about the sentence.  Encourage expression for . ! ? “ ” and , | Promoting a love of reading as often as possible.  KS2 Questions available on school website under ‘Our Curriculum > Reading Scheme’  Taking opportunities to get children to read aloud as often as possible.  Focus upon letting your child decode words / make a guess by thinking about the sentence.  Encourage expression for . ! ? “ ” and , |
| **How often does my child read in school?** | Your children will be read with once a week by a Teacher or TA.  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 a weekly guided reading session with the teacher.  The class is halved into Year 3 and Year 4 reading groups.  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, specifically those who are on coloured book bands. | They will be heard read and will discuss their texts during weekly guided reading sessions with the teacher.  The children are set and so may be taught by a different Year 5 and 6 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, specifically those who are on coloured book bands. |
| **Do you read a class book?** | We try and read at least two stories each day to the classes. | We certainly try to read a range of books and poems to the class as often as possible. | We certainly try to read a class chapter book as often as possible, normally at the end of the day. | We certainly try to read a class chapter book as often as possible, normally at the end of the day. |