

Beechwood Home School Reading Policy 2021

Developing strong links between home and school reading is vital in ensuring children become lifelong readers. We work in partnership with parents, so pupils develop a love of books and reading. Daily reading at home and at school ensures children make good progress in developing reading skills, whatever their age.

This policy is linked closely to our English policy. It is part of a comprehensive approach to how reading is taught in school and the opportunities children are given to develop their reading skills at school and at home.

As a school, we have worked hard to provide a rich and diverse range of books in our class book corners and libraries for children to access. These are updated regularly and children are involved in choosing these to ensure they are linked to the children's interests.

Encouraging children to read widely, in and out of school, across both fiction and non-fiction, helps 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 pupils' vocabulary because they encounter words they would rarely hear or use in everyday speech.

Once a week, children get the opportunity to visit the KS1 or KS2 library to choose a book under the supervision of a teaching assistant that they can read in class during fluency sessions. Alongside this, they have daily access to the class book areas.

To further encourage regular reading at home, "Bug Club" has been purchased for Reception to Year 6, to give children online access to a range of levelled texts to read at home.

Each child is given a reading record at the beginning of school year. If this is lost, school will provide one replacement. After this, parents and carers can choose to buy another from school or we will provide photocopies of the recording sheets. Children need to have their book bags and reading records in school every day so they can be checked regularly and books can be changed.

Each class has a reading chart to keep a record of the children who are reading at home. Children will get a sticker on the chart each week if they have read at home three or more times a week. Children who have read consistently during each half term will receive a certificate and prize. In KS2, children who haven't read at home that week will be asked to spend one playtime each week reading in class with their teacher.

EYFS and KS1

Children read with class teachers or teaching assistants throughout the week in guided reading, English lessons, phonics and reading fluency sessions (Y2). Children read 1:1 during the week with class teachers or teaching assistants who will identify children who need additional reading support. Reading books are changed once a week in line with their reading level* and the new book is recorded in their reading record by an adult. Each child should take two books home a week.

The teaching of new and common exception words, including the red words from Read, Write Inc., are sent home on keyrings, sets of flashcards or wordlists for children to learn at home.

Children may be given extra books or text extracts to read at home if they take part in additional reading interventions to support their learning.

KS2

Children read with class teachers or teaching assistants throughout the week in guided reading, English lessons and reading fluency sessions. Children identified as needing additional reading support read 1:1 with the class teacher or teaching assistant each week. Children are supervised as they change their reading book each week (or once they have read it) in line with their reading level*. This will be monitored each week using the reading chart. The new book is recorded in their reading record by children, with adult supervision.

Children reading shorter texts or that need additional reading support will take home two reading books each week and these will be changed weekly.

Children may be given extra books or text extracts to read at home if they take part in additional reading interventions to support their learning.

*When the term 'reading level' is referenced this refers to the texts that teachers deem appropriate for that child and will not always run to the traditional colour coded system. This is particularly relevant lower down the school where the sound sets being taught in phonics will have a bigger impact on what the children will be able to access than the coded systems.

