

Reading Book Guidance


At St Andrew's Academy, we recognise the importance of reading widely and often, so that children can access all areas of the curriculum confidently.

For pupils to make progress and so that teachers have a systematic approach to developing the teaching and learning in reading, we have devised the following guidelines to follow.

Reading books.

Children who are on the phonics scheme

At school, children learn to read with Read Write Inc. Phonics. Each day, children take part in a RWI session, working with children who are at the same reading level. In these sessions, the children practise their reading with books that match the phonics and the 'tricky words' they know to build confidence.



We want children to love reading and from the moment they pick up a book, we want them to be successful readers.

Reading books that are too difficult can turn children off reading; we want children to develop a lifelong love of reading. Therefore, children take home Book Bag Books, each week which are matched to the Story Books they read in school. This encourages the children to see themselves as readers as they can experience success with their reading book at home. The books include many of the same reading activities that we use in class and include parent guidance. Children are encouraged to read their phonics book three times, as they do in school. Firstly, for accuracy, then fluency and finally, they should be able to read the book as a storyteller. Books are changed each week. Children enjoy re-reading stories they know well. Their speed and understanding improves on every read.

Children who have completed the phonics scheme.

Once children have completed the RWINc phonics scheme, they are ready to read Book Banded reading books.

Children must:

- have one book at all times
- bring the book to and from school and home every day.
- read at least three times a week at home and logit in the reading record
- read at least three times a week with an adult in school (every day if in the bottom 20%)

Which book band should children read?

As a rule, children who have successfully read and completed up to the Grey books in RWInc should automatically move on to book band GOLD. However, we know that not all children are the same and some may need to try easier books to get their confidence in reading something different after reading so many RWINc books that are very similar in style and content.

Teachers can also use their internal assessments to gauge where a child should start reading book bands. This table provides a guide.

The Book Band chart shows the expected level of Book Band progression throughout primary school.

Book Band Colour & Level	Beginner	Lower Ability	Secure Readers	Higher Ability
Level 0: Lilac Book Bands	Reception			
Level 1: Pink Book Bands	Year 1		Reception	
Level 2: Red Book Bands	Year 1		Reception	
Level 3: Yellow Book Bands		Year 1		Reception
Level 4: Blue Book Bands			Year 1	Reception
Level 5: Green Book Bands		Year 2	Year 1	
Level 6: Orange Book Bands		Year 2	Year 2	Year 1
Level 7: Turquoise Book Bands			Year 2	Year 1
Level 8: Purple Book Bands			Year 2	
Level 9: Gold Book Bands		Year 3		Year 2
Level 10: White Book Bands			Year 3	Year 2
Level 11: Lime Book Bands		Year 4	Year 3	Year 2
Level 12: Brown Book Bands			Year 4	Year 3
Level 13: Grey Book Bands		Year 5	Year 4	Year 3
Level 14: Dark Blue Book Bands		Year 6	Year 5	Year 4
Level 15: Burgundy Book Bands			Year 6	Year 5
Level 16: Black Book Bands				Year 6

In our school, we have book banded books up to Dark Blue stored in the school hall.

Children in class two who are above grey/silver book band will have a book box to choose from.

For children in years three to six, any children who are reading above grey/silver book band must choose a book from the class library.

These books must be sorted into levels of difficulty, stamina and age-appropriate content and sorted so that children are clear as to where they should choose a book from. Eg with a coloured sticker and from a certain shelf or box in the classroom.

The aim of the above system is to ensure children are choosing ability and age-appropriate texts and so that the teacher can have a level of control over what the children read, for them to make progress and be challenged.

Having the books in class will also aid teachers in supporting children to select books and encourage "book talk."

Reading with children

All children should read at least 3 times with an adult in school, every week. Children who are in the bottom 20% of reading should try to read every day where possible and where staffing allows.

Where possible, children should have a quiet place to read with the adult.

The adult reading with the child should have the reading log ready and know which content domain that child is focussing on. This is determined from the end of term reading test score analysis grid and highlighted as a weakness for that child.

The adult should have at hand the content domain question booklet to refer to, to ensure the questions they ask are directed for that content domain.

After reading, the adult should accurately complete the reading log so that the next adult to read with the child can check they have remembered new vocabulary and understand how the child is progressing with their content domain questions.

When should a pupil move up a book band?

Teachers should use their own teacher judgement, using the information they have gathered during 1:1 reading and recorded on the log, along with their end of term formative assessments and the grid above, to decide whether a child needs to move onto another book band.

The decision to move a book band should be made by the class teacher only but good practice would be for the teacher to have discussions with Teaching Assistants, who have regularly read with a child.

What other books can children read?

School Library

In our school, we have a well-equipped library. Children should visit the library at least once a week to choose a book that they will enjoy. This book may be too difficult for the child to read independently but an adult at home may be able to read it to them.

Our library has a range of picture books and chapter/novel books for older children.

Although older children may visit the library themselves there still needs to be an element of book talk and checks with the teacher to ensure their choice is age appropriate.

Older children may take longer to read their books and may visit the library less frequently.

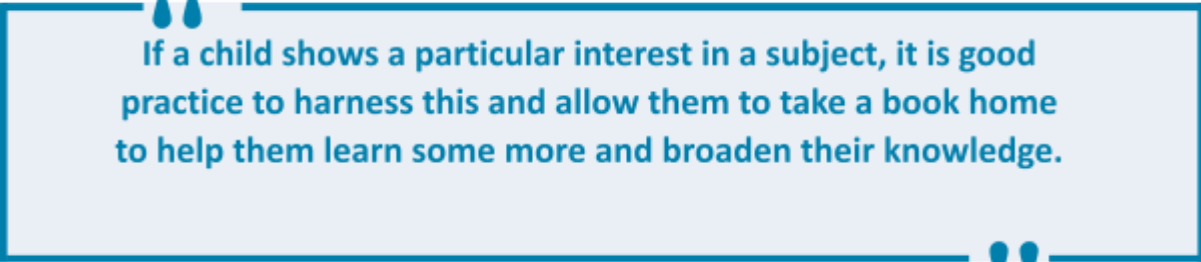
In Nursery, children take a different book bag home to enjoy. Inside the book bag there will be some books, games and puzzles all related to a topic or story.

In reception, Year, 1,2 and 3, children get randomly chosen to take a Non-Fiction, Fiction or poetry bag home. These books are all around a particular topic and are high quality and specially selected texts for children to enjoy at home.

In year 4,5 and 6 they have a Scrapbook book and box of specially selected and high quality new books for the children to read and enjoy at home. Once read the children can create a scrapbook page in their class scrapbook to promote the book to their classmates.

Topic/Non fiction Books

In all classes, children will have access to a range of non-fiction texts linked to the subject and unit they are learning in foundation subjects – with a particular focus on Science, History, Geography and RE.



If a child shows a particular interest in a subject, it is good practice to harness this and allow them to take a book home to help them learn some more and broaden their knowledge.

These books should be displayed and changed as the unit changes and should be accessible to children to read in class during lessons.

Reading Den

We have a well-equipped reading den in the school yard. Here children can read during their playtimes should they wish to have a quieter time. An adult is around to read to children and supervise.

Book Bags

Children in reception, Year 1,2 and 3 have an opportunity to take home a Fiction, Non-Fiction and Poetry book bag throughout each year. Each book bag contains books around a theme, related to something the children will learn about during the year. The books are high quality, luxurious and carefully chosen to give children a special experience with such beautiful books. Pupils are taught how to care for the books, so that the next pupil also has a special experience with them.

Scrapbook Bags

Children in Year 4,5 and 6 can choose a book from a carefully chosen set of books in each of their classes. These books are high quality, award winning texts, which children can read for pleasure at school and at home. Afterwards the children make a scrapbook page, promoting the book to other classmates, using their creative skills to highlight the book's best bits and say a bit about the characters. The children can take the scrapbook home as many times as they would like.

Story Time

At the end of each school day, time has been dedicated to reading and listening to stories and poems and listening to new children's authors in order to stimulate book talk. Each class will follow this rota for the week:

Monday- poetry

Tuesday - Text

Wednesday - Text

Thursday - Text

Friday – Book Talk

Promoting a love of Reading

In addition to all the opportunities the children have to read in and out of school, the children will be immersed in a variety of exciting opportunities to explore books and authors. These events include; Reading is Magical festival, World Book Day, Storytelling week and Poetry day, amongst others.