Christleton Primary School
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Wednesday 2nd March 2022

## Reading at Christleton Primary School

Dear Parents / Carers

Our goal at Christleton Primary School is to instill a life-long love of reading to the children in our school.

In Reception, Year 1 and Year 2, our children take home reading books that practise the phonetic sounds that they have learned so far within their Read, Write, Inc phonics lessons. As well as this, the children are encouraged to take home reading for pleasure books to share with their adults. These are books that the child will not be able to decode on their own.

When children have learned all the letter sounds (in Year 2), they used to progress onto book band books. We want to support children in developing the habit of reading both for pleasure and information. However, recent research has shown that book bands are not supportive in promoting reading for pleasure and can in fact harm this; causing frustrations and narrowing the books perceived to be available. Book banding is decided on criteria by the publisher so different publishers have different criteria. Furthermore, these criteria can change year on year meaning a lime book one year could be a white book the next even though the text hasn't changed. When on book bands, the danger is that children could think that the goal for reading is to read longer and harder books rather than reading books that will excite, challenge and engage them.

Due to this, we will no longer be banding our books in Years 2, 3 and 4 before the children become 'free' readers: those able to choose their own text from the class or school libraries. However, we recognise that there is a gap between the children being able to decode books using their phonetic knowledge and the children being fluent and confident readers, able to choose any text and gain pleasure from reading it.

To support children with this interim stage between reading decodable books and being free readers, we will have baskets of 'supported reader' books within the classrooms. These will be split into two groups: Diamond Books and Star Books. These will be a mixture of high quality book band books, but the children will not be limited to choosing one book colour. Teachers and support staff will continue to hear the children read regularly and will assess when they feel the child is ready to move from Diamond to Star to free reader books.

For free reader children, we employ a 'High 5' rule explained in this poster:
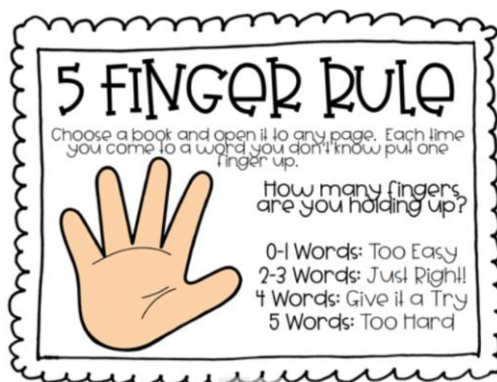


We will be teaching this rule to the children using supported reader books also. If the children using supported reader books would like to take home a book from the class reading corner or free reader books, this will also be encouraged. However, we would not expect the children to be able to read these independently and expect they would be books to share at home with an adult.

It is really important that children throughout primary school are heard to read regularly at home as well as sharing books that may be above their current reading ability. Children with special educational needs may continue reading decodable books or supported reader books beyond the year groups suggested and your class teacher will make you aware of this.

Please see the table below which explains the types of books your child will be taking home.

| Reception | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
|---|---|---|---|---|---|---|
| decodable books following RWI scheme | decodable books following RWI scheme | decodable books following RWI scheme | | | | |
| | | supported reader books (Diamond and Star books) | supported reader books (Diamond and Star books) | supported reader books (Diamond and Star books) | | |
| | | | free reader books | free reader books | free reader books | free reader books |
| reading for pleasure texts to share with an adult | reading for pleasure texts to share with an adult | reading for pleasure texts to share with an adult | reading for pleasure texts to share with an adult | reading for pleasure texts to share with an adult | | |

If you have any questions regarding reading, please contact your child's class teacher in the first instance.

Kind Regards,

Mrs Hughes and Miss Shepherd

Reading Leads