

## Reading non-negotiables

Nursery	<ul style="list-style-type: none"><li>• Children to take home 3 books each week with a view to sharing them on 5 occasions.</li><li>• Children have access to a wide range of reading material including rhymes, stories with repetition and refrain, traditional tales, information books and decodable texts that closely match their developing phonological awareness and phonic knowledge.</li><li>• Children will have home/school reading diaries which will include reading prompts, ideas for activities and phonic phase cards (where applicable) to support parents and children in the reading experience.</li><li>• Comments recorded by parents/carers in the reading diary are addressed promptly.</li><li>• The books the children choose to take home are monitored by members of staff.</li><li>• A record is kept of the books children take home.</li><li>• The dedicated reading area is welcoming and engaging. Books are rotated to reflect the current learning that is taking place.</li><li>• Narrative Immersion is used to share a text in depth –stimulus, themes, enquiry questions, P4C, drama conventions.</li><li>• Parental Engagement is ensured through newsletters, Inspire Days, Reading Workshops, school website and Tapestry.</li><li>• The sharing of stories/factual information/reading activities takes place as a whole class, in groups, one- to-one and independently. These can be adult led and child led.</li><li>• IWB, i-pads, laptops used in addition to traditional methods of reading.</li><li>• Model “Thinking Aloud” to develop Concept about Print.</li><li>• Provide a language - rich environment that promotes reading through displays - captions, labels, letters and sounds both indoors and outdoors. Provide opportunities for multisensory learning which reinforce phonic skills and early literacy.</li><li>• The synthetic phonics programme, Letters and Sounds, should be taught every day.</li></ul>
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## Reception

- Children to take home up to 3 books each week dependent on progress in reading and individual needs.
- One of these will include a class 'library' book which reflects their interests.
- Decodable books should be sent home in the first instance with beginner readers and vulnerable readers.
- Home reading books are organised into colour bands /phonic phases. Children are guided to choose their reading books from a specified colour band/phonic phase. Texts should closely follow a child's phonic knowledge and knowledge of common exception words. Staff to ensure that children move up through the levels in a sequential manner.
- Children will be expected to complete 5 home reads a week.
- Children's books are changed on the same day each week. Please note children who may be absent on the day books are changed.
- Children should have their reading books and diaries in school every day. Comments recorded by parents/carers are addressed promptly.
- Both guided reading and one- to-one reading to be recorded in reading diaries.
- Reading diaries will include reading prompts, ideas for activities and phonic phase cards to support parents and children.
- A record is kept of the books children take home.
- Narrative Immersion is used to share a text in depth –stimulus, themes, enquiry questions, P4C, drama conventions.
- Parental Engagement is ensured through newsletters, Inspire Days, Reading Workshops, school website, Tapestry.
- Model "Thinking Aloud" to teach strategies successful readers use to make sense of the text for both word recognition and comprehension. This to be evidenced during class reads, shared reading, guided reading and one-to-one reading. In fact, through all reading encounters children have during the school day.
- IWB, i-pads, laptops used in addition to traditional methods of reading.
- Provide a language - rich environment that promotes reading through displays - captions, labels, phonemes phases, HFW, common exception words both indoors and outdoors. Provide opportunities for multisensory learning taking into account different learning styles, which reinforce phonic skills and early literacy.
- The dedicated reading area is welcoming and engaging. Books are rotated to reflect the current learning taking place.
- All children participate in a guided reading session once a week.

	<ul style="list-style-type: none"> <li>• Guided reading must be completed in a quiet place to ensure the experience of reading is of a high quality. This may mean the group needs to be taken out of the main classroom for guided reading.</li> <li>• Guided reading will also encompass activities which focus on phonics, common exception words, unfamiliar vocabulary, terminology of letter, word and sentence, use of punctuation and grammatical conventions.</li> <li>• Guided reading books are sent home with the children following a guided reading session to be re-read to help develop fluency.</li> <li>• The synthetic phonics programme, Letters and Sounds, should be taught every day.</li> </ul>
Year 1	<ul style="list-style-type: none"> <li>• Children to take home up to 3 books each week dependent on progress in reading and individual needs.</li> <li>• Children can choose a class 'library' book which reflects their interests.</li> <li>• Decodable books should be sent home in the first instance with reluctant/vulnerable readers.</li> <li>• Reading closely monitored to ensure children have access to transitional chapter/factual books when appropriate.</li> <li>• Home reading books are organised into colour bands /phonic phases. Children are guided to choose their reading books from a specified colour band/phonic phase. Texts should closely follow a child's phonic knowledge and knowledge of common exception words. Staff to ensure that children move up through the levels in a sequential manner.</li> <li>• In addition, children choose a 'library' book which reflects their interests.</li> <li>• Transitional chapter books should be made available to children who progress quickly through the book bands.</li> <li>• Children will be expected to complete 5 home reads a week.</li> <li>• Children's books are changed on the same day each week. Please note children who are absent on the day books are changed.</li> <li>• Children should have their reading books and diaries in school every day. Comments recorded by parents/carers are addressed promptly.</li> <li>• Both guided reading and one- to-one reading to be recorded in reading diaries.</li> <li>• Reading diaries will include reading prompts, ideas for activities and phonic phase cards to support parents and children.</li> <li>• A record is kept of the books children take home.</li> <li>• TFW is used to share a text in depth – stimulus, themes, enquiry questions, P4C, drama conventions, props.</li> </ul>

- A comprehension activity is to be completed in small groups every two weeks.
- Parental Engagement is ensured through the school website, Dojo, Inspire Days, Reading Workshops.
- Model “Thinking Aloud” to teach strategies successful readers use to make sense of the text for both word recognition and comprehension. This to be evidenced during the class novel, shared reading, guided reading and individual reading. In fact, through all reading encounters children have during the school day.
- IWB, i-pads, laptops used in addition to traditional methods of reading.
- Provide a language - rich environment that promotes reading through displays - captions, labels, phoneme phases, common exception words, reading prompts linked to Year 1 expectations. Provide opportunities for multisensory learning which reinforce phonic skills and reading strategies.
- The dedicated reading area is welcoming and engaging. Books are rotated to reflect the current learning that is taking place.
- All children participate in a guided reading session once a week.
- Guided reading must be completed in a quiet place to ensure the experience of reading is of a high quality. This may mean the group needs to be taken out of the main classroom for guided reading.
- Guided reading will encompass activities which focus on the Year 1 programme of study for word reading and comprehension.
- Guided reading books can be sent home with the children following a guided reading session to be re-read to help develop fluency. Otherwise opportunities should be provided during the school day for re-reading.
- The synthetic phonics programme, Letters and Sounds, should be taught every day.

Year 2

- Children to take home between 2 and 3 books each week dependent on progress and individual needs.
- Home reading books are organised into colour bands /phonic phases. Children are guided to choose their reading books from a specified colour band/phonic phase. Texts should closely follow a child’s phonic knowledge and knowledge of common exception words. Staff to ensure that children move up through the levels in a sequential manner.
- Transitional chapter books are available for those children who are bridging reading scheme books and on the cusp of becoming free readers.
- Children can choose chapter books from school or read their own from

home.

- Children will be expected to complete 5 home reads a week.
- Children's books are changed on the same day each week. Please note children who are absent the day the books are changed.
- Children should have their reading books and diaries in school every day. Comments recorded by parents/carers are addressed promptly.
- Both guided reading and one- to-one reading to be recorded in reading diaries.
- Reading diaries will include reading prompts, ideas for activities and phonic phase cards to support parents and children.
- A record is kept of the books children take home.
- TFW is used to share a text in depth – stimulus, themes, enquiry questions, P4C, drama conventions, props.
- Parental Engagement is ensured through the school website, Dojo, Inspire Days, Reading Workshops.
- Model "Thinking Aloud" to teach strategies successful readers use to make sense of the text for both word recognition and comprehension.
- This to be evidenced during class novels, shared reading, guided reading and individual reading. In fact, through all reading encounters children have during the school day.
- A comprehension activity is completed every week. Strategies are taught to the children in groups for the first term and the whole class together thereafter.
- The dedicated reading area is welcoming and engaging. Books are rotated to reflect the current learning that is taking place.
- Guided reading must be completed in a quiet place to ensure the experience of reading is of a high quality. This may mean the group needs to be taken out of the main classroom for guided reading.
- Guided reading will encompass activities which focus on the Year 2 programme of study for word reading and comprehension.
- Opportunities should be provided during the school day for re-reading texts studied during guided reading to support fluency development.
- IWB, i-pads, laptops used in addition to traditional methods of reading.
- Provide a language - rich environment that promotes reading through displays - captions, labels, phoneme phases, common exception words, reading prompts etc. linked to Year 2 expectations.
- The synthetic phonics programme, Letters and Sounds, should be taught every day.
- Speed read activities are completed as part of the TFW process. These are to develop accuracy of reading, understanding of words in context

and to use and apply words in writing. Words are to link to class text.

Year 3

- Children to take home free reading books. One text at a time.
- Children choose their own books from genre baskets or may read their own books from home.
- Vulnerable readers to still have access to decodable books and reading scheme books. This is supported and guided by an adult.
- Vulnerable readers to change their books once each week.
- Free readers to change their books when finished. However if a child has a free reader for longer than 4 weeks, an adult will discuss the progress they are making with their reading book.
- Books read will be recorded in the back of Comprehension books. These will be recorded by the child and monitored by the teacher.
- Children to read a variety of genres alongside their chosen reading book. A different genre to be read every two weeks, e.g. newspaper article, comic, instructions etc...
- Reading books and diaries are to be in school daily. Diaries will be checked in guided reading sessions and at the end of the week. Additional spot checks are to take place to ensure five reads are not being left until the last minute.
- Any comments by parents are to be responded to promptly.
- Five reads are to be acknowledged and signed off each week.
- A weekly comprehension activity is taught every week. Strategies are taught to the children and answers are discussed together as a class.
- Speed read activities are completed as part of the TFW process. These are to develop accuracy of reading, understanding of words in context and to use and apply words in writing. Words are to link to class text.
- All children participate in a guided reading session once a week.
- Guided reading responses will be recorded on record sheets linked to Target Tracker statements. These can be verbal and written.
- Whole class reading will take place at least once a week. As a class, a text will be analysed in depth. The text can be an extract from the class novel or another curriculum area e.g. Science. Once every two weeks, a written response activity will be completed. (See additional resources)
- Model "Thinking Aloud" to teach strategies successful readers use to make sense of the text for both word recognition and comprehension. This to be evidenced during class reads, shared reading, guided reading and individual reading. In fact, through all reading encounters children have during the school day.

	<ul style="list-style-type: none"> <li>• Each class to have two book worms who will rotate reading corner books and choose books of interest to display as recommendations to the class.</li> <li>• Reading areas to be kept tidy, welcoming and engaging.</li> <li>• During guided reading, children are expected to work on raising their own questions about the text for others to answer, supported and guided by an adult.</li> <li>• Any gaps in phonic knowledge to be addressed.</li> </ul>
Year 4	<ul style="list-style-type: none"> <li>• Children to take home free reading books. One text at a time.</li> <li>• Children choose their own books from genre baskets or may read their own books from home.</li> <li>• Vulnerable readers to still have access to decodable books and reading scheme books. This is supported and guided by an adult.</li> <li>• Vulnerable readers to change their books once each week.</li> <li>• Free readers to change their books when finished. However if a child has a free reader for longer than 4 weeks, an adult will discuss the progress they are making with their reading book.</li> <li>• Books read will be recorded in the back of Comprehension books. These will be recorded by the child and monitored by the teacher.</li> <li>• Children to read a variety of genres alongside their chosen reading book. A different genre to be read every two weeks, e.g. newspaper article, comic, instructions etc...</li> <li>• Reading books and diaries are to be in school daily. Diaries will be checked in guided reading sessions and at the end of the week. Additional spot checks are to take place to ensure five reads are not being left until the last minute.</li> <li>• Any comments by parents are to be responded to promptly.</li> <li>• Five reads are to be acknowledged and signed off each week.</li> <li>• A comprehension activity is taught every week. Strategies are taught to the children and answers are discussed together as a class.</li> <li>• Speed read activities are completed as part of the TFW process. These are to develop accuracy of reading, understanding of words in context and to use and apply words in writing. Words are to link to class text.</li> <li>• All children participate in a guided reading session once a week.</li> <li>• Guided reading responses will be recorded on record sheets linked to Target Tracker statements. These can be verbal and written.</li> <li>• Whole class reading will take place at least once a week. As a class, a text will be analysed in depth. The text can be an extract from the class novel or another curriculum area e.g. Science. Once every two weeks,</li> </ul>

a written response activity will be completed. (See additional resources)

- Model “Thinking Aloud” to teach strategies successful readers use to make sense of the text for both word recognition and comprehension. This to be evidenced during class reads, shared reading, guided reading and individual reading. In fact, through all reading encounters children have during the school day.
- Each class to have two book worms who will rotate reading corner books and choose books of interest to display as recommendations to the class.
- Reading areas to be kept tidy, welcoming and engaging.
- During guided reading, children are expected to work on being able to independently devise questions to pose to their guided reading group for discussion.

Year 5

- Children to take home free reading books. One text at a time.
- Children choose their own books from genre baskets or may read their own books from home.
- Vulnerable readers to still have access to decodable books and reading scheme books. This is supported and guided by an adult.
- Vulnerable readers to change their books once each week.
- Free readers to change their books when finished. However if a child has a free reader for longer than 4 weeks, an adult will discuss the progress they are making with their reading book.
- Books read will be recorded in the back of Comprehension books. These will be recorded by the child and monitored by the teacher.
- Children to read a variety of genres alongside their chosen reading book. A different genre to be read every two weeks, e.g. newspaper article, comic, instructions etc...
- Reading books and diaries are to be in school daily. Diaries will be checked in guided reading sessions and at the end of the week. Additional spot checks are to take place to ensure five reads are not being left until the last minute.
- Any comments by parents are to be responded to promptly.
- Five reads are to be acknowledged and signed off each week.
- A weekly comprehension activity is taught every week. Strategies are taught to the children and answers are discussed together as a class.
- Speed read activities are completed as part of the TFW process. These are to develop accuracy of reading, understanding of words in context and to use and apply words in writing. Words are to link to class text.
- All children participate in a guided reading session once a week.



- Guided reading responses will be recorded on record sheets linked to Target Tracker statements. These can be verbal and written.
- Whole class reading will take place at least once a week. As a class, a text will be analysed in depth. The text can be an extract from the class novel or another curriculum area e.g. Science. Once every two weeks, a written response activity will be completed. (See additional resources)
- Model “Thinking Aloud” to teach strategies successful readers use to make sense of the text for both word recognition and comprehension. This to be evidenced during class reads, shared reading, guided reading and individual reading. In fact, through all reading encounters children have during the school day.
- Each class to have two book worms who will rotate reading corner books and choose books of interest to display as recommendations to the class.
- Reading areas to be kept tidy, welcoming and engaging.
- During guided reading, children are expected to work on expressing informed opinions.

#### Year 6

- Children to take home free reading books. One text at a time.
- Children choose their own books from genre baskets or may read their own books from home.
- Vulnerable readers to still have access to decodable books and reading scheme books. This is supported and guided by an adult.
- Vulnerable readers to change their books once each week.
- Free readers to change their books when finished. However if a child has a free reader for longer than 4 weeks, an adult will discuss the progress they are making with their reading book.
- Books read will be recorded in the back of Comprehension books. These will be recorded by the child and monitored by the teacher.
- Children to read a variety of genres alongside their chosen reading book. A different genre to be read every two weeks, e.g. newspaper article, comic, instructions etc...
- Reading books and diaries are to be in school daily. Diaries will be checked in guided reading sessions and at the end of the week. Additional spot checks are to take place to ensure five reads are not being left until the last minute.
- Any comments by parents are to be responded to promptly.
- Five reads are to be acknowledged and signed off each week.
- A weekly comprehension activity is taught every week. Strategies are taught to the children and answers are discussed together as a class.

- Speed read activities are completed as part of the TFW process. These are to develop accuracy of reading, understanding of words in context and to use and apply words in writing. Words are to link to class text.
- All children participate in a guided reading session once a week.
- Guided reading responses will be recorded on record sheets linked to Target Tracker statements. These can be verbal and written.
- Whole class reading will take place at least once a week. As a class, a text will be analysed in depth. The text can be an extract from the class novel or another curriculum area e.g. Science. Once every two weeks, a written response activity will be completed. (See additional resources)
- Model “Thinking Aloud” to teach strategies successful readers use to make sense of the text for both word recognition and comprehension. This to be evidenced during class reads, shared reading, guided reading and individual reading. In fact, through all reading encounters children have during the school day.
- Each class to have two book worms who will rotate reading corner books and choose books of interest to display as recommendations to the class.
- Reading areas to be kept tidy, welcoming and engaging.
- During guided reading, children are expected to work on being able to debate each other’s thoughts and opinions.