

# Leen Mills Reading Rewards



## Reading for Enjoyment

At Leen Mills Primary School, we work to ensure that all pupils learn to read well, gaining both fluency and a good level of understanding. The Leen Mills Reading Reward scheme encourages children to read widely and often, for both pleasure and information, so that they are well equipped to be able to speak and listen, participate in debates and discuss their ideas with others. Reading increases the children's range of vocabulary, grammar and linguistics, which will, in turn, improve their writing. Our reading for pleasure ethos inspires children to develop a love of reading as an escape, a way to learn about the world, develop their own interests and enrich their lives. If children enjoy reading, they read more frequently and become better readers. We aim to provide children with positive reading experiences from a wide range of genres and diverse authors.

Each year we host different events to encourage reading. We celebrate World Book Day, when every child in school selects a book to take home. We also host book cafes, book festivals, book exchanges, book showcase groups, story tellers/author visits alongside regular trips to the library. Our creative curriculum group called the 'Reading Rangers' help to organise and promote many reading inspired exciting events.

## Reading across the curriculum

Children are encouraged to read in all subjects, at every opportunity. Through the use of high-quality texts, which support the learning within the classroom, we aim to immerse the children in texts which excite and enthuse their learning and support them in becoming motivated and independent readers. We provide books which our children can relate to, as well as having the opportunity to explore other lives, worlds and perspectives. The books we choose reflect the diversity of our world and make children aware of the wider world.

## **How we teach reading**

Learning to read is one of the most important things your child will learn at our school. We want children to love reading (as much as we do!) and to be enthusiastic to read for themselves. This is why we work hard to make sure children develop a love of books, as well as the skills to read. We start by teaching phonics in Reception using the highly successful 'letters and sounds' phonics programme. Children learn how to 'read' the sounds (phonemes) in words and how those sounds can be written down. This is essential for reading, but it also helps children learn to spell. The children also practise reading (and spelling) 'tricky words', such as 'the', 'once,' 'said'. Once children can blend sounds together to read words, they practise reading books that match the phonics and the 'tricky words' they know. Teachers in all classes regularly read to the children too, so the children get to know and love all sorts of stories, poetry and information books. This helps to extend children's vocabulary and their understanding of what they have read or heard, as well as supporting their writing. Reading a book aloud creates a fantastic shared experience, giving children access to texts that they may not be able to read themselves and introducing them to new authors, adventures and worlds. In school, all children read either individually, in small groups or through whole class shared reading. Small group and whole class sessions enable staff to explore or re-visit a text with the children, developing key skills as well as taking part in discussion; sharing ideas, making predictions and exploring new vocabulary.

## **What can parents/carers do to help?**

Within the first few weeks of your child starting Reception, you will be invited to a meeting so that we can explain how we teach reading and show you the resources we use. During the meeting, there are lots of suggestions on how you can help your child to read. Your support really does get your child off to a great start! You can help your child to sound out the letters in words and then to 'blend' the sounds together to make a whole word. Try not to refer to the letters by their names. Help your child to focus on the sounds (phonemes.) If your child brings home a book they seem to know well, please encourage them to tell you the story out loud; ask them questions about things that happen or what they think about some of the characters or events within the story. Make reading fun! Remember to keep reading to your child. They will come across far more adventurous words when you read or tell them stories than they will in

their early reading books. You will be helping them to explore new words and vocabulary as well as understanding the meaning of different stories. It will also encourage them to love books and want to read more!

### **Book Levels**

At Leen Mills our reading scheme follows the colour book bands set out by the national book band scheme. Books are given a specific colour band according to their level and word count, taking into account the age related expectations at the end of each year within the 2014 National Curriculum

Each of the stages are graded by colour and the children are encouraged to read a range of fiction, non-fiction, poetry and plays.

Children are initially taught to use phonics as the main strategy for decoding words. This will then progress to learning a range of common words by sight (tricky words). Once children are confident with blending sounds and some tricky words, they will then be given a book to take home from the reading scheme.

These early books will initially have phonetically decodable words that link to the phonics phase they are working within to help develop their confidence in reading. The table below shows the year groups that each colour band relates to.

The Phonics phases from 1-6 have also been shown to indicate how they relate to the Key Stage 1 year groups and book band stages:

Year group	Approx. Phonic Phase	Book Band (Book Level)
<b>F2</b> Reception  4 - 5 years	2	<b>PINK</b> (1,2)
	3	<b>RED</b> (3,4,5)
<b>1</b>  5 - 6 years	3/4	<b>YELLOW</b> (6,7,8)
	4/5	<b>BLUE</b> (9,10,11)
	5	<b>GREEN</b> (12,13,14)
	5/6	<b>ORANGE</b> (15,16) <b>TURQUOISE</b> (17,18)
<b>2</b>  6 - 7 years	6	<b>PURPLE</b> (19,20)
		<b>GOLD</b> (21,22)
<b>3</b>  7 - 8 years	-	<b>WHITE</b> (23,24)
		<b>LIME</b> (25,26)
<b>4</b>  8 - 9 years	-	<b>BROWN</b> (27)
		<b>GREY</b> (28)
<b>5</b>  9 - 10 years	-	<b>DARK BLUE</b> (29)
		<b>BURGUNDY</b> (30)
<b>6</b>  10 - 11 years	-	

Some of the colour bands span more than one year group and some colour bands overlap. This is because children's reading often develops in fits and starts, where their reading skills develop quite quickly and then this slows as they consolidate them over a period of time. Children should be able to read their individual reading book with approximately 95% accuracy to develop their fluency and confidence. You may find that your child is reading a book that is slightly below their chronological year group. This will be to ensure your child is able to read the words confidently and develop their understanding of the text before moving on. If your child is a very confident reader who is demonstrating a good understanding of the text and higher order comprehension skills, they may well be reading books in a higher colour band than their chronological age. This is reflected in the broader colour bands as the children move through Key Stage 2.

If you have any questions or concerns regarding your child's reading, please don't hesitate to contact their class teacher in the first instance who will be happy to talk them through with you. Thank you for your continued support.

### Additional Support

For children who are finding it more difficult to learn to read, we offer many layers of support.

We have many highly trained Teaching Assistants who run specific reading and phonics intervention programmes across the school. Also, we have many parents/carers and volunteers who give up their time to come and read in school. If this is something you would like to offer, please speak to your child's class teacher.