



"If you read, the world is yours!" Michael Rosen

At St Aidan's we recognise that the ability to read independently and effectively for meaning is one of the most important skills that we can teach our children from the very earliest age. It allows access to all other areas of the curriculum and is a vital life skill. Therefore, we place the systematic teaching of reading at the very heart of our curriculum.

Home Reading

The focus for home reading at St Aidans is to consolidate reading progress and involve parents in their own child's reading. We provide the opportunity for each child to self-select their own reading books within an appropriate reading level so that children can develop a reading habit, have views on the books, authors or genres they enjoy and are able to read for pleasure.

Selecting a reading level for each child

A child should be on a home reading book which is at their secure, consolidation level of reading with a little challenge. Too easy and they become bored, too hard and they do not want to get the book out of the bag to read! It should be the level below the level they are on for Guided Reading which is instructional level.

The school follows the ORT model of 17 reading levels and each one has been matched to a NC level. This is supplemented with books from the Collins Big Cats Reading Scheme. Levels 1 to 7 are approximately KS1; and levels 8 to 17 approximately KS2. This does not mean that all children will reach these levels by the end of each Key Stage. Children must move on at their own pace to ensure breadth of reading, consolidation of a level and further progress. If a child is moved through the levels too quickly, progress will become limited. An average of 2 levels in Reception and 2/3 levels in KS1 and KS2 is expected.

The teacher must use the previous reading assessment to ensure that the child is on a level that matches their NC assessment. It is important to remember that breadth of reading is crucial in developing a reading habit and the children should not be focused on rushing through the levels.

Where are the books recorded?

Each child has a 'Reading Record Book' where the TA writes the books currently in the reading bag. The child also has a reading record sheet in school where the books are recorded. This is updated by the TA who is responsible for listening to the children read, making a comment in the Reading Record and supervising them when changing their home reading book. This is to avoid any parental disputes over missing books. The TA also uses the record sheet as a checklist to monitor the child's choice of text (fiction, non-fiction, play script, poetry) and encourages the child to read a variety of text types

When are they heard read or books changed?

At KS1 and KS2 there are opportunities for children to change their reading books throughout the week if the Reading Record has been signed by an appropriate family member.

Children must not be asked to complete book reviews to determine understanding of the text. Book reviews should be completed for enjoyment eg as a library activity.

It is expected that all children will read at least three times a week at home and have their Reading Record book signed. .

How do the books go home?

Books and Reading Records go home in a reading bag with the school name and their own name on.

Storing reading bags in the classroom

Book storage is in every classroom so that book bags can be brought into school on a daily basis, put away quickly and got out quickly when needed.

Changing reading levels

When a child has been on a level for a period of time, has read a wide range of books on the level e.g. fiction, non-fiction, poetry and plays and is very competent at that level the class teacher uses their judgement using APP based on guided reading sessions and assessment information from non-statutory SATs and other reading assessments.

Home Reading Book Organisation

The books are organised into 17 levels of the ORT scheme. These are stored in 2 main areas of the school:

- The infant group area
- The KS2 dining area



The books are organised in order to encourage the greatest choice for children within the level that they are working at. Children select their own books at all times.

At the earliest stages of reading (Stage 1 to 5), the books are organised far more tightly to ensure progress from phonically decodable books through to those that encourage wider reading skills

The English Coordinator ensures that books are replenished on a regular basis to ensure children have access to the best resources to encourage their interest in reading.