



Striving together for excellence and enjoyment

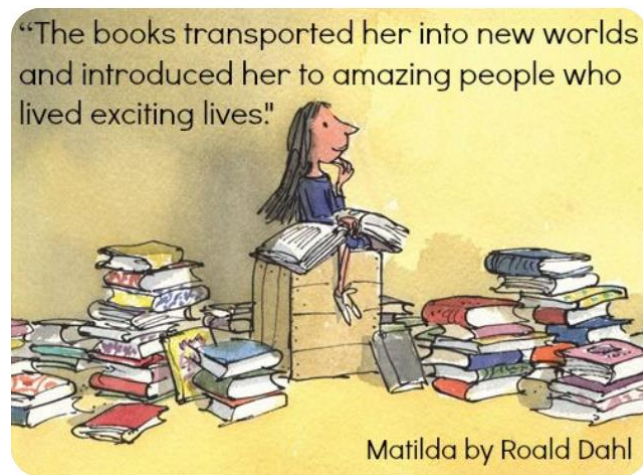
Reading Policy including Parent Partnership

Policy updated: June 2023

Policy Review: July 2025

Signed (Headteacher)

Signed (Chair of Governors)



In our school we wish to develop a love of reading and a positive approach to engaging with reading. This is best achieved through partnership with parents and by all adults supporting and modelling positive reading behaviours.

We actively encourage reading for pleasure and recognise it as a core part of every child's education, regardless of their background or attainment. We make reading a key part of our curriculum and expose pupils to a wide range of texts in a variety of different situations. We aim that every child becomes a lifelong reader.

We give pupils opportunities to range rich and diverse texts within the classroom. Teachers regularly read aloud to pupils. We celebrate book days to promote reading and creating a buzz around reading. Activities for the day are based around reading and the sharing of experiences, books and authors.

We have a pupil group of "Reading Ambassadors" who meet regularly and lead regular reading activities across the school such as paired reading between classes and competitions.

Each half term, the children meet in house groups to read together. In addition, the Reading Ambassador are responsible for taking books outside on dry days for children to share together at break times and lunchtimes.

At Pirton School, we are deeply aware of the importance of children reading with their parent or guardian at home. Reading at home is invaluable to a child's academic development. Research has shown that one-on-one reading time and access to books are important predictors of future literacy skills and, inevitably, future educational outcomes.

Top tips for supporting your child's reading at home.

Here are some easy ways that parents or guardians can help children become strong, successful readers:

1. Build reading into your child's daily routine

Find a regular time for reading in your child's day, so that they can begin to expect it as part of their routine. This can be any time of day. Some children enjoy reading before bed, but others can just be too exhausted at night. It might be better for some children to read just after dinner, or in the morning after breakfast, when they have more energy.

2. Read every day.

Reading regularly at home provides children with the practice they need to become great readers. As Dr Seuss said, "The more that you read, the more things you will know. The more that you learn, the more places you'll go."

3. Make a special reading spot.

Designating a special reading spot for children to read is not only fun, but is also a great way to create a distraction-free zone where children can concentrate. The reading spot should be rid of any noise, toys, etc.

4. Encourage your child to follow their interests

Alongside reading the phonics book sent home from school, let your child choose the books they read. You can do this by keeping books on a shelf they have regular access to, or presenting them with two to three books and letting them choose. Let them read the same book, or same genre of reading material (such as football magazines!), over and over again. Repetition will help younger children learn words and understand how language is structured. Following their interests is also the best way to keep them engaged and make reading fun, which will make them more likely to want to read more widely going forward. Talking about the book helps them makes sense of what they are reading.

5. Be a great reading partner!

It's no fun to read when you're forced to or feel embarrassed to read. Building trust and supporting a child reader is crucial as a reading partner. Here are some tips for becoming a great reading partner:

- Be patient and encouraging.
- Read aloud and track the words with your finger as you are reading.
- Read the same stories over and over. Try reading the same stories in different ways, with different voices to make it fun and interesting.
- Ask questions about the story while you're reading to gauge comprehension.
- Pick books that are at the right level for your young reader—5+ mistakes on one page is too hard. No mistakes or only one mistake per page is too easy.
- Gently correct mistakes and re-read the entire sentence.
- Give positive feedback and tell the reader he or she is doing a great job.

6. Surround your child with books.

When children have access to books in their home, they become familiar with books and the act of reading, effectively giving them a head start in learning. A child who looks at books and reads with his or her parents/guardians everyday has a major advantage compared to children who never read at home and who have never been introduced to the concept of reading. Simply interacting with books on a regular basis makes a huge difference in a child's development.

7. Bring books everywhere.

Incorporating books into everyday activities will continue to help children become more familiar with books and will encourage everyday reading. Place books in every room of the house, in the car, and take books everywhere.

8. Set a good example; be caught in the act!

Children are a product of their upbringing and mimic the behaviour they see at home, repeating the actions they observe from their parents or guardians. If a child observes his or her parent/guardian reading every night, then that child will emulate the same behaviour.

9. Be enthusiastic!

Positive attitudes are very important to a child's reading development and generate a desire to read. Showing genuine excitement for children's reading skills will encourage them to become great readers. Struggling readers may start to develop a negative attitude towards reading, but showing them that reading can be fun will get them excited about reading time. Great times to praise a child when he or she is reading include, when he or she sounds out a difficult word, self-corrects and re-reads a sentence, or asks questions as he or she is reading.

10. Take breaks while reading

Your child doesn't have to read an entire book in one go! Any time spent sharing or talking about a book is beneficial, even if it's just a couple of minutes at a time. If they have to close the book early because it's time for tea, or they're just losing interest, that's okay. Reading can take a lot of mental energy and taking breaks gives children a chance to slowly build the mental stamina they need, so that soon they will be able to read for longer stretches of time.

11. Use technology together

National Literacy Trust research has found that, when used appropriately and with an adult, technology can provide an important route into reading for many children, including those in the early years, and boys. Feel free, at times, to use your mobile phones, tablets, computers, laptops and other devices to engage your child in reading and activities that can help them build their vocabulary. This can include a multitude of activities, such as:

- Telling a story using pictures on your phone
- Using apps to read e-books or listen to audiobooks

These activities, or similar ones, can be used with children of all ages. Young children will learn best when doing these activities alongside you, and you can help your older child by showing them how to use the technology appropriately.

Further tips, support and advice for parents can be found on the Booktrust link below:

<https://www.booktrust.org.uk/books-and-reading/tips-and-advice/>

Reading Records

Pupils receive their first Reading Record in Reception, and then these are replaced each time a child completes one, as they travel through school. The reading records are a place to log and track reading at home. The format of the reading record changes as children move through the school, as demonstrated in the image below.



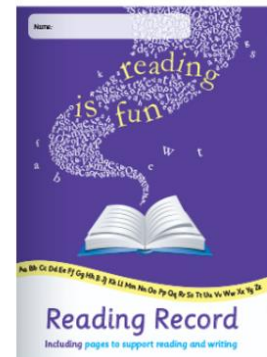
**Reception and
Year One
children**



Year Two children



**Year Three and Year
Four children**



**Year Five and Year
Six children**

Children who would benefit from further phonics support but are not in Reception or Year One may be given the Reading Record with Phonics Log to support them.

We ask that parents to make at least three entries a week, however we encourage children to read daily at home. Older children are encouraged to record in their own reading records but we expect all children to read to adults regardless of their reading ability or age.

In addition to reading the book sent home from school, we encourage children to read widely in the home as part of their daily life for example comics, recipes, leaflets and poems.

From Reception, children receive a phonetically decodable reading book linked to the Bug Club Phonics stage they are working at. All children also have access, at least fortnightly, to a library where they can choose a book for pleasure. The reading for pleasure book may need to be read to the child. Ebooks are also available on Bug Club Phonics for children in Key Stage One and information is shared with parents.

Recording comments in the reading record

We ask that all adults, at school or at home, include the name of the text and the pages that were read. Adults in school will always write in green pen.

Filling in the word boxes at the bottom of the pages will greatly support your child's reading development. These consist of:

- New sounds I have spotted (e.g. night rain)
- Tricky words, or words to practise
- Tricky words, or new words I have learned

Here are some examples of what could be written in the comments box:

For readers at the start of their reading journey:

- Jack read this book without any support
- Jack read this book/page with expression and meaning
- We talked about the meaning of the word _____
- Jack could blend all of the words on pages 1-6
- After reading we practised the word _____
- Jack could tell me the main character was _____
- Jack's favourite part was _____ because _____
- After looking at the front cover, Jack predicted the book would be about _____
- Jack could tell me what had happened in the story when I asked

For more established readers, children can write their own comments which are signed off by an adult:

- Today I found out.....
- I liked/didn't like... because....
- A question I have after my reading today is.....
- A word I asked for help to read was _____
- I found out that the word..... means.....
- I know (character name) felt _____ because _____
- I found this simile _____
- I like the way the writer....
- This book made me realise....
- The most important thing about this book is....
- If I were (name of character), I would (wouldn't) have
- What happened in the book was very realistic (unrealistic because)
- I agree (disagree) with the writer about...
- I think it is a good (strange/misleading) choice because...