

APPROACH TO READING DEVELOPMENT

Book Banding Levels

Book banding is organising sets of reading materials from a variety of publishers in a common gradient of challenge suitable for children from Reception through to Year 2.

NORMAL RANGE OF ACHIEVEMENT	BOOK BAND	CLIFF MOON READABILITY LEVEL
R	1 PINK	Stage 1 Yellow / Stage 2 White
R	2 RED	Stage 3 Dark Blue / Stage 4 Pink
R / Y1	3 YELLOW	Stage 5 Brown
Y1	4 BLUE	Stage 6 Green
Y1	5 GREEN	Stage 7 Grey
Y1 / Y2	6 ORANGE	Stage 7 Grey
Y2	7 TURQUOISE	Stage 8 Orange
Y2	8 PURPLE	Stage 8 Orange
Y2 / Y3	9 GOLD	Stage 9 Black
Y3 / Y4	10 WHITE	Stage 10 Beige
Y3 / Y4	11 LIME	Stage 11 Dark Pink

Approach to Teaching

As reading is a complex skill with many components, Notley Green has adopted a comprehensive and consistent approach to the teaching of these skills throughout the school. We believe that reading is a valuable and rewarding experience and that the importance of laying a firm foundation in this crucial area will allow children to access all areas of the curriculum successfully. We believe that success in reading opens doors to a world of knowledge.

Reading Schemes

In Key Stage One the children are encouraged to acquire a love of books and to develop a respect for them. We aim to use books to stimulate the child's imagination. Children build a sight vocabulary and progress through the structured **Oxford Reading Scheme**, alongside other reading materials, whilst concurrently following the **Letters and Sounds** programme to build up phonetic knowledge and skills. The sight vocabulary is extended so that as they encounter the scheme book, most words are already known and they experience success and pleasure.

Reading at School & Home

Each child takes home a book every day with a reading record in which parents can record shared reading experiences of the school or home books. We encourage this to take place at least three times a week to develop a home/school reading partnership. The children share their books with an appropriate adult in school at least once a week. Additionally, they take part in guided reading sessions, led by the class teacher, on a weekly basis. The adult asks questions relevant to the text including those requiring information retrieval and wider questioning to encourage inference and deduction skills and a deeper understanding of the text's context and literary composition. The children are encouraged to decode unknown words using appropriate strategies. Reading Comprehension activities are planned for weekly within the English lesson and/or Guided Reading sessions.

*K Hollingsworth – Literacy Leader
September 2014*