



A parent's guide to reading with your child



Reading in Reception and Year 1

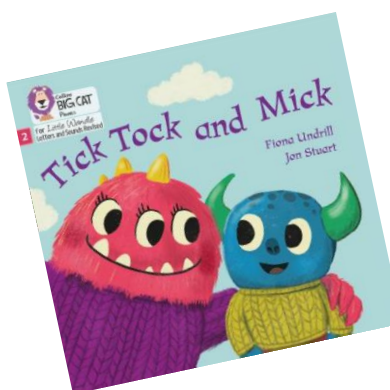


Children will begin their reading journey at Five Lanes by following the Little Wandle programme for early reading. Phonics and practise reading sessions in school will support your child's phonics development and they will be sent home with books which will complement their learning.

The book your child is sent home with will be one they are already familiar with so it may seem like the text is too easy for them. At this stage it is very important for children to build up their confidence and fluency in reading words so this repetition is vital to their progress. Please read the book with your child at home a minimum of 3 times. You will find suggestions for questions and discussions at the back of the book.

If your child is struggling with their reading when you try on some occasions, please do not push them to do it. Whilst reading is very important and your child should be reading with you most days at home, we do not want them to have negative feelings about reading. Alternatives are to read something other than their book (for example a road sign or a food label), looking at the pictures and making up their own version of the story, or listening to a story you read to them.

Please remember to record any time that your child reads to you in their reading record as this will then count towards them making progress on our reading challenge.



Advice on how to support your child can be found on the Little Wandle Website:

<https://www.littlewandlelettersandsounds.org.uk/resources/for-parents/>

Reading from Years 2-6

Children at Five Lanes who have completed the Little Wandle programme for early reading will progress to the colour bands shown in the chart below. They may begin on a lower band (yellow - turquoise) if the teaching staff believe it would benefit them to have further consolidation of their phonics application when reading.



Average Age	Book Band	Text characteristics
Reception	Yellow	Repetition of phrase patterns, ideas and vocabulary, and variation of sentence structure. Illustrations support the text quite closely. Non-fiction texts use personal experience and children's language patterns.
Reception	Blue	Variation in sentence patterns and content. Repeated language patterns are longer. Up to 6-8 lines of text on a page and more similar-looking words appearing. Pictures support storyline rather than convey precise meaning so closely.
Year 1	Green	Varied, longer sentences, with little repetition of phrases. Repeated, unfamiliar words. Events sustained over several pages with a larger number of words on each page. Print may be in captions, fact-boxes and diagrams in non-fiction.
Year 1	Orange	Increased proportion of space allocated to print rather than pictures in fiction. Range of text provision, e.g. plays, simple poetry, simple non-fiction of different types. Longer stories with more literary language. Sentence structures more complex.
Year 1	Turquoise	More extended descriptions and use of literary phrasing. More unusual and challenging vocabulary, particularly in non-fiction. Illustrations provide a lower level of support in fictional texts, and include diagrams, maps, and graphs in non-fiction.
Year 2	Purple	Wider variety of genre but still illustrated. Storyline may be more involved and reflect the feelings of the writer. Some books with short chapters for more sustained reading. Alphabetically ordered texts, i.e. dictionaries and simple encyclopedias, glossaries, indexes.
Year 2	Gold	As purple, but offering slightly more challenge.
Year 2	White	Storyline or theme sustained over a longer period of time with chapters or subsections. Characters may be more fully developed with more than one point of view expressed. Information/action implied, not spelled out. May contain more metaphorical or technical language.
Year 2	Lime	More unfamiliar, sophisticated terms including a greater range of verbs to suggest precise meaning. Widening range of layout, genre, and writing style. More technical vocabulary not supported directly by illustrations.
Year 3	Copper	Provides more complex plots and longer chapters that develop reading stamina.
Year 3	Topaz	Offers longer and more demanding reads for children to investigate and evaluate.
Year 4	Ruby	Gives increasing opportunities for children to develop their skills of inference and deduction.
Year 4	Emerald	Provides a widening range of genres including science fiction and biography, prompting more ways to respond to texts.
Year 5	Sapphire	Longer reads to develop children's sustained engagement with texts that are more complex syntactically.
Year 6	Diamond	More complex, underlying themes to give opportunities for children to understand causes and points of view.
Year 6+	Pearl	Offers fluent readers a complex, substantial text with challenging themes to facilitate sustained comprehension, bridging the gap between a reading programme and longer chapter books.

What are Book Bands?

The Book Band system helps us to grade our books by difficulty. Each level has a colour and contains a range of different text genres and styles. The difference between each band is gradual so that children will not experience difficulty when moving from one to the next.

Details of your child's current book band and appropriate targets can be found in their reading record (Year 2 and above). This includes ideas and prompts you can use to support your child's development with their reading. When their book band changes, details of the new one will be stuck into their reading record.

The chart shows the Book Bands for an 'average' group of children but children are all individuals who learn and make progress at different rates, so the chart is only a guide. As well as periods of rapid progress, your child may have periods of consolidation when progress is not as obvious. Although this may seem worrying, this is the time when they have the chance develop confidence in using and applying their newly acquired skills.

It is really important that children develop their comprehension skills alongside their ability to read the words on the page so you may find that your child is able to read the words fluently but continues on the same Book Band colour for a while to enable them to focus on developing their understanding. Teaching staff assess the children's reading on a regular basis and will change their Book Band colour only when they are confident that both the comprehension and word reading targets have been fully met. Please discourage your child from seeing the Book Bands as a race through the colours, but help them to understand that each band will offer a range of books which will help them in developing different reading skills.

Children will remain on a banded book throughout their time at Five Lanes School. This will enable them to have access a broad range of texts as well as exposure to more challenging content and vocabulary. Your child will read their banded books regularly with an adult in school, but please support them by hearing them read and discussing their books at home as well. They will also have a reading for pleasure book which will be a free choice, allowing them to seek out books and styles which appeal to them.



"Reading is dreaming with
open eyes."

Thank you for reading with your child at home. It really is an essential part of their development and you play a vital role in nurturing their love of reading.

Five Lanes School Reading Challenge

At Five Lanes, all children will take part in our reading challenge. Every time your child reads at home (and you record this in their reading record), they will get a mark towards the reading challenge. They will then receive a reading certificate (in celebration Worship on Fridays) when they reach 25 reads, 50 reads, 75 reads and so on.

Please note that only one read can be recorded per child each day.

This year, the reading challenge will have a Disney theme.



Your child will have a personal reading challenge booklet where they will be able to keep track of their progress (guided by the teaching staff). They will then receive a certificate for every 25 reads which will be presented to them during our celebration Worship on a Friday.

Children will also be awarded with a book of their choice when they reach 300 reads.



We look forward to celebrating your child's progress in reading this year!