



Home Reading Guidance

Purpose of Home Reading

The primary aim of home reading is to consolidate progress made in school and actively involve parents in their child's reading journey. Children are encouraged to self-select books within an appropriate reading level to:

- Develop a regular reading habit
- Explore personal preferences in books, authors, and genres
- Read for pleasure and enjoyment

Selecting an Appropriate Reading Level

Children should read books at a secure, consolidation level with a manageable degree of challenge.

- **Too easy:** leads to boredom and disengagement
- **Too hard:** discourages reading altogether

Each book band is matched to a Year Group Expectation level. However, breadth of reading is essential. Children should not be rushed through levels; instead, they should be supported in developing deeper comprehension, especially inference skills, which are often a challenge. Questioning should extend beyond deduction and retrieval.

Number of Books

In **Key Stage 2**, the number of books will depend on:

- The length and complexity of the book
- Opportunities available to change books

For longer, more challenging texts, one book may be sufficient.

Recording Home Reading

Each child has a **Home Reading Record** where the current book is logged. This record travels with the book in the child's reading bag.

Reading Expectations and Book Changing



- Children are expected to read or be read to **at least four times per week** at home.
- Reading records should be signed by a parent or carer.
- Pupils who complete four weekly reads consistently are eligible for a **Reading Reward** at the end of each term.
- Classes provide flexible opportunities throughout the day for children to change their books.

Reading Bags and Classroom Storage

Books and reading records are sent home in a **reading bag**. Each classroom has designated storage to ensure reading bags can be:

- Brought in daily
- Stored and accessed quickly and efficiently

Changing Reading Levels

When a child has:

- Spent sufficient time on a level
- Read a wide variety of texts (fiction, non-fiction, poetry, plays)
- Demonstrated strong comprehension and fluency

...then the teacher or TA may consider moving them to the next level. Before progressing, it is essential to ensure comprehension matches word reading ability. Teachers use **2 Eskimos assessments** to evaluate readiness—children read a short extract and answer questions to assess fluency and understanding.

Home Reading Book Organisation

Books are organised by **coloured bands** and stored on shelves along the main corridor. This system:

- Encourages wide choice within each level
- Supports independent selection by pupils

At the earliest stages, books are more tightly structured to support progression from **phonetically decodable texts** to those that develop broader reading skills.

Additional Notes:

- Pupils in **phonics intervention groups** take home the same text used in school to reinforce fluency and phonics alignment.
- Children may also select a **reading-for-pleasure book** to enjoy with their parents.



Longshaw Community Junior School

Success for all - nothing less



- The book collection has been recently replenished to ensure high-quality, engaging options.
- All shelves include **boy- and girl-friendly titles** to reflect diverse interests.

