



Reading at West Berry Federation



Evidence suggests that children who read for enjoyment every day not only perform better in reading tests than those who don't, but also develop a broader vocabulary, increased general knowledge and a better understanding of other cultures. In fact, there's evidence to suggest that reading for pleasure is more likely to determine whether a child does well at school than their social or economic background.

Pearson, Enjoy Reading

Reading unlocks the world for our children: worlds of knowledge, opportunity and imagination. Reading is a skill for life that will empower our children. Reading fiction can increase reader empathy, social skills, and inter-personal understandings. This can support our children's good mental health now and in the future. Á

The table below details what we expect children, school staff, parents, reading mentors and school leaders to do to support every one of our children to become competent and confident readers who love to read.

Universal - Most children will be in the 'universal' category. These children are engaging well with learning to read, are making good progress and are well supported at school and at home.

Targeted - If children are not so engaged with reading, are not making good progress, have fallen behind or have limited support at home or at school, we'll adapt our expectations as detailed in the 'targeted support' column.

Focused - If the support offered within Targeted Support is not supporting the children to make rapid improvements after half a term, we'll adapt expectations and support again as detailed in Focused support.

Targeted and focused support plans will be individual to the child. The class teacher will make the plan with the child and their parent and will review the plan each half term until the child no longer needs additional support.

	<u>Universal</u>	<u>Targeted Support</u>	<u>Focused Support</u>
		<p><i>The class teacher will make an individual plan for each child who needs targeted or focused support in reading. The examples below show how expectations and support might be adjusted. Teachers should highlight statements to show which are appropriate for each plan and discuss with the child and their parents. This is not a definitive list and can be added to.</i></p>	
Children will:	<ul style="list-style-type: none"> ● Take good care of your reading books and reading record book/planner. ● Talk to a grown-up at home or school if you can't find a book that you enjoy or think that what you are reading is too easy or too hard (you should be able to easily read about 19 out of every 20 words without too much trouble) ● Read for at least 15 mins at least 5 times a week. (You should read to an adult during these sessions until you are a confident 'free reader'. Confident free readers may read independently for up to 3 of these sessions) ● Fill in or ask a grown-up to fill in your reading record/planner each time you read and ask a parent to sign your reading record/planner each week ● Bring your reading book and reading record/planner to school every day ● Take your reading book and reading record/planner home every day ● Choose your Desert Island Book and present this to your class when asked. 	<p>As Universal and...</p> <ul style="list-style-type: none"> ● Focus on improving reading as a priority. ● Read books recommended/chosen with a teacher to make sure you are making the best use of your reading practice time. ● Ask a grown-up to sign your reading record/planner each time you read. ● Visit a library or bookshop and explore books that you might like to read. ● Read to an adult who can support you to improve your reading at least 5 times a week for a least 15mins. ● Continue reading practice during school holidays. 	<p>As Universal and Focused support and..</p> <ul style="list-style-type: none"> ● Focus on improving your reading as an urgent priority. ● Talk to parents about adjusting other out of school commitments to ensure that you have enough time to practice reading. ● Visit a library regularly during the school holiday to help you to remain focused on improving your reading

<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Class based staff will:</p>	<ul style="list-style-type: none"> ● Check that you are reading regularly and that your grown-up has signed your reading record/planner. ● Make sure you are reading a book at the correct level at least once per half term. ● Hear you read or talk about what you are reading at least once every two weeks. ● Support you to find books that you'll enjoy reading if you ask them to. ● Help you to develop your reading skills through reading lessons ● Invite you to share your Desert Island Book selection. ● Talk to your grown-ups at home if they are concerned about your reading ability or if you aren't reading enough. ● Share details about your reading achievements and progress with school leaders. ● Plan more support for you if needed. ● Read to the class each day. 	<p>As Universal and...</p> <ul style="list-style-type: none"> ● Hear you read once a day. ● Check your reading record/planner daily and encourage to read regularly at home. ● Find additional opportunities for you to read or be supported to read. ● Choose your reading books with you ● Talk to your parents about health checks and any barriers stopping you from reading well. ● Check your phonic knowledge and plan catch up sessions if needed. ● Consider Talk Boost assessment and intervention if needed. ● Identify your individual needs in planning for reading lessons. 	<p>As Universal and Focused support and...</p> <ul style="list-style-type: none"> ● Hear you read individually at least once per day. ● Talk to your parent at least once every 2 weeks about how your reading is coming on. ● Discuss your needs with our SENDCo.
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Parents will:</p>	<ul style="list-style-type: none"> ● Make sure a grown-up support you to read at home. ● Make sure you have a suitable place to read that is quiet and free from distractions. ● Help you to take good care of books and remember your book and reading record/planner each day. ● Encourage you to read for pleasure. ● Sign your reading record/planner at least weekly. Add any comments that might be useful - remark and remarkable. ● Talk to your teacher if they want advice about how to support your reading at home or are concerned about your reading. 	<p>As Universal and...</p> <ul style="list-style-type: none"> ● Hear you read at least 5 times a week for at least 15 mins during term time and during the school holidays. ● Ensure that you have had a recent check up with the optician (children should have a eye check-up every year) ● Ensure that you are able to hear clearly ● Focus on supporting you to improve your reading as a priority. ● Identify adults at home who can help you with your reading. ● Take part in school training ● Show you the value of reading 	<p>As Universal and Focused support and...</p> <ul style="list-style-type: none"> ● Focus on supporting you to improve your reading as an urgent priority. ● Make sure you have the time you need to read and make changes to the families plans if needed. ● Meet with a member of staff for bespoke support and training

<p>Reading mentors will:</p>	<ul style="list-style-type: none"> ● Recommend good books ● Update the Desert Island book display. 	<p>As Universal and...</p> <ul style="list-style-type: none"> ● Inspire you read great books that you'll enjoy. ● Talk to you about your reading. ● Help you to develop good reading habits (organisation and timetables?) ● Match you up with other who enjoy similar books ● Help you to explore a variety of genres and authors. ● Support your parents to read with you at home. ● Celebrate your reading achievements 	<p>As Universal and Focused support and...</p> <ul style="list-style-type: none"> ● Visit the library with you ● Support your teachers to find the best books for you ● Celebrate every small achievement in reading ● Meet your parents regularly to offer support
<p>School leadership will:</p>	<ul style="list-style-type: none"> ● Check on your reading progress and attainment each term and talk to you and your parents if there are any concerns. ● Support teachers to plan the teaching and support that you need. ● Make sure class libraries are added to regularly. ● Celebrate your reading achievements with you. 	<p>As Universal and...</p> <ul style="list-style-type: none"> ● Check on your progress half termly ● Make sure the teachers are planning individually for your reading development and that this is effective. ● Talk to your parents about any concerns ● Prioritise your reading development. 	<p>As Universal and Focused support and...</p> <ul style="list-style-type: none"> ● Check on your progress every two weeks. ● Look for additional opportunities to inspire you to read. ● Make sure all adults understand your reading needs so that we can all help and support you.