

Guide to Reading in EYFS and Key Stage 1

This guide is designed to explain our school approach to reading in EYFS and Key Stage 1.

Towards the end of each half term, teachers assess each child's progress in reading. By reading we mean not only the ability to read, decode and recognise the words within the text, but also the child's use of appropriate expression, attention to the grammar of the text [e.g. pausing for full stops] and understanding of what they have read, at a literal and inferential level.

This determines whether children should move to the next colour band of the reading scheme or consolidate their skills on their current book band level. Sometimes parents can become unduly worried about the "book band" colour their child is on and concerned when they have not been moved up to the next colour level. Children can pick up on this anxiety and become disheartened. It is important to reinforce at home that there is no rush to read to the end of the reading scheme, or compare yourself to others in the class and it is not a failure to remain on the same colour band a little longer.

Everyone learns at different rates and your child will not fall behind if they are not moved onto the next colour band at every assessment interval. Indeed a child will be making good progress if they move up 4 colour levels within a whole academic year, so they will not typically move up every half term. It is more important that children read books appropriate to their current reading ability. As a general rule of thumb, a child on track in reading will be reading on yellow level at the end of Reception, orange/turquoise level at the end of Year 1 and white/lime level at the end of Year 2.

Colour band	Year group
Lilac	Reception
Pink	Reception
Red	Reception
Yellow	Reception/Year 1
Blue	Year 1
Green	Year 1
Orange	Year 1
Turquoise	Year 1/Year 2
Purple	Year 2
Gold	Year 2
White	Year 2
Lime	Year 2/Year 3
Key Stage 1 "Free reader" real books	Year 2 /3

Some children take longer to progress through the reading scheme and for others, their progress may accelerate then plateau. There is nothing to be concerned about.

Children learn the mechanics of reading [how to decode and recognise words] at different rates. An assumption cannot be made that those children who pick up the technical aspects of reading quickly, will develop comprehension skills at the same rate. Some children who take longer to learn to read, can sometimes demonstrate more mature comprehension skills than more fluent readers who may not be taking in or understanding what they read to the required depth. Fluent readers who use expression and intonation can sometimes mask a lack of reading comprehension skills. At school we aim for children to develop both reading fluency and comprehension in tandem. We request that parents support us in this aim.

In the inside cover of your child's reading record [Years 1 and 2], you will see a list of suitable questions you should ask your child when they read to you. Reading comprehension skills can also be successfully developed by reading to your child and questioning their understanding of a book you have enjoyed together. In November 2018, I ran a higher order reading skills parents' information meeting. Please click on the link below to access the presentation from our school website. <https://www.maidsmoreton.bucks.sch.uk/site/data/attachments/P53/How%20to%20develop%20higher%20order%20reading%20comprehension%20skills.154783517.pdf>

The presentation provides further information about the depth of comprehension questioning required, particularly for Year 2 children. The examples given are in written form. When you are reading with your child, these are the type of questions you could ask verbally.

Reading books are designed to be read more than once for fluency and consolidation of understanding. Across the school children will receive 3 books per week. More fluent readers in Year 1 and Year 2 do not need to rely on a reading scheme book to practise their reading skills. After all, reading is so much more than reading scheme books-it is about reading for pleasure and enjoyment and making book choices, both fiction and non-fiction which drive your interests and enable you to learn more.

By the time children reach the end of Year 2, some will have reached the end of the KS1 book bands. From Year 3 onwards, all fluent readers with good comprehension skills will come home with a content appropriate reading scheme skills book and a free choice book which reflects their own interests. Those children working on the Key Stage 1 book bands, will continue to access to reading scheme skills books appropriate to their colour level.

We hope you find the letter above and attached guide useful in understanding our approach to reading at Maids Moreton.

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Headteacher