



Ravenscote Reading Band Scheme

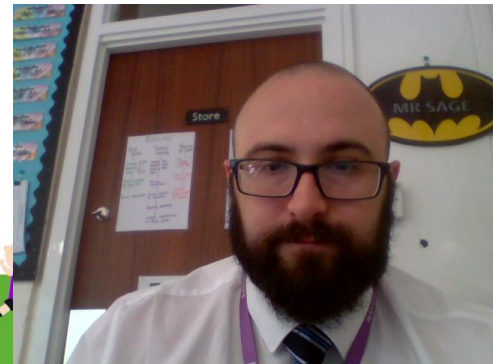
*Parent information presentation
Summer 2022*





Our intention – why are we introducing it?

- Continue our focus on developing not only the love of reading, but the skill of reading.
- Extend the progression of our reading scheme to upper KS2.
- PTA funded – amazing opportunity to widen even further our selection of books.
- Links to infant school schemes used – enables a smoother transition of learning





Implementation – how will it work?

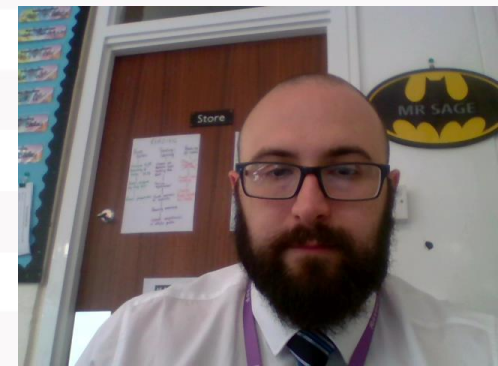


Phase 1 – Assessment

- Teachers will use the children's Spring assessment data as an initial guide for the book bands.
- Read with children and assess their **word reading** and **comprehension** skills – find the right match. We will be using the PM Benchmarking scheme to complete this initial assessment.
- Children will then be issued with a book from that colour band (this will be alongside a library or class-shelf book). Books will come home over the next few weeks. **Year 6 children – books kept at school.**



Book Band	Emerging	Expected	Confident Exceeding	Super Confident Exceeding
Lilac (Level 0)	Reception			
Pink (Level 1)		Reception		
Red (Level 2)	Year 1	Reception		
Yellow (Level 3)	Year 1	Reception		
Blue (Level 4)		Year 1	Reception	
Green (Level 5)	Year 2	Year 1	Reception	
Orange (Level 6)	Year 2	Year 1		
Turquoise (Level 7)		Year 2	Year 1	
Purple (Level 8)		Year 2	Year 1	
Gold (Level 9)		Year 2	Year 1	
White (Level 10)	Year 3	Year 2	Year 2	
Lime (Level 11)	Year 3, Year 4		Year 2	
Brown (Level 12)	Year 4, Year 5	Year 3		
Grey (Level 13)	Year 5, Year 6	Year 4		
Dark Blue (Level 14)	Year 6	Year 5		
Dark Red (Level 15)		Year 6		
Black (Level 16)				
Black Plus (Level 17)				





Implementation – how will it work?



Phase 2 – Regular practice

- Book band book becomes the main reader – to be read with adults at home and at school. (Logged in reading record)
- Read **out loud** to an adult at home – about 10 minutes including reading and questions.
 - Years 3-5: 3 times a week
 - Year 6: 5 times a week (in preparation for secondary school expectations)
- Class teachers will be hearing each child in their class read at least once in a two week cycle.
- Other opportunities to assess reading within a week.
- Regular questioning of children at home to ensure they are understanding the vocabulary, as well as plot events, characters thoughts and feelings.

Questions to ask your child when reading – Key Stage 2

Before reading the book:

- What do you think this story will be about?
- What might happen in the story?
- What genre will this story be? E.g. fantasy, comedy, horror.
- What do we call the writing on the back of the book? (Blurb) or What does the blurb tell us?

During the reading of the book:

- What has happened so far? Is it what you expected to happen?
- What might happen next?
- How do you think the story might end?
- Who is your favourite character? Why?
- Who is the character you like least? Why?
- Find 2 sentences, which describe the setting.
- Is the plot fast or slow moving? Find some evidence in the text, which supports your view.

Questions to ask your child when reading – Key Stage 2

At the end of the book:

- Which part of the story is your favourite / least favourite? Why?
- Would you change any part of the story? How?
- Would you change any of the characters? How?
- Which part of the story was the funniest, scariest, saddest, and happiest? Find some evidence in the text to support your opinion.
- Would you like to read another book by this author? Why?
- Does your opinion of this character change during the story? How? Why?
- If you met one of the characters from the story, what would you say to him / her?
- Find 2 things the author wrote about this character that made him / her likeable or unlikeable?





Implementation – how will it work?

How to know if the text is appropriately challenging for my child?

- 98% of the words in the text should be:
 - ✓ Correctly decoded (identify the sounds) and blended together (to say the word aloud).
 - ✓ Correctly understood (they know the meaning of the words).
 - ✓ This roughly correlates to all but 1-3 words per page.
- Read between the lines and infer characters' thoughts and feelings (to different degrees, depending on age).
- Recall the main characters and previous events in the text so far.
- Develop opinions – say why they like or dislike the book.





Implementation – using the reading record



- This will be a dialogue between teachers (green pen) and adults at home.
- Date they read.
- Book they read.
- Pages read.
- Comments should be specific:
 - What they've done well
 - What they struggled with
- All comments signed by adult.

Date	Book title and page number	Comments
28.05.22	Rabbit and Bear (Lime band) Pg 1-5	Good expression when reading speech. Rushed through full stops, need to pause for longer at these. Tricky words – Castor Canadensis – needed to break it down into chunks. <i>RS</i>
29.05.22	Rabbit and bear (Lime band) Pg 6-12	Practised pausing at full stops – much better reading! Recapped what they'd read to adult yesterday – lots of detail! Really enjoying the book so far!





Implementation – how will it work?



Phase 3 – Progression

- Developing the skill of reading is a marathon, not a sprint.
- Children will be expected to read through **at least 90%** of the whole range of books in their book band – exposure to wide range of texts and authors. Approximately 40 books per band.
- Children will have the option to skip a maximum of 4 books per band if they don't find them appealing.
- Before moving on, they must be able to demonstrate that they have read from all of the genres on offer:
 - **Fiction, non-fiction, playscripts and poetry**
- Must read book from next book band with teacher to ensure accurate level of challenge. PM Benchmarking system will be used.
- Book bands range from Reception level all the way through to Year 6.





Implementation – what questions to ask



4 main types of questions you can ask:

- **Literal questions:** questions which are about the meaning of words, or basic recall about the events or characters in the text.
- **Inferential questions:** questions which require using the clues in the text and reading between the lines.
- **Evaluative questions:** questions which require making a judgement about the author's choices when writing the text.
- **Personal opinion questions:** questions which require making a personal judgement about the text as a whole – forming a reasoned opinion.

Examples on the next few slides!





Example passage – Harry Potter and the Philosopher's Stone



— CHAPTER TWELVE —

The Mirror of Erised

Christmas was coming. One morning in mid-December, Hogwarts woke to find itself covered in several feet of snow. The lake froze solid and the Weasley twins were punished for bewitching several snowballs so that they followed Quirrell around, bouncing off the back of his turban. The few owls that managed to battle their way through the stormy sky to deliver post had to be nursed back to health by Hagrid before they could fly off again.

No one could wait for the holidays to start. While the Gryffindor common room and the Great Hall had roaring fires, the draughty corridors had become icy and a bitter wind rattled the windows in the classrooms. Worst of all were Professor Snape's classes down in the dungeons, where their breath rose in a mist before them and they

kept as close as possible to their hot cauldrons.

'I do feel so sorry,' said Draco Malfoy, one Potions class, 'for all those people who have to stay at Hogwarts for Christmas because they're not wanted at home.'

He was looking over at Harry as he spoke. Crabbe and Goyle chuckled. Harry, who was measuring out powdered spine of lionfish, ignored them. Malfoy had been even more unpleasant than usual since the Quidditch match. Disgusted that Slytherin had lost, he had tried to get everyone laughing at how a wide-mouthed tree frog would be replacing Harry as Seeker next. Then he'd realised that nobody found this funny, because they were all so impressed at the way Harry had managed to stay on his bucking broomstick. So Malfoy, jealous and angry, had gone back to taunting Harry about having no proper family.

It was true that Harry wasn't going back to Privet Drive for Christmas. Professor McGonagall had come round the week before, making a list of students who would be staying for the holidays, and Harry had signed up at once. He didn't feel sorry for himself at all; this would probably be the best Christmas he'd ever had. Ron and his brothers were staying too, because Mr and Mrs Weas-





Literal questions



The answer to most literal questions can literally be taken from the wording of the text being read. Questions about the meaning of words generally require some reading around the word to help decipher its meaning.

- When specifically does the start of this chapter set?
One morning in mid-December.
- How were the Gryffindor common room and the Great Hall different to the corridors in this passage?
Fires roared in the Gryffindor common room and the Great Hall, but in the corridors it was icy with bitter winds clattering the classroom windows.
- What lesson were the children in at the start of this chapter?
Potions.
- What phrase shows that Harry was quick to sign up to stay in the holidays?
Harry had signed up at once.
- What does the author mean when she describes Harry's broomstick as "bucking"?
Bucking means moving backwards and forwards roughly.

The clue in this text is the phrase "**...he managed to stay** on his bucking broomstick"





Inferential questions



To answer these questions, children will need to find clues in the text to help them read between the lines or use their own personal experiences.

- What do the opening few sentences tell us about the personality of Fred and George Weasley?
The prank they pull at the beginning show that they are mischievous.
- What does Malfoy's comments in the lesson show us about his personality?
The unkind comments show us that he is cruel and malicious. He also lashes out when he doesn't get his own way.
- What does Malfoy think about Harry's ability to be a seeker?
He jokes that a wide-mouthed tree frog would be replacing Harry as seeking. This shows he doesn't think Harry's very good.
- How do you think Harry would feel if he heard that people were impressed he managed to stay on his broomstick?
He would probably feel quite proud of his achievement because that's how I feel when someone's impressed with me!





Evaluative questions



These types of questions require the children to evaluate the writer's choices. There is not always a specific right answer, and is down to personal opinion and creativity.

- How effective is the author at making Draco Malfoy come across as unlikeable?
- What good examples are there of setting descriptions?
- If you were the author, how would you change this passage?
- What words do you think need to be up-levelled (made better)? Why?





Personal opinion questions

These types of questions encourage the children to think about their own personal opinions. The main thing to remember is that these questions need reasons behind them.

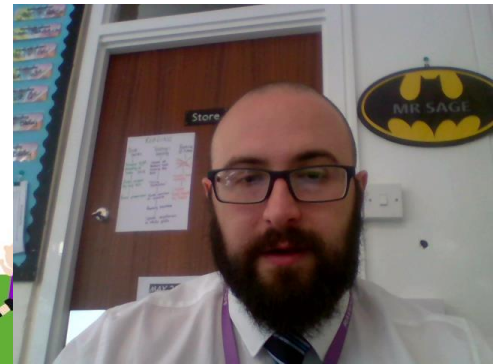
- If you were Harry, how would you have reacted to Malfoy's unkind comments?
- How did this text make you feel?
- Do you enjoy this story so far? Why/why not?
- Who is your favourite character? Why/why not?





Impact – what do we hope to see?

- Whole school impact on reading skills.
- Support for early readers as well as challenge for the most advanced readers.
- Expose the children to a breadth of genres and authors they might not read otherwise.
- Clear progression of challenge – create sense of ambition and drive.
- Develop the skills of reading alongside the love of reading.
- Connectedness - regular dialogue between teachers, LSA's, and adults at home.





Questions...and answers!

If you have any questions about our reading bands, or anything to do with reading with your child at home, follow the link to our Google Form:

<https://forms.gle/8htU1Bxbe9Ruf6kd7>

In the coming weeks, we will take the questions sent in to us and release a parent FAQ document to help in the future.





FAQs



My child is reading a book at home that they love and won't put down. Do I have to stop them reading it now?

Absolutely not! We recommend a balance - in Years 3-5, the three weekly reads out loud to an adult must be the book band. Any other time it can be their reading for pleasure book!

My child is finding the book band too easy. What should they do?

They should talk to their teacher. Each book band contains a wide range of genres, and while they might be confident with fiction, other genres might prove more challenging. It is important that the children are exposed to a wide variety of genres – not only for their reading but their writing skills too! The teacher will then take in to account your child's word reading and comprehension level to make a judgement.

