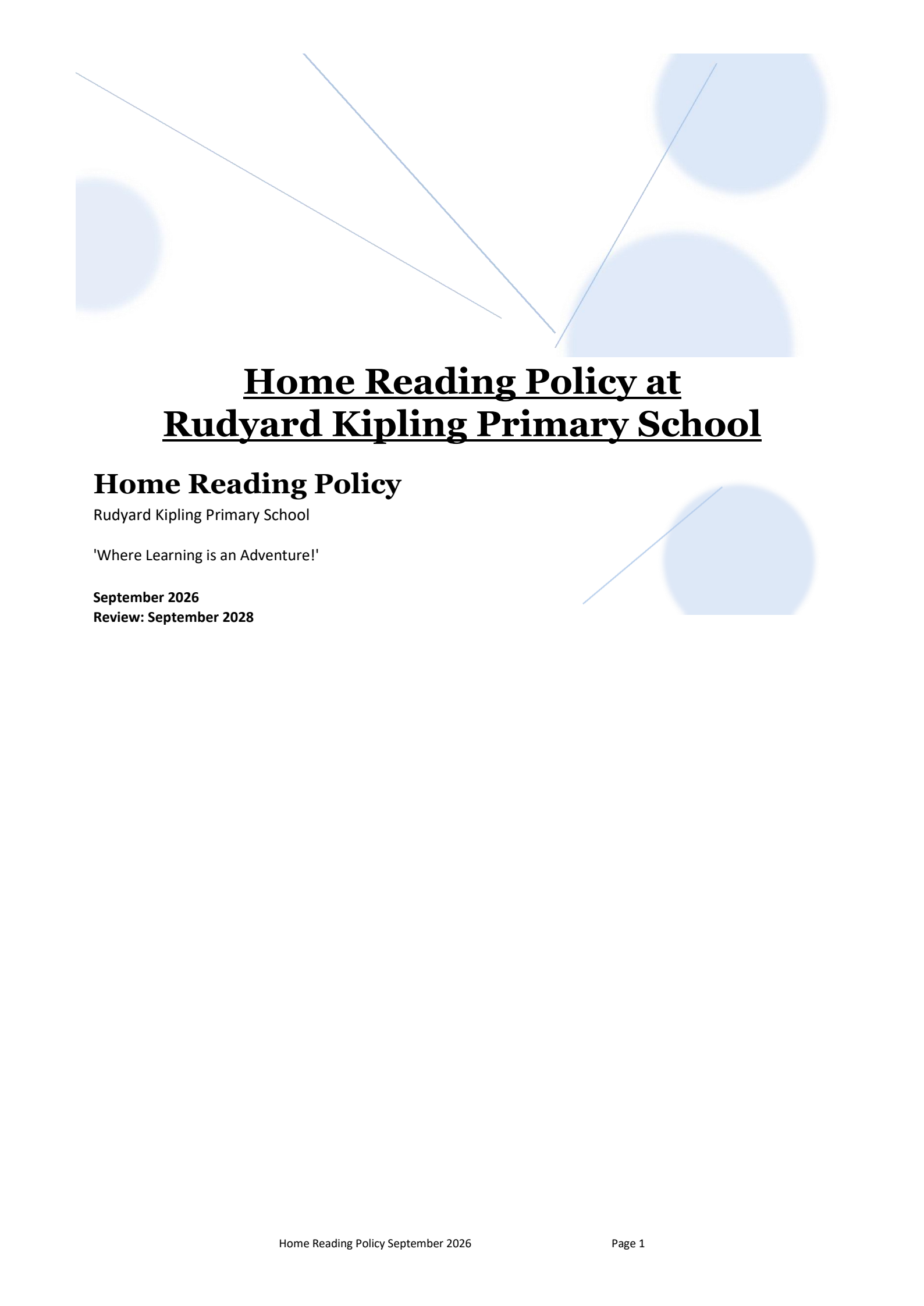




Home Reading Policy at **Rudyard Kipling Primary School**

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Rudyard Kipling Primary School

'Where Learning is an Adventure!'

September 2026

Review: September 2028

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Purpose of the Home Reading Policy

At Rudyard Kipling Primary School, we recognise that a strong partnership between home and school is invaluable. Regular reading at home helps children develop accuracy, fluency, vocabulary, comprehension, confidence and a lifelong enjoyment of books. This policy sets out a clear and consistent approach to home reading across the school.

Aims

- To ensure that all children read regularly at home and understand that rereading is an important part of learning to read.
- To provide books that are well matched to each child's phonics knowledge, reading development and interests.
- To help families understand the different purposes of decodable, book-banded and reading-for-pleasure books.
- To develop children's confidence, fluency, comprehension and independence.
- To promote reading for pleasure and encourage children to explore a wide range of authors, genres and text types.
- To provide a consistent system for reading records, book changing and communication between home and school.

Core Principles

- **Little and often:** short, regular reading sessions are more effective than one long session.
- **Success first:** books used for independent practice should be closely matched to what a child has been taught.
- **Rereading matters:** reading the same book more than once builds fluency, expression, confidence and understanding.
- **Reading together matters:** children benefit both from reading aloud and from hearing an adult read to them.
- **Enjoyment and choice matter:** children should also have access to books they choose because they interest or excite them.

Home Reading Entitlement

Children will bring home a book that supports their current reading development. Alongside this, they may also bring home a reading-for-pleasure book to share with an adult. The type of practice book will depend on the child's stage of reading.

Stage of reading	Main practice book	Additional reading	Home expectation
Reception, Key Stage 1 and any child following a phonics programme	A phonically decodable book matched closely to the sounds and words the child has been taught.	A reading-for-pleasure book chosen from the classroom, school library or home.	Read the decodable book to an adult at least three times each week. The same book should be reread.
Children who are secure beyond the phonics programme	A book-banded or appropriately challenging book that develops fluency and comprehension.	A free-choice reading-for-pleasure book, including books from home or the library.	Read at least three times each week, building towards a regular daily reading habit.
Children in Key Stage 2 who still require phonics support	A decodable book matched to the child's current phonics knowledge and taught programme.	An age-appropriate reading-for-pleasure book to share with an adult.	Follow the same repeated-reading routine, with adaptations and support agreed by school.

Decodable Books

A decodable book is a book that a child can read with very little support because the sounds and words are closely matched to the phonics they have already been taught. These books are an essential part of early reading practice.

Why Decodable Books Are Used

- They allow children to practise the sounds and blending skills taught in phonics lessons.
- They help children develop an accurate and reliable approach to decoding unfamiliar words.
- They provide successful practice at the correct level, which builds confidence and motivation.
- They support repeated reading so that children become increasingly fluent and expressive.

The Three Reads

A decodable book should normally be read more than once. Children are not expected to receive a new book after the first read.

1. **Accuracy:** The child uses their phonics knowledge to sound out and blend the words accurately. An adult may support with a sound or word that has not yet been taught.
2. **Fluency:** The child rereads the book with fewer pauses, a smoother pace and increasing confidence.
3. **Expression and understanding:** The child rereads with appropriate expression and talks about the meaning of the book, the characters and what happened.

Book-Banded and Appropriately Challenging Books

Once children are secure beyond the school's phonics programme, their main practice book will support the continued development of reading fluency, stamina, vocabulary and comprehension. The book should be challenging enough to support progress, but accessible enough for the child to read successfully.

Reading for Pleasure

- A reading-for-pleasure book is chosen because it interests the child. It does not need to match the child's independent reading level.
- The book may be read by the child, read to the child by an adult, or shared together.
- Children are encouraged to read books from home, visit libraries and explore fiction, non-fiction, poetry, magazines, comics and other suitable texts.
- Being read to remains valuable at every age and supports vocabulary, imagination, comprehension and enjoyment.

Frequency of Home Reading

- All children should read at home at least three times each week. Daily reading is encouraged whenever possible.
- Reading sessions do not need to be long. Ten to fifteen focused minutes can be highly effective.
- The child's school practice book should be prioritised. Other reading can take place alongside it.
- Home reading should be calm, encouraging and appropriate to the child's age and needs.

Reading Records

- **Every day:** children should bring their reading book and reading record to school.
- **At least three times each week:** an adult should record the date, title or pages read and a brief comment or signature.
- **For older children:** children may take increasing responsibility for recording their own reading, but an adult should review and sign the record regularly.
- **School use:** staff will check reading records in line with class routines, celebrate regular reading and identify where further support may be needed.
- **Additional reading:** families are welcome to record books read from home, library books and shared reading, as well as the school practice book.

Changing and Caring for Books

- Books will be changed regularly in line with the routines of each class and the child's reading needs.
- Decodable books may remain at home for several days because rereading is a purposeful and expected part of the learning process.

- Children should return books and reading records on the agreed day and handle all books carefully.
- Families should tell the class teacher if a book is lost, damaged, consistently too difficult or no longer providing appropriate challenge.

Responsibilities of the School

- Assess children's reading accurately and provide a practice book that is closely matched to their current stage.
- Teach phonics, decoding, fluency, vocabulary and comprehension explicitly in school.
- Provide access to a broad range of high-quality reading-for-pleasure books through classroom collections and the school library.
- Explain home-reading routines clearly to children and families, including why repeated reading is important.
- Check reading records and home-reading engagement regularly and provide support where needed.
- Communicate with families if a child is finding home reading difficult or if books need to be adjusted.
- Celebrate regular reading through praise, class routines and school initiatives such as Blast Off into Reading.

Responsibilities of Parents and Carers

- Create a regular reading routine in a calm place with as few distractions as possible.
- Listen to the child read their school practice book at least three times each week and encourage purposeful rereading.
- Use the strategies recommended by school, including prompting children to say the sounds and blend words rather than guessing.
- Talk about the book, explain unfamiliar vocabulary and encourage the child to express opinions and make connections.
- Record home reading in the reading record and ensure the book and record return to school every day.
- Share books for pleasure and continue reading aloud to the child, regardless of the child's age or independent reading ability.
- Contact the class teacher when advice or further support is needed.

Responsibilities of Children

- Take their reading book and reading record home and bring them back to school every day.
- Read regularly, try their best and use the strategies taught in school.
- Reread books when asked so that fluency, expression and understanding improve.
- Look after books carefully and return them promptly.
- Choose and enjoy a range of books and talk to adults about their reading.
- Tell an adult if a book feels consistently too easy, too difficult or unsuitable.

How Adults Can Support Reading at Home

- **Before reading:** look at the title and cover, discuss what the book may be about and recall any relevant sounds or vocabulary.
- **During reading:** allow time for the child to attempt words. For decodable books, encourage the child to say the sounds and blend them together.
- **After reading:** talk about what happened, ask the child to retell key events and discuss favourite parts or new information.
- **When a child is stuck:** stay calm, give a useful prompt and praise effort. Avoid allowing frustration to build.
- **When sharing a harder book:** the adult can read most or all of the text while inviting the child to join in, discuss pictures and talk about meaning.

Useful Questions and Prompts

Before reading	During reading	After reading
What do you think this book will be about? What do you already know about this topic or character?	What does that word mean? What do you think might happen next? Which part gives you that idea?	Can you retell the main events or information? What was your favourite part and why? Would you recommend this book?

Inclusion and Equality

Home-reading expectations will be adapted when appropriate so that every child can experience success. Adjustments may include shorter reading sessions, accessible formats, enlarged text, audio support, additional adult guidance, alternative recording arrangements or carefully selected age-appropriate decodable books. Reading and storytelling in a child's home language are valued and encouraged.

Monitoring and Evaluation

- Class teachers monitor the suitability of books, the use of reading records and children's progress.
- The English Lead and Senior Leadership Team monitor the consistency and impact of home-reading practice through book and record checks, discussions with children and staff, and feedback from families.
- Where a child is not reading regularly at home, school will work supportively with the family to identify barriers and agree practical next steps.
- This policy will be reviewed in September 2028, or earlier if school practice or statutory guidance changes.