



Chestnut Lane Reading Books

'PISA data consistently shows that engagement in reading is strongly correlated with reading performance and is a mediator of gender or socio-economic status' (OECD, 2021)

At Chestnut Lane School, we aim for all children to become confident, keen and capable readers. We recognise that reading is multifaceted and carefully plan reading opportunities to support children in developing the many strands woven into skilled reading. We hope to instil a life-long love of reading in children who read for both pleasure and for a purpose. We believe that a positive reading partnership with parents is a key component of achieving our aim and recognise the vital roles played by quality 'book talk' and the need for reading to be done **by**, **with** and **to** children.

Chestnut Lane home/school reading books are organised as follows:

Phase Books: Reading **by** children

Phase Books are fully aligned to our Systematic Synthetic Phonics Programme: Chestnut Lane Phonics. As the books are carefully matched to children's phonic knowledge, this empowers children as readers from the very beginning of their school career. Phase Books increase in complexity as children's phonic knowledge grows. Children should be able to read all* words in these books.

*'Tricky Words' (which cannot be read using phonics) are carefully aligned to each Phase. Occasionally there may also be words that are important to the text, but which are not yet decodable. These are listed in the inside cover of the book, as 'walk-through words', so an adult can discuss these before reading. Unfamiliar names should also be introduced prior to reading.

Children will have the opportunity to change their Phase book daily, providing they have confidently read it at home.

When children have completed Phase 5 of the Chestnut Lane Phonics Programme, they will continue bringing home 'Beyond Phonics' books, to develop their independence, fluency and enjoyment as readers. These should be read **by** children and discussed **with** an adult.

Shared Readers: Reading **with** children

We recognise that fully decodable Phase Books may not have the depth of plot/character/information required to fully develop children's comprehension and vocabulary skills and engage them in reading for pleasure. Therefore, children at Chestnut Lane will also take home a weekly 'Shared Reader' book to ensure that both their word reading and comprehension skills are developed in partnership with parents.

Children will be able to read many words in the Shared Reader text, but they are not fully decodable and so are designed to be read **with** an adult. These books will broaden children's vocabulary, introduce different language structures and expose children to different types of text appropriate to their reading age and stage.

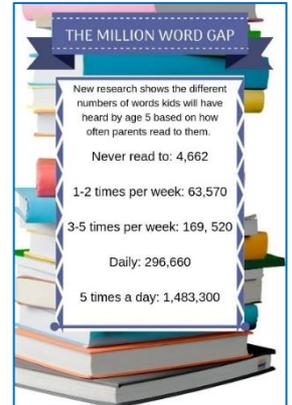
Before bringing it home, children will have explored their 'Shared Reader' book in a small group comprehension session with a teacher, using our comprehension 'Reading Toolbox' approach. More information about this and questions that you can use to support your child's understanding of what they read can be found on our website.

An overview of both our Phase and Shared Reader Books can be found on the next pages.

Library Books: Reading **to** children

All children at Chestnut Lane visit our school library on a weekly basis, where they have the opportunity to choose a book to take home. Information books are organised into subjects and themes to help children locate their own interests quickly and we have a wide range of fiction, from classics to modern favourites. We encourage parents to read books, including those chosen from our library and those you have at home, aloud **to** their children.

['Parents who engage their children in books prepare them to become committed and enthusiastic readers: they can transform their attitudes to reading.'](#)



(Science Daily 2019)

Phase Books: An Overview

Phase 1	No written letter/sound correspondences are introduced at this Phase. The focus is on developing children's ability to tune into sounds (auditory discrimination), listen and remember sounds (auditory memory and sequencing) and talk about sounds (developing vocabulary and language comprehension). Therefore Silver/Wordless Shared Readers will be sent home as appropriate.
Phase 2	These books contain words with letter/sound correspondences from Sets 1 – 7 and Phase 2 Tricky Words. They are fully decodable and designed to develop children's word recognition skills.
Phase 3	These books contain words with letter/sound correspondences where one sound is represented by two letters (digraph) or by three letters (trigraph). They also contain Phase 3 Tricky Words. They are fully decodable and designed to develop children's word recognition skills.
Phase 4	These books give children the opportunity to practise and consolidate reading words with letter/sound correspondences they have learned in Phases 2 and 3. There will be words with adjacent consonants at the beginning (e.g. br, fl, sn, spl) and at the end (e.g. nt, mp, sk, xt). There will also be longer words with more than one syllable. They contain Phase 4 Tricky Words. They are fully decodable and designed to develop children's word recognition skills. Books at this Phase will also be more detailed and so discussion will further enhance children's comprehension skills.
Phase 5a	These books support children's understanding of 'letter families' – where they learn that the same sound can be represented by different combinations of letters.
Phase 5b	These books support children who are learning that the same letter(s) can be pronounced in different ways.
Phase 5c	These books support children who are learning that the same sound can be spelled in different ways.

Beyond Phonics Books

Children who successfully complete Phase 5 of the Chestnut Lane Phonics Programme have secured the phonics strategies needed to tackle new words and will be able to read words automatically. They will bring home 'Beyond Phonics' books to develop their independence, fluency and enjoyment as readers. These should be read **by** children and discussed **with** an adult.

Progression within these books will be indicated by a coloured star on the front cover: purple, gold, white, black, brown and grey.

Shared Readers: An Overview

Wordless /Silver	Books at this level are carefully selected wordless books with highly engaging narrative pictures to promote reading for pleasure from the earliest stage. We use these books to develop children's early comprehension skills as well as an overall understanding of story structure and plot. Looking closely at 'what is happening' on each page develops children's ability to confidently narrate stories. These books also encourage children to make connections to experiences in their own life and ask questions to further their understanding.
Pink	Books at this level continue to develop children's comprehension skills when shared with an adult. Children should be able to talk about something that happened or something they found out from the book.
Red	Books at this level continue to develop children's comprehension skills when shared with an adult. Stories will be slightly more complex in their development and information books will offer slightly more challenge. Children should be able to talk about something that happened or something they found out from the book.
Yellow	Books at this level continue to develop children's comprehension skills when shared with an adult. Stories will be more complex in their development and information books will offer more challenge. Books will be longer and contain more complex vocabulary and a range of punctuation. Children should be able to talk about something that happened or something they found out from the book. Children should be encouraged to make links to previous events/information and say what they think may happen next.
Blue	Books at this level continue to develop children's comprehension skills when shared with an adult. Encourage children to take account of punctuation and talk about the book in their own words. Children should be able to tell you about what characters in a story are doing and why they are acting in that way.
Green	Books at this level continue to develop children's comprehension skills when shared with an adult. Children should confidently be able to use features of non-fiction books to locate information that interests them.
Orange	Books at this level continue to develop children's comprehension skills when shared with an adult. Encourage children to read with expression, discuss characters' feelings, summarise events/information and discuss how they relate to each other.
Turquoise	Books at this level will have more descriptive verbs and adjectives. The number of pictures on each page will decrease, whereas the amount of text will increase. You may encourage children to read some pages silently in their head, while listening to other pages read aloud with expression and awareness of punctuation.
Purple	Books at this level will have longer complex sentences, fewer illustrations and a wider range of challenging vocabulary. Many books will have chapters to begin to build children's reading stamina. Children will apply their full phonic knowledge, as well as their understanding of spelling, punctuation and grammar rules to support their reading. Encourage children to discuss how stories build up and talk about new information learned in detail.

Shared Readers An Overview (continued)

Gold	<p>Books at this level have a more sophisticated style of language and will try to challenge the reader. They may have unusual text layouts and few illustrations, so it is important that children are supported to ensure they are getting full meaning and enjoyment from the text.</p> <p>Ask for regular updates about what is happening in the book, to check children know how the different chapters or sections link. Support children in developing their evaluation skills by asking them to find descriptions of characters/places and talk about the words used in the description.</p>
White	<p>Books at this level often have sentences with two or three clauses and several verbs and may have no pictures/illustrations. The length of texts extends to continue to build reading stamina. It is useful to hear children read some pages aloud so that you can enjoy hearing them read with expression and at a good pace.</p> <p>Children should be able to express clear opinions and ideas about what they have read. They may use these opinions to inform future book choices, depending on what they enjoy and find interesting.</p>
Black	<p>Books at this level allow readers to experience different texts, writing styles and genres to develop their own reading tastes. They also often address topics and issues that provoke discussion. Children at this level will be becoming increasingly fluent and independent, but it is still important that adults read and discuss reading with them. This reassures children that their reading is still important, as well as giving parents/carers an opportunity to share an enjoyment of books.</p> <p>Children should read aloud some parts of the text which they particularly enjoy, possibly including action or description. Then they can talk about how the writer made those parts so enjoyable. Children should also discuss how characters develop or how they react to different people, places or events.</p>
Brown	<p>Books at this level will continue to give children a variety of texts they need to become confident and successful readers. A range of characters, topics and text styles help to keep children engaged and encourage discussion.</p> <p>Although children will most likely enjoy silent independent reading at this point, it is important that they are still active readers. Adults at home can support this by:</p> <ul style="list-style-type: none"> - Continuing to make a time available for regular quiet reading sessions and reading your book while your child reads. - Asking children to choose a part of the text to read aloud, using expression and pausing in suitable places. - Having a conversation at the end of each reading session: can they tell you what's happening in their book? - Asking questions which make children go back to the book to find answers. - Continuing to read aloud to children: this shows them the importance you place on reading as well as developing their language, vocabulary and love of books.
Grey	<p>Books at this level will have a range of narration styles and may have sophisticated word-play. Children should be able to discuss the characters and narrators in far more detail and may recognise particular author's writing styles.</p> <p>Although children will most likely enjoy silent independent reading at this point, it is important that they are still active readers. Adults at home can support this by:</p> <ul style="list-style-type: none"> - Continuing to make a time available for regular quiet reading sessions and reading your book while your child reads. - Asking them to choose a part of the text to read aloud, using different voices to show their understanding of different characters. - Having a conversation at the end of each reading session: can they tell you what's happening in their book? - Asking questions which make children go back to the book to find answers. - Continuing to read aloud to children: this shows them the importance you place on reading as well as developing their language, vocabulary and love of books.