

Reading Policy



'Reading is seen as being fundamental to learning'

Margaret Donaldson

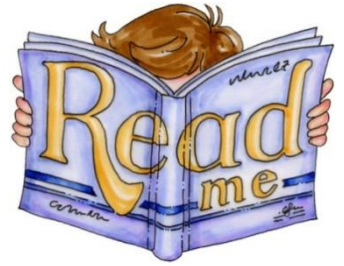
Aims and Objectives

- To promote and encourage a lifelong love of reading.
- To develop an interest in and a love of books, encouraging children to become attentive listeners and independent and reflective readers.
- To develop reading strategies and key skills: accuracy, fluency, understanding and response to texts (including questioning the content and ideas expressed).
- To enable children to access all areas of the curriculum.
- To enable children to access, understand and begin to manage information which is acquired in independent learning activities.
- To begin to understand and respond to the feelings that words can arouse in us like happiness, sadness, anger.
- To explore the past, to consider the future and to experience other worlds both real and imagined.

'Reading is to the mind what exercise is to the body'

Richard Steele 1710

Reading in Practice



- 1) St Mary's provides a positive environment and a wide range of texts, including different genres and styles which are age and ability appropriate for the individual child. These are graded to meet the child's needs. Texts of graded difficulty are carefully chosen and matched to the reading ability. This enables the child to read the text with sufficient ease but with a certain degree of challenge.
- 2) As a community of readers, 15 minutes a day will be devoted to quiet/silent reading. During independent reading, children take responsibility for selecting and reading a variety of texts including fiction, poetry and non-fiction. The child should be able to read these texts readily and comprehend them with little or no teacher or adult support. The focus for the reading is to provide practice and to develop personal response to text.
3. In EYFS and Key Stage 1 pupils follow a structured programme of synthetic phonics that is integrated into the teaching of reading. The Phonics Bug software provides a fun interactive experience to support learning.
4. A 'Reading Guide for Parents' leaflet is provided to assist reading support in the early years.
5. Pupils reading ability is regularly assessed and a baseline of reading level to chronological age is determined.
6. All staff listen regularly to child reading and assess their ability and progress. In EYFS and Key Stage 1 children read with an adult on a daily basis.
7. Classrooms have well stocked and attractive book areas. Books are changed regularly and the bank will be added to and updated.
8. Fiction and non-fiction texts are regularly enjoyed and discussed with children. Whenever possible books relevant to the topic/s being studied each term will be displayed and shared with the children.

9. Additional reading activities will be provided through computer based independent learning tasks and research.
10. In years 5 and 6 children participate in a 'Reading Challenge'. Points are awarded for each book they read with extra points available for performing poetry by heart, writing book reviews or reading classic fiction. The children receive prizes for reading at 10, 20, 30 and 100 points
11. Individual reading records are kept and are used for home/school reading communication.
12. Regular reading comprehension activities which focus on retrieval, inference and choice questions are completed across Key Stage 2 to develop deeper understanding of texts.

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Approved by: Madeleine Spinks Chair of Governors

Person Responsible: Peter Kyles Principal

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