



A deliberate balance of skills and knowledge so children can enjoy their learning, develop their learning and aim high.



St Michael's C of E Primary School Our Reading aims and journey



Our Aims Are:

- To teach children how to read well with fluency and automaticity.
- To believe that all children have the ability to read well.
- To promote the importance of acquiring vocabulary and understanding.
- To promote reading and have it at the centre of our curriculum.
- To involve parents in a positive and nurturing manner to enhance children's reading journey.
- To ensure that children understand reading is key life skill.
- To promote reading for pleasure.
- To appreciate our rich and varied literacy heritage.
- To develop our libraries and reading environments.
- To train all teaching staff so they understand current and best practices.

How We Promote Reading

Reading is and always will be a main priority. We want all of our children to become good, competent readers and have the necessary skills to interrogate a text. As such, we give over large parts of the timetable to reading.

Every day, teachers build in opportunities across all subjects for children to either read independently or read aloud. Teachers will also make sure there are opportunities for the children to be read to and model 'good' reading.

To engage all pupils, we ensure that the children study a broad range of quality texts. We also develop reading using a cross-curricular approach that allows a more varied field of texts and authors to be analysed and enjoyed. This includes linking English lessons and

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age-appropriate texts to the topics we are studying, and enables children to develop their knowledge of the subject whilst also boosting their word recognition and language comprehension abilities.

Creating a positive partnership with parents is a must for St Michael's. We regularly communicate with parents and individuals on the importance of daily reading with their children. The way in which we approach reading in school and the priority it has in a child's development is explained at an induction evening each year before their child starts school in Reception.

We have strong expectations that parents will hear their child read (or, as their child gets older, discuss with them what they have read) every single day. We make sure there is the time in school each week to change children's reading books so they receive a new book as soon as they are ready for it. This helps to develop (and maintain) reading momentum.

How we develop Reading

- During the Early Years Foundation Stage (EYFS), children will begin to learn that books tell stories and/or provide us with information. They will learn to create their own stories based on the picture books we provide them with. They will begin their phonics journey and they will learn the sounds that letters make. They will learn to blend letters together and begin to learn the first 100 high frequency words through carefully chosen reading books.
- In Key Stage 1 (KS1), children further their understanding of phonics by learning more sounds that groups of letters create when put together and continue to learn the high frequency words. By the end of year 2, children should be able to read all 300 of the high frequency words. Depending on their progress and reading skills development, children are chosen books to challenge their reading and comprehension understanding.

Children's understanding of what they have read is also very important. In KS1, children will continue to be asked questions about the story or text. Comprehension lessons exist through guided reading groups where children will share a text and read aloud. The teacher will then investigate the children's understanding of the text to make sure they are not just reading words, but absorbing the information.

- From KS1 to Key Stage 2 (KS2). Texts and content become more challenging. Children learn how to develop their pace of reading – reading to create tension, excitement, humour. Teachers will continue to focus on word recognition and decoding challenging vocabulary and provide support for those children who require it.

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- **KS2 is also a phase where children's understanding of what they read becomes more of a focus. Children are taught how retrieve information from texts. They will learn what is meant by deducing information and taught how to infer. As well as being able to read, children are taught how to interrogate a text with thoroughness and confidence.**
- **Whole school approach – we teach the children the power of punctuation. We teach them that punctuation is there for a purpose and we use it when reading not just writing. We provide guided reading sessions in many different formats (pairs, groups, whole class) with a focus on developing reading and understanding. Our intervention programmes are aimed for maximum impact. We evaluate them through discussions and how they have contributed to classroom practice. Our class reads are used to enhance our topics and/or to model good reading. They are also a very good to show children that books are fun and interesting. Children's reading ages are assessed three times years on a 1:1 basis so teachers can determine the progress made. These assessments help designate the correct challenge of reading book for each pupil to take home and read to their parents.**
- **Reading for pleasure is another major aim for us. We have introduced the ringing of a bell to signal a ten-minute free read time. Here children are to read a book of their choice just for pleasure. No questions, no interrogation, just for fun.**

What is the Impact?

- *We have confident, fluent readers that can discuss texts maturely.*
- *Reading is a major part of our curriculum and is understood to be important to all areas of learning.*
- *Children enjoy reading and value all varieties of books.*
- *Parents play a major role in the development of children's reading progress.*
- *Children are successful and progress well each year.*
- *School reading books, class libraries, class reads and school library is improving with careful investments.*