



Reading



Reading is an essential life skill that is used throughout our daily lives. We feel strongly that cultivating a reading for pleasure culture in our schools is imperative.

“Reading for pleasure is the single most important thing that will make a child successful in life.” (UNESCO).

Implementation

The Federation of St Cuthbert's and St Sebastian's are committed to: establishing an **appreciation and love of reading**; nurturing our children to become **accomplished and keen readers**; and making use of every opportunity the curriculum offers, to teach the children to become **life-long readers**.

The National Curriculum places reading for pleasure at the heart of the curriculum. The Federated Schools plan reading activities using the programmes of study from the national curriculum. The programmes of study consist of 2 dimensions: **word reading** and **comprehension** (both listening and reading).

Word reading skills: the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the rapid recognition of familiar printed words, including 'common exception words'. This is why **phonics** is emphasised in the early teaching of reading.

Comprehension: Good comprehension draws from linguistic knowledge (vocabulary and grammar particularly) and on knowledge of the world. Comprehension skills develop through pupils' experience of high-quality discussion with the teacher, as well as from reading and discussing a range of fiction, poetry and non-fiction.

We believe that all pupils must be encouraged to read widely across both fiction and non-fiction, to develop their knowledge of themselves and the world in which they live. We do this through:

- **Reading Curriculum:** we plan units of English lessons around motivating books and rich texts. Good **text-based**, whole-class teaching provides many opportunities for learning and reinforcing in: word reading; comprehension; grammar and punctuation; vocabulary and spelling; spoken language; writing.
- **Guided Reading:** we provide regular sessions for children to encounter engaging texts that will resonate with their interests and capture their imagination. This helps to broaden the children's experience, to form opinions about books and authors and to use literary language confidently.
- **Home Reading:** we believe that parents/carers have a vital role to play in helping their child (ren) enjoy and gain success in reading.

Reading and sharing stories at home is one of the most important ways that parents can help their child to succeed. We encourage all parents to take the time to hear their child (ren) read and talk about books with them. Showing children that reading is both important and enjoyable at home, will have a positive impact on their attitudes and beliefs; and will instil in them a love of reading.

We use home-school reading records to ensure regular communication and reinforce the partnership between home and school, in supporting a child's reading.

In Foundation Stage and Key Stage 1, pupils will receive a book that is colour book banded (from a variety of schemes) and a phonics sound book (to support phonics sounds being taught in class). As the children progress through our schools, they become increasingly fluent with reading and develop reading skills/strategies needed to read both for pleasure and to support their work in all areas of the curriculum. They will take home a wide variety of engaging books and genres, as they become self-reliant readers.

- **Reading Aloud:** sharing a novel / non-fiction text with a class is an important part of our reading curriculum. Listening to longer or more complex texts increases the children's knowledge and understanding; and the rich vocabulary they encounter, helps to develop their reading comprehension.



Reading



When the teacher reads aloud, it provides a model of expressive reading and the joy of sharing a story for sheer pleasure.

- **Reading for Pleasure:** across both schools, all classes are engaged in many enjoyable reading activities, to ensure reading for pleasure is at the heart of the curriculum e.g. competitions, trips to local libraries, visiting authors, reading assemblies, celebrating special reading events - Book Fairs, World Book Day, Roald Dahl Day, Liverpool children's festival of reading, National Poetry Day, to name a few.
- **Reading Environment:** each classroom has its own book area with both fiction and non-fiction books. These are welcoming spaces where children visit, read, choose and talk about books. They appeal to both boys and girls and cater for all abilities. There are also books displayed within each class that are linked to curriculum topics taught, so as to encourage the children to read information and engage in subjects they are learning about.

Impact

We believe our children will:

- Children's discrete reading skills and comprehension enables them to become life-long, accomplished and keen readers.
- The culture of reading developed by our schools extends into the home, so children read for pleasure through their own choice.
- School and class reading environments are welcoming spaces and appeal to children of all ages and abilities; and to both boys and girls.
- Exciting and engaging texts are read, shared and discussed with the children, so an appreciation of rich texts is established and a love of reading is developed.
- Reading is celebrated: children are engaged and enthused in reading books of a wide variety of genres.
- Great literature read opens the children up to ideas, experiences, places and times they might never otherwise experience in real life.