

Reading Rationale

Intent

At the Federation of St. Cuthbert's and St. Sebastian's we believe that our children are entitled to a language rich English curriculum where they appreciate the power of the spoken and written word.

We recognise the foundations for teaching the English National Curriculum begin in Early Years with the development of a high quality programme planned within Communication, Language and Literacy. Many children enter our schools with very poor language skills, therefore, teaching children to communicate is vital from the very early stages of their journey with us through primary school. As inclusive schools, our curriculum recognises the varied needs of our children and allows every child to maximise their learning potential and achieve in English. Our aim is to prepare them for the application of English skills across the whole curriculum and life beyond education.

We believe reading is a passport to the world and strongly feel 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)

The National Curriculum for English places reading for pleasure at the heart of the English curriculum. Our text based approach allows children to immerse themselves in great literature, opening them up to ideas, experiences, places and times they might never otherwise experience in real life. Thus giving our children the chance to develop culturally, emotionally, intellectually, socially and spiritually.

"All pupils must be encouraged to read widely across both fiction and non-fiction to develop their knowledge of themselves and the world they live in, to establish an appreciation and love of reading, and to gain knowledge across the curriculum." (National Curriculum in England, DfE, 2014)

We believe in a strong sense of community and provide opportunities for children to display their English skills and achievements through planned special events e.g. assemblies, pantos, nativities, speech choir festival, individual speaking, debates, etc. At the heart of our curriculum, the principal aim is that children leave our school with a wide range of happy memories in English formed through exciting enrichment activities beyond the classroom.

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 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. In the Federated Schools, we use the **Read Write Inc** Phonics Programme, starting in Nursery and continuing until children are fluent readers.

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.
- **Reading Skills:** we provide daily 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 RWI reading materials e.g. sound books, Ditty sheets, phonetically decodable books. 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. We have created a reading spine for every year group, with a selection of texts chosen to complement our wider 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. 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

- ✓ 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.