

St. Finbar's Catholic Primary School

READING POLICY

RATIONALE

At ST. Finbar's our aim is for children to become confident and independent readers with high levels of enjoyment, understanding and comprehension and to promote enjoyment of reading and the understanding that reading is a life-long skill.

Competence in reading is the key to independent learning and is given the highest priority, enabling children to become enthusiastic, independent and reflective readers. Success in reading has a direct effect upon progress in all other areas of the Curriculum and is crucial in developing children's self-confidence and motivation.

AIMS

The school aims to:

- Provide children with the skills and strategies necessary to develop into competent and fluent readers.
- Encourage the enjoyment of books and reading so that children develop a life-long love of books
- Develop a critical appreciation of what they read.
- Develop study skills so that children can find appropriate fiction and non-fiction books from the library.
- Develop research skills, using library and class texts, in conjunction with ICT.
- Develop a critical appreciation of the work of authors, poets and illustrators in order to emulate these skills in their own writing.
- Encourage care and ownership of books.

OBJECTIVES

Reading is closely linked with writing - the two activities reinforce each other.

Children become successful readers by using a range of strategies to get to the meaning of the text. Children should:

- Read with confidence, fluency, understanding
- Be taught the full range of reading strategies including:
 - phonic knowledge (visual information)
 - grammatical knowledge (structural information)
 - word recognition and graphic knowledge (visual information)
 - contextual knowledge (Meaning)
- During shared, guided and independent reading monitor their reading and correct their own mistakes.
- Have an interest in words and their meanings, developing a varied and rich vocabulary.
- Read a range of genres in fiction and poetry.
- Understand, use and be able to read a range of non-fiction texts.
- Use conventions of library organisation and ICT systems to access texts and locate information.
- Through reading and writing, develop their own powers of imagination, inventiveness and critical awareness
- Discuss books with reference to author, illustrator, genre, theme and Characters.
- See the reading process being modelled by their teacher and take part regularly in activities with the whole class, as a member of a smaller group or individually
- Be interested in books, read with enjoyment and evaluate to justify their preferences

TEACHING STRATEGIES

The teaching of reading and the strategies used by the teachers in each year group varies as the children progress through the school.

FOUNDATION STAGE

- All children will bring a book bag into school each day.
- Daily Letters and Sounds phonic work
- Individual reading - The teacher/ LSA will hear each child read 1.1 on a weekly basis, the teacher records progress made in whole class Reading folder.
- Shared reading - using big books and inter-active white board
- Parents are requested to encourage children to read and to write positive comments in the reading diary.

KEY STAGE 1

- All children will bring a book bag into school each day.
- Daily Letters and Sounds phonic work – streamed in Letter and Sounds Phonic Phases.
as the children are more confident with this book if appropriate
- Shared reading – big books, enlarged texts, inter-active white boards are used by the teacher to support reading development.
- Guided Reading – The children will be involved in group reading on a weekly basis.
- Reading aloud – children will have the opportunity to share their written work by reading it aloud to the rest of the class and read sections of shared text. The children also hear stories read aloud by the teacher
- Parents are requested to always encourage the children to read and to write positive comments in the reading diary.
- Library – Fiction and non-fiction books are exchanged weekly at regular timetabled slots.

KEY STAGE 2

- All children will bring a book bag into school each day.
- For focused groups of children, reading will take place every day.
- Parents are encouraged to listen to their children read and discuss the text as homework, recording together the book read and commenting in their reading diary if appropriate.
- Guided reading – on a weekly basis the children have the opportunity to take part in a shared reading experience in a small group guided by an adult.
- Reading aloud – children will have the opportunity to share their written work by reading it aloud to the rest of the class and read sections of shared text. The children also hear stories read aloud by the teacher
- Reading Comprehension
- Higher Order Reading Skills – these are explicitly taught.
- Library – Fiction and non-fiction books are exchanged weekly at a regular timetable

ASSESSMENT AND RECORD KEEPING

Children are assessed and records are kept in line with the schools assessment policy.

WORKING IN PARTNERSHIP WITH PARENTS

The teaching of reading is greatly helped if there is strong communication and support between home and school. Reading information meetings are held for parents who have children in Reception and Year 1.

Advice is available on the reading strategies used at the school and how best parents may help their children.

LIBRARY

The library contains a good selection of fiction and nonfiction books. The children are encouraged to take books out on a weekly basis.

Each class is timetabled for one library session per week.

MONITORING AND EVALUATING

The standards of teaching and learning in reading are regularly monitored and reviewed.