

# Great Crosby Catholic Primary School



## The Nature of Reading

Reading is a multi-strategy approach to understanding the written word. It is not simply the decoding of black marks on the page but involves the ability to read with understanding a wide range of different texts, including fiction, non-fiction, real world texts such as labels, captions, lists and environmental print. Competence in reading is the key to independent learning and therefore the teaching of reading should be given a high priority by all staff. Success in reading has a direct effect on progress in all areas of the curriculum and is crucial in developing children's self esteem, confidence and motivation.

## Aims and Objectives

### General Statement

- It is our aim to develop enthusiastic and confident readers who can understand a wide range of texts.
- Children will read for interest, information and enjoyment.

### Specific Aims

#### *Children should:*

- Develop the ability to read aloud fluently and with expression;
- Develop the ability to read for meaning;
- Develop the skills required for the critical reading of texts;
- Be encouraged to read a wide range of fiction, poetry and non-fiction materials;
- Be taught an orchestrate full of cueing strategies for reading including:
  - Phonic (sounding the letters and blending them together);
  - Visual (whole word recognition and analogy with known words);
  - Contextual (use of picture and background knowledge);
  - Grammatical (which words make sense);These to be taught during shared and guided reading.
- Be encouraged to listen attentively;
- Gain awareness of the close links between reading and writing activities.

## Curriculum Matters

### Shared Reading

In shared reading the teacher's role is to make overt what good readers do. During shared reading the children can access a text which may be challenging to them individually. Reading skills and strategies should be clearly modelled, and discussion should help children

to deeper understanding of the text. Shared reading should have a specific focus and all abilities should be included in discussions by differentiated questions.

Shared reading should take place within the Literacy Hour and also through the reading of information texts related to other curriculum areas.

### **Guided Reading**

Guided reading should be shown on weekly plans. Groups should have at least one guided reading session each week which may be inside or outside the Literacy Hour.

The text should be carefully selected at instructional level for the group and plans for each session should reflect a specific teaching focus appropriate to the group.

### **Structure of a Guided Reading Session**

#### **Book Introduction**

This provides the context for the reading. The teacher will activate children's prior knowledge and/or discuss the main themes of the text, including some prediction of the contents.

#### **Strategy Check**

Just prior to independent reading the teacher guides the children to focus on and apply key strategies while reading independently.

#### **Independent Reading**

Children will read independently while the teacher gives focused attention to support, monitor and assess individuals as they read. This will inform the target tracker.

#### **Returning to the Text**

The teacher asks questions, promotes discussion and interacts with the children to extend their thinking and develop their responses to the text.

#### **Follow Up**

(may be developed as a separate session during next Literacy Hour silent reading)

An element of the text is used to teach a specific point related to current word or sentence level work.

Older children may be given the next section/chapter of the book to read with questions to think of as they read.

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## **Independent Reading**

Children need to be given the opportunity and encouragement to read independently in order to build confidence, stamina and fluency, as well as develop their experience of a range of books and authors.

Children should be encouraged to take home a book from the class library. Selecting their own choice of texts is an important part of developing independence. Selecting texts motivates readers and helps children to develop and discuss their reading preferences.

In KS1 and, where appropriate in KS2, children will be given a reading book at an appropriate level to take home, together with a reading record. Children's individual reading will be monitored by staff and supported by classroom assistants. Where children do not read regularly at home, teachers will arrange for them to read individually at school to parent helpers, classroom assistants or older children.

Reading should not be seen as just a 'school activity'. Wider family involvement supports reading and ensures children have access to reading materials at home.

## **Hearing Books Read Aloud**

This builds enthusiasm and enjoyment. It influences independent reading and tunes children in to book language. Teachers of all age groups should find time to read aloud to their class on a regular basis.

## **Children Reading Aloud**

This will be modelled during shared and guided reading and hearing books read aloud.

Children should have the opportunity to read aloud to a variety of audiences, including their own age group, younger children and class assemblies.

## **Reading Environment**

Classrooms and all school areas should provide a print rich environment. Reading displays should form a part of that environment – library corners, favourite books, book reviews, book of the week, author displays and collections of books on a similar theme will help to develop enthusiasm.

## **Foundation Stage**

Reading opportunities are given on a daily basis. A wide range of approaches are used to provide first hand experiences for the children. The children are taught in a stimulating environment that is rich in written print. There are focussed periods within the day when small groups of children share books in a more structured way - i.e guided reading. The class teachers shares big books with the class and regularly reads stories and rhymes.

A phonic scheme is taught daily. It covers all the pre requisite skills for reading such as sound identification, sequencing, reproduction and discrimination.

The children are given an individual reading book to take home when they are ready. The teacher reads with the child and encourages reading to take place at home.

### **Key Stage 1**

Daily phonics work takes place in the Literacy Hour. Phonics activities are practical and fun, to encourage learning. During shared and guided reading, phonics work is reinforced in the context of real texts.

The Literacy framework provides a wide range of text types. Writing activities follow on from shared reading with a balance of reading and writing over a period of one or two weeks.

### **Key Stage 2**

Careful study of the reading genre over several days leads to children attempting writing in that same genre. This is usually during a unit of work lasting several weeks. Over the unit there will be a balance of shared reading and writing activities.

### **Extra Support**

Programmes such as Better Reading Partnership will provide extra support for small groups. Where children still experience significant difficulty consultation with the SENCO is essential to ensure children are placed on programmes appropriate to their needs.

### **Assessment and Recording**

A whole school approach to assessment and record keeping is used.

### **Parental Involvement**

Co-operation and support from parents is paramount if a child is to become a successful and competent reader. At Great Crosby Catholic Primary School we strive to develop and encourage a strong partnership between home and school. It is our policy to send reading books home regularly and to encourage parents and carers to contribute to their child's reading development.

Parents are invited into school in the Summer term prior to Reception year to learn about how reading taught and developed. Parents will continue to be invited into school to be consulted about any changes with regard to reading. It is important that teachers and parents regard this process as a valuable means of communication.