



## Reading

### Subject Intent

It is our intent at St Luke's Primary School to provide pupils with a high-quality education in English that will teach pupils to speak, read and write fluently.

To play an active part in today's world, literacy skills are essential in giving people the ability to be involved with language to communicate meaning in all areas of everyday life.

The National Literacy Trust maintains it is the:

'Ability to read, write, speak and listen in a way that lets us communicate effectively and make sense of the world.' (National Literacy Trust, 2017)

At St. Luke's, we understand that reading is a life skill, which will allow our children to access more than just the curriculum. We believe that every child should have access to quality, inspirational reading material (in both fiction and non-fiction genres) so that they develop a keen interest in the written word which will remain with them throughout life. We aim to establish an appreciation and genuine love of reading, to gain knowledge across the curriculum and develop their comprehension skills. We strive to instil in our children the sense of excitement, fun and pleasure that can be derived through reading. Reading supports all areas of the curriculum and impacts heavily on writing ability.

It is our intention to ensure that, by the end of their primary education, all pupils can read fluently, and with confidence.

We will implement it by doing the following:

- Children take part in daily reading lessons through 'Steps to Read', where children are exposed to a range of high-quality texts and can demonstrate their understanding and thinking behind these.
- We are very lucky to have a wide range of reading books in our school. All children from Year 1 to Year 6 choose a banded book (according to their Benchmarked assessments) and a reading book for pleasure to take home, and this reading book can be changed weekly. In addition, each child in Reception and Year 1 will bring home a decodable reading practice book, selected from the Oxford University Press 'Word Sparks' reading scheme.
- Each classroom will have a selection of books, which are directly linked with the class topic. This offers opportunities for the children to apply their reading skills across the curriculum.
- Through whole class Shared Reading, children are read to each day by their class teacher, who will model the skills of reading.
- Through Guided Reading, children can apply their reading skills.

- Each class will have a class reading book, which could be a book that the teacher recommends to the class, a recommendation from a child or it could be linked to a current topic.
- Each classroom has a reading area that is filled with books suitable for their reading age. The children choose their 'Love to Read book' from the class library. This can also be a comfortable place for children to read throughout the day.
- Year 6 children have the opportunity to take part in 'Reading Buddies', in which children mix with other children from different year groups and share a book together.

All pupils are given the opportunity to enjoy a book during the lunch hour when suitcases are wheeled onto the yard by our librarians.

- On the first Thursday of every month, KS2 children are invited to join a book club.
- Children will participate in world book day and have annual visits to the local library.
- Parents are encouraged to listen to their children read daily. Children will complete their reading records, and are expected to have read four times per week, which will be monitored by their class teachers.

## National Curriculum Aims

The programmes of study for reading at key stages 1 and 2 consist of 2 dimensions:

- word reading
- comprehension (both listening and reading)

It is essential that teaching focuses on developing pupils' competence in both dimensions; different kinds of teaching are needed for each.

Skilled word reading involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words. Underpinning both is the understanding that the letters on the page represent the sounds in spoken words. Therefore, phonics should be emphasised in the early teaching of reading to beginners (i.e. unskilled readers) when they start school.

Good comprehension draws from linguistic knowledge (of vocabulary and grammar) 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 stories, poems and non-fiction.

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.

Reading widely and often increases pupils' vocabulary because they encounter words they would rarely hear or use in everyday speech. Reading also feeds pupils' imagination and opens a treasure house of wonder and joy for curious young minds.

It is essential that, by the end of their primary education, all pupils can read fluently, and with confidence, in any subject in their forthcoming secondary education.