



‘With God, Nothing is Impossible’

St Matthew’s C.E Primary School **Reading for Pleasure Policy**

Values

At St Matthew’s C.E. School, we believe that the ability to read is fundamental to pupils’ learning across the curriculum; their ability to be independent and their future life choices. Reading development is closely related to that of speaking and listening and of writing. By reflecting upon and talking about the stories and texts they encounter, pupils are better able to make sense of their own experiences of the world and their place in it. Also, by considering the effects of language and structures used by writers, pupils are able to make deliberate stylistic choices in their own writing.

This policy, although linked to the English Policy, stands alone in its promotion and encouragement of reading, as a pleasurable activity. It should be used to engrain the philosophy, for a wide range of reading within the fabric of the school.

Aims

At St Matthew’s, we support the following principles:

Reading for Enjoyment

- Reading feeds the imagination and opens up a treasure house of wonder and joy for curious young minds.
- Teachers are enthusiastic and committed readers and are therefore, effective teachers of reading.
- The best reading teachers encourage and model reading for pleasure and establish an appreciation and love of reading.
- We identify and further develop teachers’ own expertise as readers, to create a community of readers in the school.
- The reading curriculum should take into account the wide variety of forms of reading now universally valued as essential tools for the 21st Century, including digital, online and moving image media.
- Children develop the habit of reading widely for both pleasure and information in and out of school.

Word Reading

- Reading is a complex interaction of skills.
- Successful reading is taught, through both word recognition and comprehension.
- The best reading teachers have expert knowledge about how children learn to read words and create a language rich environment to support word reading.
- In children’s early school careers it is essential that they learn to use their phonic knowledge automatically in their reading (and writing), develop positive attitudes to reading and read for meaning and enjoyment.

Comprehension

- Children should have extensive experience of listening to, sharing and discussing a wide range of high-quality books to engender a love of reading at the same time as they are reading independently.
- An understanding of children’s language development is necessary for teaching reading.
- Children who are enthusiastic readers focus on meaning from the start.
- Talk is essential throughout the reading process. Discussion, questioning, drama and role play support pupils’ understanding and appreciation of texts.
- Critical reading, discussing, appreciating and exploring texts is essential for learning **across the curriculum and for developing writing, throughout all curriculum areas.**

Reading and Grammar

- Children will best understand grammar when it is explored through purposeful reading and writing.
- Children need to develop an appropriate meta-language, to understand and discuss how texts are constructed and how meaning is conveyed.

Reading at Home

- Home language and literacy experience is the foundation for writing development.
- Links with home over reading are essential for children’s progress in and enjoyment of reading, including recognising good models of readers, outside of school.

(English Curriculum Review and Planning Tool, 2014)

Teaching of Reading

Shared Reading

Shared reading takes place discreetly and within the English lesson. The teacher models the reading process to the whole class, as an expert reader, providing a high level of support. Teaching objectives are pre-planned and sessions are characterised, by explicit teaching of specific reading/comprehension strategies, oral response and high levels of collaboration. This happens from Reception to Y6. The children join in, where appropriate, with the reading of the text. The texts selected are quality texts, which reflect the programmes of study.

Guided Reading

Guided reading takes place in differentiated groups. Guided reading takes place with a group of children, of similar ability. During a guided reading session the children read and respond to a challenging text with the teacher supporting.

Texts of graded difficulty are carefully chosen and matched to the reading ability of the group. It is intended that guided reading provides a forum for

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children, to demonstrate what they have learned and to further develop and extend their reading and comprehension skills.

Teachers should ensure that the books they use in Guided Reading are the same genre as the text-type they are working on in writing.

- **Reception** - Guided Reading x3 per week/Daily Phonics sessions
- **KS1** – Guided Reading x5 per week/Daily Phonics/Spelling sessions
- **KS2** - Guided reading/Reading for Pleasure x five times per week (alternate weeks)

During independent/supported time, activities should be planned which support pupils’ to: consolidate and apply their learning; as well as an opportunity to take part in reading for pleasure activities they/the class have chosen. This may include:

- Reading Rivers
- reading buddies
- completing book reviews/adding to the class reading journal
- on-line reading/activities,

Individual Reading

Children have access to a range of picture books, chapter books and longer reads to support the development of their individual reading skills.

Teachers also read a class novel or short story every day, as part of a ‘story time’ session. In Reception/KS1, teachers’ are expected to read to the class, at least x2 per day.

Teachers are responsible for ensuring that children are taking home books appropriate to their reading level regularly and to communicate effectively with parents the children’s progress, through the use of the reading record books; responding at least once per week.

Children in Reception, Y1 and those in Y2 who need it, will take home phonetically decodable texts, in order to support their reading progress. This may also be necessary for pupils’ in KS2.

Storytelling and story making

This involves the learning and repeating of oral stories, building children’s confidence to develop them through telling and then extending that development into writing; later creating ‘new’ stories orally, as a preparation and rehearsal for writing. The sequence is imitation, innovation and invention.

Listening to individual Readers

It is the teacher’s responsibility to ensure that every child is listened to read individually, at least once per week. **In Reception/KS1, this should take place during Guided Reading/Story time. In KS2, this should take place, during Guided Reading/Reading for Pleasure.**

Teachers’ should to discuss the child’s reading choices, as well as their own. They should also use this opportunity, to widen each child’s reading repertoire.

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There are two red folders, which teachers/TAs need to complete. This ensures that home and school reading is recorded:

- Individual Reading Record
- Home Reading Record

What the School Provide

Access to a wide range of texts/books

The school undertakes and implements plans to ensure there is a wide range of texts within each classroom. Texts include:

- Age-related fiction and non-fiction. More-able readers
- Magazines, newspapers
- Internet based texts, accessed via tablets and PCs
- Children’s own work (within books and displays). Provision is made to provide texts that accommodate all reading ages, within a class.

Teacher’s Role

Regular time spent reading aloud by the teacher

Teacher’s at St Matthew’s regularly read to children. Children can benefit tremendously from being read to aloud. Studies show that children, who are read to aloud, are more likely to do better in school both academically and socially.

Effective reading aloud time is all about creating a positive reading experience to engage the students, so teachers model their enthusiasm for books and reading them. Teachers do not just read to the class but interact with them: ask questions about what has been read or the pictures they have been shown. This helps improve students’ comprehension of the story.

When choosing books to read aloud, a balance is struck between following the students’ preferences and inviting them to try new types of books.

Actively encourage a love of reading; promote reading of a wide range of books

Through discussing books of personal interest, regularly referencing books and promoting different kinds of books, teachers foster a love of reading that is passed onto the children. Teachers also encourage children to read widely by promoting reading and by using class reading journals.

Reading displays and reading corners

Each classroom within school has a reading for pleasure display and a book corner / library that focuses on a love of reading and promotion of books (e.g. via book review displays, displaying topic books / information, class book covers). **Teachers must take account of gender and pupils’ interest, when creating their reading corners. Every class has a termly author focus and are expected to find out about the author; read/use the authors texts.**

Libraries and Reading for Pleasure

Classroom Libraries

Every classroom at St Matthew’s has a Reading Corner, set up to promote reading for pleasure. Each class library contains books from a variety of genres, by a variety of authors and covers a wide range of potential areas of interest.

By providing access to a rich class library, teachers promote increased reading frequency and more diverse reading experiences for each child. In addition, St Matthew’s believes a rich class library, will increase pupils’ literacy-related skills and promote phonemic awareness, vocabulary, comprehension and writing.

All reading corners must have the ‘Rights of the Reader’ poster displayed. **Teachers should ensure that they go through these rights with their class.**

School Library

Children are encouraged to use the school library, to stimulate and support their reading of a wide range of texts; from fiction to interest / topic-related non-fiction. Every class and every child will visit the School Library to explore the books. In addition, the School Library is open at given times, to ensure the children have further access to the numerous books on offer.

Budget for Books

An annual budget for books is established to meet the demands and needs for each academic year. The budget takes into account the need to replenish and update stock.

Subject Leader Responsibility

Professional Development

Professional support, coaching, training and guidance is made available for staff to support their understanding and develop their skills in promoting reading for pleasure through:

- Attending training events
- Staff meetings and INSET
- Discussions with Lead for English – to support planning/teaching

Special Needs Provision / Gifted and Talented

As an inclusive school, we recognise the need to tailor our approach to support children with special educational needs, as well as those who are identified as gifted and talented.

We teach English to all children, whatever their ability. English forms part of the school curriculum policy, to provide a broad and balanced education for all children. We provide learning opportunities that are matched to the needs of children with learning difficulties. Our work in English takes into account the targets set in the children’s Individual Teaching Plans (ITPs).

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Equality, Diversity and Inclusion

At St Matthew’s C.E. School, we aim to ensure that no pupil experiences harassment, less favourable treatment or discrimination within the learning environment because of their age; any disability they may have; their ethnicity, colour or national origin; their gender; their religion or beliefs. We value the diversity of individuals within our school and do not discriminate against children because of ‘differences’. We believe that all our children matter and we value their families too. We give our children every opportunity to achieve their best, by taking account of our children’s ‘Literacy Lives’, when planning for their learning.

The planning and organising of teaching strategies for each subject, is consistently reviewed to ensure that no pupil is disadvantaged.

Supporting Documents for this Policy

- **Teachers as Readers/Building Communities of Readers, UKLA, 2009**
- **English Curriculum Review and Planning Tool, 2014**
- **Reading For Pleasure, NUT, 2014**

Updated by Sonia Thompson - DHT/English Lead – July 2016

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