

Intent:

The best primary schools in England teach virtually every child to read, regardless of their social and economic circumstances of their neighbourhoods, the ethnicity of their pupils, the language spoken at home and most special educational needs or disabilities (Reading by the age of 6).

We aim to be one of these schools. We aim to be a school that confidently meets the ‘Every Child a Reader’ standard year on year. This aspiration for each of our children is based upon the need for them to enter the world of work as articulate and literate individuals with a strong love of reading. We recognise the responsibility to send children to secondary school having mastered at least the basic components of reading.

Competence in reading is the key to independent learning and has a direct effect on progress in all other areas of the curriculum. We want our children to be ‘readers’ and not just children who can read. Meek (1993) believes that, “Readers are made when they discover the activity is worth it.”

The development of reading cannot be seen in isolation from writing, speaking and listening/drama. The best readers are the best writers – we read as writers and write as readers! Strategies for writing, speaking and listening/drama therefore form an integral part of our reading policy.

In St Francis, we strive to give pupils a stimulating environment, where reading materials are presented in an attractive and inviting way. Furthermore, within English lessons we create an environment that stimulates the generation of ideas from texts where all ideas are accepted and valued. Teachers will act as role models in their enthusiasm for both reading and writing by keeping up to date with current children’s literature. We ensure that all children have equal access to the curriculum, regardless of gender, race, religion or ability. Children with specific reading, speech and language or hearing difficulties will be identified and supported through support programmes in school and external help will be sought where necessary.

Implementation:

Reading Mileage

According to Arlighton et al. 2008, “Some researchers suggest beginning readers need to read 600-1000 words a week to become competent readers.”

At St Francis, every effort is made to ensure that our children gain ‘reading mileage’. This means ensuring that the children have the opportunity to read wherever possible. Opportunities for extending reading mileage at St Francis are:

- Individual Reading (1:1 with an adult at school)

- Shared Reading (class texts)
- Guided Reading lessons (timetabled lessons)
- Reading across the curriculum (topic books etc)
- Independent Reading (reading at home)
- Use of library (school and town)
- Drop everything and read
- Peer reading opportunities

At St Francis, we recognise that reading is a personal and highly complicated process. We aim to give our children every chance of being successful readers, through actively implementing the following components into our teaching:

Concepts about print – Open front cover – Turn pages appropriately – Understand that left page comes before right – Understand that we read print from left to right – Match spoken word to printed word (one to one correspondence).

Decoding and Blending & knowledge of the alphabetic code – RWI Inc throughout KS1 – Sound talk words – Identify known graphemes – Segment words into chunks.

Self-monitoring and self-correction – Stop if it doesn't make sense/sound right/look right – The adult should not intervene too quickly when an error is made, but allow time for the child to self-monitor.

Rereading – Reread a phrase or sentence to check, confirm, problem solve or self-correct – Have a run up to a tricky word, get mouth ready and think about what would make sense.

Phrasing and Fluency – When children are first learning to read, they need to have control over one to one matching and pointing to the words is useful. However, this can slow reading down and children begin to think the 'reading' means 'word reading'. As soon as one to one matching is secure, children should be encouraged to speed up, increasing pace and to stop pointing. We should not accept slow, staccato, word-by-word reading. When this becomes a habit it is very hard to break. An expectation of making the reading 'sound good' is fundamental. If reading is fluent and phrased, comprehension is easier, which allows meaning and structure to be used for problem solving.

Retrieval – Locating information in a text to answer a question.

Inference and Deduction – Children should be encouraged to ask their own questions about their reading. Taught using inference training texts and activities. (ERIC) These skills do not have to be directly linked to text, but can be developed through the use of still images.

Authorial Awareness – Point of view, linguistic choices, structural choices, context of text, style of writing are all considered here.

Impact:

The impact of how we teach our children to become readers is demonstrated through standards in National Testing:

- EYFS Reading %, Year 1 Phonics Screening, KS1 Reading Attainment: SATs, KS2 Reading Attainment: SATs

It is also shown through how our children utilise our school library, how our children talk with passion and knowledge of books, authors, poets and illustrators.

Our children should experience the magic of reading:

I opened a book and in I strode.

Now nobody can find me.

I've left my chair, my house, my road,

My town and my world behind me.

I'm wearing the cloak, I've slipped on the ring,

I've swallowed the magic potion.

I've fought with a dragon, dined with a king

And dived in a bottomless ocean.

I opened a book and made some friends.

I shared their tears and laughter

And followed their road with its bumps and bends

To the happily ever after.

I finished my book and out I came.

The cloak can no longer hide me.

My chair and my house are just the same,

But I have a book inside me. — Julia Donaldson