

# Reading at All Saints' C of E Primary School



The more that you read, the more things you will know. The more that you learn, the more places you'll go.

Dr. Seuss



A book is a gift you can open again and again.

Garrison Keillor



Books are a uniquely portable magic.

Stephen King



To learn to read is to light a fire; every syllable that is spelled out is a spark.

Victor Hugo



Books train your imagination to think big.

Taylor Swift



There is no such thing as a child who hates to read; there are only children who have not found the right book.

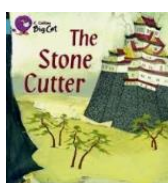
Frank Serafini



Reading is fundamental. It shapes us as learners and thinkers. A child's 'reading journey' begins with 'learning to read' and moves on into 'reading to learn'. Children who enjoy reading are 'three times more likely to read above the expected level than those that do not.' (National Literacy Trust)

Here at All Saints', we aim to ensure all pupils become skilled readers who can read for both purpose and pleasure. We navigate their imaginations to worlds waiting to be discovered and explored. We foster and develop an enthusiasm for reading ensuring children engage with the written word in a lively and interactive way. Teacher modelling, rich discussion and quality texts improve, not only comprehension and vocabulary, but enable children to build resilience, develop empathy and above all embed a love of reading.

We celebrate and promote reading in many ways: through the curriculum, visits to the school library, reading at home, school book fairs, World Book Day, visiting authors and hosting the Ilkley Literature Festival. We also have a partnership with the U3A (University of the Third Age) – a local community group who voluntarily hear readers in school.



## Children experience reading in many forms

### Independent reading



All children in school have their own individual reading book chosen from the school reading scheme. There is a mix of fiction and non-fiction books covering many different genres. Reading is monitored and children progress through the scheme accordingly.

At All Saints our reading scheme is colour coded. The books in each colour band are from a range of different publishers. The first colour bands progress according to their sound content. We follow the Letters and Sounds phonics programme and children will be allocated books based on their phonic ability. We try to ensure that each child is reading a book that is accessible for them at their level, so that they can read it and enjoy it.

From phase 6 phonics onwards, the colour bands provide a useful guide to indicate the increasing level of challenge from different books. Once a child has secured decoding, the emphasis is on broadening and deepening the children's reading experiences. The children continue to explore a wide range of high-quality texts.

### Phonics

Phonics is a vital part of the reading journey and provides children with the tools to become skilled readers. It is a way of teaching children how to read and write. It helps children hear, identify and use different sounds that distinguish one word from another in the English language. Written language can be compared to a code, so knowing the sounds of individual letters and how those letters sound when they're combined will help children decode words as they read.

Phonics involves matching the sounds (**phonemes**) of spoken English with individual letters (**graphemes**) or groups of letters. For example, the sound *k* can be spelled as *c*, *k*, *ck* or *ch*.

Teaching children to blend the sounds of letters together helps them decode unfamiliar or unknown words by sounding them out.

Understanding phonics will also help children know which letters to use when they are writing words.

## Group Reading

Children read in small groups where they can apply their phonic knowledge and focus on a different aspect of reading. This could be decoding the book, reading for speed/fluency or checking they understand what they are reading (comprehension). Talking about the book and discussing their opinions and feelings reinforces their understanding.

## Whole Class Reading

All children are taught key reading skills through a range of high-quality texts and genres. These skills include: prediction, looking at vocabulary, retrieval, inference, authorial intent, sequencing, summarising and explaining. A range of different activities are used to teach and practise these reading skills. Plots and key events are discussed, questioned and summarised as children work collaboratively and independently to deepen their comprehension of the text. Children, also have the opportunity to develop written responses through comprehension/test - type questions.

Oracy skills and discussion play a central role in deepening understanding and comprehension. Pupils discuss questions which require them to draw on evidence from the text and justify their answers. The use of drama is also used to deepen engagement, explore characters and further comprehension.

## School/Class Library

*The simplest way to make sure we raise literate children... is to show them that reading is a pleasurable activity, and that means finding books that they enjoy, giving them access to those books, and letting them read them. Neil Gaiman, 2017*

At All Saints' our library provides children with meaningful and personally interesting books. We provide books that promote equality, diversity and inclusion. By supporting and engaging pupils as readers we aim to create confident, enthusiastic readers who will not only attain greater levels of reading achievement but develop skills to become life-long learners.

## Reading with parents

Our homework policy prioritises reading. Parental engagement in children's reading is highly valued and encouraged. Here is an outline of how parents can help with their child's reading at home.

**Be positive.** Praise your child for trying hard at their reading. Let them know it's all right to make mistakes. Turn off the TV! It's easier for your child to concentrate if there are no distractions.

**Give them time.** Let them make a guess before you tell them the word. Help them to get the first sound or try breaking the word up into smaller sections.

**Point with a finger.** Encourage them to follow the words with their finger.

**Don't make them try too hard!** It doesn't matter if you have to tell them the word sometimes.

**Let them read their favourites.** It's good practice to read the same books over and over again.

**Ask lots of questions.** Check they understand the story by asking them questions about what happens. Use the pictures to explain what's happening. What would you have done if you were.....? Does this book remind you of any thing that has happened to you? Can you guess what is going to happen next?

**Don't read for too long.** A good ten minutes is better than a difficult half hour.

**Spot words inside words.** Help them to spot words they know within larger more complicated words.

**Make the story come to life.** Encourage your child to read with expression. This will help them read more fluently.

**Use a dictionary.** Buy a simple dictionary and use it to check the meanings of new words.