



## Reading at St Mary's Catholic Academy

### The Value of Reading

Laying the firm foundations of reading is absolutely crucial. It should be a valuable, pleasurable and rewarding experience which can invoke experiences and a passion like no other subject.

Reading is key to communication; it exposes us to new information and concepts and gives us greater understanding of the world around us. Reading opens doors to a world of imagination, and enables pupils to move readily across subjects and different phases of their education.

The enjoyment of reading begins in the home and we very much appreciate the role parents play in the development of reading. Here at St Mary's, we will always be available to discuss how we can work together to support and help your child to make reading choices that ignite their curiosity and desire to read.

### The Teaching of Reading

We strive to establish a 'reading rich' environment which begins from the moment children step through our door. The reading environment is carefully planned to capture children's interest from an early age. Children become well versed in traditional tales and well-loved stories, where we first model excellent reading and exposure to books and the teaching and learning of phonics is given high priority at St Mary's. As children become increasingly more able to read, we encourage children to develop their love of reading, and see the purpose and relevance of this in their everyday lives.

### Reading Requirements

Our reading curriculum, where possible, is linked to our writing curriculum in order to maximise children's learning. We teach the requirements of the National Curriculum and this is supported by clear skills and knowledge progression. Recommended reading lists and book spines are in place for all year groups. This creates opportunities for reading, discussion and writing in the teaching and learning of English.

### We aim for children to:

Be confident and passionate readers who enjoy reading a wide variety of books.

Have the skills to decode words in order to read fluently with a secure understanding of what they have read.

Be inspired by literature and for them to read for pleasure.

Have knowledge of a wide range of authors and books, including well-known classics.

Have a life-long love of learning.

**"Books are adventures waiting to be continued."  
(Leslie)**

**"Books capture me and I escape to a different world."  
(Dovydas)**

## Reading for Pleasure

Reading for pleasure is at the heart of our reading curriculum. We strive to provide:

- A reading rich and inviting environment in classrooms, the school library and other areas in school.
- Access to a choice of challenging and enriching texts.
- A variety of reading material to ensure exposure to all genres, and to foster a love of reading.
- Children are encouraged to discuss what they have read and make recommendations.
- Time is allocated for children to read for pleasure, and for everyone reading in class (ERIC time),
- Great emphasis is placed on reading aloud by the teacher, where the children have the opportunity to listen to well-modelled reading and become familiar with the different sounds, fluency and exploration of the text.

## Individual/focus readers

Every child learns at their own pace. Through individual and focused reading, teachers can assist children in using their phonic and sight knowledge to decode and decipher words. Teachers tailor their support to help children understand and arrive at judgments about what they have read. Teachers encourage children to build their confidence, identify key points in the text and use their ever-increasing vocabulary to do so. Teachers use this time to demonstrate the enjoyment of listening to someone read, in the hope this will encourage children to share what they are reading too.

**"Reading should not be presented to children as a chore or duty. It should be offered to them as a precious gift." - Kate DiCamillo**

## Whole Class Reading (WCR)

- Class texts may link to our class topic, or a well-written book that provides an excellent model to our children.
- WCR widens children's contextual understanding, be it of something familiar or something that they have previously not encountered.
- WCR ensures children make links, and deepen their understanding of the world around them, in addition to learning new concepts.
- Fluency is improved through the repetition of extracts, whilst children are exposed to challenging vocabulary that is introduced, explored and given opportunity for consolidation.

## Comprehension

This involves reading, talking, discussion and answering questions - both orally and in written exercises.

## Reading in different contexts

Reading underpins our entire curriculum. Pupils are able to access and acquire knowledge across the curriculum using their comprehension skills. We exemplify good models of reading not only in class, but in assemblies and school plays where great emphasis is put on the narration or performance of what is read. Through author visits and links with our local libraries, we are constantly seeking to expose our children further to a range of high-quality texts, to well-known and well-loved authors, as well as new ones, and broaden their horizons and love of reading further.