



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. With regards to Reading, phonics will be emphasised in the early teaching of reading to beginners when they start school.

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 are able to read fluently, and with confidence.

We will implement it by doing the following:

- Children take part in daily Guided Reading lessons, where children are exposed to a range of different 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 Nursery to Year 6 choose a reading book to take home and this reading book is changed regularly.
- Each classroom will have a selection of books in their classroom which are directly linked with the class topic. This offers opportunities for the children to apply their reading skills across the curriculum.
- Children are read to each day by their class teacher. This could be a book that the teacher recommends to the class or a recommendation from a child it could also be linked to a current topic.
- Each classroom has a reading area that is filled with books suitable for their reading age. This is 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.
- Children will participate in world book day and have annual visits to the local library.
- Parents are encouraged to listen to their children read on a weekly basis. Children will complete their reading records 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. This is why 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 (in particular 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 up a treasure house of wonder and joy for curious young minds.

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