

Reading is at the heart of our curriculum enabling all children to be fluent, confident, lifelong readers who understand what they have read.

At St. George's CE Primary School, we see reading as something that empowers our children to explore worlds beyond their own world, worlds that are only available to them through books. Our approach to reading is firmly rooted in the Simple View of Reading and alongside it is a carefully designed programme of systematic, synthetic teaching of phonics.

We ensure that our children will experience a wide range of texts that promote fluency, understanding and develop regular reading habits. In school, texts are chosen to reflect our rich literary heritage and we place an emphasis on regular reading and reading for pleasure, both in school, and at home. Through a progressive use of language rich texts, children's ability to work with more complex language is developed. Engaging texts are key to the planning and delivery of Reading and Writing in our school.

Reading opens the door to learning. A child who reads a lot will become a good reader. A good reader will be able to read more challenging material. A child who reads challenging material is a child who will learn. The more a child learns, the more he or she will want to find out.

INTENT:

At St. George's CE Primary school reading is at the heart of the curriculum; we enable all children to be fluent, confident, lifelong readers who understand what they read. We strive to engage our children and parents at the earliest opportunity (on entry to our school) by promoting reading for pleasure to the parents of our youngest children. We don't only ask our parents to hear their children read as "homework" but encourage them to spend time enjoying a story together.

At St. George's CE, we involve our parents and governors in reading by arranging for them to take part in hearing readers (reading volunteers), join us at story-time or visit a class to talk about their favourite childhood books (Covid permitting). At the centre of our school, we have a well-stocked library that offers our children the chance to read a wide range of high-quality fiction, non-fiction and poetry.

Our school ethos of being 'emerged in books' is evident within our environments both inside and outside the classroom. Teachers and other members of the school community promote reading for pleasure simply by discussing the books they are reading at home and encouraging children to ask "what you are reading?" The staff lead by example to show that reading is a lifelong necessity and pleasure.

Our classrooms are a haven of books (both old and new) with cosy book areas designed to provide a warm, calm and reflective space for our children to enjoy literature and respond to texts. These books are thoughtfully chosen from our library to stimulate reading throughout

the curriculum and are regularly updated. We aim to create a reading community within our school.

IMPLEMENTATION:

The Whole school

- The school will run events, such as World Book Day in order to help instil a passion in reading.
- Extra activities linked to reading, such as school trips and talks from guest speakers, will be organised sporadically throughout the academic year.
- All pupils will also be encouraged to join their local public libraries and become enthused by reading.
- Pupils in year 1 to 6 across the school will engage in guided reading. This will be in groups or pairs pre-assigned by their teacher. Pupils in Year 1 to 6 across the school will engage in whole-class reading lessons. These lessons teach fluency strategies and specific reading skills that build the comprehension ability of all pupils.
- Literacy lessons will be planned through 'Talk for Writing' using a range of new and classic quality texts that will enable the children to widen and deepen their understanding of texts and genres.
- Staff will plan for opportunities for all pupils to develop an understanding of words, sentences, grammar and spelling through a range of quality texts.
- Pupils will, in groups or as a whole class, read texts linked to their topic work. We have an expectation that reading is happening throughout the curriculum. Learning is developed in other subjects using stimulating non-fiction literature.
- School promotes children's understanding and experience of Classic Texts by using the Pie Corbett Reading Spine and Poetry Spine -this is adapted to meet the unique needs of the children in our school. We aim to build the cultural capital of our students to improve their success throughout their lives.
- All classrooms will promote reading for pleasure through the use of books displays, recommendations, books linked to topics and book corners or reading areas.
- The school library is welcoming and inviting places to enjoy a book and display a well-stocked range of new fiction, non-fiction and poetry.
- Our literacy curriculum is routed in books and among the staff there is a climate of sharing a love of books; recommending texts that we have read to each other as well as to our children.

- Each term we have a morning to celebrate reading for pleasure with a focus the students decide upon together (e.g. the Big Bookie Breakfast/ The Big Bookie Woodland Fun/ The Big Bookie Relax and Chill).

EYFS & KS1

- In EYFS, children enjoy performing a daily interactive poem from 'The Poetry Basket'. Year 1 to 6 spend a week per half term on poetry. These are taken from a variety of modern, contemporary, classic and culturally diverse poets.
- Pupils will take part in shared and modelled reading, e.g. whole class or an interactive whiteboard.
- In KS1 pupils will be involved in guided or group reading sessions.
- One-to-one reading sessions for the early readers are held at least three times a week
- Pupils will participate in story time with their teacher or teaching assistant four times a week.
- Pupils will be expected to take appropriate books home to read with their parents, one that is closely linked to their phonic phase and a library book from our school library.

KS2

- Pupils in KS2 will have the opportunity to read for pleasure regularly. This will involve independent reading and informal book talk opportunities.
- Pupils will engage in a guided reading lesson at least 3 times a week.
- Pupils will participate in book talk or listen to a class text read by their teacher or a teaching assistant. This enables children to access rich and challenging texts that build their vocabulary and experience. It also improves listening and concentration skills.
- Shared reading is an integral part of our literacy lessons.
- One-to-one reading sessions for the early readers are held at least three times a week.

Parents and reading at home

St. George's CE Primary School believes that parental involvement and encouragement plays a crucial part in pupils' reading development and we promote a home-school reading partnership by:

- Encouraging reading in our parents with an adult fiction swap area in the entrance hall and yearly Book Night free books handed out to parents.

- Communicating with parents and sharing information with them through parent meetings, newsletters and diaries.
- Giving pupils a book to read at home each day to further the skills they have learned during shared and guided reading.
- Encouraging parents to make notes in the pupils' diaries about reading progress made at home.
- Pupils are encouraged to read at home through the following methods:
 - Parents evenings
 - Book events and fairs
- Notifications for parents informing them of their child's progress through Termly Progress Cards.

IMPACT:

- Progress in phonics is continually reviewed through regular termly assessment and in pupils' work. The National Phonics Check is undertaken to map progress and inform next steps.
- In KS1 and KS2 test data is gathered through termly PIRA reading papers. This is used alongside evidence from pupils' work and progress records to chart progress and to set new targets. Extra intervention reading strategies follow from regular progress discussions.
- In KS1 and KS2 regular assessment of children's decoding and comprehension skills is checked in 1:1 reading discussion.
- Progress records are kept by the teacher to guide lesson planning.
- Impact in the promotion of reading for pleasure can be seen by engagement of the students with the reading community we create. Individual strategies are used to engage those who are not yet reading for pleasure.
- End of KS1 and KS2 reading SATs are undertaken to measure children's attainment and formally check their educational progress.