

Building a Reading culture for life

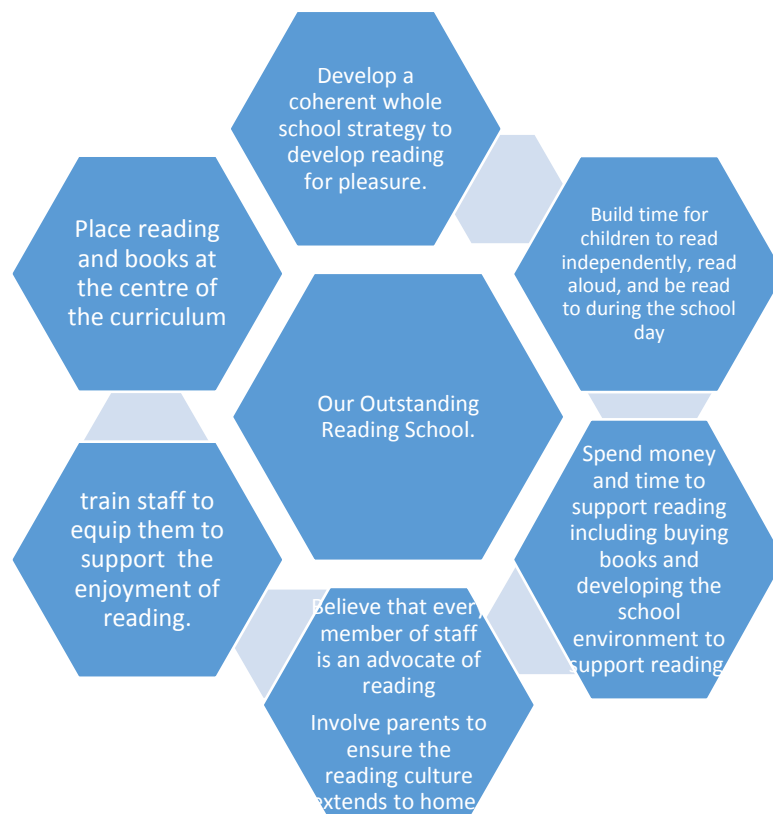


Intent (Why?) -

“Reading for pleasure is very important for children’s educational success regardless of their family’s educational success and/or family’s socio-economic status”

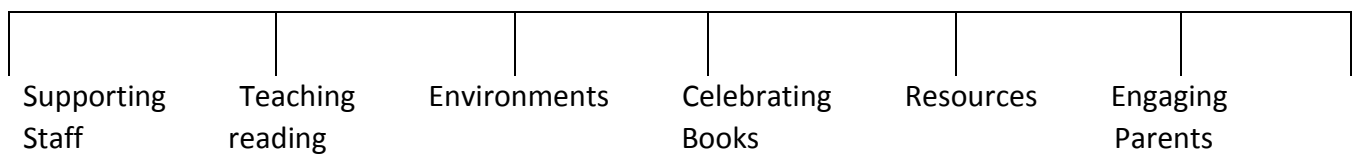
At Holy Family we recognise the importance of developing reading skills. Recent research into reading shows that developing positive attitudes to reading can also play a role in a child’s development. We believe both the importance of developing children’s discrete word-reading skills and comprehension, and the need to engender their love for books and life- long learning. The two elements are intertwined; each relies on the other if children are to become life-long readers.

Reading for pleasure has a positive impact on children’s attainment in reading. Children who read for pleasure have enhanced levels of text comprehension, an increasing knowledge of grammar and show improvements in their writing. The advantages of reading for pleasure go beyond academic achievement. Benefits include: increased breadth of vocabulary, pleasure in reading in later life, a better understanding of other cultures, increased general knowledge and a greater insight into human nature.



“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 also leads pupils’ imagination and opens up a treasure house of wonder and joy for curious young minds.” **National Curriculum 2014**

Implementation (How?)



Supporting Staff:

What we do now.	Areas of development.
Develop word reading skills-both phonic decoding skills and the recognition of common exception words	Drive a culture to develop life-long readers. Ensure staff have an understanding of what children of different ages should achieve.
Comprehension- including retrieving information, summarising, making inferences and using evidence from the text to justify views.	Staff have a good knowledge of books to help them meet the demands of the curriculum, support pupils in their choice of books and promote books at every opportunity.

Teaching the reading Curriculum:

What we do now.	Areas of development.
Read motivating books and texts e.g specific genre to provide opportunities for children to be engaged in work across the National Curriculum	
Meaningful dialogue (Key Stage One)	Further use of vocabulary walls in classrooms from more challenging texts
Children fully interact with picture books in Reception and Key Stage One.	Increase the range and use of picture books across the whole school so they become fully embedded in all classes
Teaching of systematic phonics	
Role play areas linked to stories, vibrant book corners in all classrooms	Develop comprehension through the curriculum. Further exploration of non-fiction texts.
Reading aloud with others in Key Stage One and two	Promote the recommendation of books
Independent reading	Opportunities to promote reading outside, before and after school. 'Stay & Read' sessions to be extended.
Reading partners across the school	
Teach specific skills of inference Weekly grouped comprehensions during guided reading.	Observe reading comprehension sessions to evaluate: The quality of questioning Opportunities for children to discuss and listen to the views of others. The pace of the session and points considered to evaluate the effectiveness of learning.

Engaging Parents

What we do.	Areas to develop.
Parents/volunteers are a useful resource to support reading.	Develop the role of class mentor
Weekly 'Stay and Play/Read' sessions in Reception & Key Stage One	Re-introduce Oxford Owl app/online library portal
	Parents invited to celebrate World Book Day, authors, illustrators, journalists etc.
Reading- homework-reading diaries communication with parents.	Parent drop-in surgeries to encourage reading for pleasure and understanding
Phonics, reading/writing workshops	Re-visit parent reading workshops
Support on website	

Developing the reading environment:

What we do	Areas to develop
School library which is central to the school	Library system developed- older children encouraged to scan books in and out.
Young readers are encouraged to use the library	Explore the use of the library –structured activities, choosing books, research.
Use of the library after school	Develop book areas in classrooms which are welcoming spaces where children choose, read or talk about books. Consider to what extent they contribute to the reading culture and a love of books.
Reading/book club for Year 3	Support less able readers to find books quickly.
	Re-vamp the non-fiction section to make it more obvious that non-fiction can be read for pleasure.
	Develop activities to support teachers in promoting reading for pleasure.
	Draw up a strategic plan for what investment will be needed .Ask the children to suggest books.

Targeting Resources:

What we do.	Areas to develop.
Resources managed strategically. Book shop funds, topic boxes,	Classes explore books in the library as a class. Children visit the library with a teacher to choose or recommend books
	Library-newspapers, reading games, audio-books, on-line texts to engage readers.
	Story sacks to be introduced in Reception and Year 1
Quality levelled reading schemes to build fluency, stamina, confidence, reading skills.	Listen to children's views about reading and involve them in selecting books.
	Audit books available across the school. Is there sufficient range? Are they aspirational? Do they provide sufficient challenge?
	Re-invest in reading scheme books for lower KS2

Celebrating books:

What we do.	Areas to develop.
World Book Day-promote books through activities.	Children encouraged to promote books they have read.
Invite volunteers into school, authors, illustrators, journalists	Promote a range of authors, read a paragraph and leave it on a cliff-hanger
Dress up as favourite book characters.	Invite volunteers into school - illustrators, journalists
Reading Book Champions	Children to donate a book to the school library on their birthday
	Reading book raffle – children to take home a bag of interesting/exciting books

Auditing Provision:

Cultivating the reading culture	
Supporting staff	<p>Key Question: Does every child leave the school able to read well?</p> <ul style="list-style-type: none"> • Do all children develop strong word-reading skills? • Do all children meet or exceed the standard expected by the National Curriculum? • Do all children make good progress in reading? • Do all children develop a love of reading?
Supporting staff	<p>Key Question: How effective are your staff as teachers of reading?</p> <ul style="list-style-type: none"> • Are teachers familiar with the Simple View of Reading? • Do teachers understand how to develop children’s word-reading through phonics and teaching ‘tricky’ words? (common exception words) • Do teachers have effective strategies for teaching comprehension? • Are all your staff – teachers and teaching assistants – advocates for reading, promoting a love of reading in all children? • Do they have a good knowledge of children’s books and literature?
Teaching Reading	<p>Key Question: How effective are the following activities in supporting children to become readers?</p> <ul style="list-style-type: none"> • Whole-class English lessons, guided reading, independent reading, reading aloud, phonics and reading in curriculum areas other than English. • Do these elements work together strategically to develop children as readers? • Does your school make time in the school day for all pupils to read independently, read aloud and be read to?
Engaging Parents	<p>Key Question: How do you support parents to develop all children’s reading?</p> <p>How effective are the support and advice you give parents to help their child become a reader?</p> <ul style="list-style-type: none"> • How do you encourage reading with families who find it harder to engage themselves with the school? • Do you have a policy for home-school reading? • What kinds of resources do you provide to support parents with reading at home? • Are parents invited into school for events connected with reading?
Developing the reading environment	<p>Key Question: How effective are your library, book areas and displays in promoting a culture of reading?</p> <ul style="list-style-type: none"> • Do these elements work together strategically to develop children as readers?
Targeting resources	<p>Key Question: How effective are books and other resources in ensuring every child becomes a reader?</p> <ul style="list-style-type: none"> • What steps do you take to ensure you have a broad range of texts in school? • Who has specific expertise about children’s reading material at your school? How is she or he involved in choosing, buying and developing reading resources? • How are electronic texts, such as eBooks or online texts, used to teach children to read? • How effectively are book bands or reading schemes used to teach children to read? • How well do you use resources other than books to support reading?
Celebrating Books	<p>Key Question: How is the importance of reading celebrated and promoted in your school?</p> <ul style="list-style-type: none"> • How do you promote reading at your school? • What are the special things that you do to help children to love books? • How do you celebrate children as readers? • How do you mark national events or initiatives such as World Book Day or National Poetry Day? • How often do you host visits by authors or illustrators? How does this develop children as readers?

