



READING POLICY

“Ensuring an excellent child centred education within a Christ centred philosophy.”

RATIONALE

Reading is an essential life skill and an important tool for communication. The ability to read for pleasure and for information is a fundamental part of children's learning and which all children should develop to their fullest potential.

AIMS

- To develop a love and enjoyment of reading.
- To develop an appreciation and enjoyment of literature and be able to share this with others.
- To develop understanding and comprehension skills of story, poetry, rhyme and non-fiction.
- To be able to use books as a source of information and research to support learning in all areas of the curriculum and develops general knowledge.
- To develop the ability to look beyond the written word and make use of inference and deduction.
- To develop and extend an awareness of other cultures, traditions and language.

GUIDELINES

- A core reading scheme to support the teaching of reading will be used – which will be supported by additional supplementary schemes.
- The National Curriculum will be used as the basis for the school scheme.
- Children will be actively encouraged to choose books and reading material in addition to the core reading scheme.
- Fluent readers, who have moved beyond the Reading Scheme, will be encouraged to select reading material that is appropriate yet challenging.
- Reading will be taught using phonics / multi sensory approach / tricky words / sight vocabulary.
- The importance of the role of parents in supporting and participating in children's reading will be actively encouraged.
- Ensure a stimulating school environment where children have ready access to books, reading materials, notices and instructions.
- Maintain a well stocked and up-to-date selection of fiction and non-fiction in the school library.
- Ensure a variety of reading materials are available in the classroom, eg: newspapers, magazines, comics, poetry, non-fiction, plays, ICT and audio tapes.
- Have an attractive and inviting 'reading area' in the classroom, space permitting.
- Value children's own writing as part of the school's reading resources.
- Children will practise and consolidate their reading skills through silent reading, paired reading, one-to-one with an adult, guided reading within a small group and reading aloud to different audiences.

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- Children will develop library skills.
- Tools such as 'The Power of Reading' will be used to support the development of higher order reading and comprehensions skills.
- Children will be introduced to a variety of authors and genres from a range of cultures and encouraged to express and discuss preferences.
- Children will work with a range of texts to develop an understanding and awareness of character and setting.
- Reading records will be maintained for each pupil to ensure continuity and progression and support planning and target setting.
- Regular monitoring and evaluation of progress in reading will be carried out by teachers and by the children as self-assessment.
- Reading for pleasure and for research will be actively encouraged.
- Children with particular needs will be supported with appropriate resources.

CONCLUSION

This policy forms the basis of the teaching of reading at St Francis and must be read in conjunction with the other Literacy Policies – Writing, Spelling and Handwriting.