



Reading at St. Mary Magdalen's RC Primary School

Reading is at the heart of the curriculum at St. Mary Magdalen's RC Primary School. We believe that learning to read is an essential life skill that all children should access; therefore, reading is a priority within all curriculum areas. Evidence suggests that children who read for enjoyment every day not only perform better in reading tests than those who don't, but also develop a broader vocabulary, increased general knowledge and a better understanding of other cultures. It is essential that we provide all children with the tools needed to read for enjoyment.

We want children to be able to:

- Enjoy reading and see it as a pleasurable leisure activity, as well as a means of following instructions and finding things out.
- Have the reading skills necessary to read a range of text types for pleasure and for information. To be confident and competent readers, children need to have access to a range of reading experiences:

Early Reading

From the very beginning of Early Years Foundation Stage (EYFS), children are taught to read through the Read Write Inc. phonics programme. They spend at least four sessions each week learning the skills needed for early reading in order to progress through the scheme at a rapid pace. We aim for all children to be fluent readers as quickly as possible; therefore, groups are amended regularly to accommodate the strengths and needs of all pupils. We expect all pupils to be fluent readers by the end of Key Stage 1.

Developing Reading Fluency and Comprehension Skills

Once children have successfully completed the phonics scheme, it is essential that they continue to build fluency. Children are given lots of opportunities to read aloud within school: parent volunteers provide one to one reading; teachers ensure that they read with each child on a weekly basis; teaching assistants target children as appropriate; whole class reading provides opportunities for reading aloud; small guided groups provide a more secure reading environment for target readers; reading is encouraged and promoted in all curriculum areas and our story time enables children to read their class novels or simply read for enjoyment. The aim is to ensure all children are provided with many opportunities to develop a fluent reading style.

Comprehension skills are taught through a range of Book Talk, Whole Class Reading, Demonstration Reading and Comprehension lessons. Within these lessons, children explore fiction, non-fiction and poetry texts as well as their class reader. We use Jane Considine's 'Hooked on Books' approach to teaching reading to ensure a mix of intensive guided teaching, oral based dialogic approaches and independent thinking to give pupils various learning experiences.

Reading at Home

At St. Mary Magdalen's Primary School each child is expected to read at home daily, whether that is to an adult (for developing readers) or independently (for fluent readers). This should be recorded in reading journals and evidenced with a signed comment from an adult. We know how important it is for teachers and parents to work together to give your child the best start. Reading together at home is one of the easiest but most important ways in which you can help your child.

Reading Scheme

From EYFS, children work progressively through the Oxford Reading Tree scheme. They begin using picture books then move onto phonics books which closely match their phonics learning – allowing them to feel confident when practicing their early reading skills. Early readers are encouraged to re-read books to develop fluency and confidence and also take home a book of their choice to share with their family to promote a love of reading. Our reading scheme ensures good coverage of fiction, non-fiction and poetry books to expose children to a range of text types. Children continue to use the Oxford Reading Tree scheme in Lower Key Stage 2 and we would expect that children become 'free readers' as they progress through Upper Key Stage 2. When children are confident and competent readers, they select their reading material from a range of age-appropriate books within their class library, guided by their teacher if necessary. Reading records are monitored regularly and books changed accordingly.

Reading Journals

Each time your child reads at home, please ensure this is written in their reading journal and signed by an adult. It is important that all reading is recorded – not just your child's home reading book. Any reading at home should be recorded as long as children are also reading their home reading book regularly.

Reading Raffle

We recognise that children work incredibly hard at home to ensure reading takes place regularly and feel that it is important to reward children for the effort and time spent reading outside of school. A termly raffle in each class rewards regular readers with reading prizes chosen by the children. Each week, children who have read four times at home, evidenced with an adult's signature in their reading journal, are given a raffle ticket. At the end of the term, prizes are distributed and classes choose what they would like for the following term.

Home Reading Bags

We know just how special it is to share a story with an adult at home and our reading bags and boxes are one way to encourage adults and children to spend time together with a book in the midst of busy lives. Each week, one child from each class is allowed to choose a book and treat to share with their adult before bed. Children are encouraged to share their experience of home reading bags on our school Twitter account.

Story Time

Every class, regardless of age, experiences daily story time. The aim of this session is to allow children the freedom of reading a text purely for enjoyment. This session could take many forms: teacher modelling, independent reading, class novel, book talk, sharing authors etc. We also use one session each month to allow children to experience the storytelling of other teachers in school. This session is eagerly anticipated by both staff and pupils and has proved to be a huge success in promoting a love of reading.

Reading Buddies

In EYFS, children 'Bag a Buddy' – choose a soft toy to take home and read to every day. This encourages children to practise their early reading skills outside of school.

Children in other year groups are partnered with a reading buddy. They spend time reading and supporting each other which develops positive relationships between year groups.

Mystery Books

Key Stage 2 classrooms showcase 'mystery books' in their reading areas. This is to encourage readers to choose books based on interest in the blurb rather than relying on cover illustrations.

Author of the Term

To encourage children to find new and exciting texts, our 'Author of the Term' displays, in each phase, allow children to explore the texts of popular authors. Displays provide book reviews, excerpts and information on recommended reading.

Book and Bake Sale

Parents and carers are invited into school for our book and bake sale. This allows parents and children to purchase books and sweet treats or simply share a story. We always enjoy sharing our passion for reading with parents and our book and bake sale is a fantastic way to engage parents and carers in something we feel passionate about.

World Book Day and Poetry Day

Both children and teachers look forward to our themed days to celebrate reading. On World Book Day, children are invited to either dress up as book characters or bring their favourite book to school to share with their class. Poetry Day brings together reading, writing and performance as children share their creative work in a whole school assembly.

"The more you **read**
the more **things** you know.
The more that you **learn**
the more **places** you'll go."
-Dr. Seuss

Supporting Reading at Home

- Find a place to sit together that suits you both.
- Try to read for at least 5 to 10 minutes a day and once over the weekend. Encourage it as a pleasurable experience.
- Find some time to talk about the book as well as reading it. Start with the title, look at the cover and briefly chat about what you might find inside. At the bottom of each page, encourage your child to predict what might happen next. If your child gets stuck, ask what word would fit best, ask them to sound it out (if appropriate), or simply supply the word yourself. What happened in the story? Does this remind them of anything in their lives or anything they have read before? Did they think the book was funny? Did they spot any interesting words and phrases? Did they enjoy the book?
- Read to your child. You can help your child to understand the emphasis of particular parts of the story.
- Encourage your child to retell the story you have just shared. This will give you an idea of how much they have understood.
- Do not condemn the book as 'too easy' or 'too hard'. When children are early readers, we expect their reading book to match the sounds they have been learning in school – children should be able to read these without difficulty. As children progress into fluent readers, they may encounter difficult words to challenge their understanding.
- When in doubt, speak to your child's teacher. They will be happy to discuss any concerns or offer support if needed.

CHILDREN ARE
MADE READERS
ON THE LAPS
OF THEIR PARENTS.

- EMILIE BUCHWALD

Helping with reading: ages 5 to 7

How to encourage your child to read

Read yourself! Set a good example by sharing your reading. Let your children see that you value books and keep them at home.

Keep books safe. Make your child their own special place to keep their books. Show them how to turn pages carefully.

Point out words all around you. Help your child to read the words around them: on food packets in the supermarket, on buses, in newspapers, in recipes.

Visit your library – it's free to join! All libraries have children's sections. Many also have regular storytelling sessions.

Make time to read. Read a bedtime story with your child. Encourage them to share reading with grandparents, brothers and sisters and aunts and uncles.

Keep in touch with school. Make sure your child swaps their home reading books regularly at school and try to make a regular time slot of about 10 minutes to hear them read.

How to help with reading

Be positive. Praise your child for trying hard at their reading. It's easier

for your child to concentrate if there are no distractions.

Give them time. Let them make a guess before you tell them the word. Help them to get the first sound or try breaking the word up into smaller sections.

Point with a finger. Encourage them to follow the words with their finger.

Don't make them try too hard! It doesn't matter if you have to tell them the word sometimes.

Let them read their favourites. It's good practice to read the same books over and over again.

Ask lots of questions. Check they understand the story by asking them questions about what happens. Use the pictures to explain what's happening.

Don't read for too long. A good ten minutes is better than a difficult half hour.

Helping with reading: ages 7 to 11

How to encourage your child to read

Read yourself! Show a good example by talking about the reading you do at work and at home. Let your child know that reading is an important part of your life.

Keep books safe. Make your child their own special place to keep their books in their bedroom.

Visit your library – it's free to join! As well as taking out story books, use visits to the library as a time to find books and CD ROMs about your child's hobbies and interests.

Make time to read. Set aside a time for reading for the family – after school or before bedtime. Encourage independent reading but don't be afraid to still tell a bedtime story.

Don't just read books. Encourage your child to read newspapers, TV guides, comics and magazines. Ask your child to find out information from the Yellow Pages, the Internet, cookery books, etc.

Let your child read with younger children. Encourage them to read to other members of the family.

Keep in touch with school. Make sure your child swaps their home reading books regularly at school and try to encourage them to write a book review.

How to help with reading

Be positive! Praise your child for trying hard at their reading. Let them know it's all right to make mistakes.

Give them time. Let them make a guess before you tell them the word. Let them read to the end of the line before correcting their mistakes. It doesn't matter if you have to tell them the word sometimes.

Spot words inside words. Help them to spot words they know within larger more complicated words.

Let them read their favourites. Don't worry if they only read one kind of book. If they are really stuck, ask the librarian or teacher to suggest something else they might like.

Make the story come to life. Encourage your child to read with expression. This will help them read more fluently.

Ask lots of questions about the story. What would you have done if you were.....? Does this book remind you of any thing that has happened to you? Can you guess what is going to happen next?

Use a dictionary. Buy a simple dictionary and use it to check the meanings of new words.