

ST MARY MAGDALENE C OF E PRIMARY SCHOOL



Reading for Pleasure Policy

St Mary Magdalene readers experience a lifetime of wonders.

Intent

Our school vision and how we aim to achieve it

Through high quality experiences and an excellent curriculum we strive for our school family to learn to love ourselves, each other, the world around us and God.

At St Mary Magdalene, each person will be seen and valued as uniquely created in God's image, being supported by all to reveal and develop their unique God given gifts. We strive daily to better understand what it is to love our neighbour, living together in an inclusive harmonious community. Through our love of learning we seek to deepen everyone's enjoyment of the beauty of God's creation and our responsibility to care for it. All are invited to experience the love of God, that is offered to each and every one of us.

The teaching of Jesus in the parable of the Good Samaritan Luke 10:25 underpins our whole school vision.

Why Reading for Pleasure

The explicit reading of skills is vital in supporting children to decode and understand what they have read; however, balancing 'the skill' of reading with the desire to read ('the will') will take children much further, assisting them to become successful, independent and lifelong learners.

Implementation

All adults in school are reading role models, inspiring children to read often and widely.

Revised February 26- Pending Governor Approval

Staff as readers

Staff foster a love of reading, promoting a positive reading culture by:

- having a good knowledge of children's literature in order to be able to talk about, signpost and recommend reading material to the class so they aspire to be readers;
- accessing their own library where they swap and talk about books in the staffroom;
- discussing recommended reads to the class;
- regularly reading aloud children's books with pupils;
- immersing children into a wealth of wide-ranging, high quality texts and literature (some of which may be unfamiliar) by regularly updating book areas and social reading environments making them inviting, organised and attractive (book areas all have a wide variety of types and genres, some of which are: poetry, non-fiction, fiction, challenging reads, easy reads, magazines, newspapers, comics, graphic novels, picture books);
- ensuring that there is regular time to read for pleasure through our DEAR time;
- talking about books in assemblies and recommending choices of their own to children;
- providing children with the best books to support them to read at home;
- ensuring that children are applying their reading skills to every aspect of school life: providing them with
- a language rich environment to planning reading activities into all aspects of the school's curriculum;
- monitoring children's reading to ensure that all children are reading enough to develop the fluency they need to succeed as a reader;
- being committed to our reading pledge, encouraging dialogue between children, staff and parents in pupils reading diaries;
- developing a love of reading and books with children, increasing their desire to read and to learn about authors and books, the language of books;
- promoting reading stamina;
- encouraging children to choose to read and to choose their own books;
- celebrating children's successes in school;
- rewarding children with stampers and stickers when they have completed reading at home;
- regularly communicating with parents and giving clear targets to support with reading;
- supporting less able readers to find and access texts, without marginalising these children;
- invite parents into school for reading opportunities and events e.g. Breakfast Bultie and a Book.

Children as readers

- Children are regularly give time to explore, browse and choose their own reading material according to their interests and preferences.
- Children are expected to access their class book areas whenever necessary throughout the day.
- Children are able to access a wide range of material for their DEAR time and for reading for pleasure so that every child can be a reader and all children's interests are catered for.

Revised February 26- Pending Governor Approval

- Children have the opportunity to attend a range of book clubs led by school librarians where they can share, informally talk about books, express opinions and read with other children. School librarians stamp reading diaries to show when children have read with them and awards are given out by librarians in each celebration assembly.

Library clubs for the week are:

- Wednesday- M and N Wednesday (Magazine and Weekly News/newspapers)
- Thursday- Texts to tell you more/topic of the week
- Friday- Time to rhyme and Fiction Friday

- Children are encouraged to engage in book talk in various social reading environments- outside and inside.
- Children have access to two libraries in school –
 - The Curiosity Cove – fiction library
 - The Knowledge Nook- non-fiction library which is also a research area.

We teach reading skills in a progressive and ambitious way from nursery to year 6 ensuring that:

- children's phonics skills are embedded by the end of year 1 (for the majority of children);
- children are supported to decode fluently so that are able to access all the enjoyment and excitement books can bring;
- children are explicitly taught the full range of reading skills needed to understand what they read;
- children are given many opportunities to talk about their reading, learning from and building upon the ideas and opinions of others;
- children's reading is assessed regularly to ensure that teaching matched their needs and that they are reading books which support and challenge their reading development.

Impact

"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."

National Curriculum

Being able to decode fluently and accurately will allow children to become life-long readers who are able to access all the enjoyment and excitement books can bring. The reading opportunities provided by school will not only have an impact on children's direct and systematic word reading knowledge and skills but it will stimulate their imagination; allow them to acquire new skills and experiences; help them make links between literature and develop their knowledge of the world — all to support them in achieving their future aspirations in life.