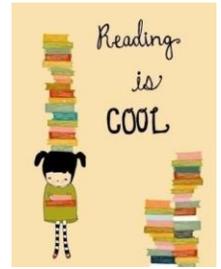


Reading at Holy Spirit

Our ultimate aim is for all our children to be inspired by the pleasure of books and the love of reading and provide them with the necessary skills to be able to read a range of materials with fluency and understanding - both for information and enjoyment.



In early years and key stage 1, reading is taught through the systematic delivery of daily phonics following the government publication of: **Letters and Sounds**. As they progress through school, children move through the six phases providing them with the skills of decoding and blending. If by the end of year 1, children have not fully met the expected requirements, intervention groups are in place in classes to allow children to 'catch up' where necessary.

The reading scheme we follow at Holy Spirit is called **'Story Worlds'**. Children will be given a reading book as early as the first term in reception class and will read through the books in the reading scheme until they are ready to be a 'free reader'. At this stage, class teachers will carefully select books that are appropriate to the level of ability of the child and this book can continue to be recorded in the child's Reading Record.

Children will be heard reading regularly on a 1:1 basis in the lower end of the school and this will become less regular as they progress through school; as that provision is required with less frequency. However, for children that *do* need that regular provision, 1:1 reading will continue to take place with either the class teacher, class support or 'Reading Friend' (parents and adults who volunteer in school) right through to the top end of the school in year 6. In addition to this, Guided Reading (where the class teacher or class support takes small groups out to read) takes place in classes on a weekly basis giving all children the opportunity to read aloud.

Book-shelves in every class are full of a wide range of classic literature, new novels and exciting non-fiction; many of these that were carefully selected by pupils themselves. To inspire children to read for pleasure, these books are available to children to read alongside their book from the reading scheme and as they progress onto 'Free Readers', to read as their main reading book to have in school and to take home.

In all our literacy lessons, teachers choose text carefully so that children will be exposed to a range of age & content appropriate text that will be both stimulating and challenging for **all** pupils. A range of genres will be used, this may be: a whole class novel or information book, an extract from a text, a reading poster, a web page, newspaper article or the teacher's own sample and will include classics and recommended texts for each year group. Over the course of a school year, children will have the opportunity to have read several novels as a whole class, again carefully selected by the teacher to inspire children to develop their own passion for reading and to develop their ability to read for information.

To reiterate: our main aims are for all of our children to be inspired by the pleasure of books and the love of reading and to provide them with the necessary skills to be able to read a range of materials with fluency and understanding - both for information and enjoyment.

A word on the role of parents

To support children with their reading, parents and carers play an invaluable part in the journey. The importance of parental support in the progress of a child's reading cannot be stressed enough. Just 10 minutes of reading with their child each day is one of the best ways parents can support their child's education.

"Fostering a love of reading at home is crucial to children's future happiness and success."

(Clare Bolton of the National Literacy Trust)

Parents/carers can support their child in a variety of ways. These may include:

❖ **Ensuring children have:**

- Access to reading materials from home, school and library
- Time to read regularly
- Somewhere quiet to read
- Opportunities to see their important adults as readers – reading, choosing books, going to the library, talking about what has been read

❖ **Reading to them and taking turns with them in reading each section of the text, supporting and prompting reading in positive ways.**

❖ **Talking with them about the books they read:**

- Sharing favourite parts and characters
- How the illustrations support the story
- Their favourite author
- What makes a book similar or different from others they have read

❖ **Talk about the meaning of what they have read. Ask them, for example, to explain:**

- how they know who is the hero or villain
- why they like or dislike a particular character
- what will happen next and why they think so
- a character's actions or motives

WHAT IS GUIDED READING?

Guided reading is an instructional approach that involves a teacher or other skilled adult working with a small group of children who demonstrate similar reading behaviors and can all read similar levels of texts. The text is easy enough for students to read with skillful support. The text offers challenges and opportunities for problem solving, but is easy enough for children to read with some fluency. We choose texts that help children expand their strategies.

What is the purpose of guided reading?

We select books that children can read with about 90 percent accuracy. Pupils can understand and enjoy the text because it's accessible to them through their own strategies, supported by the adult's introduction. They focus on meaning but use problem-solving strategies to figure out words they don't know, deal with difficult sentence structure, and understand concepts or ideas they have never before encountered in print.

Why is guided reading important?

Guided reading gives children the chance to apply the strategies they already know to new text. The adult provides support, but the ultimate goal is independent reading.

When are children ready for guided reading?

Developing readers have already gained important understandings about how print works. These children know how to monitor their own reading. They have the ability to check on themselves or search for possibilities and alternatives if they encounter a problem when reading. For these readers, the guided reading experience is a powerful way to support the development of reading strategies. The ultimate goal of guided reading is reading a variety of texts with ease and deep understanding. Silent reading means rapid processing of texts with most attention on meaning, which is achieved as readers move past beginning levels.