



## **The Teaching of Reading at St. Michael's.**

Reading is an essential skill in every child's learning, and remains no less so in later life. It is also a source of inexhaustible pleasure.

We want our pupils to:

- Enjoy their reading and be motivated to read for their own pleasure and interest;
- Read a wide range of literature, including stories, poems, plays and information texts;
- Be familiar with some traditional or nursery tales from a young age;
- Read aloud with fluency, good intonation and expression, and also sustain silent reading;
- Develop their own reading tastes through exploring different authors and genres.

## **Our Resources**

Books are chosen from reputable suppliers so that they reflect a diversity of cultures and experiences. The school avoids texts that may reinforce negative roles or stereotypes.

Our school library has recently been relocated and completely refurbished. It has been designed to be the heart of the school and centred on giving children a great experience. A storyteller has been employed not only to develop the children's love of reading but also to foster in them, the skill of telling stories.

Each classroom also has a large selection of books to support reading for pleasure and silent reading. Sets of books, to support guided reading in groups, are available throughout the school.



## **Our core reading schemes**

Oxford Reading Tree, Oxford Treetops and Project X represent the bulk of the reading material offered to children on a scheme at our school. The Collins 'Big Cat' series is also used in Key Stage 1.

As children develop their reading skills they are encouraged to use their class collection, or the school library, to have a book for silent reading alongside their reading scheme title.

Children are encouraged to make use of the public library too, especially for its annual 'Big Summer Read' promotion during the long holiday.

## **Phonics and Reading Practice**

Daily phonics sessions form part of the Foundation Stage curriculum, and this extends throughout Key Stage 1, then as required into Years 3 and 4. These are based on the 'Letters and Sounds' scheme.

Every child should read aloud individually at least once a fortnight to his/her teacher or another adult at school; group reading is to be seen as a useful bonus above this minimum. However, some pupils requiring significant extra support may be identified as 'daily readers' as part of our intervention strategies. For each pupil, teachers should ensure that they achieve a balance of group and individual reading. Children should have time for some silent reading every day.

All children also have a school diary, in which reading is recorded. Parents should record when their child reads aloud at home, which should not be less frequently than three times each week.