



## **KEY FEATURES OF OUR READING PROVISION**

Reading provision at Seaton St Paul's CE Junior School consists of the following main elements:

- Using 'Accelerated Reader' to motivate children and carefully track their progress
- Having a quality literature spine across the school from Years 3 to 6
- Studying class novels daily with guided class reading activities
- Accessing 'The Power of Reading Resources' to inform an in-depth approach to book studies
- Having a rigorous home reading system

## **READING FOR PLEASURE POLICY**

*'It is not enough to simply teach children to read; we have to give them something worth reading. Something that will stretch their imaginations, something that will help them make sense of their own lives and encourage them to reach out toward people whose lives are quite different from their own.'*

Katherine Patterson

### **Our Vision**

At Seaton St Paul's C of E Junior School the active encouragement of reading for pleasure is a core part of every child's educational entitlement, whatever their background or attainment. We take the view that extensive reading and exposure to a wide range of texts makes a vital contribution to every child's educational achievement. This aim of this policy is to make sure that our children not only have the opportunity to learn to read (a time-limited skill) but to become lifelong readers for purpose and pleasure. They will become people who not only can read, but do read from choice a wide variety of texts on paper and on screen. By giving our children the gift of reading, we show them that books, especially literature and poetry, have the power to inspire, to console, to heal and transform for the rest of their lives.

Good Literacy skills are a direct effect of reading for enjoyment therefore this policy and our English policy are supportive of each other in order for children to access English as a whole.

## Our Strategies to Develop Life Long Readers

To achieve this aim of creating a community of lifelong readers, we will use the following strategies:

- Reading will be at the heart of the curriculum with links to planning for reading for pleasure for all pupils across all subjects and classes. Every topic, theme or subject area will include specific linked texts, poems and appropriate websites many of which are suggested Power of Reading books.
- All staff will act as role models for active, engaged reading by sharing their pleasure and enjoyment of texts of all kinds in the planned curriculum and informally. Sharing and talking about books and other reading materials will be frequent and regular, inside the classroom and outside, during lessons and at other times. Adults will make explicit how reading has an essential role in their lives.
- All pupils will have access to a wide range of fiction, poetry and non-fiction in different formats, and support in enjoying them, where necessary. We will widen our knowledge of what is available to interest all our children, to include picture books, comics, graphic texts for all ages and the use of technology.
- We will harness the power of reading aloud as the key driver in increasing reading for pleasure and developing pupils' positive attitudes to reading through a systematic, planned read aloud programme of whole books for each class from Yr3-Y6. Staff will choose from a selection of high quality texts for each year group, supplemented by texts of their choice, and make daily reading aloud sessions an integral part of each day. Listening to adults read aloud is enormously beneficial as it allows pupils to soak up the tunes and rhythms of the language. Being removed from the need to translate the marks on the page gives freedom for the mind and imagination to move at leisure. Older pupils need this experience just as much as younger ones. Pupils can access texts of greater difficulty and depth than their current independent reading skills allow, mediated through the expressive reading of a skilled adult, creating meaning through the text and the voice.
- We will provide time for shared, guided and independent reading across the curriculum, as well as read aloud sessions. Guided reading allows children to read at a level at the edge of their independent skill alongside children of similar reading ability, with adult support. Independent reading is wide-ranging, so children choose to read or re-read texts on their own, deciding for themselves the level of difficulty and what interests them. Becoming an independent reader with

preferences and the willingness to 'have a go' takes dedicated time and needs to be developed from an early age.

- We will encourage and help parents/carers to support their children's reading through a range of strategies suitable for each age group. We will stress that teaching reading does not stop once children have gained decoding skills and that reading aloud to children is as important as listening to them read. We will show them how to maintain interest and enthusiasm in reading throughout primary school and involve them in as many ways as possible in supporting reading at school and at home.
- We will audit our reading resources regularly, involving the pupils in the process of choosing books and other reading materials for class and library stock. We will keep book areas and displays up-to-date, tidy and attractive, again involving the children in maintaining a high standard. The message that our school is a vibrant reading community will be clearly visible in all areas of the school.
- We will make sure that our school library is a central learning resource, well-used and well-maintained by staff and pupils. We will make the library welcoming, accessible for all ages and comfortable. We will audit the stock regularly to make sure it is relevant, up-to-date and attractive.
- We will improve our links with the local public library and encourage families to become members. We will encourage children to become owners of books at home.
- We will provide training and professional development for all staff so that we develop an embedded, sustainable culture of reading for pleasure which is not dependent on the enthusiasm of one or two people.

