



## **At Cestria we:**

- Read a varied selection of texts and different genres whilst gaining an increased level of fluency, intonation, accuracy, independence and understanding.
- Develop different strategies for approaching reading. These should include a very strong emphasis on phonics in the Foundation Stage and Key Stage 1 as well as for some pupils in KS2. Recognition of picture clues, sight words and context will be developed when appropriate.
- Use reading as a means of information gathering and retrieval.
- Display a developing ability to describe, predict, evaluate, deduce and infer. These skills become more finely honed as children move through Key Stage 2 and also consider authorial devices and choices of vocabulary.
- Develop positive attitudes towards books so that reading is a pleasurable activity both in school and at home.
- Use their reading skills as an integral part of their learning throughout the entire curriculum.

## **The children should:**

- Relate reading to their own experiences and environment.
- Have regular opportunity to read silently or share books with the realisation that reading time is valuable and should occupy everyone's attention, including that of the teacher.
- Carry out regular in-depth study of a 'class' novel and use it to develop skills in all aspects of English
- Acquire research skills necessary for the use of dictionaries, atlases and other information books and from ICT based resources.
- Develop the ability to read aloud to others with appropriate intonation, expression and inflection.
- Be able to discuss books they have read, relating to plot, characters, themes and their own responses.
- Acquire an increasingly large sight vocabulary.
- Be able to bring in books from home and to share them with others.
- Be encouraged to continue the reading process at home.
- Recognise that reading is an essential part of all areas of learning.
- Gain confidence and enjoyment to promote lifelong reading.
- Use the class library regularly.
- Have opportunities to visit the local library and borrow books

### **The teacher should:**

- Read aloud (fiction and non-fiction) regularly within literacy and across the curriculum.
- Keep records of children's achievements through Guided Reading records within Guided Reading sessions and through the marking of reading activities within Comprehension lessons. (See appendix C Guided Reading Records)
- Value books and show an interest in them by setting a personal example.
- Teach children to read and share books with children on a regular basis.
- Highlight the specific links between reading and writing.
- Actively and consistently, encourage reading for pleasure, both in and out of school.

### **The school should:**

- Maintain reading as a valued, high profile activity which accesses the whole of the curriculum.
- Ensure books are maintained and supplemented appropriately in the class library.
- Ensure that class reading areas/ libraries are attractively presented and readily accessible to the children.
- Consider new and innovative resources available to support the teaching and learning of reading.
- Give more able pupils the opportunity to extend their ability to respond in depth to comprehension questions in guided reading sessions.

**"The more that you read, the more things you will know. The more that you learn, the more places you go!"**

**Dr Seuss**