



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