



"The more you read, the more things you will know. The more that you learn, the more places you'll go." (Dr Seuss)

Our Aims at St John's Meads

It is our aim to ensure that each pupil is able to develop as an effective reader by:

- Becoming confident, independent readers who understand that books of all kinds are a source of pleasure, information and new insights.
- Feeling at home in the world of books and literature as attentive listeners and reflective readers.
- Reading and responding to a wide variety of stories, novels, poems, plays, non-fiction and media texts.

We also aim for the majority of children to:

- Achieve the expected standard by the end of Key Stage 1 and 2.
- Achieve fluency, accuracy and understanding with their reading.
- Enjoy, and have experience of, a wide variety of texts, including those of their own and from other cultures.

Foundation Stage

At St. John's Meads we use a synthetic phonic approach, which is our primary method of teaching reading. This is not exhaustive however and it is therefore necessary to ensure that a structured programme, incorporating a variety of proven approaches, is used.

Beginner readers learn that print on the page actually means something. Words name things; they tell us stories or give us information. We want children to be inquisitive and to find out and learn through 'real' experiences. It is essential that children see reading as a fundamental way of life and that it has a purpose to all that we do.

The children's creative learning journeys are based around key texts from quality authors. When planning the range of reading experiences children have in the early years, it is important to bear the following in mind:

- Children enjoy being read to.
- The text has a clear role to play in teaching the child to read.
- Learning to read is an interactive process; the child learns to read by having the opportunity to talk about what is being read, and through this process meanings are explored, shared and developed.
- Reading is something which should be intrinsically enjoyable; the more enjoyment children gain from the experience, they more likely they are to want to read more.
- Attention can be drawn to letter shapes and individual words in the natural course of sharing a book.
- Children quickly become familiar with how books work and the conventions upon which they are based, eg title page, the way the pages are turned, etc.
- The story is a powerful way of engaging children's interest.



Key Stage 1

At St. John's Meads, classrooms contain writing which the children need to read information. Every opportunity is taken to show children the value of reading. Children's own writing is often part of displays. They are encouraged to look at the way writing is used in the environment.

Children are offered a range of experiences:

- The teacher reading fiction, non-fiction and poetry to the class, and to groups, at various times during the day. This is a mixture of familiar and new material.
- Opportunities to tell stories, listen to recorded stories, draw on the children's knowledge of rhymes and stories from books, television and music.
- Time to browse and look at books in the classroom and library.
- Opportunities to share books with teachers, other adults or older children on a 1:1 basis.
- Developing literacy skills in group, guided and shared reading.
- There are opportunities to share large format books with the class and small groups, as a way of introducing and talking about letter shapes and sound/shape correlations. This is also a way of initiating group discussion about text, the way it is presented and its content.
- There will be opportunities to use rhyme, letter and word patterns, songs and word games such as 'I Spy'.
- The use of a reading scheme, with books from schemes such as the Oxford Reading Tree, Collins Big Cats, Fireflies and Literacy Ladders.

The link between children's reading, writing, speaking and listening is enormous in the early years. Much learning about phonic and spelling patterns will take place as the children learn to read and write. At St. John's Meads it is considered very important to relate this developing knowledge to the reading of books, otherwise there is a danger that some children will be unable to apply their phonic knowledge to making sense of the books they are reading.

Key Stage 2

Children will continue to be at very different stages of attainment in their reading development, especially in the early stages of Key Stage 2. As the children develop as readers, the school will provide time for a range of different reading experiences. These will include:

- Browsing, sharing and talking about books.
- Opportunities for sustained, silent reading and, at times, a range of shared or paired reading experiences.
- Developing skills in group, shared and guided reading.
- Reading for pleasure and information, and to gain new insights.



- Having access to frequently updated, stimulating book displays and selections.
- Seeing their own writing as part of the shared reading experience.
- Becoming aware of the reading demands of texts in all areas of the creative curriculum, and not those defined as English.
- Developing the ability to demonstrate their understanding of what they have read.
- Beginning to learn techniques which will assist research such as skimming and scanning, and selecting text to support their work.
- Developing a greater ability to understand meanings which are not directly stated.
- Growing ability to consider the ways in which language is used to achieve its effects.

At St. John's Meads it is considered very important to help those children who are continuing to struggle with reading. One - to- one focus reader activities are prepared, which will build confidence and skills, as well as striving to maintain enthusiasm and avoid a sense of failure.

We very enthusiastically encourage a home/school partnership, especially in the development of reading. A reading record diary is issued at the beginning of each academic year and this is re-enforced during parent consultations. All children, in all Key Stages, are involved in the home reading system set up within the school.

It is very important to us that children want to read and have a love of literature. Teachers try to indicate through their enthusiasm, the joy which can be derived from books, and it is hoped that this is transferred to all children, including those who may be experiencing difficulty. The most important aspect of this is the use of key texts to guide the children through their creative learning journeys, where everyone shares this rich experience.