

St Peter's Reading Statement

Introduction

The ability to read is an essential life skill. Good quality, diligent teaching of this subject must be seen as a priority throughout the school. The ability to read is necessary to ensure success in all other curriculum areas, and is a vital tool in our quest to know about and investigate the world around us. The school builds upon previous school experience of books and reading and on the children's prior knowledge of the function of the written word. It is vital that parents and teachers work together to support, inspire and encourage pupils in their reading development.

Aims and objectives

- To enable the pupils to read for meaning and understanding.
- To equip pupils with higher level reading skills (inference, deduction, prediction etc)
- To introduce children to a wide variety of good authors
- To foster a positive attitude to reading, encouraging children to read for pleasure and enjoyment.
- To encourage all children to make a personal response to a text.
- To provide a balanced school reading programme which includes a variety of reading experiences.
- To enable pupils to locate and use facts from a range of sources including ICT

We have an extensive range of texts by many different authors and publishers, available for all levels of reading ability. This caters for a wide level of interests and ensures that the children have choice and variety in their reading materials. Books are available in the library where our dedicated librarian is available to offer support and advice five days a week between 11.00 and 2.00pm. Students are encouraged to read a range of genre, and they have a great choice to select for themselves, within the level at which they are currently working. Our Accelerated Reader Programme means that students are regularly assessed and given guidance as to how to improve their reading

and are motivated to read books which improve their literacy skills without being overly complicated. Four times a year, the children will take a STAR test. This test looks at comprehension and vocabulary. The questions get harder as the children get more questions correct and then brings the test to a close when the child starts to make errors. The test will then produce a ZPD score; this score relates to the book level on the spine of each of the library books and guides children to books which are suitable for their reading ability. Their ZPD score is a guideline but is by no means an exact science. If a child's ZPD is lower than what they are used to, they are expected to speak with their teacher and together a mutual agreement will be made as to what level the child should be reading at to ensure good progress.

All pupils have a one-hour library lesson each week. In these lessons they take Accelerated Reader tests, which track their progress. The library is also open in the morning, after school and at break and lunch to enable children to take tests outside of their library lessons. Accelerated Reader tests cannot be taken at home. It is a requirement that children read for 20 minutes a day.

Monitoring and review

The planning for reading, teaching, marking, assessment and differentiation are monitored by the subject leaders and head teacher. This is done by lesson observations, book looks, monitoring of AR Reports and talking to the children. Termly teacher assessments are recorded on the Accelerated Reader Programme. Teachers evaluate their own class progress and set targets for those children underachieving. The subject leader tracks pupil progress in reading using AR. Feedback is given to individual teachers and to the team as a whole. Issues are highlighted and addressed. A review of any monitoring is also presented to the governors. Students who have been identified as 'behind track' in this area of the curriculum are placed in specified intervention groups for this purpose and are monitored closely by staff.. Teaching assistants work closely with children with SEN to support them in their reading work. Improving attainment in reading is a priority for all children who are behind track