

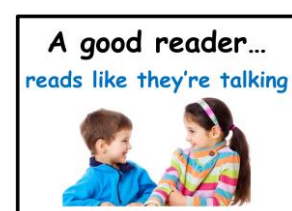
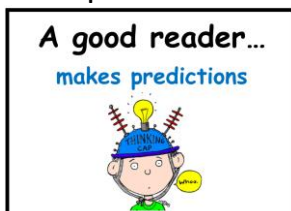


Reading is at the heart of all teaching and learning at St. Patrick's Catholic Voluntary Academy. Our intent is that all pupils see themselves as readers and, as a result, are able to engage fully across the whole curriculum. Above all, we strive to foster a lifelong love of reading by exposing our children to a range of quality and engaging texts. We teach our pupils to be 'active' readers by a strong emphasis of talk around reading throughout the school; our pupils receive clear systematic teaching of phonics, alongside talk around reading and comprehension skills from the onset. We strive to ensure that our pupils are active readers by the explicit modelling and teaching of specific reading skills. We believe reading opens up a new world for children and gives them the opportunity to explore new ideas, visit new places, meet new characters and develop a better understanding of the world. In keeping with the Catholic ethos of our school, we believe that reading helps to open our children's eyes to different cultures and ways of life; reading allows unique insights into the lives of others helping to invoke compassion and understanding.

Building up the children's vocabulary, especially given our high number of EAL pupils, is a key component of our reading curriculum. We believe that examining, analysing and understanding new language gives our pupils the word power they need to become successful speakers and writers as well as confident readers. We view reading as a tool to acquiring new vocabulary, therefore taking time to explore new words in context is an integral part of our teaching.

At St. Patrick's we recognise reading as an essential life skill and therefore we strive to provide opportunities for children to read both independently and aloud as well as allowing them the chance to discuss and recommend books they have read to their peers. Time is set aside each day on our timetable for reading: each class engages in regular Shared/Guided Reading sessions as well as a daily story time. Children coming through our school are directly and consistently taught a range of reading strategies: 'What good readers do:'.

Examples include:



We believe that story time and teacher enthusiasm are two of our greatest tools in the promotion of reading for pleasure, which is why our daily story time is set aside for the pure enjoyment that comes from listening to a good quality story read with enthusiasm and energy. The quality and variety of literature shared by staff across our school is given very careful consideration; we intend to expose our children to various genres and respected authors. These quality texts are interwoven into daily

teaching: teachers deliver creative and engaging English lessons which are text-based in their approach to covering the objectives laid out in the National Curriculum and allow children to **become fully immersed in the genre and the characters**.

By the end of Year 6, our intent is that all children are able **to read fluently and with confidence**, in any subject in their forthcoming secondary education. We understand the importance of parents and carers in supporting their children to develop both word-reading and comprehension skills. We strive to encourage a home-school partnership through our monthly Reading Cafés. Our intention is that these sessions help to raise the profile of reading as a **positive shared experience** between parent and child and to enable parents and carers to understand how to enhance the skills being taught in school through good quality texts.