

The partnership between home and school is the single most important factor in raising achievement in reading and ALL international studies show that children who have access to reading and are read to regularly have better life outcomes than children that don't. This must, however, be underpinned by children having a love of literature and an enthusiasm for books and stories. **Enjoyment is the vital element of reading well!**

Read On, Get On Campaign – November 2016

There are many different approaches adopted by professionals to teach children to read and teach children to become readers. For reading to flourish and be successful, it is dependent on **ALL** primary teachers having the following literary attributes:

- Explicit knowledge of the nature of reading and of being a reader.
- Experience of exploring and discussing text with the aim of comprehending at every level.
- Willingness to share with children their personal responses to texts.
- Ability to guide children in discussion about the interpretation of text.

This can only be achieved if **ALL** primary teachers have a wide and confident knowledge of children's books.

Goodwin, P – Creating Young Readers

At Finham Primary School, everyone is a free reader and we believe the pathway to a life long love of books is best achieved through **'Real Books'** and following practices, principles and approaches at every stage in the Early Years and Primary Phase and each phase is a fundamental block in delivering ever increasing outcomes.

The Phase / *What it means in practice in every classroom / What it might look like at home*

- **Reading aloud to children:** for the pleasure of listening; for learning about literacy and literature; and, to make links to children's independent reading.

We need to read to children with enthusiasm – everyday! / Listening to Bedtime stories, audio books and reading favourite books to children. It is perfectly OK to have a favourite story that we read over and over again!

- **Shared Reading**, when teachers:
 - Demonstrate how to construct meaning from text and use of phonics.
 - Engage children in discussion that extends comprehension.
 - Lead and direct learners towards new literacy competencies.
 - Share reading materials that raise expectations and achievement.

During Literacy lessons or specific whole class text teaching. (Especially during the imitate phase of 'Talk for Writing' – when we are reading and re-reading and getting to know the text.) / Turn taking with a story, spotting key words in more complicated text and discussing characters and what is happening in a story.

- **Guided Whole Class Reading**, when learners apply what has been taught during shared reading. There is an emphasis on comprehension skills, ensuring that there is a deeper level of understanding of the text. During these sessions, children also develop fluency of reading whilst accessing more challenging texts. The teacher, at this point, is able to hear children reading and help them to develop fluency and expression.
- **Independent Reading**, when children can:
 - Read to themselves from books they have chosen.
 - Share a book with a friend.
 - Bring in materials from home.
 - Browse in the library.

Independent reading is promoted everyday. / Children should read quietly to themselves at home for a sustained period of at least 15 minutes everyday! It doesn't matter what, as long as they are reading – a book is never too easy!

- **'Booktalk'** (Chambers 1985), which involves children in open discussion and debate about literature, invites them to contribute their own opinions and to develop personal literacy preferences. It also provides time to make book recommendations to each other or for teachers to introduce new titles and authors to the class.

Teachers to create a BUZZ about books! / Parents to create a BUZZ about books!

- **Literacy Lessons**, driven by key texts as a model for writing and to support 'imitation and innovation' so that the children can be more successful when they 'invent.'

All literacy planning is driven through 'Talk for Writing' and each writing phase based around a key text.

- **Assessment for Learning**, ensuring all the reading approaches feed into the agreed school assessment systems and children's progress is carefully monitored and recorded to inform targeted next steps.