

Reading Widely and for Pleasure at Hevingham and Marsham.

Our schools ethos and approach to reading –

*Learning to read,
Reading to learn.*

As teachers and parents we know that allowing children to read widely improves their reading levels and raises self-esteem amongst other benefits. It is our responsibility to facilitate the children in our schools to become independent and fluent readers, developing that love of reading that will stay with them through-out their schooling and into adulthood.

Benefits of reading widely -

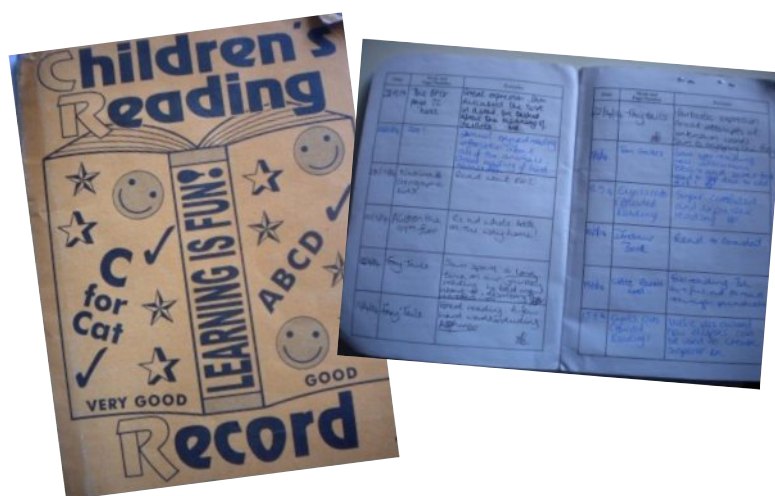
The most obvious benefit is to the children's reading attainment and progress levels. However, the benefits are much deeper than this. Not only do they continue to develop the mechanics of reading (text comprehension, grammar, breadth of vocabulary) they create positive reading attitudes that gain a pleasure in reading in later life. General knowledge, an understanding of different cultures and communities and a greater insight into human nature and decision-making strategies are also skills and by products of reading widely.

Strategies to improve wide reading -

Our schools teach the basic mechanics of reading through phonics sessions coupled with five guided reading sessions in Key Stage 1, building up to basic skills work including grammar and five guided reading sessions a week in Key Stage 2. This happens in every class, every week.

It is expected that children will read a minimum of three times a week with an adult at home. Reading record books are used and teachers monitor them regularly to see if reading is happening at home. Parents are actively encouraged to come in to schools if they need support with their child's reading skills. Each child in the school also has access to the Bug Club virtual scheme where they read books on line.

In Key Stage 1 children are given a phonically decodable book from their teacher weekly but are also allow to choose from a box of books that are banded according to their level of reading. This allows children to develop the skills of book choices early on in their development of skills.



Evidence from our schools -

Children are greatly influenced by their teachers, peers and families. We use this to our advantage and ask children to do a book review on a text that they have read. They need to persuade others to read this book by giving them a basic synopsis of the text, including reading to the group a section of text that could be a hinge point in the story or just the bit that they enjoyed reading the best. This sometimes leads to situations where children are queuing up to read a recommended text. We also use our assemblies to recommend books to children and allow time for peer recommendation also.



my friend would finish her book, it's

the series that we are reading

operate to see what happens!'

– *Year 6 child*

Each class has a class reader that is of a higher level than the children would be able to decode and read easily for the majority of the children, enabling the children to be exposed to rich language and composition that otherwise they may not access. These books are mostly themed with the topics children are covering to support their learning and broaden their knowledge through fiction.



Theme books on display for all children to read in their spare time.

In every class you will find an interactive reading area, enticing children to search for new and loved books. Each class has a selection of text; such as comics, newspapers, novels, picture books and library loan books. There are book recommendations that the children have written, encouraging peer pressure in a positive way. Posters and book characters can be found lurking in these cushioned and sometimes tented areas.

'I love reading in our class library,

you feel like you are in a book' –

A Year 1 Child

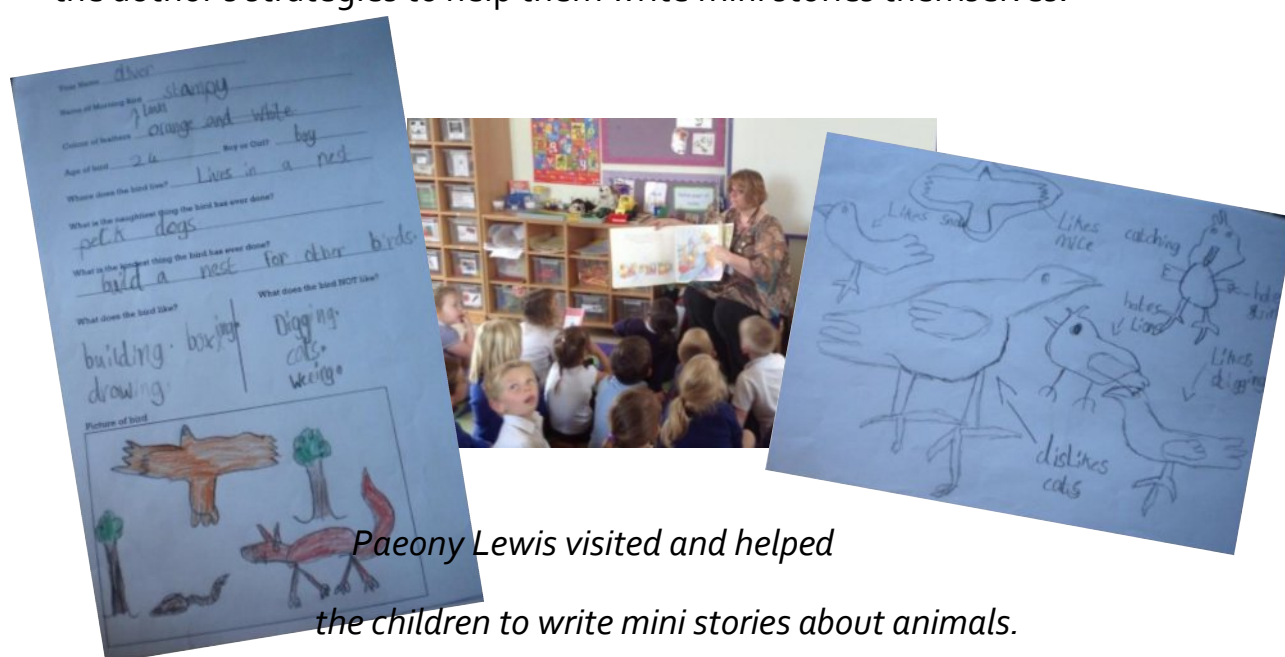


The library service bus visits the schools once a year, and the children are allowed to choose the books that will be in their class library. Allowing the children this choice means that they think about the variety of text and authors that their class enjoy.

We are incredibly lucky to have strong links with 'The Norfolk Children's Book Centre', having Marilyn in our libraries to weed and sort through our libraries resulted in purchasing new fresh texts to entice our children. Our parents were equally lucky to have a talk by her about the importance of reading, and as always to recommend different books.

Classes regularly have visits organised to the local library or the Book Centre with some being visited by a local librarian who reads stories, talks about how to make good reading choices and explains how the library system works. She also ensured that the children were members of the library service, and if not, a leaflet will be sent home explaining the benefits and encouraging parents and carers to join. Some classes have even had forms signed by parents and then taken the class to the library to join!

The children have been incredibly lucky to have several author visits this year where authors have not only talked about their books but about the process of writing too. Different year groups have had workshops where they have used the author's strategies to help them write mini stories themselves.



Paeony Lewis visited and helped the children to write mini stories about animals.

As a staff, we feel that it is really important for children to see adults as readers, giving it purpose. A display has been created with adults from school, and the wider community, reading. Children are encouraged to read in their own time at school and taking books out for breaks is actively encouraged, the Eco-Lodge is the place to go if the weather is not good, otherwise we have a reading boat! Teachers will often read their own novels in front of children in quiet reading times, demonstrating those good role models.



Every class has a Reading Café each term. This allows parents to access a variety of texts that their children may be reading at school in a non-threatening way. A recent success was the story teller Paul Jackson visiting and showing parents the magic of telling stories to young children.



Our whole writing sequence is based around telling stories of different text varieties. Children are given the chance to internalise many different key texts and use them to write their own innovated story from it. Stories that are used range from traditional stories to non-fiction. This allows the children to see themselves as a story teller. Over their time with us, they build up a bank of key stories that they can orally re-tell, making them story tellers too.

SEND and intervention children are encouraged to develop their reading skills by reading to Hartley our Reading Dog. They are able to tell him stories that they are making up from the pictures, struggle on a word, gain confidence and generally feel appreciated when reading to him.



*'I loved it when Hartley came
in to school, he really listens.'
A Year 2 Child*

Concluding statement –

As stated at the beginning of this document, we have to teach children to read, but the task is to get children to love to read. As partnership schools we offer our children the best possible start on the road of becoming a fluent reader that has a deep, well developed love of reading.

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Reading to learn.*