

Reading Policy



St. Mary's RC Primary School

Mission Statement

We live learn and grow together with Jesus through:

- Showing love to all
- Encouraging friendship to include everybody
- Acting with honesty through prayer
- Being thankful for all God's gifts
- Remaining respectful through our actions
- Forgiving someone when they are sorry
- Displaying patience by being calm and caring
- Demonstrating compassion to everyone in God's family
- Leading in service by supporting our school community

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Policy will be reviewed: Annually

Aims of Reading at St. Mary's

At St Mary's, we believe reading is central to children's development, supporting growth culturally, emotionally, intellectually, socially, morally, and spiritually. It helps pupils acquire knowledge, deepen understanding, and make meaningful connections. We aim for all pupils to become confident, fluent readers with strong comprehension and expression. By fostering a love of reading and encouraging regular reading for pleasure and purpose, we nurture curiosity, expand vocabulary, and develop lifelong learners equipped for success in school and beyond.

Entitlement

At St Mary's, we believe every child has the right to learn to read. All pupils, regardless of background, language or ability, are entitled to high-quality teaching that develops both reading fluency and comprehension. We are committed to providing an inclusive and ambitious reading curriculum that enables every child to become a confident, fluent and thoughtful reader.

Teaching and Learning

At St Mary's, reading is taught through two key strands: word reading and comprehension. In EYFS and Key Stage 1, phonics is at the heart of reading instruction, providing the foundation for decoding, sight vocabulary and early reading fluency. These skills are developed through daily Red Rose Phonics sessions and guided reading activities.

Alongside this, pupils develop comprehension skills through rich discussions, vocabulary development, an understanding of grammar, and exposure to a wide range of texts and genres. By broadening knowledge and fostering a love of reading, we aim to equip children with the skills and enthusiasm needed to become confident, lifelong readers.

Through carefully selected texts and discussion opportunities, reading also supports pupils' personal development, wellbeing and understanding of safeguarding themes appropriate to their age.

Resources

- EYFS and KS1 use fully decodable books aligned to the Red Rose scheme, with each pupil taking home a reading book and a reading-for-pleasure book weekly.
- From Year 2 Spring term, pupils engage in whole-class reading using age-appropriate extracts from resources such as Fred's teaching resources, Grammarsaurus, and Literacy Shed+.
- KS2 classes focus on teacher-chosen novels for whole-class reading and curriculum-linked texts, including fiction, non-fiction, and poetry (resources from Ashley Booth, Grammarsaurus, Fred's, Literacy Shed+). Pupils take home either a reading scheme book or a novel/non-fiction text from class book corners.
- All classes have well-stocked reading corners featuring a variety of fiction, non-fiction, and poetry.

Reading for Pleasure

We promote a love of reading across the school through a variety of activities, including National Storytelling Day, book fairs, author visits, competitions, and World Book Day events. Class displays showcase what pupils are reading for pleasure, and English Ambassadors help organise reading events and read with EYFS and KS1 pupils.

Parents and Carers

We work closely with parents to support reading at home. EYFS and KS1 parents are invited to attend workshops that provide guidance on supporting phonics and early reading. Pupils take home reading books to share with an adult, alongside a home–school reading record. Reading-for-pleasure books are also sent home to encourage families to enjoy reading together.

Reading Rewards

Certificates are presented weekly in the Celebration Assembly for reading books at home. These are given by the number of books read in EYFS/KS1 and the number of times read in KS2. These awards help to promote and encourage reading at home.

Assessment

EYFS: A baseline assessment is completed in the Autumn Term and pupils' progress is monitored regularly throughout the year. Assessments are recorded and reviewed at the end of each phonics phase. Phonics progress is tracked termly using the Lancashire Traffic Light Tracker.

Year 1: Phonics data is recorded each term using the Lancashire Traffic Light Tracker. Pupils' word reading skills develop from fluency practice to guided reading discussions, shared texts, and oral or written responses. An IDL Reading Test at the start of the year identifies those needing additional support. CEW reading tests are completed at the start of the year, Spring 2, and Summer 2, while the NFER Reading Test is administered in Summer 2.

Year 2: Phonics data is recorded each term on the Lancashire Traffic Light Tracker, with pupils transitioning to No Nonsense Spelling as appropriate. Reading development includes individual word reading for fluency, as well as whole-class reading to support deeper comprehension and understanding. Optional reading SATs are completed in the Summer Term. An IDL Reading Test at the start of the year identifies pupils who may need additional intervention, and CEW reading tests are administered at the start of the year, Spring 2, and Summer 2.

Year 3 -6: Reading is assessed through whole-class reading lessons, comprehension activities and formal assessment tasks. Pupils engage with high-quality, age-appropriate texts which support the development of deeper comprehension skills. NFER Reading Assessments are completed by Years 3–5 at the end of the Autumn, Spring and Summer Terms. In Year 6, assessment is ongoing through the use of past SATs papers in preparation for statutory assessments. An IDL Reading Test is completed at the start of the year to identify pupils who may require additional intervention, and CEW reading tests are administered at the start of the year, Spring 2 and Summer 2 to monitor progress.

Intent, Implementation and Impact

EYFS	KS1	KS2
<u>Intent</u> • Ensure pupils read easily, fluently and with understanding. • Develop a love of reading. • Build vocabulary and early reading skills. <u>Implementation</u> • Daily phonics lessons. • Daily Guided reading sessions. • Home reading programme. • Language-rich learning environment. • Intervention support where needed.	<u>Intent</u> • Continue to develop fluency, comprehension and vocabulary. • Foster reading for pleasure. <u>Implementation</u> • Daily phonics. • Daily Guided reading sessions. • Intervention support where needed. • Whole-class reading in Year 2 from Spring term	<u>Intent</u> • Develop deeper comprehension and analytical thinking. • Build reading stamina and independence. <u>Implementation</u> • Whole-class reading. • VIPERS-based comprehension. • Class novels and curriculum-linked texts. • Targeted intervention where required.
Impact		
• Continuous assessment informs teaching, planning, and interventions. • Progress tracked via Lancashire KLIPs, SATs, NFER tests, and phonics assessments. • Phonics delivery monitored by senior leadership and phonics lead. • CPD and training ensure teachers can scaffold, model, and deepen pupils' understanding. <u>Pupils:</u> • Develop a love of reading and read for pleasure. • Build wide vocabulary and decoding strategies. • Read fluently, with comprehension, speed, and intonation appropriate to age.		