

# **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

**Written by:** Lois Quinn

**Date written:** September 2025

## **Approved by governors on:**

**Policy will be reviewed:** September 2026 or sooner if changes are made to legal requirements.

### **Aims of Reading at St. Mary's**

At St Mary's, we believe that reading is central to children's development and opens the door to learning across the curriculum. Through reading, pupils have the opportunity to grow culturally, emotionally, intellectually, socially, morally and spiritually.

Reading enables children to acquire new knowledge, deepen their understanding, and make connections with what they already know. Our aim is for all pupils to become fluent, confident readers who can read with accuracy, expression and strong comprehension.

We are committed to fostering a genuine love of reading, encouraging pupils to read regularly for both pleasure and purpose. By nurturing curiosity, expanding vocabulary and supporting deeper thinking, we strive to develop lifelong readers who are equipped to succeed both academically and beyond the classroom.

### **Entitlement**

At St Mary's, we believe that every child has the right to learn to read. Regardless of background, gender, ethnicity, language or ability, all pupils are entitled to high-quality teaching that supports the development of both word reading and comprehension skills.

We are committed to ensuring that all children have equal access to a rich, inclusive and ambitious reading curriculum that enables them to become confident, fluent and thoughtful readers.

### **Teaching and Learning**

At St Mary's, reading is taught through two complementary strands: word reading and comprehension. We use a variety of effective strategies to develop each aspect.

In EYFS and Key Stage 1, phonics is central to learning. Understanding how letters correspond to sounds in spoken words forms the foundation for word reading, sight vocabulary and decoding skills. These essential skills are developed through daily Red Rose phonics sessions and guided reading activities.

Comprehension development focuses on expanding vocabulary, understanding grammar and building knowledge of the world. Exposure to a wide range of genres and reading experiences encourages rich discussion and fosters a lifelong love of reading.

### **Resources**

- EYFS and KS1 reading books are fully decodable and matched to the Red Rose scheme of learning. All KS1 pupils have a reading book and a reading for pleasure book to take home weekly.
- In Year 2 (Year 3 in Autumn term), children focus on guided reading for 3 days (using Project X, Big Cat, Rising stars and Collins books) and whole class reading for 2 days where they read extracts from age appropriate texts (Extracts provided through Fred's teaching resources/Literacy Shed+)

- KS2 classes focus on a novel chosen by the teacher for Whole class reading sessions as well as focused texts, which are aimed to link to other areas of the curriculum as well as including a variety of fiction, non-fiction and poetry pieces. (Extracts provided through Ashley Booth resources, Grammarsaurus/Fred's teaching resources/Literacy Shed+)
- In KS2, pupils take home a reading book from our reading scheme or a novel/non-fiction book from class book corners.
- All classes have reading corners, stocked with a range of fiction, non-fiction and poetry.

### **Reading for Pleasure**

Reading for pleasure is a focus throughout the school and is encouraged through a variety of ways, including:

- National Story telling day
- Book Fairs/Scholastic Book Club
- Author visits and competitions
- Display in the hall of what novel each class is reading for pleasure
- World Book Day whole school events
- English Ambassadors (pupil organisers of reading events and read with EYFS/KS1 pupils)

### **Parents and Carers**

A parent workshop is delivered to EYFS/KS1 parents which include how to support children with the teaching of phonics. Pupils take books home to read with an adult and a home school record book is held for each pupil. Reading for pleasure books also are sent home which adults can share with their child.

### **Rewarding Reading**

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 in Autumn Term is followed up with monitoring regularly throughout the year, recorded and re-assessed at the end of each Phonics Phase. IDL reading test completed start of year to highlight pupils who may require additional intervention. Phonics data is recorded each term on the Lancashire Traffic Light Tracker.

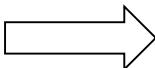
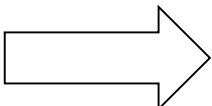
**Year 1:** Phonics data is recorded each term on the Lancashire Traffic Light Tracker. Individual word reading for fluency and understanding progresses to more detailed discussion in guided reading groups and sharing texts, to oral/written responses to texts. IDL reading test completed start of year to highlight pupils who may require additional intervention. NFER Reading test taken in Summer 2. CEW reading tests to be completed Start of year/Spring 2 and Summer 2.

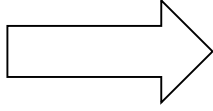
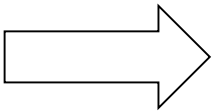
**Year 2:** Phonics data is recorded each term on the Lancashire Traffic Light Tracker, with pupils moving onto No Nonsense Spelling as the year progresses. Individual word reading for fluency, plus whole class reading opportunities for deeper level understanding and comprehension. Optional reading SATs completed in the Summer Term. IDL reading test completed start of year to

highlight pupils who may require additional intervention. CEW reading tests to be completed Start of year/Spring 2 and Summer 2.

**Year 3 -6:** Guided Reading Sessions (Year 3 Autumn Term) Whole class reading workshops and whole class reading sessions in the first phase of English units provide access to age appropriate challenging quality texts, with a deeper level of understanding and comprehension taught. NFER Reading Assessments completed for Years 3-5 at the end of the Autumn Term, Spring Term and Summer term. For Year 6 assessment is continuously given through past SATs papers in preparation for the SATs in the Summer term. IDL reading test completed start of year to highlight pupils who may require additional intervention. CEW reading tests to be completed Start of year/Spring 2 and Summer 2.

## Intent, Implementation and Impact

	<u>EYFS</u>	<u>KS1</u>	<u>KS2</u>
<b><u>INTENT</u></b>	<p>Our intent is to:</p> <p>Ensure pupils read easily, fluently and with good understanding.</p> <p>Develop the habit of reading widely and often, for both pleasure and information.</p> <p>Acquire a wide vocabulary and understanding of the conventions of reading.</p> <p>Appreciate our rich and varied literary heritage.</p>		
<b><u>IMPLEMENTATION</u></b>	<p><b>Word Reading (Phonics)</b> The working out of the pronunciation of unfamiliar words (decoding) and the speedy recognition of familiar printed words. The understanding that the letters on the page represent the sounds in spoken words. This begins with phonics teaching in early years. Daily phonics lessons in EYFS for 20-25 minutes each day.</p> <p>Guided reading sessions: a carousel of guided groups and independent activities each week. Two adult led sessions per group each week with the same book, first with a phonics/decoding focus and the second with an oral comprehension focus.</p> <p>Home reading: Red Rose matched books to read at home, evidenced in home reading records, that match the Phonics phase being taught, replaced weekly. Pupils to read each book at least twice: first time with a phonics/decoding focus and the second time with a comprehension focus.</p> <p>Sound and word cards for appropriate phase to read at home alongside reading books.</p> <ul style="list-style-type: none"> <li>○ Assessment of word reading (phase 2,3,4) recorded regularly</li> <li>○ Assessment of word reading and fluency recorded regularly.</li> </ul> <p><b>Breadth and Depth:</b> language rich classrooms, instructions to read, questions, reading through topic and role play areas, variety of text types read through story</p>	<p><b>Word Reading (Phonics)</b> Daily phonics lessons for 20-25 minutes each day, using Red Rose. Intervention sessions to boost and support Phonics take place. (Fast Forward Phonics)</p> <p><b>Reading in KS1:</b> Red Rose matched books to read at home, evidenced in home reading records, replaced weekly. Sound and word cards for appropriate phase to read at home alongside reading books, if required. Regular 1:1 reading with pupils and recorded. Assessment of word reading (phase 3,4,5) recorded regularly Assessment of word reading and fluency recorded regularly, focusing on the key areas of N.C.</p> <p><b>Guided Reading</b> These are focused on VIPERS question domains. Guided reading workshops: a carousel of guided groups and independent activities each week with an</p>	<p>Year 3 intervention for children who did not pass the phonics screening test, using Bounce Back Phonics and Rapid Reading. <b>Guided Reading (Year 3 Autumn)</b> These are focused on VIPERS question domains. Guided reading workshops: a carousel of guided groups and independent activities each week with a written comprehension focus. Pupils in Year 2 will follow whole class reading sessions 2 days a week focusing on comprehension skills.</p> <p><b>Whole Class reading</b> These are focused on VIPERS question domains. Whole class reading sessions are teacher-led reading sessions, were children read/respond to reading through partnered talk, individual thinking and solo work themed questions.</p> <p><b>Breadth and Depth:</b> <b>KS2:</b> class novel, reading for research and information</p>

	<p>time, learning of rhymes, poems and songs by heart.</p>	<p>oral/written comprehension focus. Pupils in Year 2 will follow whole class reading sessions 2 days a week focusing on comprehension skills.</p> <p><b>Breadth and Depth:</b> reading opportunities given in class story time, reading for information through topics studied, internet sources of reading, 1:1 reading opportunities, small group reading and whole class reading sessions, phase one of the English units.</p>	<p>through topics studied, internet sources of research, 1:1 reading opportunities, whole class reading sessions, phase one of the English units.</p>
<p><b>IMPACT</b></p>	<p>Assessment for Learning takes place in all classes, continuously throughout the year, formal summative assessment points are made in December, March and June each year. Teachers use Lancashire KLIPs continually. SATs past papers are used for Years 2 and 6 to assess progress in reading. NFER tests are used for Year 1 (summer only), 3, 4 and 5 for each term. Impact of this practice is:</p> <p>Pupils progress is monitored, intervention sessions can be planned, work can be planned according to ability and gaps identified that need addressing, training for staff can be delivered as the need identifies, books can be chosen that are age appropriate and present the appropriate level of challenge.</p> <p>Phonics delivery is monitored and assessed regularly by senior leadership team and phonics lead, ensuring a consistent approach and identifying any gaps through pupil progress meetings.</p> <p>CPD sessions conducted to give teachers the continuity and progression of skills across Key stages and phases.</p> <p>Inset training given to equip teachers with necessary skills to model, scaffold and question pupils to achieve a deeper level of understanding and vocabulary.</p> <p>Pupils develop a love of reading and of reading for pleasure, actively want to read and choosing to read themselves.</p> <p>Pupils develop and use a wide range of vocabulary. Pupils increase the number of words that they recognise and develop the skills needed to work out unfamiliar words that they encounter using a variety of strategies. They read fluently, consistently and with appropriate speed and intonation as they progress through the school.</p>		

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