

*'So in everything, do to others what you would have them do to you.'*  
Matthew 7:12



## **Reading Policy**

**"The more that you read, the more things you will know. The more that you learn, the more places you'll go."**

Dr. Seuss, I Can Read With My Eyes Shut!

### **Intent**

**"If you don't have time to read, you don't have the time (or the tools) to write. Simple as that."**

Stephen King

At St Mark's CE Primary School, we aim to:

- Develop happy, healthy and curious learners who read confidently and fluently and seek to acquire knowledge independently.
- Help our pupils to develop a lifelong enjoyment of reading taking genuine pleasure from what they read
- Give our children the reading skills they need to access all areas of the curriculum
- Enable children to access, understand and begin to manage information
- Help children begin to understand the meaning of what they read and what is read to them
- Help children make responses to what they read justifying those responses
- Allow all children to use reading to become immersed in other worlds...both real and imagined!

At St Mark's, we consider ourselves a **community of readers**. Therefore, we expect all adults to model and communicate their love of reading in the following ways:

- Story time
- Opportunities for quiet reading time in KS1 and KS2
- Shared and guided and reciprocal reading
- Providing exciting reading areas that inspire our children to read
- Reading with the individual children who need our support the most

### **Implementation**

#### **The Teaching of Reading**

Reading is a multi-strategy approach to understanding the written word. It is not simply the decoding of black marks on the page but involves the ability to read with understanding a wide range of different texts, including fiction, non-fiction, real world texts such as labels, captions, lists and environmental print. Competence in reading is the key to independent learning and therefore the teaching of reading should be given a high priority by all staff.

Success in reading has a direct effect on progress in all areas of the curriculum and is crucial in developing children's self-esteem, confidence and motivation.

- Develop the ability to read aloud fluently and with expression
- Develop the ability to read for meaning
- Develop the skills required for the critical reading of texts
- Be encouraged to read a wide range of fiction, poetry and non-fiction materials;
- Be taught a range of strategies for reading including
  - ✓ **Phonic** (sounding the letters and blending them together)
  - ✓ **Visual** (whole word recognition and analogy with known words)
  - ✓ **Contextual** (use of picture and background knowledge)
  - ✓ **Grammatical** (which words make sense)

In addition, children should:

- Be encouraged to listen attentively;
- Gain awareness of the close links between reading and writing activities.

Children are taught to read using a range of reading resources, including phonetically decodable books linked to our ELS phonics program, in addition to a wide range of texts from various publishers. This is done to allow flexibility of teaching and learning reading strategies across a range of materials, including e books, newspapers, posters and fiction and non-fiction books that reflect and enhance work across other curriculum areas.

Non decodable reading books are colour coded to support progression of reading skills and vocabulary and includes a range of books from different publishers, including Oxford Reading Tree, Big Cats and X Project. In our extensive library, fiction books are colour coded (Lower Key Stage 2 - orange and Upper Key Stage 2 green) and children are actively encouraged to read books from our library in addition to their individual reading books. The teaching and learning of reading is explicitly planned for during English lessons, guided reading sessions and 1 to 1 reading, but is also embedded across our teaching and learning across the curriculum areas.

### The teaching and Learning of Reading

At St Mark's we plan an engaging English curriculum using a wide range of high-quality texts for each class every half term. The children will be introduced to a range of both classic and long-standing much loved books as well as new and upcoming authors and text. Part of our whole school approach is to immerse the children in the shared text, and appropriately for their age to:

- demonstrate active reading strategies e.g. *generating questions, finding answers, refining thinking, modifying questions, constructing images.*
- Analyse and evaluate texts looking at language, structure and presentation.
- Make predictions based on information stated and implied.
- Draw inferences around characters' thoughts, feelings, actions and motives, and justify with evidence from the text using point and evidence.

Writing activities follow on from shared reading with a balance of reading and writing over a period of up to 4 weeks.

For Nursery and Reception, Key Stage 1 children and some Key Stage 2 children (who need additional support) reading is taught through the daily teaching of phonics using the ELS program. As part of this scheme the children will be taught to:

- Discriminate between the separate sounds in words
- Learn to blend and segment
- Learn the letters and letter combinations most commonly used to spell sounds
- Read words by sounding out and blending their separate parts
- Study written representations (graphemes) of a sound and how it looks
- Recognise on harder to read and spell words

### **EYFS and Key Stage 1**

Reading opportunities are given on a daily basis. A wide range of approaches are used to provide first hand experiences for the children, including a daily phonics session. The class teachers shares at least one book daily with the class during story time.

The children are given an individual decodable reading book to take home weekly. They also have access to a range of decodable reading books online via Oxford Owl, which link to the sounds they have been learning during their phonics sessions. Children also take home a library book once a week to share with their adult. The teacher reads numerous times a week with the child and encourages reading to take place at home.

Discrete daily phonics work takes place during our ELS lessons.

In **Year 2**, time is allocated for the explicit teaching of the specific reading skills required for comprehension and SPAG to prepare for the end of KS1 Standard Assessment Tests (SATs).

### **Key Stage 2**

Careful study and immersion in the reading genre over several days leads to children attempting writing in that same genre. This is usually during a unit of work lasting several weeks. Over the unit there will be a balance of shared reading and writing activities. Children have daily English sessions. It is also necessary to have additional sessions for the explicit teaching of comprehension and SPAG skills.

### **Guided Reading**

Guided reading is often taught outside the English lesson and may be part of a weekly carousel of activities. Interesting and enjoyable texts, including novels, extracts non-fiction and poetry are carefully selected at instructional level for the group. Our planning of guide

## **Independent Reading**

Children need to be given the opportunity and encouragement to read independently in order to build confidence, stamina and fluency, as well as develop their experience of a range of books and authors.

In Reception and Key Stage 1 and, where appropriate in KS2, children will be given a reading book at an appropriate level to take home, together with a reading record book. Children are expected to read at least 3 times a week at home and parents, or carers are asked to sign and encouraged to make a comment in their child's reading record book each time they hear their child read. Where children do not read regularly at home teachers will arrange for them to read individually at school to parent helpers, classroom assistants or older children. Reading should not be seen as just a 'school activity'. Wider family involvement supports reading and ensures children have access to reading materials at home. At St Mark's, we provide meetings for parents to support them in helping their child at home with reading and phonics. Information is sent home that contains a range of suitable questions to enable parents to make home reading time as productive as possible. We hold regular parent workshops where parents can find out more as to how they can support their children at home. We celebrate reading with regular theme day for example World Book Day, The Big Reading Breakfast

## **Hearing Books Read Aloud**

This builds enthusiasm and enjoyment. It influences independent reading and tunes children in to book language. Listening to a story or sharing a non-fiction text develops a child's ability to comment on and respond to events and experiences within a text and also, hear what good reading sounds like. These sessions also allow the teacher to check a child's comprehension, by asking literal and inferential questions, which aid deeper understanding of the plot and themes of the story, also increasing their vocabulary. Teachers of all age groups are encouraged find time to read aloud to their class on a regular basis.

## **Children Reading Aloud**

This will be modelled during shared and guided reading and hearing books read aloud, with the exception of those children targeted to require extra 1:1 sessions. Whilst in school, children are taught the skills they need to become effective readers. They should then practice and fine tune those skills at home.

Children should have the opportunity to read aloud to a variety of audiences, including their own age group, younger children and during whole school and class assemblies.

## **Pupils with Special Education Need and Disabilities (SEND)**

In consultation with the SEND Lead or English subject Lead, class teachers will ensure provision is made for children who require extra support through specific intervention programmes and differentiated class teaching or independent tasks.

## **Gifted and Talented Pupils**

Challenge for our gifted and talented pupils is provided through careful planning and differentiation of independent tasks.

## **Impact**

### **Assessment and Recording**

Long-term, medium term and short-term planning, reflecting the National Curriculum using the Lancashire Key Learning Indicators of Progress (KLIPS) and Learning and Progression Steps (LAPS), shows progress in knowledge, skills and understanding and ensures the continuity of and development of a range of text types. Teachers maintain their own records of children on-going progress, for example notes Reading Book record file, guided reading notes and comments in the children's reading record books

Every term, every child's reading skill will be assessed against the Year Group expectations for their age using Lancashire Key Learning Indicators of Performance (KLIPs) and Learning and Progression Steps (LAPS). Children will be identified as 'Emerging,' 'Developing', 'Secure' or 'Greater Depth.' Additional forms of assessment that may be used to support teacher assessment are:

- End of KS1 and KS2 assessments (Y2 and Y6)
- Optional assessments using Rising Star half termly tests for Year 1 to Year 6

This policy will be reviewed annually in conjunction with Whole School English policy.

To be reviewed September 2025