



Reading Policy

Intent

At Primet Primary, our intention is to deliver a creative and engaging Reading curriculum that inspires children to develop a lifelong love of reading. We encourage children to **aspire** to become confident, fluent readers, show **respect** for different texts, authors and viewpoints, and work **together** through discussion and shared reading experiences. Through high-quality teaching, children develop ambitious vocabulary, explore a range of genres and apply their reading knowledge across the curriculum and in their writing.

Aims and Principles

- At Primet Primary School, we strive for every child to become a **primary literate pupil**. We aim for every child to:
- Read a range of texts fluently, for pleasure, information and understanding
- Develop a lifelong enjoyment and love of reading
- Understand and appreciate a range of text types and genres
- Be curious learners, exploring the past, the future and other worlds, both real and imaginary

Procedures and Practice

- Statutory requirements for the teaching and learning of English are outlined in the **National Curriculum for English (2014)** and the **Statutory Framework for the Early Years Foundation Stage**.
- EYFS and KS1 children follow the **Little Wandle** reading programme, which is linked to children's phonics phases. Reading sessions include a **practice read**, **prosody session** and **comprehension session**. Children take home the book they have read in school to develop fluency. In addition, they have the opportunity to choose an additional book to read for pleasure.
- In KS2, a whole-class reading approach is used, including two skills-based sessions (one modelled and one independent), a mixed-comprehension session and a reading-for-pleasure session.
- Children take home a reading book matched to their assessed reading level. Each child has a home reading record in which reading completed at home is recorded. Daily reading at home is encouraged.
- Shared reading is an integral part of English lessons and takes place within the reading phase of the writing process.
- The lowest 20% of readers in each class receive additional 1:1 reading opportunities to support the development of fluency, confidence and comprehension.

Oracy

- Spoken language underpins the development of reading and writing. In line with the National Curriculum, pupils are taught to speak clearly, express their ideas, and listen and respond appropriately to others.
- Teachers use structured discussion, storytelling, drama, debate, and guided reading so children learn to articulate their thoughts, deepen comprehension, and develop vocabulary.
- Oracy is embedded in all reading sessions, enabling pupils to rehearse language, clarify meaning, and develop confidence in verbal expression. For example, pupils may discuss a character's motivations in a shared text, perform a poem aloud, or engage in a 'Book Talk' session where they justify their opinions with evidence from the text.

Fluency

- Fluency is the bridge between word recognition and comprehension. The National Curriculum highlights that pupils should read 'accurately, fluently and with understanding.'
- Fluency is taught through regular modelled reading, echo and choral reading, paired reading, and repeated reading of familiar texts. Pupils are encouraged to read with appropriate pace, expression, and phrasing, supporting their ability to make meaning from text.
- Teachers will assess fluency not only by speed and accuracy but also through prosody: how well pupils use intonation and rhythm to convey understanding.

Cross-curricular Reading

- Teachers will make cross curricular links where children can apply skills they have learnt in whole class reading and in English. Opportunities to apply cross curricular reading skills are outlined on the English Overview.
- Children will be given an opportunity to attend the school library to select cross curricular books related to their topic every half term or every new topic.

Assessment

- Reading will be assessed as entering, developing, secure or greater depth based on their age-related expectations and the data entered and tracked using INSIGHT tracking system. This is based on both teacher assessment and a ten weekly reading assessment.
- Data from assessments will be used to identify gaps that will inform planning lessons and identify pupils who need reading interventions.
- End of year assessments will inform action planning and CPD training programme.
- The Foundation Stage Profile is used to assess the early learning goals for literacy and communication and language development.

Statutory Assessment

- Year 1 children are assessed against the Government's Standardised Phonics Assessment in the summer term.
- Year 6 children are assessed using the Government's standardised Reading Test [SATs].
- Data from all assessments is shared with senior leaders in Pupil Progress meetings termly.
- Next steps decisions are considered and intervention strategies are put into place to address any underachievement.

Roles and Responsibilities

The subject leader is responsible for improving the standards of teaching in Reading through:

- Monitoring the provision of reading (including intervention programmes)
- The quality of the learning environment/reading areas
- Auditing and supporting colleagues in their CPD
- Purchasing and organising resources
- Keeping up to date with recent developments and changes

Monitoring and Evaluation

- Whole Class Reading lessons will be monitored through informal learning walks and formal observations to ensure high quality teaching and learning is taking place.
- Team teaching and a lesson study approach will allow good teaching practices to be developed through peer planning and evaluation.
- Books will also be scrutinised in order to monitor children's learning and assessment both through leadership as well as a peer approach.
- Pupil interviews will also be conducted in order to gain a child's perspective of their English learning.

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