

Reading Policy

Arnold Mill Primary and Nursery School



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Intent

We believe that the importance of laying firm foundations in this crucial area of the curriculum cannot be underestimated. A child's ability to read has an impact on all other areas of the curriculum and learning. We aim to make reading a valuable and rewarding aspect of a child's learning - opening the door to a world of knowledge and pleasure.

We believe that parents play a vital role in supporting the development of reading. Staff are always available to discuss reading strategies or concerns with parents. Volunteers are valued as a means of supporting reading development in school.

Our aims are that children will:

- *be taught the essential skills of reading*
- *enjoy a wide variety of texts including fiction, non-fiction and poetry*
- *become independent readers and transfer these skills across the curriculum*
- *be prepared for their next stage of education*
- *become critical, life-long readers and learners.*

Reading gives skills that children need in order to '*take advantage of opportunities, responsibilities and experiences in later life*'. This includes leisure. By doing so, we can '*powerfully address social disadvantage*.'

We aim to provide a rich reading environment - from displays around school to a wide range of quality fiction and non-fiction books and reading materials. Each classroom has its own reading area. In addition, we have reading for pleasure assemblies and designated story time which supports current research that hearing adults read aloud develops reading attitudes.

2. Implementation

2.1 Roles and responsibilities

The Governing Body

The governing body will monitor the effectiveness of this policy and hold the headteacher to account for its implementation.

The governing board will also ensure that:

- A robust framework is in place for setting curriculum priorities and aspirational targets
- Enough teaching time is provided for pupils to cover the National Curriculum and other statutory requirements

Head Teacher

The headteacher is responsible for ensuring that this policy is adhered to, and that:

- Aims and objectives reflect the aims of the school and indicate how the needs of individual pupils will be met.
- The amount of time provided for teaching the required elements of the curriculum is adequate and is reviewed by the governing body.
- The school's procedures for assessment meet all legal requirements.
- The governing body is fully involved in decision-making processes that relate to the breadth and balance of the curriculum.
- The governing body is advised on whole-school targets in order to make informed decisions.
- Proper provision is in place for pupils with different abilities and needs, including children with SEND.

The Reading Coordinators and Staff

The **reading coordinators** will:

- Monitor teaching and learning
- Monitor planning
- Carry out learning walks
- Interview children
- Create action plans and assessment materials
- Oversee the celebration of reading within school
- Provide peer support and feedback
- Analyse data
- Order materials
- Report to the head teacher and governing body

Other staff will ensure that the school curriculum is implemented in accordance with this policy.

Teaching of reading

At Arnold Mill, children will be taught the skills and strategies to read fluently and for meaning through a range of activities. These may include:

2.2 Early Reading and Phonics

- Reading skills are taught in line with the E.Y.F.S.
- In F1, children are provided with enjoyable reading experiences using a wide range of quality picture /story books, nursery rhymes, poems and songs. They are read stories every day (when 'book handling' skills are demonstrated). They can listen to stories on CDs and act them out in role play and small world.
- In F1 children have two phonics sessions (using the letters and sounds document) a week to encourage them to listen for sounds. When appropriate, they are introduced to the Read Write programme.
- In F2, the children begin the 'Read! Write!' programme. This teaches the skills that are needed to become a fluent and confident reader.
- The programme begins with letter sounds and blending activities. Children take home activities linked to the sounds that they are learning, to practise at home.
- Once children have learnt to blend, they will take home a linked text to read and an Oxford Reading Tree book to match their reading ability. These books will be changed on a weekly basis.
- In addition, the children will be encouraged to take home a story book of their choice from the reading area.
- Throughout the foundation stage, a core list of story books are read and revisited so that children have the opportunity to assimilate the knowledge of these stories to long term memory. These books have been carefully chosen to increase cultural capital.
- The children will also have time throughout the day to enrich their learning experiences through other areas of the curriculum reading independently or with an adult.

2.3 Shared Reading

In shared reading, the teacher's role is to make overt what good readers do. During shared reading, the children can access a text which may be challenging to them individually. Reading skills and strategies should be clearly modelled, and discussion should help children to deeper understanding of the text and its vocabulary. Each class will have a 'class text', which will often be linked to topic work.

2.4 KS1 reading

In read write lessons:

- The materials are matched carefully to the group's reading ability. Each child has a copy of the text to use in class and take home. This book is linked directly to the phonics they are learning.
- Children will practise the decoding skills to access the text.
- New vocabulary is introduced and words defined.
- Key words are taught and identified.

- Expression is modelled and storyteller voices developed.
 - Opportunities are taken to explore spelling, punctuation and grammar.
 - In partner work, children read aloud and track text.
 - Children will be taught retrieval and inference strategies to talk about and explore texts.
 - Children are given guided opportunities to build confidence, fluency and accuracy, resulting in independent reading.
- Children take home a read write book linked directly to the phonics that they are learning. In addition, the children take home another book to share with an adult. The children will also have time throughout the day to enrich their learning experiences through other areas of the curriculum reading independently or with an adult.
 - Reading skills are taught in line with the National Curriculum.
 - Reading is often used as a starting point to writing - providing children with a model to emulate.

2.5 KS2 reading

In reading lessons:

- Children are asked to make predictions from the title and relate to personal experience/ background knowledge (including other reading).
 - Children mumble read a text independently (as there is evidence to show that reading aloud aids memory/ retention).
 - The teacher then models reading while children follow.
 - New reading unknown vocabulary is identified and meanings of words defined.
 - Children answer questions using retrieval, inference and knowledge about text features and vocabulary. Opportunities are taken to explore spelling, punctuation and grammar.
 - Children are encouraged to give opinions.
 - Children are asked to summarise what they have read and give a personal response.
 - Where possible, texts are linked to other areas of current learning to give context to their learning.
 - Reading is often used as a starting point to writing - providing children with a model to emulate.
- In KS2 classes, books have been banded. Children take home a banded book of their choice linked to their reading age. They are expected to read this book at least three times at home. In addition, children may take another book home of their choice.
 - PM Benchmarking is used 3 times a year to ensure Reading ages are updated and support is given if/when necessary.
 - STAR assessments are used to support Reading ages and inform interventions.
 - Reading skills are taught in line with the National Curriculum.

2.6 Independent/silent reading

We aim to encourage children to be able to read to themselves for lengthening periods of time - particularly as they get older. Teachers will often 'model' reading during these periods.

2.7 Intervention strategies, which may be used in school:

- **1:1 Phonics**
Personalised phonics programme to build fluency and accuracy when identifying sounds and blending to read words.
- **'Switch On'**
Switch-on is a 20 minute daily, personalised reading intervention for targeted students to enable them to become more confident, independent and active readers.
- **Toe by Toe**
As a 'dyslexia-friendly' school, this strategy may be used with children who come out as at risk of dyslexia after Harcourt's testing. These children will also be given reading rulers if appropriate.
- **Modelled reading**

This is where an adult precisely models reading sentences according to punctuation and expression and the children copy and repeat these sentences as modelled.

- **One to one reading**

Provision for one to one reading in school occurs for all children in F2 and with targeted children throughout the school.

- **LBQ APP**

Reading skills are worked on using the app. This allows teachers to identify any skills that they feel the class needs to work on such as retrieval, inference, summarising etc.

2.8 Reading At Home

As a very minimum, we expect all children to read their banded book three times per week. This can be independently or to yourselves.

To track this, we need to be sent a message on Class Dojo to the class teacher before 9am on a Friday stating how many times they have read that week.

We will keep a record of this and reward the children with Dojo points which will equate to reading rewards.

2.9 Celebration

- Children that read more than 3 times a week will receive a class dojo point which you will see on your child's avatar. For example, if your child reads 3 times they will get 3 Class Dojo points, if they read 4 times a week they will get 4 Class Dojo points.
- 50 Class Dojo Points will mean your child earns a bookmark.
- 100 Class Dojo Points will mean your child earns a ruler.
- 150 Class Dojo Points will mean your child earns a gold reading pin.
- 150+ Class Dojo Points will mean your child earns an extra prize.
- Reading events (eg. World Book Day, 'extreme readers', book fair) will be celebrated.
- Reading challenges/ competitions will be introduced throughout the year.

2.10 Legislation and guidance

This policy reflects the requirements of the National Curriculum programmes of study. It also reflects requirements for inclusion and equality as set out in the Special Educational Needs and Disability Code of Practice 2014 and Equality Act 2010, and refers to curriculum-related expectations of governing boards set out in the Department for Education's Governance Handbook.

In addition, this policy acknowledges the requirements for promoting the learning and development of children set out in the Early Years Foundation Stage (EYFS) statutory framework.

2.11 Planning

- Cross curricular links are made wherever possible
- Skills in the Foundation Stage are planned through the objectives within the EYFS.
- Teachers from the Foundation Stage to Year 6 plan to ensure full coverage of the skills relating to the reading curriculum for that year group.
- Teachers in foundation, KS1, LKS2 and UKS2 share planning.

Opportunities are taken to encourage:

- British values

- Spiritual, moral, social and cultural development (protected characteristics).
- Global awareness

2.12 Assessment and Reporting

- Children self-assess against criteria.
- Phonics assessments (Foundation stage and KS1), Year 1 phonics screening check and reading tests (including S.A.T.s) are used at intervals during the school year. In KS2, children are regularly assessed to ascertain their reading age - to match children to the appropriate book band. Results from these and analysis of data at pupil progress meetings are used to monitor progress and identify those children who are in need of extra support. Results will also monitor impact of intervention strategies.
- Information is shared with parents/carers at parents' evenings and in the child's written report.
- Bromcom and STAR assessments are used for teachers to input data.

2.13 Inclusion

Teachers set high expectations for all pupils. They will use appropriate assessment to set ambitious targets and plan challenging work for all groups, including:

- More able pupils
- Pupils with low prior attainment
- Pupils from disadvantaged backgrounds
- Pupils with SEN
- Pupils with English as an additional language (EAL)

Teachers will plan lessons so that pupils with SEN and/or disabilities can engage in lessons wherever possible, and ensure that there are no barriers to every pupil achieving. They will also take in to account the needs of the locality.

Teachers will also take account of the needs of pupils whose first language is not English. Lessons will be planned so that teaching opportunities help pupils to develop their English, and to support pupils to take part in all subjects.

2.14 Links with other policies

Mission Statement

Arnold Mill is a school where everyone is encouraged to fulfil their potential, discover new talents and develop a love for learning. We passionately believe in the importance of a shared vision and values. You should be able to see, hear and experience our values in all aspects of school life.

The reading policy links to the following aspects of the mission statement:

- Creativity can flourish
- Children are equipped with skills for life
- Success and achievement are celebrated
- Diversity is celebrated and tolerance promoted.
- Everyone is encouraged to think for themselves, take risks and make mistakes

This policy also links to:

- Writing policy
- Handwriting and presentation policy
- EYFS policy
- SEND policy
- Equality information and objectives
- British values
- Global awareness
- Spiritual, moral, social and cultural development

3. Impact

- Reading will be part of a well-constructed, broad and balanced curriculum.
- Reading will be well taught.
- Good results (attainment and progress) will be evident in test results.
- Pupil questionnaires will show a positive attitude towards reading.
- Disadvantaged children and children with SEND will develop their cultural capital needed for life.
- Children will be able to talk about what they have learnt and build on previous experience.
- We will endeavor to create a love of reading ethos that emanates throughout school.