



*'Loving God in all we do'*

## READING POLICY (2024)

### Intent

The National Curriculum states that pupils should be taught to read fluently, understand extended prose and be encouraged to read for pleasure. It is our aim that every child in our school becomes a fluent reader, builds a love of reading and becomes a lifelong reader.

The 2014 Curriculum divides reading skills into two dimensions:

- Word reading/ decoding
- Comprehension

The Reading Framework (2021) explains 'Children need both good language comprehension and good word reading to become good readers'. We recognise that both these elements are essential to success and we support the acquisition of both sets of skills through various methods. We recognise that these areas are clearly linked to the other aspects of English learning: speaking and listening, writing, grammar and vocabulary.

### Implementation

Reading underpins our curriculum, therefore the stories, poems and non-fiction texts we choose are specific to our children. Books chosen to study are quality assured so there is a clear progression in texts throughout the year, children have a range of genres, authors and subjects and texts are tailored to our pupils' interests. Reading aloud is a priority throughout the school and whole class reading takes place every day as part of the English teaching sequence as well as additional story times. In addition to this we highly value time for silent reading, in order to build children's love of reading and reading stamina. Time for this too is scheduled into the school day.

Our school develops vocabulary and comprehension skills through a variety of methods including:

- Quality first teaching
- Guided reading sessions
- Reading a range of fiction, non-fiction and poetry texts to children
- Daily story times
- Providing a language rich environment
- Providing interesting and meaningful materials
- Book talk
- Listening to and talking about stories to develop vocabulary
- Drama

- Role play
- Termly knowledge organisers are focused on vocabulary for each subject
- Class book boxes suited to children's developing age and ability
- Librarian advice for children, with set times in the week for pupils to choose their own books
- Weekly Book Club sessions (KS2) led by our school librarian

In EYFS, daily phonics sessions focus on teaching children specific sounds in order to decode words and sentences. Children progress through the phases, as appropriate, and learn to blend sounds and segment words in order to decode. Daily story times are prioritised and their comprehension skills and understanding of language are developed through listening and speaking. Children take home two books each week. One of the books is fully decodable and should be read by the child and one is a book to be read by an adult to the child.

In Key Stage One, children continue to develop their decoding skills through phonics sessions. Children will progress to phonics phase 6. Decodable home reading books consistent with children's developing phonological knowledge are sent home weekly as well as a book to be read by an adult. Daily Guided Reading lessons focus on developing comprehension skills as well as fluency. The teaching sequence consists of a pre-read task, guided reading led by the teacher and a follow up task. There may also be an independent reading session or unseen comprehension task. In a week, each group will do each activity at least once on a carousel basis.

In Key Stage Two, the progress made in Key Stage One is built upon. Children continue to participate in daily Guided Reading sessions where the focus is developing higher order comprehension skills as well as developing the ability to read fluently. Where necessary, specific phonic support is used to develop children's decoding skills through the use of interventions. Throughout Key Stage Two, children develop their independence in reading as they become competent and confident readers. Children choose a personal choice reading book from school or home which they take home on a daily basis. Children are also given the opportunity to read independently in class. Personal choice books are monitored by teaching staff to ensure books are suitable for the reader's age and reading ability.

### Impact

By the end of Year 6, children should

- Be able to read with fluency, accuracy, understanding and enjoyment
- Be independent and confident readers
- Be lifelong readers
- Read for pleasure
- Use reading in order to develop their knowledge and skills
- Be familiar with a range of genres
- Be familiar with a range of authors