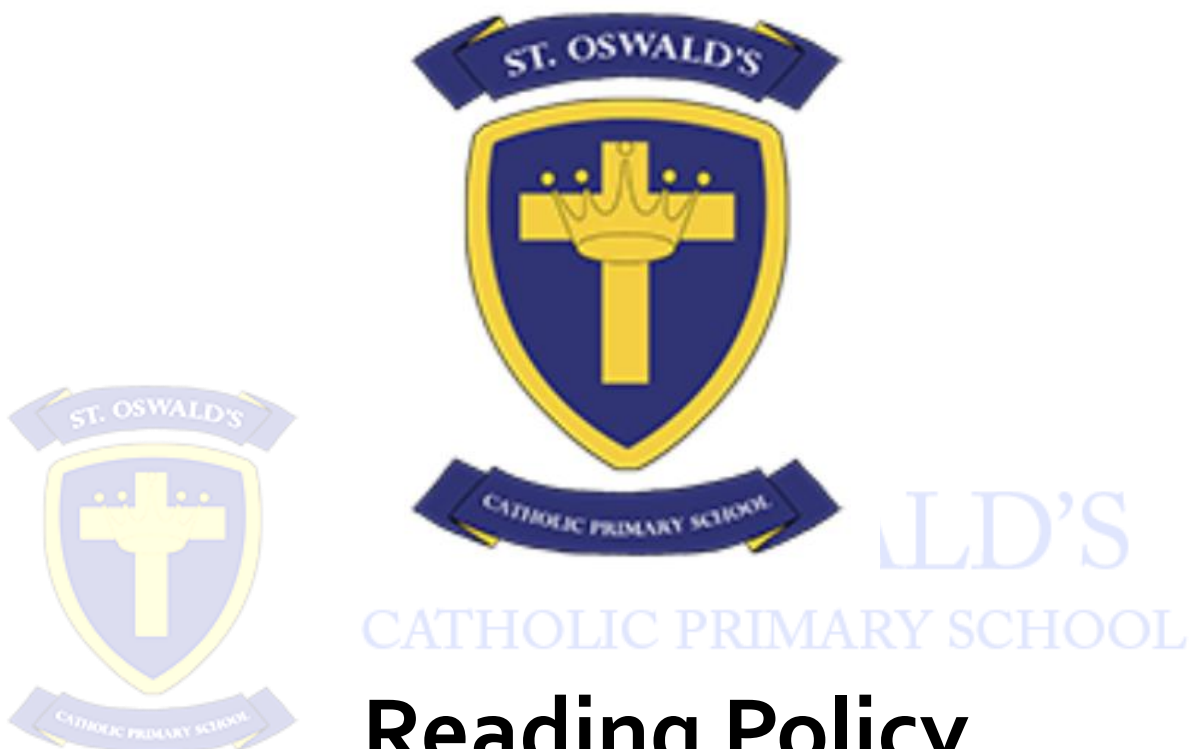


St Oswald's Catholic Primary School



Reading Policy

2026-2027

Love Jesus

Love Learning

Love Each Other

"We are a learning community promoting the Gospel values of mutual trust, care and respect"

St Oswald's Primary School Reading Policy

1. Policy Intent and Curriculum Philosophy

At St Oswald's Catholic Primary School, we believe that reading is the cornerstone of learning and the gateway to lifelong success. Our intent is to nurture a community of fluent, enthusiastic and reflective readers who read not only for purpose, but for pleasure. From Reception to Year 6, we aim to instil in every child a deep love of stories, language and knowledge that will stay with them for life.

Reading is at the heart of our curriculum. It underpins all learning and supports the development of imagination, vocabulary, emotional intelligence and critical thinking. We want our children to leave St Oswald's as confident readers who can access a wide range of texts and who see reading as both a joy and a tool for discovery.

Our reading curriculum is designed to ensure that every child:

- Develops secure early reading skills through a rigorous, systematic approach to phonics.
- Becomes a fluent, confident reader who can decode, comprehend and discuss a range of texts.
- Is immersed in a language-rich environment where vocabulary is valued, explored and celebrated.
- Encounters diverse authors, genres and themes that reflect our world and promote empathy, curiosity and understanding.
- Sees themselves as readers — empowered, informed and inspired by what they read.

Early Reading (EYFS and Key Stage 1) - Our approach to early reading begins in Reception, where children are introduced to Monster Phonics and are immersed in rhyme, rhythm, story and song. A strong focus on oracy and vocabulary prepares them for early phonics learning.

In Reception and Key Stage 1, phonics is taught systematically through the Monster Phonics programme. This multi-sensory, colour-coded approach brings phonics to life by linking sounds to characters, stories and visual cues, making phonics highly engaging and accessible for all learners. The scheme ensures consistency and precision across classes, enabling children to make rapid progress in decoding, segmenting and blending words.

Daily phonics sessions are reinforced through regular opportunities for reading practice, both in school and at home, building fluency and confidence. Teachers closely monitor progress and provide early intervention for those who need additional support, ensuring that every child develops secure foundations in reading.

Developing Comprehension and a Love of Reading (Key Stage 2) - As children move through Key Stage 2, the focus shifts towards deeper comprehension, inference and critical engagement with texts. We have 3 reading lessons per week from Year 1 to Year 6. Lessons focus on fluency, reading as a reader, discussion of vocabulary, and developing comprehension skills through questioning based on the reading domains.

High-quality texts—both classic and contemporary—are chosen to challenge, inspire and link meaningfully with wider curriculum themes. Through our reading lessons, children learn to decode with accuracy, explain vocabulary and meaning, retrieve key details, interpret themes and ideas, and explore the author's choices and intentions.

Children are encouraged to discuss and debate what they read, making connections between texts and the wider world. This approach ensures that comprehension, vocabulary and critical thinking are systematically developed throughout the school.

Reading Culture and Community - At St Oswald's, we are passionate about creating a rich and joyful reading culture that surrounds children from the moment they enter school. Every classroom features inviting book areas—spaces designed to encourage curiosity, independence and a genuine love of books.

Books go home every week, supporting strong partnerships between school and families, and reinforcing the message that reading is valued everywhere.

Reading is celebrated across the school through author visits, reading reward schemes, and whole-school events such as World Book Day. These experiences create a shared excitement around reading and give children opportunities to explore new authors, genres and ideas.

Inclusion and Access for All - We are committed to ensuring that every child, regardless of background or need, becomes a confident and capable reader. Teachers use assessment to identify barriers to progress early, providing targeted intervention and support where necessary.

Texts are carefully selected to reflect our diverse community, ensuring that every child can see themselves and others represented in what they read.

Our Vision - By the time children leave St Oswald's Catholic Primary School, they will:

- Read fluently, with understanding and enjoyment.
- Speak confidently and thoughtfully about what they read.
- Use reading to extend their knowledge, imagination and empathy.
- Value reading as a lifelong source of pleasure, information and inspiration.

At St Oswald's, reading opens doors — to learning, to possibility, and to the joy of discovering the wider world through words.

Implementation – Reading at St Oswald's Catholic Primary School

Our reading curriculum is carefully structured to ensure every child develops strong decoding, comprehension, and engagement skills from Reception through Year 6.

Early Reading and Phonics (Reception – Year 2)

- Phonics is taught systematically using the Monster Phonics scheme. This multi-sensory, colour-coded programme links sounds to characters, visual cues, and stories, making learning highly engaging and memorable.
- Daily phonics sessions focus on blending, segmenting, and spelling, with immediate opportunities for children to apply these skills in reading and writing.
- Children are assessed regularly to monitor progress and identify those who need extra support, ensuring gaps are addressed early.

Comprehension (Year 1 – Year 6)

Reading lessons enable children practice accurate word reading, fluency and comprehension skills.

Explain – children explain meaning, vocabulary, and key ideas.

Retrieve – children locate information from the text.

Interpret – children infer meaning, author intent, and themes.

Choice – children evaluate authorial choices and justify their responses.

Guided and whole-class reading sessions ensure all children engage with high-quality texts that build vocabulary, comprehension, and reasoning.

- Reading is integrated across the curriculum: children practise skills in topic work, cross-curricular writing, and independent study.

Reading Culture and Access

- Every classroom has a book area, designed to encourage independent reading and curiosity.
- Children visit the school/class library weekly and select books to take home, supporting reading for pleasure and building strong home-school connections.
- Reading is celebrated with opportunities to share books in class or online via SeeSaw.

Assessment and Target Setting

- Teachers track progress using termly assessments in phonics, fluency, and comprehension.
- Individual targets are set for each child, and celebrating these incremental successes helps build confidence and motivation.
- Fluid grouping and focused support ensure that all children, including those in vulnerable groups, can access lessons and make progress.

Impact – Reading at St Oswald’s Catholic Primary School

The impact of our reading curriculum is evident in both pupil outcomes and attitudes towards reading:

- Fluency and comprehension: Children progress from early decoding skills to confident, independent readers who can explain, interpret, and critically evaluate texts.
- Transferable skills: Comprehension and vocabulary developed in reading lessons enhance writing, speaking, and learning across the curriculum.
- Love of reading: Engagement with high-quality texts, reading at home, library visits, book areas, and reading events foster lifelong reading habits.
- Celebration of success: Individual target-setting, awards, and opportunities to share reading achievements with peers and families build confidence and motivation.

By the time children leave St Oswald’s, they are not only proficient readers but enthusiastic, reflective, and confident participants in a reading culture that will support them throughout their education and beyond.

