‘Learning Together, Growing Together, Succeeding Together.’

Reading Policy

September 2025

Micklehurst All Saints CE Primary School Aims:

- To help children develop a sense of respect for themselves and others
- To ensure a secure, caring and supportive environment
- To provide an atmosphere of trust co-operation and understanding between home, school and the community
- For all children to be happy, enquiring and motivated learners
- To inspire a love for learning
- To develop Christian values
- To nurture self-respect and respect for others
- To celebrate achievement

Our Vision Statement

Our roots are firmly anchored in Christian values to enable children to grow and blossom.

'Micklehurst All Saints is committed to safeguarding and promoting the wellbeing of all children, and expects our staff and volunteers to share this commitment'.

Statement of Intent

The staff and governors at Micklehurst All Saints CE Primary School are committed to providing a high-quality education for your child. This document is a statement of the aims principles and strategies for the teaching and learning of Reading. It gives a framework within which all staff, teaching and non-teaching, will work. This policy is intended to be used in conjunction with the policy for English, and also with school policies on Assessment, Special Educational Needs the Equality Act (2010) and our Public Sector Equality Duty.

1. What is Reading?

Reading is an essential basic skill, which enables a pupil to make sense of the printed world around them; therefore, its mastery is fundamental to educational progress and learning.

Our aims in teaching Reading are that all children will:

- Develop positive attitudes towards books so that reading is a pleasurable activity
- Develop different strategies for approaching reading and these should include using phonics, picture clues, sight clues and context
- Read a varied selection of texts, both fiction and non-fiction, whilst gaining an increased level of fluency, accuracy, independence and understanding
- Display an ability to recall, describe, predict, infer, deduce and evaluate what they have read
- Use reading as a means of information gathering and retrieval
- Use their reading skills as an integral part of their learning throughout the whole curriculum

2. Teaching and Learning

The emphasis of our teaching is building upon, and having respect for, the child's home experiences and language, developing and extending this in a range of ways. We aim to facilitate this by:

- Reading aloud (fiction and/or non-fiction) as often as possible
- Valuing books and showing an interest in them by setting a personal example
- Hearing children read and sharing books with them on a regular basis
- Providing attractive and imaginative reading areas and displays, maintaining collections of books (for the classrooms, library and topics) which include various types of books, labels, captions, instructions and questions
- Providing children with a diverse range of authors and protagonists
- Guiding children's selection of books, in order to expand their experience of authors and genres, through use of wide reading collections and books from both fiction and non-fiction libraries
- Keeping records of children's achievements and progress in reading

Reading is a core element of English in the National Curriculum and the Early Learning Goals in the form of Communication and Language and Literacy. As such, it forms a significant part of the curriculum throughout school.

We follow the Early Learning Goals in EYFS and the National Curriculum 2014 from Year 1 to Year 6. We also use First Class Phonics (Synthetic Approach to Phonics) as a basis for the teaching of reading throughout school.

In the Foundation Stage, Reading is an integral part of the unit's work. The children have experience of reading every day, e.g. phonics, shared text work, story time etc. As the Reception class is part of the Foundation Stage of the National Curriculum, literacy aspects of the children's work are related to the objectives set out in the Early Learning Goals, which underpin the curriculum planning for the children. All children are given the opportunity to look at and share books in a wide range of situations, including the class book area, topic

book displays, continuous provision and individual reading sessions. Guided Reading at this stage takes place as the children become ready and are familiar with how books work and have developed sufficient phonic knowledge and some basic sight vocabulary so as to experience success, which is usually in the second half of the autumn term for most children.

In Key Stage 1, reading is undertaken on a daily basis in the form of a dedicated reading time during which the whole class will be involved in reading activities such as comprehension, guided reading sessions and independent reading activities. Children may also be heard to read individually. During the spring term in Year 1, the children are introduced to the 'Totally Pawsome Gang' in guided reading, which aims to explicitly teach the different reading skills needed to be a successful reader. During the Spring term, children in Year 2 begin to embed the VIPERS approach in readiness for Key Stage 2.

In Key Stage 2, reading is undertaken on a daily basis in the form of a whole class guided reading session in which children are taught a range of reading skills in line with our VIPERS approach. VIPERS is an acronym to support children with their understanding of the different strands of reading – Vocabulary, Inference, Predict, Explain, Retrieval and Summarise.

In all classes, children have a wide range of abilities, and we seek to provide suitable learning opportunities for all children by matching the challenge of the reading material / task to the ability of the child. Pupils are given opportunities to practise skills in a supported situation before they are expected to implement them independently. Staff have high expectations that all children can achieve their full potential. Teaching Assistants work in class, supporting all ability groups, specific individuals or groups of children, ensuring that work is matched to the needs of the child. They are timetabled to be in class for the guided reading sessions to work with a group to provide extra tuition in rotation with the class teacher. Where pupils are identified as having SEND needs in reading – interventions and specialist resources are used to support their individual needs.

Our English teaching across school is centred around the use of high-quality, stimulating texts that are carefully selected to engage the children. The development of reading plays a key role in each unit of work.

3. Strategies for the Teaching of Reading

We use a variety of teaching and learning in our daily lessons, which give children experience of whole class, group and independent guided and shared activities. We also hear children read individually as necessary and encourage children to read at home as part of their homework. This is monitored through a home school reading diary. In KS1 and KS 2, the expectation is that the children will read at least 3 times a week at home.

Reading skills are taught and reinforced through identified cross-curricular links during thematic work, including through the use of technology.

Reference is made to our SEND Policy to ensure that every child has access to the learning of reading.

- At KS1 and KS2, guided reading is taught outside the English lesson each week. Five sessions are planned per week with a range of activities to promote independent reading and reinforcement of reading skills.
- Currently, Phonics is taught discretely outside the English lesson. In EYFS / KS1 and Y3 children are grouped following regular assessment, according to First Class

Phonics. In Y4 onwards phonics is taught as an intervention programme to those children identified on the tracking systems as still requiring development in this area.
- Talk for Writing develops children's understanding of how books / texts are structured and organised. Children are encouraged to learn familiar stories in order to be able to retell them orally.
- We value the skill of Oracy and plan activities that develop and strengthen the children's speaking and listening skills.

4. How Do We Promote a Love of Reading?

At Micklehurst All Saints, we endeavour to instill in our children a love of reading and in order to achieve this goal we:

- Provide our EYFS children with engaging story sacks that they can take home and share with their families
- Have stimulating reading environments in each classroom
- Subscribe to First News, a children's newspaper
- Celebrate World Book Day with a range of engaging reading related activities
- Participate in the MSP Wondrous Book Club
- Share a range of class novels
- Host a Scholastic Book Fair annually
- Gift our children at Christmas with a book from Father Christmas
- Have a range of incentives available
- Engage with authors where possible through a range of media
- Begin each English unit of work with an exciting 'hook' to engage the children in the text
- Provide our children with the opportunity to complete the 'Top 10 reads' in every year group
- Have Reading Champions that work on a range of projects throughout the year to promote a love of reading amongst their peers

5. Strategies for Ensuring Continuity and Progression

Our individual reading books are phonically decodable and organised in such a way that they support our synthetic approach to phonics and are in line with our First Class Phonics Scheme. We also have a large selection of individual phonically decodable reading books that are banded according to the 'First Class phonics' scheme.

We also have a large selection of decodable guided reading materials that are organised into phases to ensure that children are reading books at the appropriate stage to ensure success but also provide age-appropriate challenge. Once children are reading fluently to the end of the book bands they are deemed to be 'Free Readers' and are allowed a more flexible choice in the materials they read.

All staff plan reading work according to the school policies.

At KS1 and KS2, staff have identified the range of texts and skills to be taught in line with the National Curriculum.

Guided reading sessions in KS1 are planned weekly for each group within the class. Targets for the development of each group are identified and texts are selected to address the needs of each group. Formative assessment is used during each adult focused session and provides evidence for assessments. In KS2, whole class guided reading sessions are planned weekly and are adapted to meet the needs of all learners.

Records are passed to receiving class teachers during the summer handover meeting. Pupil progress meetings are held half termly where information is provided to support tracking, as well as to identify necessary interventions to ensure progression.

6. Monitoring English

Evaluation of Reading work is ongoing and is completed by:

- Teachers, on a daily basis, through Assessment for Learning
- Teachers who update our school tracking system (Insight) termly
- Pupils, through peer and self-assessment of tasks in guided reading sessions
- Regular monitoring of English Weekly plans, Guided Reading plans and guided reading books by SLT and / or English Subject Leader
- Lesson observations by HT and / or English Subject Leader
- Governors through learning walks and discussion with children/ English Subject Leader

7. Strategies for Assessment, Recording and Reporting

Assessments are made in line with the school assessment procedures. Teachers report to parents twice a year at parents' evenings and in the annual report to parents.

Assessment of Reading is both formative and summative. Formative assessment is used to guide the progress of individual pupils. It is generally carried out by teachers in the course of their daily teaching. National Curriculum objectives are tracked for each pupil.

Formal Summative assessment is carried out at the end of each National Curriculum Stage using Statutory Assessment Tests and Teacher assessment. Children in Year 6 sit the NC English Tests of which reading is an element. In Year 1, children complete the Phonics Screening Check which supports the end of year teacher assessment.