Reading Policy

Senacre Wood Primary School

Policy Date: September 2026

Review Date: September 2027

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INTRODUCTION

The National Curriculum states that:

English has a pre-eminent place in education and in society. A high-quality education in English will teach pupils to speak and write fluently so that they can communicate their ideas and emotions to others and through their reading and listening, others can communicate with them. Through reading in particular, pupils have a chance to develop culturally, emotionally, intellectually, socially and spiritually. Literature, especially, plays a key role in such development. Reading also enables pupils both to acquire knowledge and to build on what they already know. All the skills of language are essential to participating fully as a member of society; pupils, therefore, who do not learn to speak, read and write fluently and confidently are effectively disenfranchised.

At Senacre Wood Primary, we are committed to providing a high-quality education in reading. Every opportunity is taken to expose pupils to an attractive and stimulating array of books to enable them to develop a love and enthusiasm for reading. Across the school, reading for pleasure and purpose, as well as for information, is a key priority, as it is the foundation for the development of all subjects. children should come to enjoy reading and to turn willingly to books as sources of diversion and knowledge.

INTENT

At Senacre Wood Primary, we follow the aims of the National Curriculum to ensure that all pupils:

- *Read easily, fluently and with good understanding.*
- *Develop the habit of reading widely and often, for both pleasure and purpose.*
- *Acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language.*
- *Appreciate the rich and varied literary heritage of the UK and beyond.*

National Curriculum 2014

We recognise that reading is integral to a child's understanding and appreciation of the world around them. To ensure that all children reach their full potential across all areas of the curriculum, we take a consistent and rigorous approach to the teaching of reading, starting with our RWInc phonics scheme beginning in our EYFS (for more information about this, please refer to our Early Reading and Phonics policy). At Senacre Wood Primary, we strive for all our children to become fluent and confident life-long readers.

Using the National Curriculum for English, we aim to ensure that:

- We share books with high-quality narratives which are vocabulary-rich across the curriculum, so that children may develop knowledge of themselves and the world in which they live.
- We promote a love for reading and, not only give children opportunities to read in English lessons, but also in the wider curriculum, during library time, at the end of the school day and recreationally at home.
- All children consider themselves a reader who can recommend books to their peers, seek out books from a range of different genres and engage in discussion about authorial choices or impact on the reader.
- Our children read widely through a multitude of genres, and often, to discover new information
- We provide children with exciting reading experiences to ensure they find their own taste in literature.
- Pupils use discussion to learn; they should be able to elaborate and explain clearly their understanding and ideas about books they have read.

IMPLEMENTATION

For further details about Early Reading and Phonics, please refer to our 'Early Reading and Phonics' policy, available on the school website.

PLANNING

In EYFS, carefully chosen books are used to stimulate children's imagination, as well as provide a window to the world outside of the school's own context. Every effort is made to fill the environment with books related to the different areas of learning. Baseline assessments are taken using the National Government Baseline and the school's own to inform starting points for all children. Books are used to stimulate discussion, expose children to new vocabulary and to enhance and support the themes that are planned for throughout the year.

In Key Stage One and Key Stage Two teachers plan using the National Curriculum framework. All aspects of Literacy are covered: reading and responding to texts, written evaluation and analysis, immersion in poetry and rhyme, and the use of oracy and drama to support understanding. All teachers plan on a half termly basis and can use their medium-term planning to devise more detailed and differentiated weekly plans if they wish. Medium Term plans include details of class texts and whole class reading texts as well as links with reading ladders to show learning intentions. The medium-term plan is submitted termly to the English Subject Leader for a whole school overview and feedback/coaching is offered where necessary. Planning must detail reasons for text choices, based on skills that children need to learn within that year group, not simply because it is a teacher's favourite text. An overview of class texts used can be obtained from termly book curriculum maps which are available on the school website, although these are subject to change as new texts are read, recommended or become available.

WHOLE CLASS READING LESSONS

Once children are confidently reading, typically during Year 2, they will begin whole class reading sessions based on short extracts of texts and related questions. Typically, but not always, these will be linked to enquiry learning, ensuring children have a good context for what they are reading and pupils will be expected to read and answer questions in short sections rather than as a block. By the end of the year, they will build up to reading whole extracts.

Within Whole Class Reading and English lessons, reading comprehension strands are taught to ensure that children understand what they are reading. We ensure that children of all ages learn comprehension strategies and are able to respond to texts. We explicitly teach the following key reading domains:

- Vocabulary
- Inference
- Prediction
- Explanation
- Retrieval
- Summarising/ Sequencing

Within Key Stage Two, classes use a "Whole Class Reading" approach to reading lessons. On Monday and Friday, this is based on the class text, assessment or a pre-read for another subject. On Tuesday, Wednesday and Thursday, pupils have a 45 minute whole class reading session which consists of approximately 15 minutes reading and 30 minutes of discussions and above VIPERS tasks. The texts for these sessions are linked in some way; this could be through content or text type- children could be reading song lyrics, encyclopaedia pages, blogs, classics texts or poetry. A variety of question types are used, so we ensure pupils are not trained on one domain at a time.

A range of strategies can be used during the reading. This includes, but is not limited to, pupils reading aloud, class teacher modelling, echo reading, choral reading or teacher 'drop in' while pupils read independently. Any unfamiliar or potentially limiting vocabulary should be explored in context and pupils told the meaning of, rather than guessing. This should be accompanied with pictures/visuals where possible for a deeper understanding. This may happen before or after the text has been read. It is good practice to add this new vocabulary to working walls so pupils continue to see it and are challenged to use it in their writing.

Once pupils have read the text, they begin with a very short retrieval quiz (quick start); these are self-marked. Deeper questions or activities should then be presented one at a time. These should take three forms: individual thinking, partnered talk and solo work. Children should get into the routine of knowing what each of the three forms requires of them. Whilst questions do delve into all the reading strands, the focus in these sessions should be on inference and retrieval. This work is kept in Whole Class Reading Books and these are the children's personal journals to jot down answers, thoughts and responses to the text. These are not collected in unless needed for assessment purposes. Children can also feedback to their teacher about extracts they wish to read more of and these requests can be submitted to the English Lead so that the book can be purchased for the class to enjoy.

READING BOOKS

As children move on from phonics based texts, books are grouped into coloured bands. We use a system where books from reading schemes such as Oxford Owl and Pearson have been carefully analysed by the English Subject Leader and split into at 3 subsections within each colour to ensure progression through genre, vocabulary, punctuation and stamina. The children also have free choice from the library and class book corners. This enables us to provide a wide selection of fiction and non-fiction books at each level of development and also to give children free access to well-written texts that stimulate their interest and encourage positive reading habits. It is important to note that we select books for children that enable them to achieve 80% word accuracy. This means that children should be able to read most of the text without hesitation. Children read these books with members of staff in school and they will also be sent home to be read with parents every night. Children are assessed regularly on their fluency and comprehension skills and will move through colour banded levels at their own learning pace. Children do not need to read a certain amount of books within a band to be moved up. Once children have completed the bands linked to their year group, they become free readers in that year group, and their book choices will be monitored to ensure the 80% word accuracy is still maintained.

Children will be gently encouraged by staff to access different genres and texts types to broaden their understanding of how language can be used in different formats. Staff are always on hand to recommend texts and make links to texts that have been previously enjoyed. In our library book choice is constantly review in order to present children with modern, attractive texts such as magazines, comics, graphic novels, joke books, wordless picture books (as well as more common chapter fiction books). Our non-fiction books include hobbies and interests as well as curriculum supportive texts and range from magic tricks to recipes!

READING FOR PLEASURE AND THE ENVIRONMENT

We value reading for pleasure highly and work hard to grow our Reading for Pleasure pedagogy, through staff research, ongoing CPD, and reviews by key educational bodies such as the EEF (Education Endowment Foundation) CLPE, The National Literacy Trust and The National College.

- Each day, all teachers read a class text for a minimum of 15 minutes. This means that children will listen to at least 75 minutes per week of good quality reading from an adult with good diction, expression and fluency. Teachers carefully select class books to develop a love for reading and expose children to a wide range of topics and ambitious vocabulary. More information around the types of texts that are used, can be

found on our whole school Book Maps which detail the progression of texts used for different purposes across the year.

- Our whole school library is accessed at least once a week by each class; children have their own library card and can check books in and out, just as they would in the real world. Librarians recommend books, theme displays, reset the shelves and display new texts to develop interest.
- Every opportunity is taken to expose children to an attractive and stimulating array of books to develop a love and enthusiasm for reading. To support this, each class includes a class library of books; class libraries include a broad range of genres and text types including poetry, journalism and non-fiction texts to extend children's reading pathway. These are rotated and stock 30-50 books at one time, falling in line with current research around book corners. These are monitored by the ESL.
- A love of reading is promoted thorough the use of whole school theme weeks, themed author events, reading challenges, book fairs, national live lessons, celebrating World Book Day, National Libraries Week and National Poetry Day.
- Classrooms are vocabulary-rich and promote a love of finding and using new words.
- Books complement displays in class to support pupils with selecting books which are linked with their current learning.

ASSESSMENT

Reading assessment at Senacre Wood is an ongoing process comprised of age-appropriate formative and summative assessment strategies. Pupils book band and levels are tracked to ensure pupils are making at least expected progress across the academic year.

Reading assessment ladders are used by years 1-6 to track the progress of all children in Reading. This assessment information is used to inform planning, identify targets and show the levels the children are working at. Formal reading tests are carried out in Year 6 only. In other year groups, comprehension assessments from Literacy Shed and Pearson are used alongside teacher assessment to help support teacher assessment.

Three times a year, staff formally meet with the English Lead, SENCO, Assessment Lead and Head Teacher to discuss the progress of their class. All children and all vulnerable groups are discussed. This information is anonymised and shared with the English governor.

EQUAL OPPORTUNITIES AND INCLUSION OF ALL LEARNERS

All children have equal access to the reading curriculum. Positive attitudes towards reading are encouraged, so that all children, regardless of race, gender, ability or special needs (including those for whom English is a second language) develop an enjoyment in reading.

Where required, children's EHCP's incorporate suitable objectives. These targets may be worked upon within the lesson (either in class or in a small group/1:1) as well as on a 1:1 or small group basis outside the reading lesson.

Short term reading interventions in school help children with gaps in their learning and understanding. These are delivered by trained support staff and teachers and are overseen by the SENCO and/or the class teacher. Interventions are assessed and evaluated termly as a minimum, and clear feedback should be given to teachers as to whether to stop or alter and intervention during a term.

Within reading lessons, teachers have a responsibility to use adaptive teaching methods to support children with SEND but also activities that provide sufficient challenge for children who are high achievers. It is the teachers' responsibility to ensure that all children are challenged at a level appropriate to their ability.

IMPACT

In order to measure the impact, we gather a variety of data to ensure learning has occurred and progress has been made. This comes from the following sources:

- Early Years Baseline (School's own)
- Year 1 Phonics end of term assessments and related tracking.
- Year 1 RWInc grouping assessments and related tracking.
- Teacher assessment in Year 2 support by past KS1 SATs papers.
- Teacher assessment during Whole Class Reading in Years 3 to 6
- Teacher assessment during 1:1 reading.
- Intervention notes from support staff.
- Literacy Shed Comprehension assessments.
- Reading Age Tests in Year 6
- Notes from pupils' home reading
- Year 5 CAT Test Scores
- Past end of KS2 Reading SATs tests.
- Kent Test Scores

This information directly informs future planning and learning opportunities, allowing us to be responsive to the needs of our pupils. Formal pupil progress meetings are held 3 times a year. During this process, progress is measured within the year group as well as from benchmark assessments (e.g. ELG or End of Key Stage One).

ROLE OF THE ENGLISH SUBJECT LEADER

It is the role of the subject leader, along with SLT, to ensure the subject is monitored using a range of methods which inform the development of reading. Following monitoring, outcomes are shared with colleagues and relevant stakeholders (such as governors) in a timely manner and to ensure that areas for improvement are swiftly and effectively acted upon.

It is also the role of the English subject leader to:

- Promote the value and importance of reading amongst staff and pupils.
- Have the absolute dedication and motivation that all pupils will learn to read to improve life-long literacy ability.
- Identify and support the training needs of colleagues.
- Moderate teachers' assessment to ensure consistency with levels across year groups.
- Monitor, maintain and provide high quality texts and resources.
- Ensure pupils' voice is valued and responded to.
- Keep up to date with national priorities in the area of reading through research and professional development.

Selsdon Wood Primary School