

# Reading Policy

## St Andrew's Church of England Primary School

We believe that 'Everyone is different. Everyone is special. Everyone is our neighbour.' As Jesus taught us to love unconditionally, so we strive to nurture respect for all; to provide a rich and stimulating curriculum that considers the individual; and to care for the intellectual, social and spiritual well-being of our whole school community - encouraging positive engagement with the wider world, as affirmed through our school values and parable of the Good Samaritan.

Jesus said, "Love the Lord your God ..." and, "Love your neighbour as yourself." Luke 10:27



At St Andrew's we are committed to keeping pupils and staff safe. Our school policies are an essential part of the way we safeguard all members of our diverse school. We support democracy, the rule of law, individual liberty, mutual respect and tolerance of different faiths and beliefs. These principles help us to listen to each other and learn from each other to create a safe and rich learning environment for pupils and staff alike.

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## Reading Policy

'Children and young people who are the most engaged with reading and writing in their free time have significantly better mental wellbeing than their peers who are the least engaged'

- National Literacy Trust, Sept 2018.

### **Introduction**

At St Andrew's CE Primary School, we share a passion for reading and a love of books. We believe that the development of reading skills is central to a child's life, and we are determined that every child will learn to read, as this is the most important gift that we can give to them. Success in, and love of, reading opens the doors to a world of knowledge and lifelong learning. All our children should read at age-related expectations or above by the time they leave our school.

Our consistent, whole-school approach to the teaching of reading supports children to make rapid progress, and to become confident and fluent readers. Progress is carefully assessed and recorded, with targeted early intervention to support every child. We engage with parents to share information on their child's progress, as well as how parents can support their child at home, through parents' evenings, parent coffee mornings and use of Reading Record books in KS1, for example.

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## 1. Our aims

- To encourage a love of books and a passion for reading amongst all children so that they become lifelong learners.
- To deliver a structured and consistent whole school approach to reading.
- To develop reading strategies and skills so that children can read fluently, accurately and with understanding.
- To provide early intervention and support for those children who are not making expected progress.
- To extend children’s knowledge and understanding of grammar and vocabulary through reading.
- To introduce children to a wide range of fiction and non-fiction literature, in order to develop their knowledge of themselves and the world in which they live, to allow them to access the wider curriculum and to become lifelong learners.
- To enable children to discover different types of reading material in order to make independent choices about what they enjoy reading.

## 2. Teaching Reading

The teaching of reading can be divided into two skills: word reading (decoding) and comprehension. At St Andrew’s, we teach both these skills in tandem. Skilled word reading involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding), and speedy recognition of familiar printed words (whole word reading). Underpinning this is the understanding that letters (graphemes) represent sounds (phonemes), which is why phonics in the early teaching of reading is so important. Good comprehension draws from linguistic knowledge (vocabulary and grammar), and on knowledge of the world. Comprehension skills develop through pupils’ experience of high-quality discussion with the teacher, as well as from regularly reading and discussing a range of stories, poems and non-fiction independently and with others. In EYFS and KS1, decoding is taught explicitly through daily phonics lessons. Throughout KS1 and KS2, word reading and comprehension skills are explicitly taught in daily Guided Reading sessions.

### 2.1 Synthetic Phonics

Children are taught to decode using the systematic teaching of synthetic phonics. Children learn to sound out and blend phonemes to read unknown words. This starts in Reception Year and continues in KS1. Targeted phonics teaching is provided to those children in Year 3 and beyond who need additional phonics support. St Andrew’s uses the ReadWriteInc. (RWInc.) programme, flashcards and reading books to support phonics teaching throughout EYFS and KS1.

#### EYFS

In the Reception class (EYFS) we emphasise the alphabetic code and, by the end of the year, children will learn a grapheme to represent each of the 44 phonemes in the English language. We use the RWInc. phonics programme to ensure a systematic approach. The teaching of phonics is multi-sensory and active, using games, songs, and ICT. The phonic sounds are taught at a rapid pace, with children being introduced to 4 phonemes (sounds) per week; this learning is consolidated daily. Simple mnemonics (rhymes to help remember the phonemes) help children to grasp this quickly. Children have frequent practice of reading useful words beyond their current phonic knowledge (referred to as ‘red’ words and taken from the RWInc. programme). Parent and

carers are made aware of the letter sounds as they are introduced, so that they can work on these at home. Each child is given a list of the mnemonics used in RWInc.

## KS1

Children in KS1 receive a daily 25-minute phonics session every morning. In Year 1, children start by recapping the graphemes introduced in Reception Year, with a focus on sounding and blending CVC words for reading (RWInc, Set 1 and 2). This is followed by teaching of vowel sounds in the order given by the RWInc. programme (RWInc. Set, 2 and 3) and further spelling patterns from the National Curriculum. Children develop confidence in segmenting and blending sounds for reading and writing in daily phonics sessions and by following the series of carefully graded RWInc. Ditties and books in guided reading.

In Year 2, children are taught as a whole class for term 1 to recap the long vowel sounds learnt in Year 1 (starting from RWInc. set 2 and 3), with a focus on increasing children's speed and accuracy in sounding and blending of decodable words for reading. Children are assessed at the end of the term to evaluate those children who will need a separate, targeted small group phonics session from term 2 to embed specific sounds, and to practise segmenting and blending sounds for reading. Most of the class progress from term 2 to learning to read words with common suffixes, further spelling rules and common exception words as outlined in the National Curriculum. By the end of Year 2, children should be reading 95% of an age-appropriate text fluently, using their phonics knowledge to decipher unfamiliar words.

### 2.2 Guided Reading/Whole-Class Reading

Reading is taught across the school in either a daily 30-minute Reading Workshop or a Whole-Class Reading session (these may take place less frequently). Children are grouped for Reading Workshop by reading attainment; however, these groups are fluid and often change as children make progress. The teacher will choose from a range of different text types at an appropriate level. Whole-Class Reading is similar to Guided Reading but is taught in mixed-ability groups and led as a whole-class lesson, where all children have the same text. Whole-Class Reading is adapted through questioning, additional support (for example pre-reading with a TA) or peer support in the lesson. At St Andrew's, teachers may choose to use Guided Reading groups or Whole-Class Reading at different points throughout the year.

### 2.3 Reading Workshop Activities

A Reading Workshop usually consists of a carousel of five different activities, adapted as necessary to individual children's needs. One of these is always a guided reading session with a class teacher.

Other activities, which children may access independently or with support, include:

<b>Activity</b>	<b>Rational</b>
Listening Station	Listening to audio books allows children to access a high-quality text which they may not be able to access on their own, developing vocabulary and language awareness. The reader will be modelling the use of expression and intonation, which supports fluency and therefore comprehension.
Vocabulary development	Using knowledge of etymology and morphology is one strategy children may use to make sensible guesses when coming across unfamiliar words in a text. Building vocabulary around a topic will support further reading in that area.
Written comprehension questions	Giving children time to apply the skills they are learning during guided reading sessions independently. Allows teachers to assess children's learning without needing to present at the time of reading.
Cloze activity/re-ordering a text/matching task	These activities require children to think critically and analytically about a text, and to think about meaning as they are reading.

Spelling and grammar activities	A strong understanding of syntax supports fluency.
Fluency building tasks	Developing expression, automatic word recognition, rhythm and phrasing is a key link between decoding and comprehension.
'Deepening' activities, for example, writing a letter to a character in the story.	These activities allow children to explore a character or situation from a different perspective, think about the stories in different ways and respond to texts creatively.
Free writing	In KS1, free writing provides a form of retrieval practice for graphemes, which in turn supports decoding. Free writing gives children an opportunity to 'try out' genres, styles and language from their reading.
Writing book reviews	Reviewing books gives children time to reflect on their reading. Sharing recommendations with peers supports a 'reading community'.
Peer reading	Peer reading within and between classes support a reading community. Older children reading to younger children gives a purpose to their reading aloud, and is an opportunity to consolidate fluency skills. Reading in pairs or in groups (for example, reciprocal reading) allows children to explicitly apply the comprehension strategies
Topic-linked reading	Reading to learn. Often children struggle to understand texts if they do not have the relevant knowledge and understanding. Reading a variety of topic-based texts gives them the knowledge to read more.
Independent reading	Independent reading during a reading workshop session gives children the time and space to explore book corners. It allows a distraction-free time for reading which is increasingly rare at home for many children. Silent reading time builds reading stamina; and sets an expectation of self-directed focus for reading.

### 3. Opportunities for further practice/reading development outside Reading Workshop sessions

#### 3.1 Reading for information across the curriculum

Teachers create a text-rich environment and seek out opportunities for children to improve their reading and comprehension skills throughout the curriculum whenever possible. This might include whole-class, group, paired or individual reading of information texts linked to a topic; reading to research information; and critical reading to introduce a text type in literacy.

Teachers plan specific vocabulary to be delivered within different curriculum areas, using a grading system recommended by the Oxfordshire SALT team. Knowledge and understanding of root words and word families are strengthened when introducing new curriculum or topic vocabulary, as well as decoding skills to discover these new words. Children use dictionaries to look up meanings and thesauruses to deepen the bank of words in their vocabulary.

Children enjoy opportunities to read their own writing to an audience, and to read and respond to that of their peers.

#### 3.2 Reading with volunteers

At St Andrew's, we enjoy the support of parents and members of the local community who volunteer to read 1:1 with our children. In Years 1 and 2, targeted children have a weekly 10 minute 1:1 reading session with a

volunteer, with an opportunity to change their home reading book. In lower KS2, targeted children enjoy weekly 30 minute 1:1 reading and book talk with trained ARCH volunteers.

### 3.3 Peer reading

Peer reading is encouraged within and between class groups and by arrangement between teachers. This gives older children the opportunity to mentor younger children and fosters a reading community within the school. The school takes advantages of special days like World Book Day or National Poetry Day as opportunities for children to share books together.

### 3.4 Independent reading

Independent reading for pleasure and information gathering is widely encouraged throughout the school and a wealth of reading material is provided for children to access (Book Corners, Library Books and the Outside Book Trolley (KS1)). The school regularly invests in its reading resources, and is well-supported to do this through SASA, who fund new books termly for the library.

### 3.5 Classroom reading areas

Each classroom has a welcoming and comfortable reading area with rug or cushions for children to be able to enjoy a relaxing read. These are well-stocked and maintained, with a range of fiction, non-fiction and poetry books. Books are age-appropriate, strive to reflect the diversity of our school and are in good condition. They are organised and displayed to entice children's interest.

### 3.6 Peer – recommendations

Children have many opportunities to recommend books to their peers, including:

- written book reviews displayed in classrooms in KS2
- 'Book Buzz' – verbal book reviews to a group or the whole class

### 3.7 Enrichment activities

Regular enrichment activities take place throughout the year. These include book clubs, World Book Day celebrations and National Poetry Day.

## 4. Independent Reading

At St Andrew's, we work hard to develop and maintain strong relationships with parents, to encourage and support them in supporting their child's learning at home. From Reception class to Year 6, parents are encouraged to share books with their children at home, listening to their child read every day for at least 10 minutes, as well as reading to them whenever possible. Parents are invited into school for Phonics/Early Reading coffee mornings in the autumn term to learn more about how to support their children with reading at home. The school's open-door policy also encourages parents to come into school to discuss their child's reading progress with teachers.

### 4.1 Decodable Books and Book Band Books

At the beginning of EYFS, children are encouraged to borrow books from a 'Going Home' box. These books are for parents to read to their children. Once children have begun their structured phonics lessons and are able to decode simple words using Set 1 sounds, they are sent home with RWInc. Sound Blending Books, to allow them to practise blending individual words. Following on from this, 'Ditty' sheets – sheets with simple words and sentences which are 100% decodable for the children with their phonic knowledge are sent home. Once RWInc. Get Writing! sessions have begun, children take home a Book Bag Book, which closely matches their phonic knowledge and mirrors the books they are reading in school. This systematic process ensures early success, boosting confidence and motivating children to keep learning.

In Year 1, children continue to take home RWInc. Book Bag Books, matching the RWInc. book they have been reading with their class teacher in school. Once children have reached a level of proficiency, as determined by the teacher, they may also choose from Book Band books to take home and read.

KS1 use a book band system to provide a wide range of home reading books that are graded into coloured bands. Each colour banded box contains a range of high-quality fiction, non-fiction, phonic, reading scheme and non-reading scheme books. These are replenished regularly, are well-presented and are easily accessible in the KS1 corridor.

Children are assessed at the beginning of Year 1 and Year 2, to take account of any progress made over the summer, before being guided towards a colour band. They should be able to read at least 95% of a reading book comfortably to read at this colour. Here is the colour band progression with estimated age-related expectations:

Colour Band	Age	Year
Lilac	4.5	R
Pink	4.5	R
Red	4.5	R
Yellow	5.6	1
Blue	5.6	1
Green	5.6	1
Orange	6.7	2
Turquoise	6.7	2
Purple	6.7	2
Gold	6.7	2
White	7	2-3
Lime	7	2-3

Children are encouraged to read widely within a colour band before moving onto the next band. This will happen after assessment by a teacher or teaching assistant. All children in EYFS and KS1 have a reading diary for parents to log reading at home, as well as adults reading with children in school. Children should bring their reading diary to school in their book bags every day.

## KS2

In KS2, children are able to select from a range of books in the classroom or the school library for home reading. Teachers will support children with their choice of books and encourage them to try longer books at the appropriate level to help build stamina. Some children also choose to bring in a book from home to read in school. Those readers who still need to work through a graded book system are able to select books from the book band boxes in KS1. Teachers or TAs will often take a selection of suitable books from the boxes for the child to prevent any discouragement.

### 4.2 The Library

St Andrew's has a well-stocked and comfortable library. Our Librarian regularly replenishes our current stock with new titles and stays up to date with current interests in children's literature. Children in all year groups have a weekly 30-minute library session, during which they can change their home library book. All children have access to the library during lunchtimes.

## 5. Progression

The school uses curriculum guidance from the Early Years Foundation Stage Profile and the National Curriculum 2014, alongside recommendations from the Reading Framework (July 23). These provide guidance for teachers in understanding how to teach reading and how their children will progress through their years at the three stages of the primary curriculum (EYFS, KS1, KS2).

## 6. Assessment

### 6.1 Teacher Assessment

Across the school, teachers use guided reading sessions to regularly assess children against national curriculum learning objectives. In Foundation Stage, children are assessed against EYFSP statements.

In KS1, children will be assessed termly using the Phonics and Early Reading Assessment (PERA). This gives all children a reading age and a phonics age. At the end of the year, they will be assessed using the Hodder Progress in Reading Assessment (PIRA) in KS1, which provides a standardised score and supports summative teacher assessment. In KS2, formal assessment is carried out at the end of every big term using the Hodder Progress in Reading Assessment (PIRA). In the SATs year group (Year 6), teachers will use a combinations of PIRA test in the Autumn term, a past SAT paper in the Spring term, and the formal SAT paper in the Summer term. Children who are achieving below age-related expectations are tracked using their reading age, as provided by the PIRA test.

### 6.2 Early Reading Assessment

In EYFS and Year 1, children are also assessed at regular intervals (at least once per term) throughout the year using RWInc. phonics assessments to ensure that they are progressing at an expected level. Children who are not progressing at the expected level receive extra support in class and are provided with additional materials to practise at home. Those children who enter Year 1 with an emerging score in the FS profile are most carefully monitored and receive small group support during phonics sessions from the class TA if necessary. All Year 1 children sit the statutory phonics screening test to assess standards in phonics at the end of the year.

Children who enter Year 2 without passing the Year 1 phonics screening check are also carefully monitored. They are assessed at the end of the autumn term using a phonics past paper and receive targeted small group phonics sessions with the class TA from the Spring term before re-sitting the screening test at the end of the year.

### 6.3 Monitoring and Evaluation

Reading success is monitored through in-year data and national data sets. Regular observations of the teaching of reading are undertaken by the leadership team. This information is carefully evaluated to identify any support or actions required to ensure reading success at St Andrew's.

## 7. Inclusion

Children struggling to make progress with their reading or falling below age-related expectations are quickly assessed to identify any specific weaknesses in their learning. Assessments are carried out initially by the class teacher and/or the Inclusion Lead to identify gaps or factors that may be holding a child back from making progress in reading. Targeted and effective support is put into place as early as possible to accelerate progress to close the gap. Pre- and post-intervention assessments are also carried out to measure impact and progress.

Some children may require further input to assess & advise on the nature and response to a child's difficulty in reading. We have the support of specialist services, including a Language and Communication Advisory Teacher (LACAT), and an Educational Psychologist (EP), who will assess and advise on specific approaches and interventions for particular children.

The Inclusion Lead will also advise on the best choice of intervention for individuals or groups based on evidence-based success. Teachers adapt teaching to offer challenge and stretch to all children.