Policy for Reading

2026-27

Reviewed - October 2026

Next review – October 2027

"All things are possible with God."
Mark 10:27

Mission Statement:

All things are possible with faith, understanding and forgiveness; everyone can flourish together.

At St Anne's CE Lydgate, we want our children to be independent and resilient but to know that, when things seem overwhelming, there is always a guiding hand available from everyone in our school community. "When you saw only one set of footprints, it was then that I carried you" (Footprints in the Sand)

Moral of this story: *You're never ever alone, especially during your most trying times. God is always with you. Even if you can't be your own best friend yet, make sure to acknowledge the fact that God is your best friend always.*

Vision:

We aim to create successful citizens of the future who have a growth mind-set and are resilient and prepared for their journey through the ever-changing world in which we live.

We aim to do this by:

- Teaching the importance of being compassionate and respectful to others and role modelling the Christian Values, whilst at the same time respecting and recognising the value and importance of other faiths and lifestyles.
- Providing a rich and creative curriculum that inspires a passion for learning and promotes excellence.
- Collaborating and supporting others to achieve their very best; encompassing our school, our homes, our parish, and the wider community.
- Providing a nurturing and safe environment where children can be healthy and happy both physically and emotionally.
- Facilitating investigative learning opportunities through the development of the effective characteristics of learning.
- Promoting philosophical enquiry to stretch and develop analytical thinking and questioning; creating independent and creative thinkers who are resilient and prepared for all life has to offer.

Golden Values:

Community Faith Forgiveness Respect Perseverance

Introduction

We believe that reading is a door through which we can broaden our horizons; extending our knowledge and providing an escape into rich and varied worlds conjured within our imagination from the books we read.

Whilst we appreciate the complex nature of building the skills and mechanics of fluent and skilful reading and comprehension, we also nurture and deepen the love for reading. We harness the enjoyment of delving into rich vocabulary; the wondrous acquisition of knowledge through non-fiction texts; and the skill of learning to understand the authorial intent that creates a multitude of magical imagery flowing from fictional texts and filtering its way into the children's own written work.

Reading pervades every aspect of our curriculum. Class texts are often linked to the learning in other curriculum areas thus enabling a fuller experience of the importance and benefits of successful reading skills.

Aims

- To develop and harness a true love of books and reading.
- To develop reading strategies and skills: fluency, accuracy, understanding and response to different texts.
- Develop children's experiences through a variety of text including the use of libraries, ICT and other available media.
- Develop the ability to use and manipulate a variety of texts, both fiction and non-fiction.
- To create a strong, embedded reading culture through a rich language environment within classrooms and the wider school environment.
- To deliver a structured and consistent whole school approach to reading.
- To recognise the value of parents / carers as essential components in supporting and developing children's reading skills and love of reading.
- To rigorously monitor and assess children's progress in reading and identify those who require extra support and intervene at an early stage.

Phonics

All phonics is taught using Read Write Inc. This takes place in dedicated phonics lessons. Children are grouped by ability for these lessons. Additional phonics support is given to children as appropriate and in Key Stage 2 if they do not pass the Phonics Screening Test in Y2. Children take phonics books home that are matched to their ability at the end of each teaching cycle.

Guided Reading

All children will take part in a guided reading session in a small group (4 – 6) supported by an adult. Guided reading begins in Year 3, unless fluency levels determine further 1:1 reading sessions.

To enable children to become immersed fully in texts, texts are chosen so that they can be used as a basis for teaching during English lessons and other curriculum areas as well as for Guided Reading sessions across the class.

Children take part in pre-reading tasks which they then follow up during a guided session with their teacher to develop a deeper understanding, through close questioning and discussion of the focus texts. Activities are planned around the focus texts to enable children to use and apply their higher order questioning skills.

Shared Reading

Shared reading takes place during a reading session and is planned for by the teacher. This includes big books or texts displayed on the Interactive whiteboard. During this time, specific reading skills or features of differing genres are taught. This is an opportunity to discuss the use of language and widen children's vocabulary.

Individual Reading

All children have at least one individual reading book from the school`s reading scheme. They may also have a book of choice, to encourage a love of reading. Children who are free readers may also bring a book of their own choice from home with the agreement of their teacher. Books are carefully chosen to ensure they have an element of challenge.

Peer reading

Classes from Y1 – Y6 may sometimes pair with another class in school and the older children listen to the younger children read their reading book, supporting the child to read any tricky words and discussing the content together. Both classes benefit from this activity in terms of developing confidence and skills, and the children thoroughly enjoy working together.

Early Years

Children are heard reading by an adult in daily phonics sessions. This can take the form of keywords, sounds or individual reading books. This will be recorded in the child's reading record book which is used as a communication tool between parents and teachers.

Reading books are exchanged once the child has read to an adult in school. This is usually weekly unless further practice of the book is felt appropriate.

Children may read to other adults such as parent helpers.

Parents are encouraged to listen to their child read and ask questions about the book to check comprehension and are asked to make comments in their child's reading record book.

Key Stage 1

Children are heard to read daily in phonics lessons. We record individual/home reading by asking children to complete book reviews. These are designed to both record what children have read, but

also their level of understanding. Children share their reviews and recommendations in weekly Book Talk.

Children who require extra support with reading skills, read their individual reading book to an adult frequently throughout the week and take part in Fast Track Tutoring.

Children also have DEAR time (Drop Everything and Read) where they will read a book of their choice.

The teacher monitors each child's progress and sets targets based upon this. The year group expectations are also highlighted at least once each half term, using the school assessment system, so that progress against the statements is clear. Progress and targets are shared with parents.

Higher order reading skills and reading comprehension are explicitly taught through reading lessons.

Key words are sent home with the children who need additional practice.

Lower Key Stage 2

Children read to an adult at least once a week. Individual reading is recorded through book reviews, kept in class libraries.

Children who require extra support with reading skills, read their individual reading book frequently to an adult throughout the week.

Children also have DEAR time (Drop Everything and Read) time where they read a book of their choice, and they are encouraged to record how much they have read in their reading record books.

Pupils in KS2 access Oxford Reading Buddy. This allows pupils to engage with age-related texts specifically aimed at their level of competence. The scheme also provides a ‘quiz’ which allows teachers to monitor progress and specifically areas of concern within reading skills areas. The teacher monitors each child's progress and sets targets based upon this. The year group expectations are also highlighted at least once each half term, using the school assessment system, so that progress against the statements is clear. Progress and targets are shared with parents.

Higher order reading skills and reading comprehension are explicitly taught through reading lessons.

Upper Key Stage 2

Children are responsible for regularly changing their class reading books. It is expected that most children will be a “free reader”.

Children are heard read at least once a week and this is recorded in the class reading file. (GGR)

Children who require extra support with reading skills, read their individual reading book frequently throughout the week with an adult.

Children also have DEAR time (Drop Everything and Read) time where they read a book of their choice and are encouraged to record how much they have read in their reading record books.

The teacher monitors each child's progress and sets targets based upon this. The year group expectations are also highlighted at least once each half term, using the school assessment system, so that progress against the statements is clear. Progress and targets are shared with parents.

Higher order reading skills and reading comprehension are explicitly taught through reading lessons.

All pupils in KS2 have access to Oxford Reading Buddy. This is a virtual platform which allows pupils to move through the scheme according to age and ability. Children are 'quizzed' for comprehensive understanding of a text, before they are allowed to move up to more challenging texts. The scheme ensures that pupils not only read age-appropriate texts, but also that they are exposed to the appropriate and wider vocabulary.

Reading Aloud

There are opportunities planned for all children to read aloud to a variety of audiences. This could be through their work across the curriculum, guided reading or by performing to audiences including the whole school and parents.

The Reading Environment

Every class has access to a class reading area that invites children to come and read a variety of fiction and non-fiction texts reflecting different genres, cultures, gender and race.

There is a designated Reflection Area, in each classroom, where children have access to Bibles, Christian stories and written prayers, reflecting St. Anne's Christian ethos. Books of stories from other faiths and copies of the Koran are also available in Reflection Areas.

Every class has a range of books available to pupils that reflect their current class topic. ICT in the classroom through laptops, iPads and interactive whiteboards will be available for children to access digitally written materials to support their learning in all curriculum areas.

All staff display the book that they are currently reading on the outside of their classroom / office door.

All classes have a text that is shared for the purpose of reading lessons and a book that is for enjoyment. The latter book may be read to the children at the end of the school day or at any other appropriate moment.

A respect and love for books is fostered and modelled by all staff.

All classes have dedicated 'Storytime' at the end of the school day. Adults read to the whole class during this time of reading celebration.

Library

Our library is a hub of activity where reading material is enjoyed through books and conversation. On occasions, learning sessions take place in the library in different formats; enabling the children to see and appreciate the value of the love of learning and the acquisition of knowledge through reading.

All children make full use of the school library, and each class has their own library slot. Library books are changed at the teacher's discretion and by choice of the child.

Volunteers

The school encourages people who have spare time to come into school to listen to readers. Each volunteer is allocated to a class, and the class teacher selects children who will benefit from reading more often throughout the week.

The class teacher is responsible for ensuring that the volunteer has the support needed to help them carry out their role effectively.

Working in partnership with parents

The teaching of reading is greatly enhanced if there is strong communication and support from parents.

A reading and writing meeting are held for all new parents in September to explain how reading is taught in school and how parents can support their child at home.

Parent workshops on Guided Reading and Phonics also take place throughout the year when needed.

Assessment and Record Keeping

Children are assessed in line with the school`s assessment policy and are assessed against the year group expectations every half term. Phonic knowledge and progress throughout the phases are also regularly monitored.

Children's reading and comprehension ages are assessed termly using NCT reading tests and past SATs papers in Year 6.

Progress in reading is discussed at pupil progress meetings held half termly.

Specific intervention strategies are put into place to support children who have not made the expected progress.

Equal Opportunities

St Anne's CE Lydgate Primary School is an inclusive school where we focus on the well-being and progress of every child and where all members of our community are of equal worth.

We do our utmost to ensure that all children have equal access to all aspects of our curriculum regardless of gender, race, belief, sex or ability. We follow an inclusive policy where all children can access a differentiated curriculum and aim to provide support where it is needed. Our materials and resources are chosen carefully to avoid stereotyping of any kind. Diversity is regarded as a rich resource to support the learning of all.

We believe that the Equality Act provides a framework to support our commitment to valuing diversity, tackling discrimination, promoting equality and fostering good relationships between people. It also ensures that we continue to tackle issues of disadvantage and underachievement of different groups.

The Equality Act 2010 was introduced to ensure protection from discrimination, harassment and victimisation on the grounds of specific characteristics (referred to as protective characteristics). This means that schools cannot discriminate against children/staff or treat them less favourably because of their gender, race, disability, religion or belief, gender reassignment, sexual orientation, pregnancy or maternity. Age and marriage and civil partnerships are also “protected characteristics.”

The formulation of this policy is in line with the Equality Act.

Monitoring and Evaluation

Policy and practice are monitored and evaluated on a regular basis. Monitoring may take the form of lesson observations, planning and book looks, questionnaires, discussions with children or learning walks. Feedback will be given to all staff along with recommendations to inform future policy and planning.
The school leadership team has a responsibility to ensure the policy is embedded into the school provision and report to the school governors on the effectiveness of the policy.