



**Stonesfield Primary School**  
Learning together to achieve our best

**READING POLICY**  
**September 2022**  
**Review: September 2024**

*Good literacy skills, the ability to read, write and communicate confidently, are foundational to learning. They unlock access to all areas of the curriculum, enabling students to discover and pursue their individual talents and interests.*

Professor Becky Francis EEF 2021

### **Intent: what is our Reading curriculum aspiring to achieve?**

At Stonesfield Primary School, it is our intention for all pupils to become fluent, confident readers and develop a lifelong love of reading. We know that the ability to read is fundamental to pupils' development as independent learners, during their time at school and beyond. We understand that reading successfully, and with enjoyment, is critical to children's long term life chances. It is central to our ability to understand, interpret and communicate with each other and the world around us. Therefore, reading is given high priority at our school, enabling children to become enthusiastic, independent, and reflective readers across a wide range and types of literature, including different text types and genres.

#### **As a school we are committed to:**

- Ensuring all pupils make good progress in their reading skills including decoding, accuracy, fluency, understanding and response to texts;
- Ensuring children are aware of their own progress and development as a reader, by placing a degree of responsibility on themselves as individuals, to aspire to be the best reader they can be;
- Ensuring children have the opportunity to, and are able to, read and enjoy a variety of different texts (e.g. fiction, non-fiction, play scripts, poetry, reports) and understand their purpose
- Creating a positive reading culture where children enjoy reading, want to read regularly and discuss their reading;
- Encouraging reading outside the classroom by forging strong links with home, through parental meetings, reading diaries and 'bookshelf' reading logs, and regular reading in school with a variety of adults;
- Developing the reading experience for our children through a wide variety of high-quality texts including the use of class sets of books, well stocked bookshelves in classrooms, libraries, ICT and other available media;
- Teaching children to apply the skills they learn in reading across the curriculum, through our well developed, enriched curriculum, utilising every possible opportunity to reinforce and practice the skill and pleasure of reading.

## Implementation: what do we do to deliver our intent?

### High standards in teaching and learning are produced by:

- Reflective staff with excellent subject knowledge who evaluate their teaching and the curriculum regularly against evidence-informed practices and are open to feedback and change;
- Applying The Science of Learning (cognitive science): cognitive load, retrieval, interleaving, instruction, deliberate practice;
- High levels of challenge;
- Strong focus on vocabulary and high standards of oracy;
- Stimulating classroom environments which provide support and encourage independence.

### High standards in reading are produced by:

- A variety of opportunities to read, and be read to, which children can experience a wide range of high-quality texts and apply their reading skills;
- Daily Phonics sessions in Early Years and Key Stage 1, whereby the pupils learn harder to read and spell words, new phonemes, improve their ability to segment and blend sounds, and their ability to apply this knowledge into their reading and writing (See separate Phonics Policy);
- High quality whole class reading sessions delivered by teachers using stimulating whole class texts and extracts using our school weekly planning frame;
- Extra reading support for children that require it using quality first teaching, interventions and 1:1 reading.

### Provision

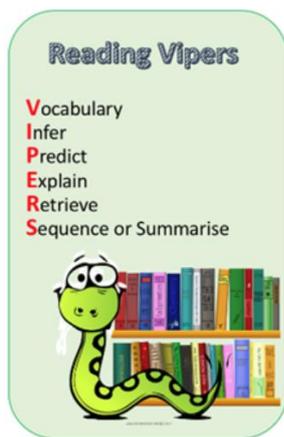
Every pupil will access:

- Daily phonics lessons in Early Years and KS1, including a weekly reading session with a decodable text;
- Whole class reading sessions from Year 1 upwards using a high-quality class text to work on fluency and their reading comprehension skills;
- Opportunities for independent reading for pleasure in class;
- Regular sessions in class when they are read to.

### Planning

Teaching staff delivering phonics sessions will follow the Essential Letters and Sounds phonics scheme with fidelity, using the lesson presentations, assessment opportunities and interventions as they have been trained to. This includes the reading a decodable text session at the end of each week (see separate Phonics Policy).

Teachers planning whole class reading sessions will use the school weekly planning frame to deliver high quality lessons with high expectations for all. There is a session at the start of the week with a strong focus on fluency and decoding where teachers use strategies such as 'echo' reading, 'choral' reading, 'me then you' opportunities and fluency games. Other sessions, whilst still including reading time, then focus on our reading comprehension skills using VIPERS. VIPERS is an acronym to aid the recall of the 6 reading domains in the UK's reading curriculum. They are the key areas which we feel children need to know and understand in order to improve their comprehension of texts.



Teachers use the texts mapped out for their class each term to ensure our reading curriculum exposes the children to a wide range of modern and classical texts from lots of different cultures and backgrounds during their time in our school. Genres, vocabulary and text themes have been considered ensuring each school phase builds on the one before.

### Learning Environment

Each classroom will have a stimulating learning environment which encourages children to be independent by displaying key vocabulary, linked to their class texts, alongside VIPERS question prompts and, where appropriate, a phonics wall frieze.

### Parental Engagement

Parents have an important role to play in their child's learning and their attitude towards reading can influence the learning of their child. The school will encourage parents to support their child with their reading and any reading tasks on the homework grid. We will communicate information, about the reading curriculum and how best to support their child's reading at home, through a 'Meet the Teacher' evening in September.

We will update parents on their child's progress in reading through termly parents evenings and a written end of year report.

## **Impact: how do we ensure that children are learning?**

Assessment for Learning is fundamental to raising standards and enabling children to reach their potential. Assessment in reading takes place daily using a range of informal strategies and verbal discussions with children.

Assessment of learning is formally completed every term using Rising Stars Reading Assessment Papers, alongside teacher's on-going in class observations. Teachers use assessment information to inform their future planning at a whole class and individual level.

Children's progress is monitored using progress matrices. This data is used by the class teacher, English subject leader, SENCO and headteacher to review children against age related expectations (ARE) based on their key stage starting points. Children who are not on track or are vulnerable to falling behind are identified during pupil progress meetings. Barriers to learning are identified, targets are set focusing on next steps, and interventions are planned and delivered.

Interventions and extra reading support is monitored by the class teacher, English Lead and SENCO, where appropriate. Children are assessed using the Salford Reading Assessment before and after any significant extra reading support to check their progress and measure the impact.

The English Subject Leader will work closely alongside teaching staff across the school to implement this policy, providing appropriate CPD, coaching and planning advice.

The English Subject Leader is responsible, alongside the headteacher, in monitoring standards in reading. The Governing Body will appoint a Link Governor who is responsible for monitoring progress against the English action plan and reporting termly to the Governing Body.

#### Related Policies

Phonics Policy

Early Years Policy

Writing Policy

Handwriting and Presentation Policy

1. Department for Education: Statutory framework for the early years foundation stage  
[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/596629/EYFS\\_STATUTORY\\_FRAMEWORK\\_2017.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/596629/EYFS_STATUTORY_FRAMEWORK_2017.pdf)
2. Department for Education: English programmes of study  
[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/335186/PRIMARY\\_national\\_curriculum\\_-\\_English\\_220714.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/335186/PRIMARY_national_curriculum_-_English_220714.pdf)
3. Letters and Sounds: Principles and Practice of High Quality Phonics  
[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/190599/Letters\\_and\\_Sounds\\_-\\_DFES-00281-2007.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/190599/Letters_and_Sounds_-_DFES-00281-2007.pdf)
4. EEF Improving Literacy in KS1  
[Improving Literacy in Key Stage 1 | EEF \(educationendowmentfoundation.org.uk\)](https://www.educationendowmentfoundation.org.uk/improving-literacy-in-key-stage-1)