



Dream, Believe, Achieve

"All things are possible." Mark 9:23

Reading Policy

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1. English in the National Curriculum

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 who do not learn to speak, read and write fluently and confidently are effectively disenfranchised

2. Aims of the National Curriculum

The overarching aim for English in the national curriculum is to promote high standards of language and literacy by equipping pupils with a strong command of the spoken and written language, and to develop their love of literature through widespread reading for enjoyment. The national curriculum for English aims to ensure that all pupils:

- read easily, fluently and with good understanding
- develop the habit of reading widely and often, for both pleasure and information
- acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language
- appreciate our rich and varied literary heritage
- write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences
- use discussion in order to learn; they should be able to elaborate and explain clearly their understanding and ideas

- are competent in the arts of speaking and listening, making formal presentations, demonstrating to others and participating in debate

3. Phonics and Early Reading

At our school, children are exposed to stories and the written language from day one. We aim to build a love of reading by starting with sharing wonderful storytimes.

Our phonics programme is Essential Letters and Sounds (ELS) which we adopted in January 2022. The school places its faith in the ELS scheme of teaching providing fidelity to just one scheme of learning. All school staff are trained in this system to aid support throughout each child's education.

Phonics is taught from when the children first start school to provide the children with the best possible start in reading. Children learn how to distinguish rhyme and develop their listening skills to enable them to communicate and learn their phonic sounds quickly. The ELS approach to learning is to keep up, not catch up, with children given daily opportunities to learn, practise read and write. All lessons are taught by trained staff and monitored through our monitoring programme.

Assessments are regularly made to ensure teachers provide the children with the phonics teaching that they need to learn and make rapid progress. This also aids with the matching of books for the children. The reading books provided are fully decodable and match the sounds that the children have learning and are learning.

4. Reading opportunities (guided, 1-1, daily class book, texts in lessons)

All children are given a range of opportunities to read, these include:

- 1-1 reading with an adult
- Group guided reading sessions
- Reading text in lessons
- Sharing a class book
- Prosody (KS2)

5. Guided reading

High quality texts underpin all guided reading at St Peter's as we believe this lays the foundation for a life-long love of reading. These texts are purposefully chosen to match the children's ability whilst linking to the enquiry topic for the term. Teachers use a selection of narrative, non-fiction and poetry texts and extracts, exposing children to a variety of text types during their learning.

Year 1 use a shared reading approach (taken from our ELS phonics scheme) with a partner, whilst an adult listens to a small group of readers. The small group also look at the text together and answer a range of questions. Year 2 can move to KS2 whole class guided reading sequence from Term 3 onwards depending upon assessment by the teacher.

KS2 use a whole class guided reading approach. This approach allows children of all attainment bands to be immersed in the same high-quality literature linked to their wider curriculum learning. This is supported by organising the children into mixed-ability pairs so as to allow for frequent, paired discussion and collaboration in the acquisition of new skills. The start of the first four lessons includes an extract from the text for prosody practice with these partners.

Each whole class reading session has a focus on a particular skill using the 'I do, We do, You do' approach. The sequence of lessons across KS2 takes place in the following format:

- On Monday there is a focus on 'Vocabulary', with explicit teaching and acquisition of new ambitious vocabulary
- Tuesday is a 'Retrieve' day where children re-read the extract and answer retrieval questions
- On Wednesday and Thursday the focus is 'Inference'. This will be supported by the teacher modelling how to answer inference questions using the Point, Evidence, Explain format, with children then completing questions independently
- Friday is a 'reading for pleasure' day which can encompass a wide range of activities, with choice for the children.

6. Provision for those pupils who struggle or have identified Special Educational Needs and/or Disabilities

We are committed to supporting those pupils who struggle when learning and developing their reading skills, to achieve their best. To ensure this, there is regular assessment of phonic knowledge and benchmarking comprehension.

We provide early morning reading sessions, 3 times a week to aid and develop their fluency of reading and love of reading.

All of our staff are trained using the ELS scheme of work, which we show complete fidelity to. Our SLT are aware of the targeted children and we run quick intervention sessions in the afternoon to focus on any phonetical gaps seen in the morning's phonic lesson.

7. Universal Offer

This is the core support and resources available to all students, regardless of their individual learning needs. Please see appendix A.

8. How Parents can help

To best support us in teaching your child to read, we ask that you read the decodable text provided by the school **four times** across the week. Spending 10 minutes a day reading with your child will hugely support them on their journey to becoming an independent reader.

9. Inspiring Readers at our School to have a Love of Reading

All classes have a reading area with a selection of high-quality books, these include fiction, non-fiction, poetry and comic books. Our school library has a wide selection of books for children to choose from and parents of younger children are made aware that these are sharing books. We also display the class texts in the library for everyone to see. We share our love of reading through sharing stories and getting involved in World Book Day yearly.

10. Oracy in English

We continue to improve our oracy outcomes for our children through a range of strategies in class. It is essential that children leave St Peter's able to express themselves clearly. We have introduced a conversation contract and Give me 5. These aid children in being physically ready to learn and use correct explicit language in their speech.

We discuss new vocabulary, which begins in EYFS with drawing club. Introducing children to new words, how to express it in a sentence and when it would be best to use it. We work on stem sentences for understanding and use talk for writing strategies in our writing.

Policy Agreed:

At a meeting of the Quality of Education committee held on 19 June 2025.

Next Review: May 2028

This policy should be read in conjunction with The Equalities Act 2010

<https://www.gov.uk/guidance/equality-act-2010-guidance>