



Reading Policy

Swinderby All Saints Primary School

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Swinderby All Saints Church of England Voluntary Controlled Primary School

Reading Policy

Introduction

This document is a statement of the aims and strategies for teaching and learning at Swinderby All Saints Church of England Primary School. It also outlines responsibilities for stakeholder groups so that all members of the school community can contribute to the facilitation of learning. It should be read in conjunction with other school policies, with particular reference to those for Early Years Foundation Stage, Special Educational Needs, Inclusion, Equal Opportunities and Race Equality, Behaviour Code, Homework, Teaching and Learning, Assessment, Marking and Feedback, Spelling and Writing policies.

Rationale

At Swinderby All Saints Primary School we share a real passion for reading and a love of books. We know that the development of reading skills, along with speaking and listening skills, is absolutely crucial to the progress that children make across the curriculum and we are determined to enable our children to become confident, enthusiastic and effective readers. We have high expectations for our children and encourage them to approach books actively and with passion, expecting books to make sense and developing a range of strategies to help them not only decode but also understand what they are reading.

As readers ourselves, we have a common goal, we want all of our children to have a real love of books. We want every child to be desperate to pick up a book and be able to lose themselves in it; we want our children to open their minds to a world of imagination and to feel the awe and wonder of discovering new facts and information; we want them to explore emotions, experience drama and make sense of their changing world. Becoming confident, proficient readers allows our children to do this.

Key drivers for the school that run through every subject taught are:

- **Communication:** building on and enhancing speaking and listening skills; developing vocabulary to enable explanations and reasoning; grammatical understanding and accuracy; overcoming speech and language barriers; developing skills required to access knowledge and information in the wider world safely.
- **Enquiry:** developing the skills needed to be active learners, such as resilience, perseverance and other learning muscles; developing a growth mind-set approach to intelligence; understanding that failing is part of learning on occasions; developing curiosity and enquiry skills.
- **Knowledge of the world:** setting all learning in relevant contexts that utilise pupils' existing knowledge and experience; making learning relevant and applicable to the world outside the immediate school environment; broadening horizons and raising aspirations about future possibilities beyond that of families' experience; developing tolerance, understanding and respect for all people. Ensuring that our children become confident, competent readers is integral in supporting the development of these drivers.

Reading- Aims and Objectives

At Swinderby All Saints Primary school we aim:

- to encourage everyone of all levels and abilities to develop a love of reading.
- to foster an interest in words and their meanings and to develop a suitable technical vocabulary through which children can discuss their understanding
- to gain an appreciation and love of books from a variety of genres.
- to enable children to find books interesting, to read with enjoyment and to evaluate and justify their preferences.
- to enable our children to read confidently, fluently, accurately and with understanding.
- to employ a full range of reading cues- phonic, graphic, syntactic, and contextual- to allow the children monitor, correct and make sense of their own reading.
- for children to develop reading skills in tandem with those of writing, so that the children may function in society as literate readers for life.
- to develop and create a wide range of reading opportunities across the curriculum, to make reading exciting, meaningful and relevant.
- for children to be able to use books confidently and accurately in order to find out about the world and develop deeper understanding.
- to celebrate the gift of reading and appreciate the rich variety of books, stories and texts we have in school, in libraries, online and at home.

Approaches to Teaching and learning

At Swinderby we recognise that the ability to read is fundamental to many aspects of life, and is central to general progress & developing an understanding in a wide range of areas of the curriculum. The teaching of reading is to be given a high priority by all staff. Success in reading is crucial in developing children's self-confidence and motivation to learning in general.

Our children's journey into reading starts as soon as they join Swinderby and Foundation Stage children should be given opportunities to become immersed in an environment rich in print and possibilities for communication. They use communication, language and literacy in every part of the curriculum, and they are given opportunities to speak and listen and represent ideas in their activities.

Throughout school, there will be plenty of opportunities to forge strong links between plans for reading activities and those for writing, speaking and listening. In the same way that 'talk' can be used to prepare for and help improve children's writing, so too it can be used to improve children's level of understanding of a text. We actively encourage opportunities for children to talk in pairs or small groups to broaden their understanding of the text.

Every classroom has an inviting book corner, with a range of books that children are encouraged to select to read and share, both at school and home. Each class had dedicated book time each day, this is in addition to other reading opportunities and sessions.

Strategies for the teaching of Reading:

Phonics is taught at Swinderby All Saints Primary School through the Read Write Inc programme. This promotes a strong and systematic emphasis on the teaching of synthetic phonics to aid the teaching and learning of reading. As part of this scheme children will be taught to:

- know the 75 key sounds;
- discriminate between the separate sounds in words;
- learn the letters and letter combinations most commonly used to spell sounds;
- read words by sounding out and blending their separate parts;
- study written representations of a sound and how it looks;
- recognise on sight vocabulary identified as 'red words' .

We believe that Read, Write, Inc (RWI) phonics provides the foundations of learning to make the development into fluent reading and writing easier. Children learn to read fluently and at speed so they can focus on developing their skills in comprehension, vocabulary and spelling. Through RWI phonics children learn a simple alphabetic code followed by a more complex code. All reading books progress cumulatively, matched to the sound's children are learning and already know. Children are also encouraged to choose a sharing book from their class library or the school library.

As children become more confident readers, they are encouraged to choose their own books, which suit both their interests and reading needs. Our aim is for children to develop an ownership over the books they choose and to be confident in talking about reasons for their choices.

Children use a wide range of books as both guided and independent resources in order to provide our children with a rich, varied diet of reading materials. The range of books we use to teach reading ensures that our children read a range of quality texts that cover a variety of genres as their reading skills develop. We also have inviting books areas in every classroom as well as a supplementary library for children to use.

Reading skills are split into two categories, namely **decoding** and **comprehending**. Each of these are taught in isolation at times and together as appropriate, with teachers **explicitly discussing, modelling and explaining the skills that need to be employed to become 'a fluent reader.'**

If children finish Year 2 but still need support with their fluency, there is a fluency intervention in place that continues until they are confident.

Reading Comprehension:

Reading comprehension skills are taught through Shared Reading sessions and Whole Class Reading sessions and opportunities to practise and consolidate skills through independent reading and other follow up activities. Teachers/teaching assistants and volunteer helpers will use a wide range of strategies to enhance the teaching of reading. Some of these are outlined below:

- modelling and discussing the features of written texts through shared reading of texts;
- using drama to enhance and deepen understanding of the text read;
- demonstration - e.g., how to use punctuation when reading, using a shared text;
- the 6 Ps of fluency – this is a framework used to improve reading prosody and expression, consisting of Pace, Pitch, Punctuation, Pauses, Power, and Passion. These elements help readers move beyond mere word recognition to convey meaning, engage listeners, and enhance comprehension through a "performance reading" approach;
- explanation to clarify and discuss e.g., need for grammatical agreement when proof reading;
- questioning - to probe pupil's understanding of a text;

- investigation of ideas - to understand, expand on or generalise about themes and structures in fiction and non-fiction;
- discussion and argument - to justify a preference;
- learning how to answer questions in writing as well as in discussion;
- provision of a wide range of fiction and non-fiction genres, for the children to choose from.

Throughout sessions that teach reading comprehension skills, **explicit vocabulary** is used to explain which skills are being taught, developed or practiced.

Displays reflecting the explicit reading skills being taught to develop both decoding and comprehension skills are around the school and in classrooms. These are added to throughout the year to support children's growing understanding of the shared vocabulary used to explain the skills involved in reading

Answering questions:

In addition to explicit teaching of decoding and comprehending skills, we also explicitly teach children how to answer questions about what they have read. This starts with oral discussion and moves to formal written methods as children's skills and understanding develop.

In order to be able to answer questions efficiently, we teach children how to:

- Fast skim read to get an overview
- Closer, slower read whole text for detail
- Read questions analytically – what is question asking?
- Scan text for key words and synonyms
- Closer read of text in vicinity of key words
- Focus on vocabulary
- Not to answer without checking by re-reading.

As children move through school and become more confident and proficient readers, we teach them how to answer a wide range of questions. These include:

- Matching
- Sequencing
- Labelling
- Multiple choice (tick box)
- Finding and copying
- Filling in a gap
- Underlining
- Using evidence to prove

We also teach children to understand these types of questions

- 'Right there questions' – the answer is given in the text (literal or retrieval question)
- 'Think about questions' – the answer is implied or suggested; the reader has to stop and think about the clues given (inference question)
- 'Make the link questions' – an implied answer is reinforced by another piece of information from elsewhere in the text (deductive question)

- ‘Find out more questions’ – you need to research more information before you can answer this sort of question (limited prior knowledge)

We improve children’s ability to answer questions in writing by:

- Demonstrating through shared reading, follow up and challenge (feedback) through whole class reading time activities
- Teaching different question types
- Focusing on one or two different question types at a time or for a time
- Consistent practice through school
- Using traditional comprehension tests each term to support teacher assessment judgments.
- We use the **REED method** to answer more complex inference and deduction types of questions. REED stands for:
 - **Read and review** the question and work out what it is asking for. Identify what part of the text you need to re-read and what you are looking for.
 - **Evidence collection** – locate and note the specific part(s) of the text which will help you to answer the question.
 - **Evaluate** the evidence collected – look for patterns, links, contradictions, etc.
 - **Draft** the answer. Decide what you want to say and craft an answer. For longer answers: **PEEL** – point, evidence, explanation and link.

Opportunities for Reading

School provides a wide range of opportunities to develop reading skills across the curriculum. During the academic year books studies or whole class texts are used across all year groups rather than extracts. Grammar, spelling and punctuation may also be taught using the text as a starting point that provides context and meaning.

Shared Reading:

The whole class shares a text, which is beyond their independent reading levels. Shared reading provides a context for teacher modelling, teaching and applying reading skills (word, sentence and text level).

Individual reading:

As a school we value the opportunity to read 1:1 with children and believe a lot can be gained through this. Parent helpers and volunteers are all trained in supporting this guided reading and discussion around books, employing strategies such as echo reading, discussing new vocabulary and considering voice choice. Children’s reading is RAG rated according to need and the number of times they are heard read reflects this need.

Whole Class Reading:

In KS1, once children have completed the RWI phonics they will focus on developing their fluency of reading along with starting to embed some comprehension skills. In KS2 the focus is on developing key comprehension skills along with continued development of fluency. In both cases the text is read between both the teacher and pupils, and everyone is expected to read aloud or partner read.

Adults reading aloud:

Daily all class teachers/teaching assistants will read aloud a range of stories and texts to children. We believe that giving children the opportunity to hear an adult read aloud, allows them to comment on and make sense of the events and experiences within a text. These sessions also allow the teachers to deepen a child's understanding, by asking literal and inferential questions. Most importantly however, story time allows our teachers to share their passion for reading. We do it for our own enjoyment and because we recognise how precious story time is in our classes.

Stories for talking:

Throughout EYFS stories used to provide children with a solid base of stories that are known in depth. These stories are often traditional tales or very well-known stories and are studied in depth through drama, discussion and props so that children develop a firm understanding of story language and principles that they can build from as they develop independent reading skills. Stories for Talking also focus language development.

Cross curricular Reading:

We actively encourage the children to become fully involved with their learning and encourage them to read a range of topic books which will support their work across the curriculum.

Enrichment activities:

We enrich our reading experiences by providing opportunities for visitors to come to our school to share stories or by focused events, such as World Book Day, Roald Dahl Day, National Poetry Day, author visits or whole school Book Weeks. Throughout school children are encouraged to read books from various authors and discuss the styles in which they write and the themes within their books.

Parents as Partners

We firmly believe that parents who share the same passion and vision for reading make an enormous impact on their children's progress and enjoyment. We really value the encouragement and support that our parents give when their child is reading at home. Communication is vital and we encourage parents to make a written comment in the school reading record, to show how their child has demonstrated understanding, fluency and enjoyment when reading to them. This reinforces to the children how important it is to read regularly at home and at school. It also allows them to experience the pleasure of reading with an adult or parent and share special moments together.

To support our parents further, we offer reading workshops at school to help them gain a better understanding of how they may help their child reading at home.

Home/School Reading:

All children are encouraged to borrow books from class collections, and share these at home and in school during independent reading time. The children take home reading books that are closely matched to their reading stage, for early readers this is from the Read Write Inc book scheme and the storybooks are also read and studied during the phonics sessions. When a child has completed the phonics programme, they are guided in selecting a book from the whole school

library that is matched to their age and reading ability. As children become more confident in making accessible but challenging choices, they are guided less but regular checks are still made on the suitability of books choices.

Assessment of Reading

Reading is assessed through observation and through the use of comprehension tests three times a year.

In-School Assessments:

- Reading Records and notes are used to record the range of reading and records that are dated to show progress.
- Reading conferences are used to discuss reading with children
- Read Write Inc assessments and groupings are completed each half term.
- Individual fluency assessments completed for those on the fluency programme, intervention or the 1st 20%
- Daily assessments of reading lessons uploaded to Curriculum Maestro and within pupils reading lesson books.

Statutory Assessments:

In addition to these in-school assessments, the following national assessments currently take place:

- Year 1: children take part in the Phonics screening check in the summer term. Children who did not pass the test in Y1 retake the test at the same time of year in Y2.
- In Year 2 and Year 6 the children take a formal reading assessment as part of SATs. The Year 2 tests are optional as a national test but we take these tests to help our teacher assessment data.

Equal Opportunities

All children will have an equal opportunity to work within this policy area. Account will be taken of specific needs and where appropriate support will be accessed through the special needs policy.

Monitoring and Evaluation

The English subject leader monitors and evaluates the teaching and learning of reading on a regular basis across school, supported by the head teacher.

Each child's progress is discussed termly during Pupil Progress Meetings, during which teachers meet with SLT and specialists to discuss and evidence progress. Any child not making sufficient or expected progress is identified and additional support teaching or intervention is put in place.

Staff regularly inform parents of the children's reading progress by writing in their home/school record books, at parents' evenings and through the annual reports of children's progress in reading.

Class teachers have an essential role in monitoring and evaluating the teaching and learning taking place in their class and in subsequent planning that is based on accurate and effective teaching.

The monitoring and evaluation of the achievements made in this area of the curriculum is carried out through the guidelines on monitoring and evaluation. These set out how the Head teacher, SLT, subject leader uses a range of strategies to assess the qualities of achievements.

The English subject leader, supported by the Head teacher, regularly reviews the reading action plan to evaluate any relevant areas of the school development plan when appropriate. The English leader also liaises with the Governors and attends meetings to keep the Governing Body informed and updated as requested.

Roles and responsibilities

This policy has been developed through consultation with staff, subject leader, head teacher and governing body. The Head teacher, Senior Leadership Team and subject leader will monitor and evaluate the work achieved. The leaders, in consultation with the wider staff, will identify areas for future development, resource needs and moderate standards across the school.