

	Offley Endowed Primary School and Nursery		Reviewed Sept 2026 Next Review Sept 2028
Policy Title:	Reading Policy		Users: Staff, Governors

Introduction

This policy outlines the teaching of reading at our school. The implementation of this policy is the responsibility of all teaching staff. The responsibility for monitoring and review rests with the English subject leader.

Intent

The teaching of reading falls under the school's general curriculum intent. More specifically, through our teaching of reading we aim to:

- Ensure children read easily, fluently and with good understanding.
- Develop the habit of reading widely and often, for both pleasure and information.
- Enable children to 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.
- Use discussion in order to learn; children should be able to elaborate and explain clearly their understanding and ideas of a text.
- Develop comprehension of the written word.
- Develop pupils' competence in reading skills, so they can access their world.
- Foster a love of reading.

Through Reading we can also

- Develop pupils' thinking skills
- Promote pupils' awareness and understanding of gender, cultural, spiritual and moral issues
- Develop pupils as active citizens
- Develop an understanding of British Values.

Implementation

Reading is a core subject in the National Curriculum 2014. The school's Reading curriculum is based on the fundamental knowledge, skills and understanding of the subject that are set out in the National Curriculum programmes of study.

The programmes of study for reading consist of two dimensions:

- Word reading

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- Comprehension (both listening and reading).

Underlying all aspects of reading at Offley School are the principal that the teaching of reading focuses on developing pupils' competence in both dimensions; different kinds of teaching are needed for both.

Skilled word reading involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words. Underpinning both is the understanding that the letters on the page represents the sounds in spoken words. This is why phonics is a focus in the early teaching of reading at Offley School.

Good comprehension draws from linguistic knowledge and on knowledge of the world. Therefore we develop comprehension skills through pupils' experiences of high quality discussion of texts with teachers, including discussing a range of stories, poems and non-fiction texts. All pupils are encouraged to read widely across both fiction and non-fiction to develop a knowledge of themselves and the world in which they live, to establish an appreciation and love of reading, and to gain knowledge across the curriculum. At Offley, we believe that reading widely and often, increases pupils' vocabulary because they encounter words they would rarely hear or use in everyday speech. Reading at offley is also used to feed pupils' imaginations and open a world of wonder and joy for curious young minds.

At Offley School, we believe that by the end of their primary education, all pupils should be able to read fluently, and with confidence, in any subject in preparation for success in their forthcoming secondary education.

Teachers are responsible for teaching the appropriate skills in line with the requirements of the National Curriculum 2014 programme of study for their year group. Teachers produce weekly planning for literacy which cover the reading, writing and speaking and listening elements of the English work they will be teaching each week.

As children progress through Offley School the teaching activities and the structure of reading lessons in each Key Stage varies:

Reading in EYFS

Phonics

Phonics is taught daily in 2 levelled groups following the Letter and Sounds programme. The team use the Jolly Phonics SSP (see KS1)

Individual Reading

Children are heard read individually 3 times per week.

Group Reading

Group reading is developed as the children's reading skills progress, by the summer term some groups are engaging in guided reading sessions.

Class Reading

The children read as a class on a daily basis which is recorded on the story time record.

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Books related to topic work are modelled read using reading strategies 2-3 times weekly.

Whole class stories at the end of each day develop a love of story and books.

Home Reading

Parents are invited to a reading meeting during the first half term. Expectations and ways to support children reading at home as well as discussion about phonic support are shared.

Children are sent home with a reading book daily. They also have packs for phonic and high frequency word activities sent home for practice.

Books from the school library are also taken home for children to share with parents/carers.

Reading For enjoyment.

Children in EYFS are encouraged to take part in reading activities as part of their CHIL. Opportunities for group reading, 1:1 reading and independent reading are offered.

Reading in Key Stage 1

Year One

Phonics

Phonics is taught on a daily basis in differentiated groups.

Individual Reading

Children are heard read on a regular basis at least once per week. Volunteers come into school to hear children in Year 1 read and TA also hears children whenever possible.

Group Reading

Children in the HA group take part in guided reading in order to develop higher order reading skills.

Class Reading

This takes place on a daily basis in literacy lessons with children being exposed to a variety of genres. High frequency words and common exception words are developed through the use of a variety of activities. Shared reading is carried out daily as part of the literacy lesson

Home Reading

Banded books are sent home for children to work on daily. Parents and carers are encouraged to help children develop fluency and confidence. Curriculum maps and class meetings set out ways to support children in their reading at home.

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Reading For Enjoyment.

Text that are beyond the level that children can read independently are shared daily at the end of the morning or afternoon session.

Year Two

Phonics/Spelling

Spelling is carried out weekly with regular assessment. Children have focused activities on common exception words and on suffixes, prefixes and links are made with the grammar requirements of Key Stage 1. Year Two follow the Nelson spelling scheme.

Phonics are taught to those children who have not reached the required standard in the phonic screening check in Year 1, ready for retakes in Year 2.

Individual Reading

Children are heard individually on a twice weekly basis. Targeted children requiring additional support are heard read on a daily basis. There are frequent opportunities for quiet reading in class.

Group Reading

Children take part in teacher led guided reading on a weekly basis. There are other independent reading activities undertaken at this time.

Class Reading

This takes place on a daily basis in literacy lessons with children being exposed to a variety of genres. Grammar activities, reading comprehension work and guided and independent focused work is carried out weekly.

Home Reading

Banded books are sent home for children to work on daily. Parents and carers are encouraged to help children develop fluency and confidence. Curriculum maps and class meetings set out ways to support children in their reading at home. Dojos are awarded for daily reading.

Reading For Enjoyment.

Story time is held 3-4 times weekly. Book corner is set up in order to encourage children to read a wide range of genres at an age appropriate level.

Reading in Key Stage 2

As children have developed their early reading skills to a sufficient level, the reading opportunities in Key Stage 2 are more uniformed across the year groups.

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Spelling

There is a designated spelling lesson weekly in each class following the Nelson Spelling scheme. Differentiation is used when required to support accelerated progress of all children.

Individual Reading

Children are given silent individual reading time in class, and this enables teachers and teaching assistants to monitor individual reading to check comprehension and appropriateness of text once children have completed the book bands.

Group Reading

Group reading activities are undertaken daily. Guided reading is completed in ability groups and each child is heard read as part of these group weekly. Whilst guided reading is taking place, children take part in independent reading tasks which are differentiated and planned in response to need which are identified in guided reading sessions.

Class Reading

Children are exposed to a wide variety of texts through class reading as part of their daily English lesson. These texts are carefully chosen to cover the genres of texts required for each year group and the ability of the children. Teachers are aware that these texts should be pitched to stretch children's understanding and vocabulary as well as introducing them to new authors. Children also have access to First News which keeps them up to date with world news events.

Home Reading

All children in Key Stage 2 are expected to read every night. This expectation is shared with parents at the meetings at the beginning of the school year, in termly curriculum letters and in regular school new letters. Children are rewarded daily with dojos for reading at home. Children are guided to the quality of text they should be reading by their class teacher and a list of suitable books for each year group is made available to parents on the school website.

Reading for Enjoyment.

At Offley School we believe in fostering a love of reading in all our pupils. Class readers are enjoyed by the children on a regular basis. Texts used for class readers are used as part of reading displays in each classroom. These display are also used to highlight new authors and books to children and for children to write their own book reviews to encourage their peers to read more widely.

Wider Reading Opportunities

With our topic based approach to the foundation subjects, teachers work hard to link suitable texts to the topics covered in order to develop children's knowledge and understanding of new learning. These texts are often used as part of the topic learning and also as class readers.

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Children are encouraged to read widely for their home learning and many learning log activities lend themselves to children using their reading skills.

Entitlement and Equal Opportunities

All pupils are entitled to access the reading curriculum at a level appropriate to their needs arising from race, gender, ability or disability.

Children who require additional support for reading are supported by staff using a variety of interventions. We identify children who are experiencing difficulties quickly and respond with a rigorous approach to support them. This includes:

Focused 1:1 support.

Focused levelled small group phonic support.

Small group reading comprehension work.

In line with our **Equality Scheme and School Vision and Christian Values** we are committed to providing a teaching environment conducive to learning. Each child is valued, respected and challenged regardless of race, gender, religion, social background, culture or disability. Learning and Teaching in reading will be in line with the school's **Teaching and Learning Policy**, where provision is made for all learning styles.

Impact

To assess pupils' progress in reading we:

Check reading records daily to monitor children's home reading.

- Gather evidence of what individual pupils know, understand and can do in reading by observing them at work, listening to and discussing with them the text they are reading, using questioning to extend their understanding.
- We record every guided reading session using the Herts For Learning assessment grids. This is used to inform future planning. Records of reading are kept in a guided reading folder held in each classroom.
- Make periodic and end of key stage judgements using Herts For Learning steps and Teacher Assessment Frameworks for each year group.
- Past SATS papers are used to assess formally at the end of each term.
- Report 3 x annually to parents on how well the pupil has achieved, what s/he does well and what is needed to bring further improvements; providing 3 written reports per year with 2 parents evenings where reading is discussed as an individual subject.

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To monitor, evaluate and develop the subject the English subject leader:

- Supports teachers to select texts and develop reading teaching strategies for children to master during their primary education.
- Invest in training and CPD by releasing teacher to attend training course and moderation cluster meetings.
- Use inset and staff meetings to discuss and monitor the teaching of reading.
- Analyse the end of Key Stage data for reading yearly in order to drive development and improvement.
- Monitors teachers' medium term planning.
- Monitors teaching and assessment to ensure parity across the school.
- Works co-operatively with the SENCo.
- Develops assessment and record keeping to ensure progression and continuity.
- Reviews resource provision.
- Keeps abreast of developments in English education.
- Discusses regularly with the head teacher and the English link governor the progress with implementing this policy in the school.