



Believe. Achieve. Succeed. In our hands we hold the future.

Reading Policy

What is this policy for?

This policy sets out how we teach reading in line with the legal requirements of the National Curriculum 2014. It describes how our provision for reading promotes reading for pleasure and enjoyment.

The vision for reading

At Hutton CE Primary, we seek to create a culture where all learners are actively engaged in the process of reading for both enjoyment and information.

Children will be able to make connections and links between different books as well as connections with other aspects of language.

When is reading taught and learned?

Daily reading is taught through whole class and group guided reading sessions and where appropriate, one to one reading takes place with a member of staff. Reading is also taught within English lessons and across the curriculum, allowing children to develop and practice their skills through a range of different contexts.

How is reading taught and learned?

Reading is taught as discreet lessons in Reception and Year 1 through phonics, small group guided reading and daily adult lead reading. This continues into Year 2 where whole class guided reading is introduced.

In Key Stage 2, reading is taught through whole class guided reading sessions, as well as daily individual reading.

In all key stages, reading makes up part of English lessons through looking at texts specific to their genre. Skills are also applied throughout other areas of the curriculum.

What do we learn in Reading?

Early reading lessons in Reception and Key Stage 1 have a focus on decoding, segmenting and blending. Children develop their fluency and stamina for reading with the aim that they will not need to segment words by the end of Year 1. They also begin to develop simple comprehension skills, direct retrieval, inference and prediction, through book talk.

In Key stage 2, children continue to develop their fluency and read at pace. They are taught to highlight key vocabulary and explore its meaning within the text, how to directly retrieve information from texts, how to infer and how to summarise what they have read.

How do we measure success in Reading?

Summative assessments will be carried out in Terms 1, 3 and 5 and will assess children's fluency and comprehension. In KS1 this will be done through the use of Bench Marking and in KS2 comprehension assessments will be used.



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Formative assessments will be informally carried out during guided reading lessons and during one to one reading sessions to help inform immediate teaching and plan for following lessons.

Budget and resources

Books are bought out of a central fund and are stored in age bands (KS1, Lower KS2 and upper KS2 library areas. Our annual book fairs supplement the purchase of new books for the libraries.

Safety and risk

All volunteer readers are DBS checked and read with children in open work areas or within the classroom.

Equal opportunities

There are a variety of books available around school to suit children of all ages, ability and gender. Coloured overlays, books with large print and books written in different languages can be accessed by all. There are guided reading books aimed to capture the interest of boys. There are key stage specific libraries that are available for classes to use. It is stocked with both fiction and non-fiction books for the children to enjoy.

It is recognised that the themes in books, relationships and characters will shed light on the lives and experiences of children as readers. The choice of text has the potential to promote writing not only *about* the experiences of women, ethnic minorities and the disabled but *by* these groups of people, offering to children, through their wider reading, writers as role models for our various significant groups of learners.

Community involvement and collaborations

Reading events are held throughout the year. We run book fairs, reading challenges and take part in World Book Day every year. Volunteers come into school to hear children read. Class assemblies are often based on class texts and show the deep, cross-curricular learning which has taken place.

Monitoring and Evaluation

The English team will monitor the standards of teaching and learning. This will occur through a range of activities of monitoring planning, observation of lessons, work sampling and pupil interviews.

Information gathered is shared with the leadership team and through the link governor for English.

Policy written: December 2020

Policy review: December 2022

Ratified by the Local Governing Body and signed by chair or vice-chair:

Jane Barry

29/11/21