

St Mary Magdalene C of E Primary School
Headteacher: Miss S Robinson
Deputy Headteacher: Mrs S Pearson



Reading Policy

January 2025

Reading Policy

Aims

Our Vision and Values

In our family, we have the courage to embody Jesus' love for us. We put others' needs above our own. We act with integrity and respect. And when others fall short of our expectations, we support them to atone and extend our forgiveness. In doing this, we prepare children to live life in all its fullness: its joys and celebrations, its sorrows and struggles. The values which are most pertinent to this policy, alongside their links, are detailed below:

Love

Jesus embodies the love and compassion of God for each person, and Christians are called to follow him in this. In RE, love impels us to consider Christian perspectives on life, such as:

- putting others' needs above our own;
- acting with humility and without entitlement;
- Supporting those experiencing suffering and sadness – in our community and beyond.

At St Mary Magdalene, we empower love for learning by supporting children's interests and embedding this within all areas of the curriculum.

"Let all that you do be done in love." (1 Corinthians 16:14)

Courage

We are called to create an environment where both children and staff aspire to be, and give, their best. Everyone is emboldened to take risks, overcome challenges and be courageous in their efforts to achieve their potential. Leaders make bold curriculum choices that enable children to:

- gain knowledge, skills and experiences to navigate life in an evolving world; and
- develop characteristics such as self-belief, ambition, and resilience to overcome life's challenges.

At St Mary Magdalene, children encounter many new experiences and opportunities; at St Mary's, we encourage and promote taking risks and celebrate alongside our children when they reach their goals.

"Be strong and courageous. Do not be afraid; do not be discouraged, for the Lord your God is with you." (Joshua 1:9)

Respect

We seek to model to children an ethos of living well together. The flourishing of pupils goes hand in hand with the flourishing of the wider school community: staff, families, governors and friends of the school. Just as Jesus respected people by taking the time to care for them, we endeavor to:

- celebrate the Christian faith;
- foster deep respect for other cultures, faiths and traditions;
- provide an inclusive environment where special provision is afforded to those with disabilities or special educational needs; and
- challenge inequality.

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“Whatever you wish that others would do to you, do also to them.” (Matthew 7:12)

Forgiveness

Faults, flaws, and mistakes are an unavoidable part of human life. Though Jesus preached the importance of repentance, even in moments of great personal torture, he prayed for forgiveness for his tormentors. Therefore, in our family, we seek to:

- hold ourselves and others accountable for our/their actions;
- have a robust approach to dealing with situations when things go wrong;
- repent when we fall short of our own and others’ expectations; and
- forgive others for their indiscretions.

“If your brother sins, rebuke him, and if he repents, forgive him.” (Luke 17:3)

Honesty

An honest person makes a habit of making accurate, trustworthy statements about life, self, others, and God; they represent themselves just as they are and tell others the truth about themselves. That said, the Bible tells us that honesty should always be accompanied by gentleness (Colossians 4:6). With this in mind, we strive to build kind and trusting relationships by:

- speaking and acting with integrity;
- ensuring that children have a strong voice in every aspect of school life, and acting on this; and
- working openly and compassionately with others, even when messages might be difficult to give or receive.

“And you will know the truth, and the truth will set you free.” (John 8:32)

Legal framework

This policy has due regard to statutory guidance including, but not limited to, the following:

- DfE (2013) ‘English programmes of study: key stages 1 and 2’
- DfE (2024) ‘Early years foundation stage statutory framework For group and school-based providers’

This policy has due regard to the most recent version of the following school policies:

- Assessment Policy
- Teaching and Learning Policy
- Special Educational Needs Policy
- Marking and feedback Policy
- Homework Policy

Roles and responsibilities

The subject leader is responsible for:

- Preparing policy documents, curriculum plans and schemes of work for the subject.
- Reviewing changes to the national curriculum and advising on their implementation.
- Monitoring the learning and teaching of Reading, providing support for staff where necessary.
- Ensuring the continuity and progression from year group to year group.
- Encouraging staff to provide effective learning opportunities for pupils.
- Helping to develop colleagues' expertise in the subject.
- Organising the deployment of resources and carrying out an annual audit of all reading-related resources.
- Liaising with teachers across all phases.
- Communicating developments in the subject to all teaching staff.
- Leading staff meetings and providing staff members with the appropriate training.
- Organising, providing and monitoring CPD opportunities in the subject.
- Ensuring common standards are met for recording and assessing pupil performance.
- Advising on the contribution of Reading to other curriculum areas, including cross-curricular and extra-curricular activities.
- Collating assessment data and setting new priorities for the development of Reading in subsequent years.

The classroom teacher is responsible for:

- Acting in accordance with this policy.
- Ensuring progression of pupils' reading skills, with due regard to the national curriculum.
- Planning lessons effectively, ensuring a range of teaching methods are used to cover the content of the national curriculum.
- Liaising with the subject leader about key topics, resources and support for individual pupils.
- Monitoring the progress of pupils in their class and reporting this on an annual basis to parents.
- Reporting any concerns regarding the teaching of the subject to the subject leader or a member of the senior leadership team (SLT).
- Undertaking any training that is necessary in order to effectively teach the subject.

The special educational needs coordinator (SENCO) is responsible for:

- Liaising with the subject leader in order to implement and develop reading and writing throughout the school.
- Organising and providing training for staff regarding the English curriculum for pupils with special educational needs and disabilities (SEND).
- Advising staff how best to support pupils' needs.
- Advising staff on the inclusion of English objectives in pupils' individual education plans.
- Advising staff on the use of teaching assistants in order to meet pupils' needs

Curriculum Progression and Sequencing

- Guided Reading is used in KS1 as the main basis for teaching reading. In Year 1 Sessions are organised based on phonically plausible books which are determined by the stage of phonics taught, and linked to the Rocket Phonic Scheme. In Year 2 benchmarked assessment data and children are grouped according to their book band. In Key Stage 2, age appropriate texts are used to deliver Whole Class Reading (WCR) sessions. Children are

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assessed using the FFT Reading Assessment Programme to determine reading age, this will inform the age range of books that the children can choose from as home, independent reading.

- Foundation Stage introduce Guided Reading where appropriate. Prior to this children are supported by daily phonics, phonically decodable books, 1:1 reading and whole class story time.
- Whole class reading comprehension is taught daily in KS2, these sessions will focus on a particular comprehension skill and show a progressive review, teach, practise and apply format. In KS1, whole class reading comprehension is taught on once a week and introduced a particular comprehension focus for the week. The comprehension focus takes the form of a 'Reading Character'. These can be found in the appendices.
- Novel study is used as a basis for the teaching of English and is used to promote love of reading. Books are carefully chosen to match the needs of our children and to show progression across and within year groups.
- Children will choose a home reading book based on their reading assessment information. This is Rocket Phonic assessments for FS and Y1, benchmarking assessments for Y2 (unless still on phonically plausible books), and FFT Reading Assessment Programme for KS2 (once the child has progressed from lime colour band). These can be changed daily by children or parents. In FS and Year 1 children will also take home a phonetically plausible book that will contain the phonemes taught the previous week. These will be changed weekly by the teacher.
- 1:1 reading is led by staff and Y5/6 Reading Ambassadors on a weekly basis. A home school diary is filled in to show when children have read at home with a parent or staff member within school.

Assessment, Marking and Feedback

- Assessment should be carried out in line with the school's Assessment Policy, and Marking and Feedback Policy.
- At St Mary's, staff ensure that pupils have sufficient understanding of, and unconscious competence in, prerequisite knowledge, concepts and procedures that are necessary to succeed in each lesson through effective marking, feedback and annotations.

With specific reference to summative assessment in Reading, the following will apply:

- Ongoing achievement in learning objectives should be tracked in the tracking sheets in the front of each pupil's English and applied write book.
- Targets should be set by placing a star next to the objective pupils need to work on from the tracking sheet in the front of their English books.
- Pupils from Y2 upwards will be benchmarked termly. Pupils in Y1 will be benchmarked at the end of Y1, ready for transition into Y2.
- FFT Reading Assessment Programme will be used in KS2. This will inform home readers and moderation, formative assessments.
- NFER tests will be used in KS2. These results will inform teacher's formative assessments.
- Teachers use the tracking sheet at the front of reading comprehension books in KS2 to track children's progress against their year group expectations.
- Teachers input their summative assessments in INSIGHT according to guidance given in the Assessment Policy. Reports are then downloaded and inform Pupil Progress Meetings and intervention planning.

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Planning

Reading Sessions

- All relevant staff members are briefed on the school's planning procedures as part of their staff training.
- Whole Class Reading Comprehension is taught as a discrete lesson once a week in KS1 and four times per week in KS2.
- Teachers will use the key learning content in the DfE (2013) 'English programmes of study: key stages 1 and 2', this is reflected in all the school's planning support resources.
- Lesson plans will demonstrate a balance of interactive and independent elements used in teaching, ensuring that all pupils engage with their learning.
- There will be a clear focus on direct, instructional teaching and interactive oral work with the whole class and targeted groups.
- Long-term planning, set out by the English Subject Lead, will be followed in each year group.
- Short-term planning is the responsibility of the class teacher. This is achieved by building on long-term planning and progression maps, taking into account pupils' needs and identifying the method in which topics could be taught.
- All lessons will have clear learning objectives, which are shared and reviewed with pupils.
- Lessons will be differentiated to meet the needs of all pupils. This will be flexible and informed by assessment, marking and feedback.
- Differentiation will usually be by task, resources, writing frames or support and led by the teacher.
- As a dyslexia friendly school, teachers will use a selection of the following strategies to support children when reading texts: mixed ability pairs, displaying key words with pictures, pre-teaching topic vocabulary. They will also support children to record their ideas through use of writing frames, word banks and WAGOLs, if applicable.
- Homework will be set on a weekly basis and will build on that week's lesson objectives. Reading and spelling will always form part of the homework offer each week.