



St Anne's C of E (A) Primary School Reading Policy

'Let all that you do be done in Love' 1 Corinthians 16:14

St Anne's strives to 'develop the whole child, spiritually, mentally and physically by helping pupils to:

**Love God
Love learning and
Love themselves and others**

in a caring, Christian environment through close links to the Church and community.

Reading Policy

September 2026

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1. Policy Aims

To ensure all staff, children, parents/carers and governors are aware of the aims for learning and teaching English at St Anne's C of E (voluntary aided) Primary School and that these are applied.

School Staff

- To promote a confident, positive attitude towards the learning and use of English, making it an enjoyable experience.
- To promote confidence and competence in the skills of speaking and listening; reading and writing.
- To promote the ability to communicate effectively in a variety of forms.
- To promote the skills of communication through speaking and listening in a range of contexts.
- To promote the range of skills required in reading in order for children to read for meaning, understanding and enjoyment.

Governors

1. To appoint a designated link governor who will:
 - Meet with the curriculum Subject Leader at least once a term to find out about;
 - The school's systems for planning work, supporting staff and monitoring progress;
 - allocation, use and adequacy of resources;
 - How the standards of achievement are changing over time.

- Visit School and talk to pupils about their experiences of the curriculum area.
- Promote and support the positive involvement of parents in the curriculum area.
- Attend training and other events relating to the particular curriculum area.
- Report jointly with the Subject Leader

2. To be understanding and supportive of our aims in learning and teaching English and review the English Policy regularly.

Priorities

- To provide our pupils with a wide range of books and genres from an early age, in order to develop speaking and listening skills. A wide and varied reading diet exposes pupils to rich vocabulary, diverse experiences, different perspectives and a range of literary styles. From an early age, this supports the development of reading fluency, comprehension and cultural knowledge, while helping pupils to develop a genuine enjoyment of reading and the confidence to choose and explore texts independently.
- To provide our pupils with the skills and opportunities to recognise, hear, decode and become fluent readers. Secure decoding and reading fluency are essential foundations for successful reading. Providing pupils with explicit teaching, regular practice and opportunities to apply their skills helps them to develop accuracy, automaticity and confidence, enabling them to focus on comprehension and ultimately become independent and enthusiastic readers.

- Enable our pupils to comprehend and understand a wide range of texts and make strong connections to the wider world. This enables pupils to understand, interpret and respond to increasingly complex ideas. Exposure to varied texts and experiences helps pupils to build knowledge, make connections between what they read and the wider world and develop their understanding of different people, cultures, perspectives and experiences. Strong comprehension skills are essential for learning across the curriculum and for pupils to become thoughtful, informed and independent readers.

2. Intent

At St Anne's C of E Primary School, we want children to love reading as much as we do. Reading for pleasure is prioritised and is at the heart of our curriculum. Time is carefully organised to support all children to become confident, fluent and capable readers, enabling them to access the wider curriculum and develop a lifelong love of reading. We recognise that being able to read fluently and comprehend what is read is a key life skill, both within education and beyond. We are committed to ensuring that all children are taught to read well, achieve age-related expectations and develop an enthusiasm for reading that continues beyond their time at school.

We aim for all pupils to:

- Read at an age-expected standard.
- Apply their phonics knowledge when reading, alongside other strategies for identifying unfamiliar words.
- Develop a love of reading for pleasure that lasts a lifetime.
- Experience a wide **breadth** of books, including a diverse range of genres, themes, authors and perspectives.
- Understand and engage with a variety of text types, including fiction, non-fiction and poetry.
- Develop a rich vocabulary and a secure understanding of words encountered in their reading.

- Retrieve information efficiently from texts, using strategies such as skimming and scanning.
- Read beyond the literal meaning of a text, making accurate inferences and drawing on evidence to support their ideas.
- Make connections between what they read, their own experiences and the wider world.

3. Implementation

Foundation Stage 2 and Key Stage 1

At St Anne's School we use DfE-listed Monster Phonics to teach our children how to read. 'Monster Phonics' is a rigorous, systematic, synthetic programme developed by Ingrid Connors, a primary teacher, phonics specialist and audiological scientist. All of the resources within the programme are mapped against the Letters and Sounds phases 1 to 6 and the KS1 Spelling Curriculum. Please refer to our Phonics Policy for further information.

Our Foundation children participate in daily phonics lessons and read on a 1-2-1 basis with teaching staff. At the start of Reception Class, our children are inspired by our selection of wordless books before moving on to our vast library of fully decodable Monster Phonics books as soon as they can blend. We incentivise reading through our 'Remarkable Reader' scheme. Children also enjoy a range of topic related books and choose a library book to take home each week to be shared with a grown up. 'Book talk' enables the development of early comprehension skills through increasing children's vocabulary and understanding. We use a 'reading diary' system to communicate between home and school.

As children move through Key Stage One, we continue to focus on establishing pupils' accurate and speedy word reading skills. We also make sure that pupils listen to and discuss a wide range of stories, poems, plays and information books, increasing their vocabulary, comprehension and knowledge across the wider curriculum. We ignite

the passion of all our readers by sharing a wide variety of end-of-day books, and encouraging children to access our 50 books to read in each year

In Key Stage One, children continue to access daily phonics sessions lasting 20-30 minutes. They receive a same day intervention if they have not grasped the day's learning, helping to ensure that progress is swift. Children's reading levels are closely matched to their phonic knowledge, ensuring they are reading books with 90% accuracy.

Children are encouraged to read four times per week at home through our Remarkable Reader scheme. They read in school either on a 1-2-1 basis or in a group read where the focus is on word reading. Those children who do not get the opportunity to read at home as often will read more frequently in school. Children also enjoy a range of topic related books in class and choose a library book to take home each week to be enjoyed together with a grown-up.

In Year 1, comprehension is taught through 'book talk' or as whole class comprehension lessons as part of the 'Talk for Writing' process. In Year 2, reading comprehension is taught discretely once a week from the spring term as well as through the wider curriculum/book talk. Teaching of reading comprehension is taught through our key core texts listed in the Long-Term Plan. Throughout the year, children are exposed to a wide range of authors and genres through our end of day story. The library and class reading areas provide a quiet environment for children to develop their enjoyment of a range of reading materials throughout the school.

KS2:

Each half term (from Year 2), every class studies a 'Focus Text' selected to complement and enrich the class topic. A class set of the chosen text ensures that all pupils have access to the same high-quality literature and enables teachers to develop shared reading experiences and meaningful discussion. Where appropriate, texts are selected to broaden pupils' experiences, introduce them to different

authors, genres and perspectives, and make purposeful links across the curriculum.

The Focus Text provides a vehicle for the explicit teaching and development of comprehension skills. Across the school, pupils are taught to apply and develop the following key areas of reading:

Word reading – developing accuracy, fluency and understanding of unfamiliar words.

Familiarity with texts – developing knowledge and understanding of different text types, structures and features.

Book discussion – sharing responses, opinions and ideas about what has been read.

Meaning of words and authorial intent – exploring vocabulary, language choices and the author's purpose and effect.

Retrieval – locating and recording information and evidence from the text.

Prediction – using evidence and prior knowledge to anticipate what may happen or what may be revealed.

Sequence and summarise – identifying key events and ideas and expressing them succinctly.

Inference – using evidence from the text and their own knowledge to draw conclusions and explain ideas that are not explicitly stated.

Links and comparisons – making connections within and across texts, including comparisons of characters, themes, ideas, language and authorial choices.

In Key Stage Two;

- Children are given opportunities for regular reading to adults in school – more often for those who find reading more challenging.
- Pupils are encouraged to read widely, through our use of differing class texts, library visits and high-quality attractive books in classrooms

- All classes have a daily story time, where children enjoy listening to an adult read
- We use a home-school reading diary and reward regular reading at home through our 'Remarkable Readers' system
- The library and class reading areas provide a quiet environment for children to develop their enjoyment of a range of reading materials

Reading for Pleasure and Enrichment

We recognise that developing a lifelong love of reading requires children to experience reading as enjoyable, social and rewarding beyond the classroom. We provide a programme of events and opportunities throughout the year to celebrate books, authors and the wider reading community. These include World Book Day, visits to the local library, celebrations of significant authors and literary events, such as Roald Dahl Day, and regular opportunities to explore and purchase books through our travelling book fair, which visits the school three times each year.

These experiences aim to promote a positive reading culture across the school, encourage children to discover new authors, genres and texts, and give every child an opportunity to develop their own interests and preferences as readers. We actively encourage children to talk about, share and recommend books, helping to establish reading as a valued and enjoyable part of school life.

Intervention

To ensure rapid progress is made, we employ the use of same day interventions for the children who have not grasped a concept during their Monster Phonics lesson. Those children who have not passed their 'Phonics Screening Test' in Year One, or who are not reading at age-related expectations (ARE), will receive a daily phonics intervention which will be 20-30 minutes long. This is carefully

timetabled to ensure that they do not miss their expected phonics input with the rest of the class. The bottom 20% of children across KS1 and KS2, or those children with further needs to ensure progress in reading, will receive extra reading in school.

Speaking and Listening

- The development of good Speaking and Listening skills is seen as key to developing good general English skills. As such children are explicitly taught how to be good speakers and good listeners as a discrete aspect of English and also across the full English Curriculum, the full academic curriculum.
- There are many and varied opportunities for the direct teaching of Speaking and Listening skills, both explicitly in English related sessions and across the full curriculum.

These include:

- focusing children's responses using speaking frames;
- ensuring that each adult and other children provide good role models;
- teaching the children the difference between standard and non-standard forms of spoken English and when each of these can be appropriately used;
- ensuring opportunities and 'scaffolding' for discussion, individually, in pairs and in groups; and
- teaching children about how to be a good listener and insisting that children employ these skills at appropriate points during any teaching session and in their interactions with children and adults across the School.

4. Impact

By the time our pupils leave St Anne's and continue their educational journey, we aim for every child to be a confident, fluent and

competent reader who has developed a genuine love of reading and a thirst for books. Through our reading provision, pupils will understand and experience the many purposes reading offers: reading for pleasure and enjoyment; to acquire knowledge; to develop inference, comprehension and critical thinking; and to broaden their understanding of themselves, others and the wider world. In doing so, we aim to ensure that reading becomes a lifelong source of enjoyment, discovery and opportunity for every pupil.

Assessment

In phonics, we complete a baseline assessment at the start of each year and update this termly (A2, Sp2 and Su2). This assessment is used to plan learning going forwards to help ensure all children make progress. At the start of each half-term we assess the children using the Monster Phonics book placement chart to ensure that children are accessing books with at least 90% fluency. Children that have not met ARE by the end of each year group receive extra interventions aimed at helping them to keep up. Children who are working at ARE's will receive a same day intervention if they have not grasped the learning objective for the day.

To develop a love of reading, St Anne's has implemented Accelerated Reader, a reading programme that closely monitors pupils' reading performance and progress, while providing teachers with information to identify targets and areas for further development.

Accelerated Reader is a child-led programme that enables pupils to choose the books they wish to read from within their Zone of Proximal Development (ZPD). A pupil's ZPD is determined through the STAR Reading assessment, ensuring that books are appropriately matched to their current reading ability while still providing an appropriate level of challenge.

STAR Reading assessments are completed by all pupils at the beginning of the school year in September and at the end of each half term. The results are used alongside ongoing teacher assessment to monitor progress and inform reading provision.

A range of standardised materials are used to support teacher judgements across the school.

5. Monitoring and Evaluating

The monitoring and evaluation of English is the responsibility of the English Coordinator who is responsible to the Head Teacher and the Governors for the development of English throughout the school.

This is achieved in a variety of ways:

- Discussions with staff concerning progress of groups and individuals
- Involvement in long term planning
- Classroom observations and feedback
- Monitoring of books and plans
- Monitoring the learning environment
- Data analysis (SATS)
- Resource/book audits
- The English Coordinator will observe lessons, regularly and in line with the School Improvement Plan, and monitoring timetable.
- The Governor responsible for English will be invited to observe lessons to ensure that the policy is being followed and to feedback a report to the Governing Body on English provision throughout the school.
- Regular work scrutiny's will be undertaken by the Head Teacher, English Coordinator in consultation with staff in line with the School Improvement Plan, and monitoring timetable.
- The Head Teacher and Deputy Head will use the information on FFT to monitor the attainment in English, in order to compare our

progress with national levels and the prior attainment of individual pupils based on contextual value-added information. From these activities areas of strength will be highlighted as well as areas for improvement.

6. Special Educational Needs

- All children have access to English. Additional support that is required takes place either during the English lesson or in short allocated periods at other times during the day.
- Differentiated activities are given to support less-able and extend more-able pupils.
- Children with learning difficulties are diagnosed and have provision made for their particular needs.
- There are additional English support sessions for small groups of children.
- Identified children will be taught reading through an individual reading program
- Where necessary, outside agencies are involved, such as the Inclusion Service, Occupational Therapist, Sensory Service, Speech Therapist and the Education Psychologist.
- Teaching Assistants & volunteer helpers are used in school to support groups/individual children.
- Parents are kept informed and encouraged to assist in helping all children.

7. Review

- Evaluation and review of the English policy will be in accordance with the School Improvement Plan. The English Coordinator changes or adapts the policy. These changes are then discussed & agreed by the whole staff before the policy document is formally amended and taken to governors for ratification.
- Throughout the year, all staff are encouraged to feedback information and ideas to the English Coordinator. This may include

observations on work the children are undertaking, comments on the availability & suitability of resources and any other relevant information about the overall structure of how English is taught and pupils' progress.