

Crawshawbooth Primary School

Reading Policy

September 2025

Mrs Jones

Vision

Crawshawbooth Primary School seeks to provide a happy, positive and child centred learning environment. We will promote and encourage curiosity throughout our curriculum, encouraging challenge, memorable opportunities and experiences that will support dreams and aspirations to grow as confident, respectful and resilient individuals.

Values

RESPECT: Children at Crawshawbooth Primary are respectful, thoughtful learners who are considerate of others and the world around them.

RESILIENCE: At Crawshawbooth children are taught to be resilient, independent learners, who embrace challenge, take risks, learn from mistakes and spring forward following setbacks or difficulties.

CURIOSITY: Through our tailored and personalised curriculum children are encouraged to become inquisitive, curious learners who seek their own personal opportunities to find out more, learn more and remember more.

Inclusion

At Crawshawbooth all curricular subjects will be taught inclusively to all children to consider their special needs, race, religion, culture, gender, sexual orientation and their family circumstances.

Reading and Phonics Intent:

At Crawshawbooth Primary School we value reading as a key life skill, and are dedicated to enabling our pupils to become lifelong readers. We believe reading is key for academic success and ensure we have a holistic approach to the teaching of reading across school. In EYFS and KS1 children follow the Red Rose Phonics Programme. Through the teaching of systematic phonics, our aim is for children to become fluent readers by the end of Key Stage One. This way, children can focus on developing both their fluency *and* comprehension as they move through the school. By the time children leave Crawshawbooth Primary School they are competent readers who:

- Can recommend books to their peers
- Have a thirst for reading a range of genres, including poetry
- Participate in discussions about books, including evaluating an author's use of language

How do we achieve high quality reading?

We firmly believe that reading is the key to all learning and so our reading curriculum is embedded through whole class reading sessions which are designed to secure fluency and comprehension skills. Additionally, at Crawshawbooth, we value cross curricular reading opportunities, broadening our pupils' understanding of literacy. We promote reading for pleasure as part of our reading curriculum and incorporate this by our 'stop and drop' mantra, where teachers read to the children, purely for their enjoyment, for 10 minutes per day. Children are encouraged to develop their own love of genres and authors and to review their books objectively in a variety of ways. This enhances a deep love of literature across a range of genres, cultures and styles. Children from the Infants, Lower Juniors and Upper Juniors are invited to join a weekly Book Club, where staff and children discuss a chosen text from the Recommended Reads. Furthermore, Crawshawbooth acknowledges various literacy events such as Michael Rosen Day, World Nursery Rhyme Week, Black History Month to name a few and these are celebrated in the classroom, during reading assemblies and as a whole school community.

Standards of Achievement

Pupils are encouraged to work to the best of their ability to meet national expectations. (National Curriculum 2014) By the end of the Foundation Stage pupils are expected to achieve the Early Learning Goals in Communication and Language, and Reading and Writing. By the end of each year all of pupils are expected to

achieve a secure level of attainment relevant to their age in reading and writing and Spoken Language. Standards of pupils' progress are monitored. Those achieving below expectation may be included in an intervention programme. (Please refer to SEN provision.)

Phonics

Using 'Red Rose Phonics' materials, children in the Foundation Stage and Key Stage 1 are taught phonics in organised groups according to phase for 5 twenty-minute sessions per week.

At the end of each phase children are assessed and attainment is recorded on the online tracker.

In accordance with statutory requirements children in Year 1 complete the phonics screening test in the summer term.

- ❖ **As a school we recognise the key importance of reading in order to unlock the school curriculum for all, to enable children to step through doors in to imaginary worlds and, experience times gone by. As readers, Crawshawbooth children will become lifelong learners who have a love of books and literature which will ultimately enrich their lives.**

Whole class reading sessions

Teachers choose text extracts to read with the class which are of excellent quality and which provide challenge for the children.

Text extracts are read to the class by the teacher who models pace, pronunciation, intonation and expression.

At other times a variety of different reading strategies will be used. Children may echo read, choral read, read in pairs, read individually or read one by one (control the game) to share the guided text.

From Year One to Year Six, children follow a reading curriculum designed to secure fluency alongside comprehension skills.

Children in the Infants take part in 15 minute Scaffold Reading lessons before moving on to 30 minute Fluency and Extended Reading lessons.

Children in the Juniors take part in 30 minute Fluency, Extended and Close Reading lessons which build on fluency and secure comprehension skills.

Teachers plan for children to investigate a text in whole class sessions using the VIPERS approach.

Questions will be planned for children to respond to orally or on whiteboards. These responses are monitored by the class teacher and TA.

At the beginning of a new term, each pupil will read a 2 minute extract which calculates their reading fluency (words per minute) and accuracy (percentage). Pupils are expected to read 120 words per minute, which would be appropriate for their age group. Children who are falling significantly below these expectations will be supported during interventions.

Teachers will choose text extracts from a range of fiction, non-fiction and poetry.

Alongside fluency and comprehension skills, reading skills are taught to enable children to find information quickly and accurately. (skimming, scanning etc.)

The vocabulary of reading is also investigated and explicitly taught. (E.g. What do we mean by impression, appeal etc)

Home reading

All children at Crawshawbooth Primary School have a home reading book.

At EYFS and Key Stage 1, each book is closely matched to the child's current phonics phase and is fully decodable.

Some children in Lower Key Stage 2 may access fully decodable reading books to embed their phonic knowledge.

At EYFS and Key Stage 1, reading books are changed once a week and added to the child's reading record in school.

At Key Stage 2, reading books are changed once the child has finished the book.

Parents/guardians of *all* pupils are encouraged to model reading to their child; echo read/choral read *with* their child; listen to their child read independently and discuss the text with their child. This allows the child to fully engage with the text and hear an adult model pace, pronunciation, intonation and expression as they would in school.

As children become fluent readers (Stage 7/8 ORT) we expect children to build on their fluency by choosing books from a wider range of sources.

Fluent readers may choose books from their class library as a home reading book.

They may choose books from the recommended read library in the Lower Junior/ Upper Junior corridor.

They may choose books from the higher levels of the reading scheme. (Stage 9 upwards)

We expect children to read a wide range of texts including; poetry, plays, magazines, non-fiction and a wide variety of fiction genres. (reading menu)

As children read, their choices are recorded in the class reading file and their home green reading record.

Parents will also record what children read at home in their green reading record as well as communicating any difficulties their child may be experiencing. This will help to build a triangle of support for the child.

Teachers will act as reading mentors to guide children in their choices, recommend certain books they think specific children will enjoy and discuss books with children they have read.

SEN Provision

Children on the SEN register have Education and Health Care Plans, detailing learning targets to work towards. Support Assistants and teachers work with these children to achieve their targets.

Pupils achieving below reading expectations may also be included in intervention programmes. (frequent readers)

Management of these sessions may necessitate the withdrawal of pupils from part of the reading lesson. However, in the main, provision for pupils with special educational needs, is made through appropriate learning objectives, differentiated questioning and independent work pitched at an appropriate level. (High quality first teaching) The inclusion of SEN children is important during reading sessions when children are offered positive role models and allowed access to texts normally beyond their level.

To enable children working below national expectations to access whole class guided sessions successfully teachers may use a variety of strategies including; pre-teach vocabulary, pre-read the text, using visual images/illustrations to support the text, adaptations of the response and use of the 'thinking aloud' approach to model how we respond to texts as readers.

Resources

There is a range of resources to support the teaching of reading across the school. As a school we have access to Literacyshed+, classrooms are equipped with interactive whiteboards with access to the internet and other resources. Each department has various sets of books which may be used in the classroom. A school reference library is situated in the Lower Junior corridor, where children are invited to explore authors, genres and themes, updated regularly by staff.

Involving Parents and The Community

Parents may be involved in school with activities such as exchanging home reading books and hearing children read. During the Autumn term, an annual school book week is organised where authors, poets and other professionals may be invited into school to inform the children about their work. This coincides with the book fair. A further book fair is held during the Spring Term to coincide with World Book Day.

Monitoring and Evaluation

The English subject leader monitors various aspects of reading in liaison with other members of the Senior Leadership Team.

Links to Other Policies

Homework

Assessment

SEN

Teaching and Learning

Equalities

Marking

Presentation

EAL

Review