



# St Chad's CE School – Reading Policy

'A Future with Hope' Jeremiah 29:11

**For surely, I know the plans I have for you, says the Lord, plans for your welfare and not for harm, to give you a future with hope. Jeremiah 29:11**

## Intent, Implementation, Impact Reading Policy

Written by Catherine Speed June 2022

### INTENT

Children at St. Chad's, will learn to read fluently and demonstrate good understanding and comprehension. Our children will engage with a range of genres and develop their understanding of fiction, non-fiction and poetry. Our curriculum has been designed to ensure that children have opportunities to develop a love of reading. We want our children to gain a thirst for reading a range of genres and participating in discussions about the books; exploring the language used by different authors and the impact the written words have on the reader. Our curriculum has also been designed to ensure that our children not only read for pleasure, having had access to a wide range of text types, genres and authors, but to use books to research and gather new knowledge to extend their understanding.

Our aims are to:

- ☐ develop passionate readers who are inspired and chose to read for pleasure
- ☐ ensure that reading is at the heart of our curriculum
- ☐ develop good readers who have the strategies to understand what they have read

### IMPLEMENTATION

From Reception onwards, children follow FLOPPY'S PHONICS staff teach children to read systematically by using synthetic phonics. It is ensured that books carefully match the children's phonic knowledge. By the end of Reception, children use their knowledge of phonics to read accurately and with increasing speed and fluency. There are clear expectations of pupils' phonics progress term-by-term, from Reception to Year 2. Ongoing assessment of pupils' phonics progress is frequent and detailed and identifies any pupil who is falling behind the programme's pace. Targeted intervention given.

Throughout their school career, COMPREHENSION is taught as a key skill to all. Children listen to, discuss and express views about a wide range of poetry, stories and non-fiction at a level beyond that at which they can read independently. From Year 2 onwards, evidence from the EEF underpins the key principles to Guided Reading. The approach promotes the development of fluency, stamina, vocabulary acquisition and the explicit teaching/modelling/thinking aloud of the core comprehension skills. Guided reading sessions are taught in mixed-ability groups to enable all children to experience high-quality talk and thinking.

As a school we use Steps to Read which is a resource to enable the delivery of the 2014 National Curriculum coherently and effectively. The school enhances and adds to the programme to tailor it to our school; key comprehension skills are taught from Monday to Thursday, then on Friday pupils develop apply their knowledge to flying solo tasks set for them to complete independently. Steps to Read details small learning steps based on the NC and a more detailed progression. Additional objectives are taught where gaps or weaknesses have been identified. This ensures a more rounded and complete English Curriculum for our school. Weekly lessons follow this structure:



Truthfulness

Hope

Thankfulness

Forgiveness

Courage

Justice





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Every child takes home a reading book daily which is of a suitable level and are expected to read at home at least 3 times per week to practice the skills they have been taught in school. This home-school partnership is key in ensuring children become lifelong readers who love reading. The children are encouraged to read aloud to an adult to ensure fluency and accuracy and so that parents and children can engage in dialogue and questioning about the book.

At St Chad's, regular whole class story time takes place in Foundation Stage and Key Stage 1 and 2. Each class teacher dedicates time each day to reading high quality literature to their children. Texts linked to thematic work or a book which has been used to provide an extract in Guided Reading are read aloud by the teacher.

## IMPACT

Through the teaching of systematic phonics, our aim is for children to become fluent readers by the end of Key Stage 1. With decoding taught as the prime approach to reading, pupils will become familiar with this strategy and have the confidence to work out unfamiliar words in any new texts they encounter even when they have come to the end of the Floppy's Phonics programme.

Pupils will have the opportunity to develop their fluency and comprehension as they move through the school; accessing a range of texts independently.

Attainment in reading is measured using statutory assessments such as the end of EYFS, Key Stage 1 and 2 and following the outcomes in the Year 1 Phonics Screening check. In addition, ongoing formative assessment is used to identify gaps in learning and areas where the whole class or individual pupils need extra practice. Summative assessment is completed using NTS reading which is recorded on Mark, this helps to identify SHINE intervention support for groups of pupils. Insight tracker is used to record termly information based on the Steps to Read statements.

More importantly, we believe that reading is the key to unlock all learning and so the impact of our reading goes beyond the statutory assessments. We give all the children the opportunity to enter the amazing new worlds that a book opens up to them and share texts from a range of cultures or genres to inspire them to question or seek out more for themselves. We want reading to be the golden thread running through a child's journey at St Chad's. When they leave us, we want pupils to possess the reading skills and love of literature which will help them to enjoy and access any aspects of learning they encounter in the future.



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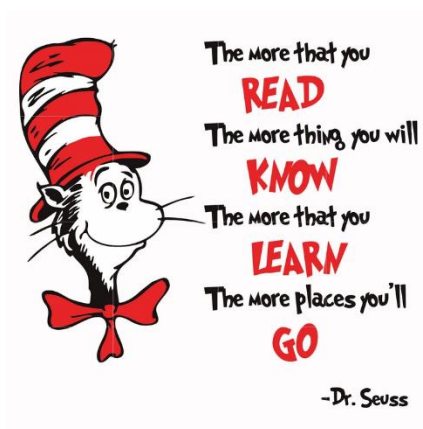
Justice





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Signed: H. Stead

Date: Autumn 2025

Review Cycle: Every 2 Years



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