



# Reading Policy on a Page:



## Curriculum Intent:

Our reading curriculum aims to provide children with a literacy-rich environment, high quality texts and inspiring learning opportunities. With 'Reading as the Beating Heart', this will help our children to:

1. Gain a life-long enjoyment of reading and books.
2. Apply a knowledge of structured synthetic phonics in order to decode unfamiliar words with increasing accuracy and speed;
3. Read accurately, fluently and with understanding;
4. Be able to read with expression, clarity and confidence;
5. Develop a good linguistic knowledge of vocabulary and grammar;
6. Read and respond to a wide range of different types of texts;
7. Develop a deeper level of emotional intelligence and empathy;
8. Read fluently, and with confidence, in any subject in their forthcoming secondary education.



## Curriculum Vision:

Central to learning is creating a life-long love of reading and books and at Parish CE Primary School, it is our belief that every member of our school community should be able to read for pleasure and to a high standard.

We firmly believe that reading feeds children's imagination and opens up a treasure house of wonder and joy for curious young minds. We also believe that every child should be given the tools to develop into an enthusiastic and confident reader both at home and at school.

Reading improves language and vocabulary, inspires imagination and gives everyone the opportunity to develop and foster new interests.



## Curriculum Sequencing:

Every child is taught a range of strategies to support their development to become a confident, committed and independent reader.

We plant the seeds of early reading through environmental sounds in Nursery. This then cumulatively builds to segmenting, blending and story-telling which then grows across the Foundation stage and Key Stage 1 wherein Phonics is taught on a daily basis. Children are taught using the Read, Write, Inc programme. Once the children have learnt how to read, they can then learn to comprehend and understand the text they are reading. Children are encouraged to use these strategies independently to understand, enjoy and learn from a range of texts. Through this they will become fluent, expressive readers with the stamina to enjoy challenging texts.

Our daily whole class reading lessons help to truly embed the key skills for successful reading and comprehension from Y2-Y6. This is informed by Ready Steady Comprehension through carefully crafted units of work that are adapted to meet community needs. They empower our teachers to teach all aspects of word reading and comprehension through high-quality fiction, nonfiction and poetry texts. Ready Steady Comprehension provides a clear teaching sequence to reading sessions that explicitly teach reading skills and strategies in a cumulative way through evidence-based approaches.

'Book Talk' is also widely encouraged in class across subject areas which supports children to empathise with characters, share opinions and debate topics. This is further supported by our book-based writing curriculum and subject reading spines.



## Curriculum Progression:

Children begin listening to and joining in with stories, rhymes and poems. This is planned progressively across Nursery to Year 1 (see Traditional Rhymes Progression Documents).

Our reading journey then continues with Phonics sessions. This begins with pre-phonetic activities (e.g. environmental sounds, clapping rhythms) and moves swiftly onto our Read Write Inc. programme. Children progress through our phonic programme, until deemed fluent (see Progression Expectation Overview).

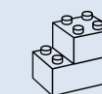
Once children progress from phonics, daily whole class reading lessons take place which ensure progression in all key areas of reading: decoding, range of reading, familiarity with texts, poetry and performance, word meanings, understanding, inference, prediction, authorial intent, non-fiction and discussing reading. This is taught using the Ready Steady Comprehension scheme of work with progression within units that build on previous learning through a structured teaching sequence. This explicitly teaches reading strategies and comprehension skills using high-quality texts.



## Cultural Capital

We promote cultural capital via reading by providing and exposing our children to a range of texts, from different genres, that have been written by authors from a wide range of backgrounds. We spend time looking and learning about a range of authors and poets. We also provide a range of reading experiences such as focus days, focus weeks and author visits.

High-quality texts (that both inspire and support knowledge acquisition) have been expertly chosen across the curriculum using Mary Myatt's suggested considerations:



## EYFS As the Bedrock:

The foundations for reading are developed across the EYFS curriculum but specifically within the areas of:

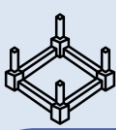
- Communication and Language
- Literacy

Reading is explicitly taught and developed in terms of Word Reading and Reading Comprehension.

The reading strand is divided into two key areas: Word Reading (decoding unfamiliar words and recognizing familiar ones) and Language Comprehension (understanding the meaning of stories and conversations). Our effective teaching involves a multifaceted approach including providing a rich literacy environment, reading to children daily, fostering phonological awareness, teaching phonics, and encouraging conversations about stories to develop vocabulary and a love for reading.

### Key indicators of an effective EYFS education:

- High-quality interactions with adults.
- Curriculum content is carefully considered.
- New learning is linked to existing knowledge.
- Executive function - development is deliberately planned.
- Key learning for all children is planned and ensured.
- The environment supports learning.



## Strong Foundations:



## Inclusive Practice - Meeting the needs of all learners:



## Teaching Pedagogy:

The 2024 Research Review, Strong Foundations in the First Years of School, emphasises the importance of establishing firm foundations to support all children's learning and development – reading is central to this.

Key considerations include making knowledge explicit, designing clear activities to build foundational skills, and implementing a well-defined curriculum starting from the Early Years. Equity in teaching is essential, ensuring that all learners have access to quality reading education, with adult interaction playing a pivotal role, particularly in fostering language development. Effective teaching balances direct instruction and practice, while avoiding the premature introduction of complex reading and writing tasks. High-quality staff training and CPD is critical to equipping educators with the tools needed to deliver impactful, inclusive teaching.

Our Reading curriculum is 'inclusive by design.' Teachers use appropriate assessment to set targets which are deliberately ambitious for pupils identified as having a SEND and ensure needs are met as identified through their pupil passport. This is supported through use of our SEND Toolkit where individual next steps are produced. Lessons are planned to address potential areas of difficulty and to attempt to remove barriers to pupil achievement, with a core focus on foundational knowledge and executive function. Teaching and targeted support is weighted towards the 'ready to progress' statements and fundamental knowledge stated through adaptive teaching.

Pupils are given additional support within Reading lessons dependent on their individual needs with pupil learning dictated by 'stage not age.' This can be done on an individual or guided group basis and includes a wide range of evidence-informed interventions.

Following our 'Reading Progression Document' any child identified as off track in phonics receives daily 1:1 phonics interventions. These sessions are bespoke to the child; Set 1, 2 or 3 phonics or building fluency. Across school, children who are identified as within the bottom 20% of learners nationally are also provided with bespoke support.

Please visit the 'Early Reading Policy on a Page' for in depth pedagogy around the teaching of Early Reading. Once children can read fluently, the teaching pedagogy follows this structure:

Step 1: Read		<b>Step 1: Teacher Read</b> Vocabulary from the vehicle text is shared and discussed first to ease 'cognitive load' for children. Anchor Question(s) are shared, which support children to read with a purpose. Questioning and enjoyment with the text is important here. Choral reading is featured to develop fluency – an important step to comprehension.
Step 2: Model		<b>Step 2: Teacher Model</b> Teacher models reading skills and strategies, explicitly demonstrating how these are applied when 'being' a reader. Teacher also models the important textual evidence required to answer Anchor Questions.
Step 3: Practise		<b>Step 3: Children Practise</b> Children explore new vocabulary and through paired and table discussion, read the text again. Children Text Marking is a common feature of this step of both new vocabulary and important evidence towards the Anchor Questions.
Step 4: Apply		<b>Step 4: Children Apply</b> Children demonstrate how they have internalised new reading skills, strategies and their understanding of the vehicle text. Reading evidence may well be placed in Reading Journals. Formative assessments and bespoke feedback on Learning help teachers plan for subsequent learning. Step 4 enables feedback on evidence against the Anchor Question(s) and the application of taught strategies.



## Home Reading:



## Reading as the Beating Heart



## Staff CPD:



## Assessment:

Children are provided with books to read at home that are matched primarily to their current level of reading development. From the earliest years, this begins with carefully matched Read Write Inc Phonics books that are allocated based on each child's half-termly Phonics Assessment. Once the children are ready to progress from Read Write Inc, they will complete a PM Benchmarking Assessment. This explicitly assesses children's instructional and independent reading levels using unseen, meaningful texts. By providing accurately levelled fiction and non-fiction texts ranging progressively from emergent levels to reading age 12, teachers can rigorously assess students' fluency and retelling strategies while determining their comprehension within and beyond the text. Alongside this, all children are provided with a further book to share and enjoy at home. These are carefully selected (often from class libraries) to ensure that children are exposed to a range of traditional and contemporary children's literature.

Our reading culture ensures that reading is truly 'The Beating Heart' of all that is said and done. This ensure that all pupils keep reading, reading is visible around the school, teachers are influencers of reading, there are regular rewards and there is choice/motivation to read.

Cultural capital visits, visitors and events – whether it's author visits, our celebration of World Book Day or our termly visits to the local library – allow us to illustrate how Writing and Reading is threaded through all aspects of life throughout differing occupations.

All pupils from Year 1 to Year 6 are also Pupil Leaders. Each year, up to four children from each class are selected to be Reading Leaders, alongside how reading is a central theme for all Pupil Leaders.

All teaching staff have attended Literacy Counts training for Ready Steady Write, Comprehension and Spelling.

All staff across the partnership have received up to date Read Write Inc training in 24/25 in addition to enhanced RWI package.

As part of LDST, extensive trust wide networking takes place through School Improvement Liverpool and curriculum networking teams, ensuring the latest curriculum updates and disseminated and implemented. This includes Early Years centred upon strong foundations in the first years of school and reviews of both the Reading and Writing Framework. Early Reading CPD is also at the heart of this.

Internal to school, coaching cycles also regularly take place to show how to model an aspect of English or establishing best practice across year groups. Extensive ECT support programme takes place, with all aspects of English heavily modelled and supported.

Regularly, Parish CE attends joint staff meetings with St James CE as part of the partnership to collaborate and create a culture of continuous improvement.

English Leader has completed an NPQ in Leading Literacy.

In terms of phonics, class teachers assess their children every half term. They assess: knowledge of Set1,2,or 3 sounds, blending and fluency. We recognise every child is different and therefore the level of assessment matches the child's ability. Assessments are analysed and children are regrouped. Phonics teachers receive assessments to familiarise themselves with each child's ability and prepare thoroughly for future sessions.

The assessments in Y2 and Y6 are in the form of the End of Key Stage Assessments. The assessments for Y1, Y3, Y4 and Y5 have been produced by NFER. Information from tests from Y1–Y6 and are entered termly onto Trust Data system for analysis and tracking. Formative assessment is also utilised to ensure children 'keep up, not catch up'.

For children with a SEND, the SEND toolkit is also used to assess and ensure small steps of progress are made.