



# Springcroft Primary School

## Reading Policy

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Approved	Signature	Date

### Our Mission Statement:

The place to learn, the place to succeed, the place to make friends, the place to grow.

## **CONTENTS**

<b>Reading at Springcroft Primary School</b>	<b>3</b>
<b>Our Aims</b>	<b>3</b>
<b>Roles and responsibilities</b>	<b>4</b>
<b>Reading Non-negotiables</b>	<b>5</b>
<b>Monitoring and Review</b>	<b>7</b>

## **Reading at Springcroft Primary School**

English is both a subject in its own right and the medium for teaching; for pupils, understanding the language provides access to the whole curriculum. Fluency in the English language is an essential foundation for success in all subjects.

At Springcroft we have developed a bespoke English Scheme of Work which runs through the whole school from EYFS to Year 6. Our English scheme is text based and all Reading, Writing and Spelling, Punctuation and Grammar objectives are taught through the texts, a combination of fiction, non-fiction and poetry.

Children are given the opportunity to share and discuss high quality texts, whilst building a toolkit of strategies and techniques in order to help them become independent learners with a passion for books and a love of reading, giving children a gateway to the world around them.

Alongside the high-quality texts, the children read in English lessons we also encourage a love of reading through celebrating World Book Day, Shakespeare Week, and visiting local theatres and inviting theatre groups into school. We also hold Book Fayres and annual 'Bedtime Story' sessions. Children have the opportunity to attend extra-curricular Reading Clubs. Children are also encouraged to join their local library and whole class visits to the library are organised.

Teachers should develop pupils' reading and writing in all subjects to support their acquisition of knowledge. Pupils should be taught to read fluently, understand extended prose (both fiction and non-fiction) and be encouraged to read for pleasure. At Springcroft we endeavor to do everything to promote wider reading, providing library facilities and setting ambitious expectations for reading at home. Our English lessons are text driven and children experience high quality texts in lessons and in reading time.

### **Our Aims**

We expect every teacher to be an aspirational outstanding teacher of reading – no child deserves less.

#### **By adopting a whole school approach to reading we aim:**

- To provide consistently outstanding teaching of reading throughout our school.
- To enable teachers to teach reading as effectively as possible.
- To enable pupils to learn to read as efficiently as possible.
- To give pupils the skills they require to become enthusiastic lifelong readers.
- To provide an inclusive education for all pupils.
- To learn from each other, both within Springcroft Primary, the Cluster and partner schools in Staffordshire, through the adoption of a collaborative approach to the teaching of reading, where good practice is celebrated and shared.
- Instill a passion for reading in pupils, which they will carry through to subsequent education and their later life.

#### **We believe pupils need the opportunity to:**

- Experience exciting and enthralling books as soon as they enter our schools.
- Know how well they are achieving in reading and be supported towards their targets.
- Experience text through interactive challenging activities including the experience of theatre.
- Be challenged to develop their reading potential and aim high in the complexity of text and stamina of their reading.
- Read in a stimulating, happy and secure environment.
- Access high quality reading resources in classroom libraries, the school library and using ICT.
- Experience a variety of creative teaching methods and approaches to develop their comprehension of text.
- Be supported by proactive reading partnership of home, school and parish, including working alongside the Rotary Club.
- Experience stories in different ways in order to encourage their love of stories by experiencing visiting the theatre alongside working with visiting theatre groups and authors.

### **Roles and responsibilities**

#### **The English Leader will**

- Carry out monitoring of English along with the SLT. This will include planning scrutiny, drop-in sessions, pupil voice, data analysis, alongside the Data Leader, using DC pro and Suffolk Assessment. Pupils reading records will be monitored to ensure pupils are receiving a wide range of reading material at the correct level.
- Oversee the long-term English plan and update where necessary.
- Ensure continuity and progression throughout the year groups, working alongside the EYFS/KS1 lead and the SLT.
- The English Lead, Data Lead and Head teacher will analyse and track pupil data and hold progress conversations each half term in order to ensure all pupil's individual needs have been met.

#### **Class Teachers will:**

- Teachers will use a range of Assessment, ongoing in lessons and summative assessment though NFER tests at the end of each term.
- KS2 Suffolk reading assessments will be used to provide a national curriculum level alongside a reading age twice a year.
- Teachers will report assessment information on DC Pro as per the school's Assessment Policy.
- In KS1 Phonics assessment alongside reading age and guided reading assessments will be used in order to gain an accurate assessment of pupil's progress.

- The English Lead and Data lead will analyse and track pupil data and hold progress conversations with teachers each term in order to ensure all pupil's individual needs have been met.
- Teachers will keep parents informed of their child's progress through Parent Evenings, annual reports, our open-door policy and home school diaries.
- If a teacher has a concern regarding a pupil's progress a meeting will be called to discuss progress and strategies that the parent can use to support their child. Where necessary the SENCO and class teacher will meet with parents to discuss additional support.

### **Reading Non-negotiables**

#### **EYFS/ KS1 Non-Negotiable Elements**

- Children will be introduced to quality text straight away in whole class, group and individual sessions.
- There will be an attractive Reading area with comfortable seating or cushions and an attractive and quality selection of books available.
- There will be an alphabet display.
- An appropriate phonics display.
- When children enter school Guided Reading is taught through decodable texts. As children progress through the school they access guided reading through progressive class text.
- Guided Reading will be evidenced by children's response to the text, which will be recorded on group guided reading records.
- The teacher's response to reading will be to engage and develop a learning dialogue with children regarding their response to text.
- Reading takes place daily, either as a guided group, individually or independently.
- Children who are not achieving expected progress are highlighted through pupil progress meetings half termly, and intervention is implemented.
- All Children to have book bags and bring them into school daily- placed in a prominent place along with the class reading records.
- Reading comprehension activities will be taught within the guided reading session through carefully pre planned questions.
- Reading diaries are checked regularly, and books changed in line with the class teacher. Diaries to be signed by class teacher or Teaching Assistant. A record of which should be collected and kept in a class reading log and individual reading records.
- Daily phonics input- grouped according to ability and HA pupils to be taught alongside Y2.
- All reading books will be decodable until the children are secure with their understanding of phonics.

- Children will be able to choose a more challenging text, alternating between fiction and non-fiction texts.
- Children regularly receive the experience of stories and poems through independent reading time and class readers.
- Wider reading opportunities will be created by the use of: reading buddies including siblings, older children in the school, TA's or parent volunteers.
- If parents require help, they are supported in teaching children how to read, through Reading Workshops for Parents at KS1 and by the development of support leaflets available from the Reception.
- Enunciation is to be considered, appraised and consistently taught within each school and monitored by all staff in the school.
- Any new pupils, who are EAL, must receive phonics daily irrespective of their year group.
- All children will have the opportunity of attending after school 'Bedtime Stories' sessions in order to develop the love of stories.

### KS2 Non-Negotiable Elements

- Class libraries will be organised to allow children to choose own reading book within their range.
- There will be an attractive Reading area and displays and an attractive and quality selection of books available.
- Appropriate phonics resources are provided to support phonics in KS2.
- Phonics intervention for early readers will take place within KS2 according to intervention timetable and class teacher timetable.
- The teacher's response to reading will be to engage and develop a learning dialogue with children regarding their response to text.
- All early readers are heard weekly.
- Children not achieving expected progress will be targeted through targeted interventions.
- All Children to have book bags and reading records which they will bring them into school daily- placed in a prominent place within the classroom.
- Reading diaries to be checked weekly by class teachers and books changed regularly.
- All reading books will be appropriate to the children's reading age, including the home reader text.
- A class reader will be used from 3.15pm, or at another appropriate time, each day to allow for an enjoyable experience of a text, including both fiction and non-fiction, this will also enable the children to develop their fluency and intonation.
- The KS2 teachers will develop a canon of fiction, non-fiction and poetry to develop complexity across the Key Stage.
- Wider reading opportunities will be created by use of reading buddies including siblings, older children within the school, TA's or parent volunteers.

- If parents require help, they are supported in teaching children how to read, through Reading Workshops for Parents at KS2 and by the development of support leaflets available on our school website.
- All children who join the school undergo a Placement Assessment to assess current phonic knowledge and understanding.
- All children will have the opportunity of attending after school 'Bedtime Stories' sessions in order to develop the love of stories.
- All children will have a timetabled session in the library to borrow books, carry out research or listen to stories.

### **Monitoring and Review**

The subject leader will oversee the continuity and progression through long-term and medium-term plans. They will monitor the quality of teaching and learning through lesson observations, pupil voice and book scans. They will review resources and support colleagues where necessary.