



All Saints' C of E (VC) Primary School Maldon		
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Equality and Diversity Statement

All Saints' C of E (VC) Primary School, Maldon is committed to treating all members of the community with fairness and respect regardless of their ethnic background, gender, religion, disability, sexual orientation or their socio-economic background. This policy has been written to assist the school community and ensure that as far as is reasonable no child or adult shall be unfairly treated, discriminated against or disadvantaged as a result.

As reading is a complex skill with many components, All Saints' has adopted a comprehensive and consistent approach to the teaching of these skills throughout the school. We believe that reading is a valuable and rewarding experience and that the importance of laying a firm foundation in this crucial area will allow children to access all areas of the curriculum successfully. We believe that success in reading opens doors to a world of knowledge.

Our aims:

- To develop a love of books and reading.
- To develop reading strategies and skills: fluency, accuracy, understanding and response to different texts.
- To read and enjoy a variety of texts from a variety of sources: library, class book corners, ICT.
- To create a strong, embedded reading culture through a rich language environment within classrooms and the wider school environment.
- To deliver a structured and consistent whole school approach to reading.
- To recognise the value of parents / carers as essential components in supporting and developing children's reading skills and love of reading.
- To monitor and assess children's progress in reading and identify those who require extra support and intervene at an early stage.

Teaching and Learning of Reading

A wide range of reading strategies will be taught throughout all classes that reflect the requirements of the National Curriculum and EYFS statutory framework.

As reading is at the core of accessing all areas of the curriculum it is essential that at All Saints' there is focused and dedicated time given to the teaching of the mechanics of reading.

The teaching of reading will include:

- The teaching of phonic awareness.
- Questioning about character/ story/ events/ structure/ plot.
- Awareness of layout / features. Awareness of punctuation.
- Prediction of the story developing decoding skills of unfamiliar words.
- Awareness of the reading and spelling of common exception words/ tricky words
- Deduce meaning from context, syntax and previous experience.
- Scanning text for information and to support comprehension.
- Discussing the effectiveness of chosen language.
- Encouraging talk and discussion in groups.
- Encouraging clear speaking and expression when reading texts aloud.

EYFS and Key Stage One

Children in EYFS and Key Stage One follow Phonic Shed. The books within the scheme provide a variety of Fiction and Non-Fiction texts for the children to enjoy. The teaching of reading can be broken down into 'Word Reading' and 'Comprehension'. Word reading is initially taught through phonics and follows the scheme: 'Phonics Shed'. Systematic phonics lessons are taught daily in EYFS and Year 1 and underpin the teaching of early reading. To increase fluency and comprehension children are heard read up to four times a week by an adult. In Year 2, the children follow the Spelling Shed programme which allows them to learn new spelling rules and patterns. Comprehension skills are also developed from EYFS by questioning the children about texts. This continues in Key Stage 1 as well as children having a more formal comprehension lesson, through 'Book club'. All children are encouraged to read for pleasure at home and in classroom reading areas. All classes share a book at the end of the day to also promote reading for pleasure.

Key Stage Two

Children follow the coloured book bands, reading a range of text from different reading schemes. Once children have surpassed the reading coloured bands they are encouraged to read a range of different genres from the school library.

A greater emphasis is placed on reading comprehension skills, such as inference, prediction, deduction and information retrieval. These skills are taught through English lessons, whole class reading using Freds teaching and through intervention programmes. Children are encouraged to read independently in class and they are heard by an adult once a week. Children in Key Stage Two follow the 'Spelling Shed' Programme to help them secure their knowledge of spelling rules and patterns. All children are encouraged to read for pleasure at home and in classroom reading areas. All classes share a book at the end of the day to also promote reading for pleasure.

Role of Parents and Carers

At All Saints' Primary, we recognise the strong links between support at home and success in reading and seek to encourage a positive home-school reading partnership. We recommend that you take the time to share books with your children to further develop positive attitudes towards reading. This can be a combination of you reading to your child, listening to them read and asking questions about what they have read. Parents are encouraged to write in their child's reading record when they have heard them read, to support the communication between home and school.

Leadership and monitoring

Monitoring the teaching and learning of reading takes place through various means:

- Observations of English and Phonics lessons
- Monitoring and moderating planning, children's work and assessments
- Learning walks
- Monitoring progress and attainment termly
- Displays

Assessment

Regular, ongoing and accurate assessment is essential to inform planning and ensure that all children make progress. Children in EYFS and KS1 are monitored half termly to ensure the Phonic reading books are matched to their skill level. Please see the assessment policy for further assessment information

Appendix 1

The strategies taught to be a successful reader

At All Saints' we recognise that reading is a personal and highly complicated process. We aim to give our children every chance of being successful readers, through actively teaching the following skills.

Concepts about print- Open front cover - Turn pages appropriately - Understand that left page comes before right - Understand that we read print from left to right – Match spoken word to printed word (one-to-one correspondence)

Decoding and blending & knowledge of alphabetic code – Sound talk words – Identify known graphemes – Break words into chunks.

Self-monitoring and self-correction – Stop if it doesn't make sense/sound right/look right- The adult should not intervene too quickly when an error is made, but allow time for the child to self-monitor.

Rereading – Reread a phrase or sentence to check, confirm, problem solve or self-correct. Have a 'run up' to a tricky word, get mouth ready and think about what would make sense.

Phrasing and fluency – When children are first learning to read, they need to have control over one to one matching and pointing to the words is useful. However, this can slow reading down and children begin to think that 'reading' means 'word reading'. As soon as one to one matching is secure, children should be encouraged to speed up and stop pointing. We should not accept slow, staccato, word by word reading. When this becomes a habit, it is very hard to break. An expectation of making the reading 'sound good' is fundamental. If reading is fluent and phrased, comprehension is easier, which allows meaning and structure to be used for problem solving.

Retrieval – Locating information in text to answer a question.

Inference and deduction – Children should be encouraged to ask their own questions about their reading. Taught using inference training texts and activities.

Authorial awareness - (Point of view, linguistic choices, structural choices, context of text).