

KS2 Reading Policy

Leasingham St. Andrew's Church of
England Primary School

'Everything you do, do in love'



Reviewed and updated: February 2025

Next review: February 2028

1). Rationale and Principles

The school aims to provide opportunities for the children to develop the skill and love of reading, allowing them to access the full curriculum and become lifelong readers. English is a core subject in the National Curriculum. It is the medium through which all learning takes place, inside and outside the classroom. The teaching of English embraces all aspects of language, both spoken and written. Competence in English enables children to communicate effectively at home, at school and in the wider world and leads to improved life opportunities. The skills of listening, speaking, reading and writing enable children to organise and express their own thoughts and to access the knowledge and ideas of others. These skills, together with confidence in the use of computing, are increasingly necessary in today's world. In addition to this, the ability to respond to literature at a personal and aesthetic level enriches our children's lives.

This policy aims to outline the purpose, nature and management of the reading (part of the English curriculum) is taught in our school.

Through the teaching of reading, we aim to reflect and live-out the vision of Leasingham St. Andrew's Church of England Primary School.

Everything you do, do in love'

At St Andrew's, we seek to be a safe and happy environment, inspiring our school family to be positive participants in the world community. A place where we are all encouraged, through love and service, to be the very best.

John 13:34 'Love one another, as I have loved you'

We aim to demonstrate the following 'golden threads' through the subject of reading.

- High aspirations permeate across the school.
- The school offers a host of cultural experiences and enrichment opportunities.
- Our children develop a love of life-long reading.
- British Values are an intrinsic part of the school.

2). Intent

At Leasingham St Andrew's, we believe that reading is the key to unlocking exciting worlds and powerful knowledge for all. Reading is fundamental to our pupils becoming successful and independent learners and we are excited to be a part of their reading journey.

Reading is the vehicle through which children access a variety of areas of the curriculum and subsequently can open the door to many other aspects in the wider world. We are determined that every child will learn to read, regardless of background, needs or abilities.

The study of reading plays a key role in our 'golden threads'; we are determined that every child will learn to read, regardless of background, needs or abilities. Throughout their time at Leasingham St Andrew's, our children's reading diet will allow them to experience and discuss a wealth of texts (including poetry, non-fiction and fiction) in order to develop their language, vocabulary and comprehension and more importantly reading for pleasure..

Our key aims are to:

- Foster a love of reading by listening to and interacting with a variety of literature, non-fiction and poetry.
- Provide children with the necessary life-long skills to ensure they can read confidently and with a secure understanding.
- Build a community of enthused readers who turn to reading for meaning and pleasure by engaging with parents.
- Provide plenty of opportunities to read for pleasure
- Ensure reading is a transferable skill and that children are reading across the wider curriculum
- Develop a consistent approach to reading teaching to close any gaps and to target the highest number of children attaining the expected standard or higher

3). Implementation

Learning to Read/ Reading for Practice

- **Daily reading practice.** In KS2, all children read aloud daily during guided reading. The focus is on both fluency and comprehension, although the expectation is that children will read with an appropriate level of fluency by the end of Year 2 - being fluent in their year group is very important. Our strategy is to model an extract using effective prosody, with children then re-reading the extract to practise fluency throughout the week, with extra reading time for children who are not as fluent as their peers. This is followed by a variety of comprehension questions.
- **Support to keep up.** Teachers draw upon observations and continuous assessment to ensure children are challenged, and they identify those who may need additional support. Children requiring phonics interventions are carefully planned for. This is through assessing their individual gaps and using 'Little Wandle' Keep Up planning to support.
- **Access to appropriate books.** We recognise the importance of reading at home to practise and embed reading skills. Initially in KS2, reading books are selected from the 'Big Cat' scheme, linking to Little Wandle. Once a child is a 'free reader', classroom books are displayed by age-appropriateness and text difficulty and children choose these books independently. Teachers monitor choices to ensure texts are appropriate for reading abilities and also encouraging a love of reading.

Reading for Meaning/Reading for Purpose

- **Daily comprehension.** With systematic, high quality phonics teaching as the foundation from KS1, we give children additional skills and opportunities for children to become accomplished readers. In KS2, we deliver daily sessions based on fluency, comprehension and vocabulary development (at least 4 times a week).
- **Clearly structured lessons.** Reading sessions in Year KS2 are structured to allow children to develop as competent readers who can discuss and record their level of understanding of texts read. Through effective, ongoing assessment, lessons will be delivered to a whole class, using class novels or selected texts (fiction, non-fiction and poetry), focusing on modelled reading, discussions, author techniques and choices. As a school, we are still dedicated to supporting children's fluency which include strategies

such as choral and echo reading; and, depending on the cohort, a carefully selected diet of specific fluency development and comprehension skills, centred around the following content domains: vocabulary, inference, prediction, explaining, retrieval, summarising/sequencing. This will be delivered at least four times a week.

- **Understanding text structure.** We understand that understanding text structure and layout is essential for supporting reading comprehension. Within our English Curriculum (from Y1-6), children are exposed to a wide range of genres, both as readers and writers. Within these units, children learn, in detail, structure and layout of genres to support both their independent writing and reading comprehension. These lessons are known as 'Find the Shapes': the complete piece is broken up into meaningful shapes that have a specific purpose, allowing the children (or readers) to navigate their way through text to hone-in on required information. During guided reading, children are exposed to a wide range of genres where specific features are discussed, both purpose and impact on the reader.

Reading for Pleasure/Reading for Enjoyment

- **Access to quality books.** Children are offered high-quality books that reflect the diversity of our modern world. Our classrooms all have book corners/libraries that are well-stocked and inviting. Additionally, children have access to topic-specific books to support enjoyment of the topic.
- **Book talk to enhance and express understanding linked to author intent.** We understand that reading is more than practice and written comprehension, and that children need to be given opportunities to discuss texts verbally. Teachers read to the children every day, focusing on enjoyment and speaking and listening, while allowing the children to see/hear taught concepts in action. This links the learning to enhance better understanding, such as how and why authors choose words and phrases. This allows children to use specific techniques in their own independent writing.
- **Strong vocabulary development.** High quality texts and extracts are chosen in reading lessons, appropriate to expectations. Vocabulary is explored, developed and often recorded, for children to embed these within verbal and written communication. Tier two words are explicitly taught, with tier three words being accessed across the curriculum. During English writing lessons, children record ambitious/ precise vocabulary on the 'Thinking Side' during the initiate phases of lessons to provide

children with high-quality words to construct effective sentences, embedding them in independent work. Ambitious vocabulary is explored and used daily throughout as a result of quality interactions between adults and children, through carefully planned activities

- **Reading across the curriculum.** Teachers provide opportunities to read in different subject areas, either to further develop their understanding of topics, or to support their emotional literacy.
- **Allocated time for free reading.** We know that to develop a lifelong love of reading, reading for pleasure should be encouraged, modelled and celebrated. In KS2, children are given time for reading for pleasure, where they can read books of their choosing or explore texts that teachers have selected for them to try. Additionally, children are regularly rewarded with books from our vending machine that sits within the school's entrance.
- **Essential story time.** Teachers read to children in all classes, and this time is prioritised and is seen as a key part of the school day. Children enjoy a minimum 10 minutes of story time a day, allowing for exposure to a wider range of books. All adults within school recognise the importance of being role models as readers.
- **Reading Buddies.** As a school, we pride ourselves in developing leaders at all levels. Year 6 children are allocated a reading buddy from EYFS. The Year 6 children read to and with their buddies while supporting letter formation, modelled by the teacher and with fidelity to the SSP.

4). Impact

- By engaging in and listening to high-quality texts, children display enthusiasm for reading and choose to read for pleasure.
- As we believe that reading is key to all learning, the impact of our reading curriculum goes beyond the result of statutory assessments, and essential skills allow children to transition confidently to their next stages of learning.
- Children read for meaning and pleasure, staff enthusiastically share texts and show themselves as readers; and parents/visitors actively support us.

- Children choose books for pleasure, entering a wide range of worlds that reading opens up and immerse themselves in topics of interest in lessons and beyond.
- Children read in other subject areas and as a result their skills are enhanced and understanding of the world increased.
- Parents recognise reading as a strength of our school and work in partnership with us to promote a life-long love of reading.
- A high number of children achieve the expected standard or higher, and through targeted intervention, those who find reading challenging are helped to keep up.

5). Role of the Subject Leader

At Leasingham St Andrew's Church of England Primary School, the role of the reading subject leader is to ensure that children make sufficient progress through each year group, acquiring and applying key knowledge. This will be achieved by:

- Monitoring the effective use of resources.
- Having oversight of curriculum coverage and ensuring that the curriculum meets national requirements.
- Developing assessment and record keeping, using the schools assessment tool ensuring progression and continuity.
- Ensuring that colleagues are aware of expectations and supporting them in teaching the subject through the progressive and sequenced curriculum map.
- Action planning for future development.
- Ensuring that appropriate resources are in place to deliver a rich and challenging curriculum.
- Evaluating and summarising all aspects of the subject to define next steps for improvement.
- Keeping abreast of development in subject education and media usage.

6). Assessment

Assessment is at the heart of the teaching and learning process where teaching should be objective led, based on prior attainment, and assessment should inform future planning. At

Leasingham St. Andrew's Church of England Primary School, we assess the children's work in reading by making both formal and informal judgements. Statutory end of Key Stage tests are used, together with NFER tests in Y3, Y4, and Y5. We also have Reading, Spelling, fluency assessments and Teacher Assessments take place three times per year to monitor progress. In addition we observe the children during lessons, at the end of each long term (Autumn, Spring and Summer), teachers will make a judgment as to whether each child is on track for end of year expectations based on the National Curriculum. This is recorded on the school's online assessment system, Insight. Judgements are as follows:

- Below
- Just Below
- On Track
- Greater Depth

7). Reading and ICT

At Leasingham St. Andrew's Church of England Primary School, ICT plays an integral part in the teaching and learning of reading. Clear links to ICT are made in planning and every opportunity to explore links with ICT are used.

8). Early Years Foundation Stage (EYFS)

In Reception, reading is taught as an integral part of topic work covered in the EYFS setting. In the EYFS, the areas of learning relevant to English are Literacy and Communication and Language. Children will be provided with opportunities to develop their speaking, listening, reading and writing skills. Please see Phonics and Early Reading Policy.

9). Differentiation including catering for children with Special Educational Needs

At Leasingham St. Andrew's Church of England Primary School, we aim to encourage all children to reach their full potential in reading through the provision of varied opportunities and responding and adapting our teaching to the children's individual needs. We recognise that our curriculum planning must allow children to gain a progressively deeper understanding and competency as they move through our school. Children with specific

needs, such as those in receipt of an Educational Health Care Plan (EHCP) will work on outcomes suited to their own abilities.

10). Equal Opportunities

At Leasingham St. Andrew's Church of England Primary School, all children will be given equal access to reading irrespective of race, gender and creed, level of ability or nationality. Mutual respect and tolerance for all cultures will be promoted through the study of reading.

11). Resources

The English Subject Leaders, with the Headteacher, are responsible for the ordering, costing and allocation of resources to support the teaching of English. A review of resources is carried out periodically which leads to a prioritised list of requirements. This is funded within the school's budget plan for the financial year.

12). Monitoring and Evaluation

To monitor and evaluate reading, the subject leader:

- Supports teachers via explaining the progressive curriculum map, discussing the key concepts in reading, observing and giving feedback.
- Holds pupil progress meetings with the class teacher to monitor and evaluate progress and attainment and discuss next steps for specific children/groups of children.
- Monitors teachers' medium-term planning against the progression contained in the curriculum map.
- Reviews resource provision.
- Works co-operatively with the SENDCo
- Reviews the progress with implementing this policy in the school with the Headteacher and/or subject governor.

The school's governor monitoring programme includes monitoring of individual subjects by governors, to support and challenge the subject leaders.

13). Disability and Equality Statement

This policy has been written with reference to and in consideration of the school's Disability Equality Scheme. Assessment will include consideration of issues identified by the involvement of disabled children, staff and parents and any information the school holds on disabled children, staff and parents.

Any questions or concerns regarding this policy should be made to the Headteacher.