**St. Mary’s Primary School – Reading Policy**

**Intent:**

At St. Mary’s Primary School our aim is for every child to become a fluent reader. We want children to become fluent readers in order for them to reach age related expectations or make accelerated progress from their starting point. As well as this we want children to develop a love for reading and read for pleasure on a regular basis.

Our curriculum is designed around the needs of the pupils in our school and there are a variety of approaches to enable the pupils to make good progress.

The aims of teaching reading in our school are to develop pupils who:

* show high levels of achievement and exhibit very positive attitudes towards reading;
* rapidly acquire a secure knowledge of letters and sounds and make sustained progress in learning to read fluently;
* read easily and fluently with good understanding across both fiction and non-fiction;
* acquire a wider vocabulary;
* participate in the teaching of phonics knowledge, skills and understanding in a systematic and enjoyable way;
* develop their reading in all subjects to support their acquisition of knowledge;
* develop a love of reading;
* read for pleasure both at home and school on a regular basis;
* through their reading develop culturally, emotionally, intellectually, socially and spiritually;
* develop good comprehension drawing from their linguistic knowledge.
* Early intervention for children who are progressing at a lower level.

**Special Educational Needs Disability (SEND) / Pupil Premium / Higher Attainers**

All children will have Quality First Teaching. Any children with identified SEND or in receipt of pupil premium funding may have work additional to and different from their peers in order to access the curriculum dependent upon their needs. As well as this, our school offers a demanding and varied curriculum, providing children with a range of opportunities in order for them to reach their full potential and consistently achieve highly from their starting points.

**Implementation:**

Our school follows the Read, Write Inc phonics program from Pre-School into Key Stage 1. When pupils complete the phonics program learning, embedding all the Set 1, 2 and 3 sounds, they move onto the No Nonsense spelling program that then runs through Key Stage 2.

Phonics is timetabled for every day and lasts for 15 minutes each day.

Year 2 and 3 have daily spelling lessons throughout the week and the rest of Key Stage 2 have spelling lessons 2-3 times a week. There are handbooks in school to support teachers with planning. Where a TA leads a group a designated teacher will be responsible for the planning, preparation and assessment of that group.

Children are provided with home readers suitable for their reading ability and these are changed on a regular basis. Those children who are accessing daily phonics lessons are provided with home reading books that are matched to their phonic knowledge in order to practice and embed taught sounds that have been covered in school.

As children become more independent readers they are responsible for choosing ability appropriate books from their class collections that take their interest and that they wish to take home. Half an hour each day is timetabled for guided reading and spellings. During this time, children are provided with texts that are matched to their phonics knowledge or banded at their ability level. We also regularly have volunteers in to read with individual children too.

**Impact:**

Reading in our school is progressive and planned to meet the needs of all children. Teacher assessments are carried out regularly to ensure children are accessing books of the right level and are being challenged in their reading. At the same time we provide books to ensure that children read for pleasure and learn to love reading.

If children are keeping up with the curriculum, they are deemed to be making expected or more than expected progress. In addition, we measure the impact of our curriculum through the following methods:

* Phonics assessment;
* Phonics screening results;
* Summative assessments each term;
* Tracking;
* End of Key stage SATs results.

The teaching of phonics in our school is systematic and all staff are regularly updated with any changes. The implementation of daily Guided Reading has raised the profile of reading in our school. Children are reading more for pleasure and on a more regular basis now and due to this we have seen an improved attitude towards reading with comprehension skills being built on and embedded during this time also.

Following the Lancashire English units has also allowed children to become immersed in high quality texts which has impacted on the childrens attitudes towards the English lessons.

Reviewed Annually