



Florence Melly Community Primary School  
**Reading Policy**  
 IF YOU CAN DREAM IT, YOU CAN DO IT!



**Policy Approval**

<b>Policy Title:</b>	Reading Policy					<b>Date written:</b>	May 2022			
<b>Written by:</b>	Christina O'Keefe (Reading Lead)					<b>New or revised policy:</b>	Revised			
<b>Stakeholders consulted in policy production:</b> (✓ or x)	<b>Governors</b>	<b>SLT</b>	<b>Teaching Staff</b>	<b>Support Staff</b>	<b>Admin Staff</b>	<b>Parent/Carers</b>	<b>Pupils</b>	<b>Local Community</b>	<b>External Agencies</b>	
	✓	✓	✓	✓	✓	✓	✓		✓	
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	✓			✓			✓			



## **Reading Policy - May 2024**

At Florence Melly Community Primary School, reading forms the beating heart of our curriculum. It is our intention that every child will be a reader. From the start of their journey with us, children are supported to develop a love of reading. We ensure that they are exposed to high quality texts in all subjects and aspects of school life. Through a consistent approach to the teaching of phonics, they are provided with the skills they need to decode confidently, as early as possible.

Each member of the teaching staff recognises that high-quality education in English will teach pupils to speak, read and write fluently so that they can communicate their ideas and emotions to others and through their reading and listening, others can communicate with them. Through reading in particular, pupils have a chance to develop culturally, emotionally, intellectually, socially and spiritually. Literature, especially, plays a key role in such development. Reading also enables pupils both to acquire knowledge and to build on what they already know. All skills of language are essential to participating fully as a member of society; pupils, therefore, who do not learn to speak, read and write fluently and confidently are effectively disenfranchised.

The National Curriculum states that the programmes of study for reading at key stages 1 and 2 consist of 2 dimensions:

- word reading
- comprehension (both listening and reading)

Due to this, it is essential that teaching focuses on developing pupils' competence in both dimensions; different kinds of teaching are needed for each.

Phonics is prioritised in EYFS and KS1 as skilled word reading involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words. Underpinning both is the understanding that the letters on the page represent the sounds in spoken words. We deliver Read Write Inc. as our systematic synthetic phonics programme. Through Read Write Inc., children learn to read accurately and fluently, whilst developing comprehension. Progress is carefully monitored to ensure steady progress and to identify where intervention is needed.

Good comprehension draws from linguistic knowledge (in particular of vocabulary and grammar) and on knowledge of the world. Comprehension skills develop through pupils' experience of high-quality discussion with the teacher, as well as from reading and discussing a range of stories, poems and non-fiction texts. All pupils are encouraged to read widely across both fiction and non-fiction to develop their knowledge of themselves and the world they live in, to establish an appreciation and love of reading, and to gain knowledge across the curriculum. Reading widely and often increases pupils' vocabulary because they encounter words they would rarely hear or use in everyday speech. Reading also feeds pupils' imagination and opens up a treasure house of wonder and joy for curious young minds. Explicit teaching of high-quality vocabulary is prioritised in all curriculum subjects. We continue to teach high order reading skills through whole class, teacher led sessions with CUSP as the vehicle for this.

In addition to teaching the basic skills that will equip the children for life, by immersing our children in high quality texts, we endeavour to build a love for literature, a love of stories and inspire our children to read and write for enjoyment. It is our aim to develop a desire in our children to pick up a book, to persevere and find satisfaction in completing a novel. To further support this, we are committed to sharing stories in class daily, attending enrichment trips, welcoming visiting authors, hosting book clubs and facilitating library sessions.

It is essential that, by the end of their primary education, all pupils are able to read fluently, and with confidence, in any subject in their forthcoming secondary education.

Our overall aims are:

- Developing a love of reading for every child; recognising that reading is the key to independent learning.
- Ensuring that all children who have been with us since Foundation Stage leave us decoding fluently, whilst also reading for meaning and with expression.
- Teaching children to employ a full range of reading cues - phonic, graphic, syntactic, contextual - to monitor, correct and make sense of their own reading.
- Systematically tracking the reading of every child, including new arrivals.
- Fostering an interest in words and their meanings to widen their vocabulary.
- Ensuring children access top quality children's literature appropriate for their age, including literature which champions diversity and has characters and role models from a range of backgrounds and cultures, so all children can find themselves reflected in the books they hear and read.
- Working with parents/carers in partnership to develop children's reading.
- Ensuring that the school environment encourages children to read and love books.
- Creating reading opportunities across all areas of the curriculum, to make it more meaningful and relevant to the children.