



## Reading Policy

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At Mundella we are committed to ensuring that children can speak, read and write confidently and fluently to enable them to communicate effectively across the curriculum and beyond.

### **Intent**

We promote a love of reading for pleasure and support children in reading age-appropriate texts fluently and confidently for a range of purposes. We are committed to giving children the opportunity to read and explore a variety of high-quality text including different genres, authors, plays, playwrights and poets with stimulating an appreciation for our rich literary heritage being a focus. We encourage children to read widely and often at home as they do in school. We expose children to a wide-range of high-quality non-fiction texts written for a range of purposes to support the acquirement of knowledge, increase vocabulary and spark their imagination and curiosity about the world, people and places around them. At Mundella we want our children to be 'readers', not just children who can read.

### **Implementation**

Reading is a complex skill with many components. At Mundella staff will adopt 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.

Literacy lessons are mostly taught through the stimulus of a high-quality text, which will always be appropriately challenging for each year group, supporting children to achieve their highest potential within reading. The texts that we chose to study throughout the year contain interesting and varied vocabulary, chosen carefully to challenge and broaden children's understanding of the English language and expose children to diversity within literature. The skills we promote are:

- 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, computing, e-readers
- To create a strong, embedded reading culture with a rich and varied language environment within classrooms and the wider school.

- 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 rigorously monitor and assess children's progress in reading and identify those who require extra support and intervene at an early stage

### **The Teaching of Phonics**

Children at Foundation/Key Stage 1 are taught phonics daily through a systematic progressive approach (Little Wandle) and encouraged to apply the skills they learn to all reading and writing activities. This is used alongside cued articulation to help support children who have speech and language difficulties. Phonics is assessed nationally at the end of Year 1.

Children needing further phonics input continue a daily phonics session in Year 2 and have the opportunity to retake the Phonics Test if necessary. In KS2 intervention groups still focus on phonics where necessary.

### **Reading in Key Stage One**

Children are introduced to a full range of texts through shared reading in whole class activities as well as reading texts of different genres in daily guided reading sessions. Guided reading sessions focus not only on decoding, fluency and expression but on comprehension skills; questioning texts to ensure deeper understanding, summarising skills, making predictions and looking at author's choice of vocabulary and grammar. This underpins the teaching of SPAG and the whole school focus on spelling.

Children take home books which are closely linked to their phonics ability. These books include a variety of fiction and non-fiction texts, which also contain notes to support parents with reading at home. There is an expectation that children read at home at least three times a week and are rewarded for their effort.

### **Reading in Key Stage Two**

Teachers at Mundella recognise the increased demand of the National Curriculum for reading skills. Throughout the week children will experience a range of reading activities:

- Guided reading session with the class teacher/TA
- A focused phonic / spelling session
- An independent reading activity
- Reading comprehension activity linked to their reading and other curriculum areas.

Guided reading consists of high-quality short extracts of texts for the whole class, per week. This allows for more genres to be covered across the year and will link (as appropriate) to the literacy or foundation subjects being taught.

The children read the extract as a whole class and interrogate the text looking at word choices, unfamiliar vocabulary, make predictions and identify genre specific features. Children begin to use Point, Evidence and Explanation (PEE) techniques to support their comprehension, inference and deduction skills.

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 and previous experience
- Skimming and scanning the 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.

## Impact

Teachers regularly assess children in both a formative and summative way. The measure of our curriculum is that children should have a love of reading for both pleasure and to gather information. Children should be able to read fluently and confidently across all subjects with a good understanding of what they are reading. They should be able to discuss stories, poems and non-fiction texts to a high level. They should be able to discuss favourite authors, genres and poems. The reading skills will be well embedded skills so that they are able to access the secondary curriculum and beyond with confidence.

Once children have completed Little Wandle and the phonically matched books, PM benching marking will be used to assess which level book band the children should be reading. This tool will be used for children who are reading **up to** 'brown' books. Once the children are on brown books, they will be assessed using the NARA system. All of this informs planning moving forward as does the following:

- Guided Reading observations and notes
- Comprehension texts
- SAT questions and assessments
- HEADSTART comprehension assessments in non-SATS years
- Hearing the child read individually
- Home reading diaries