

# Emmaus Primary School

Church of England and Catholic  
Primary School

*Travelling together with Jesus*



## Reading Policy

### **Intent**

At Emmaus Church of England and Catholic Primary School, our intention is to immerse pupils in the wonders of quality texts to instil a love of reading, a passion for discovery, and the confidence to explore their imagination. We aim to provide a balanced mix of reading approaches so that pupils develop essential skills, a positive attitude, and a lifelong love of literature.

### **Our aims are to:**

- Enable children to express themselves creatively and imaginatively, becoming enthusiastic and critical readers of stories, poetry, drama, non-fiction, and media texts.
- Build on each child's prior knowledge and early literacy experiences.
- Encourage pupils to become confident, independent, and reflective readers who engage with a range of texts for various purposes.
- Deliver a structured and progressive whole-school approach to the teaching of reading.
- Create a reading culture by fostering a rich language environment within classrooms and throughout the school.
- Develop pupils' ability to read aloud with expression and understanding.
- Select appropriate resources to motivate, challenge, and extend pupils effectively.
- Identify pupils requiring additional support and intervene at an early stage.
- Monitor reading progress and attainment levels closely.
- Promote an ethos of achievement by setting high expectations and challenging targets.
- Stay informed of current educational thinking and best practice.

### **Implementation**

#### **Curriculum Planning of Reading**

#### **Early Reading and Phonics**

Building on pupils' existing knowledge of reading and stories, teachers develop early reading behaviours through shared reading experiences. These include holding a book correctly, following text from left to right, understanding that print carries meaning, identifying protagonists in stories, and recognising signs and symbols in environmental print.

Pupils are encouraged to develop curiosity and enthusiasm for print. They are able to select, read, and discuss a range of fiction, poetry, and non-fiction texts. Through frequent storytelling and read-aloud sessions, children gain opportunities to retell narratives, enhancing their comprehension and expressive skills. At this early stage, the emphasis is placed on understanding and conveying the meaning of texts rather than solely on word accuracy.

#### **Organisation of Phonics**

At Emmaus, phonics instruction begins on day one of each child's school journey, delivered with complete fidelity to the Read Write Inc. programme. In Nursery, we prioritise talking and reading extensively. Our

main focus is on sharing stories and rhymes, using repetition, consistent actions, and expressive emphasis to build familiarity and engagement.

Role play is a key component of our daily routine, fostering language development through imaginative interaction. We plan opportunities for talk throughout the day to ensure children speak as much as possible. Grammar and vocabulary are taught by orally constructing sentences, helping children build a strong foundation for reading and writing.

Children in Reception and Key Stage One receive daily phonics instruction through the Read Write Inc. programme. Phonics skills are embedded across the curriculum, supporting both reading and writing tasks. The programme is delivered by Class Teachers and Teaching Assistants, with each staff member addressing a specific phase or part of a phase to ensure targeted support.

Children identified through rigorous tracking receive additional support through Fast Track Tutoring and Pinny Time, helping them to keep up and make sustained progress. In Key Stage Two, pupils who have not yet secured their phonics knowledge continue to receive Fast Track Tutoring to close gaps in learning. Regular assessments are conducted, and reading books are sent home that match each child's current reading ability.

### **Key Stage 1 and Key Stage 2 Reading Provision**

When children are ready to move beyond the Read Write Inc. (RWI) programme, they are taught reading through a range of structured activities designed to deepen comprehension, develop fluency, and foster a lifelong love of literature.

### **Shared Reading**

#### **Ready, Steady Read Together Scheme**

Using the *Ready, Steady Read Together* scheme, the whole class engages with a shared text that is typically beyond their independent reading level. This may be presented in enlarged format—either paper-based or digital. Shared reading provides a rich context for teacher modelling, explicit teaching, rehearsal, and application of reading skills at word, sentence, and text level.

The whole class engages with rich texts that offer equal coverage of fiction, non-fiction, and poetry. This balanced approach ensures pupils are exposed to a wide variety of genres, helping them develop a broad understanding of text types, language features, and authorial intent.

### **Intervention Groups**

Reading intervention is provided for the lowest 20% of the class. These targeted sessions offer focused support to help pupils strengthen decoding, fluency, and comprehension skills, ensuring they make accelerated progress and close gaps in learning.

### **Independent Reading**

Children are encouraged to read material that interests them, helping to foster a genuine love of reading and an appreciation of its value. During independent reading time, teachers may model positive reading behaviours by engaging with their own chosen texts, reinforcing the idea that reading is both enjoyable and enriching.

### **Story Time**

Teachers select high-quality texts that are linked to the class's topic work or books being studied in Literacy. These texts are read aloud to pupils, providing them with the opportunity to hear expressive reading and engage with language in a meaningful way. We believe that hearing an adult read aloud supports children's ability to comment on and respond to events and experiences within a text. These sessions also enable teachers to assess comprehension by asking both literal and inferential questions, deepening pupils' understanding of plot, character, and theme, while also expanding their vocabulary.

## **Impact**

At Emmaus Church of England and Catholic Primary School, we strive to ensure that every child's attainment in reading meets or exceeds their potential, taking into account the varied starting points of all pupils. Progress is measured using a range of assessment materials, always aligned with age-related expectations for each year group.

Children are expected to make at least good progress in reading from their last point of statutory assessment or from their initial starting point in Nursery. The impact of our reading curriculum is designed to ensure that pupils are academically prepared for life beyond primary school and equipped to succeed throughout their educational journey.

## **Teaching and Learning Styles**

The development of reading skills should be explicit, with both pupils and teachers aware of when and how these skills are being taught and developed. Pupils should engage in reading activities daily, with direct reading instruction taking place every day.

The class teacher holds overall responsibility for the teaching of reading within their classroom. However, this work should be supported by parents, classroom assistants, and older pupils. A collaborative, team-based approach is essential in fostering a strong reading culture throughout the school.

All teachers will organise their reading instruction through a combination of shared, guided, and independent reading activities, ensuring a balanced and comprehensive approach to skill development.

## **Contexts for Reading**

### ▪ **Print in the Environment**

Pupils should be encouraged to observe and engage with print in their surroundings. Classroom notices should be created and discussed collaboratively, typically using phrases or full sentences rather than isolated words. This helps pupils understand the functional and communicative role of print.

### ▪ **The Class Library**

Each classroom should feature a designated Reading Area. Class libraries must be well-organised and enhanced by attractive displays of fiction and non-fiction texts that invite exploration and engagement. Attention should be given to the size and layout of the reading area to ensure pupils can read comfortably and without distraction.

### ▪ **Silent Reading / Reading for Pleasure**

Pupils will participate in silent reading regularly. They may select books from the class or school library at least once a week. During these sessions, teachers should model positive reading behaviours by reading their own chosen material alongside pupils, reinforcing the value and enjoyment of reading.

Teachers must ensure that systems are in place for selecting appropriate reading material. It is also important to communicate the duration of silent reading sessions clearly. Referring to the classroom clock helps pupils manage their time and avoid the frustration of being asked to stop reading abruptly, especially mid-sentence.

## **Contribution of Reading to Other Subjects**

The reading skills children develop are integral to every area of the curriculum. These skills enable pupils to communicate effectively, express themselves confidently, and access subject-specific content across all disciplines. Through reading, children enhance their understanding in subjects such as science, history, geography, and religious education. A wide range of texts is available to support cross-curricular learning, allowing pupils to 'Read across the Curriculum' and deepen their knowledge through meaningful engagement with print.

## Resources

We aim to provide a rich and varied selection of high-quality reading resources to meet the diverse needs of our pupils. The school employs a range of reading schemes, including:

- Oxford Reading Tree
- Phonics Bug
- Bug Club
- Collins Big Cat

In addition, we use quality age-related whole texts whenever possible, selected according to each child's needs and ability. Differentiated texts, including non-fiction, are available throughout the school to ensure accessibility and challenge for all learners. Role play materials, puppets, props, and ICT resources are used to enhance reading experiences and support comprehension.

A wide range of age-appropriate novels is available to support and extend pupils' reading development. We also use structured comprehension resources, such as *Nelson Comprehension*, to build deeper understanding and analytical skills.

## Assessment and Recording

Teachers assess children's reading progress using both formative and summative methods. Formative assessments are embedded into daily lessons and help teachers adjust planning to meet pupils' immediate learning needs. These assessments are closely aligned with teaching objectives and inform the next steps in instruction.

A variety of teacher-led and standardised assessments are used to record achievement and guide ongoing planning. In the Foundation Stage, a comprehensive profile is built during the child's first year. Phonics is assessed formatively through pupil contributions in reading and writing activities, with summative assessment taking place at the end of Year 1 via the Phonics Screening Check. Children who do not meet the expected standard are reassessed in Year 2.

In Key Stage 1, reading and writing are assessed formatively through lesson evaluations and teacher observations. These assessments are recorded on the school's tracking system, and pupil progress is regularly reviewed during intervention meetings.

In Key Stage 2, reading, writing, grammar, and spelling are assessed through ongoing teacher evaluations. These are recorded systematically to monitor progress. Pupils in Years 3–5 also complete NFER summative assessments, which support teacher judgements and provide evidence of attainment. In Year 6, pupils are formally assessed through end-of-year SATs. Teachers maintain informal records such as spelling test results, progress notes, and marking comments to provide continuous feedback and insight into pupil development.

## Extra-Curricular Activities

At Emmaus Church of England and Catholic Primary School, we offer a range of extra-curricular activities designed to enrich pupils' learning experiences and foster a love of reading. These include:

- Booster sessions for secure readers to further extend their skills.
- Booster sessions for targeted children requiring additional support in reading.
- Book clubs to promote reading for pleasure and encourage discussion around texts.
- Book Fairs to celebrate literature and inspire children to explore new authors and genres.

## Statement of SMSC (Spiritual, Moral, Social and Cultural Development)

Through our varied and inclusive curriculum, we aim to nurture the whole child, ensuring they develop:

- A sense of enjoyment and fascination in learning about themselves, others, and the world around them—including the intangible.

- Imagination and creativity in their learning.
- A willingness to reflect on their experiences.
- The ability to recognise the difference between right and wrong, and the readiness to apply this understanding in their own lives.
- An understanding of the consequences of their actions.
- A willingness to participate in a variety of social settings, cooperating well with others and resolving conflicts effectively.
- A willingness to engage with and respond to artistic, musical, sporting, mathematical, technological, scientific, and cultural opportunities.

**Date:** September 2025

**Date of Next Review:** September 2027