



St. Gregory's

Catholic Primary School



Reading Policy 2025

Contents:

- 1.1 Rationale
- 1.2 Aims
- 1.3 Curriculum Overview
- 1.4 Key Stage 1
- 1.5 Key Stage 2
- 1.6 Phonics and Early Reading
- 1.7 Teaching Approaches Across the School
- 1.8 Reading For Pleasure
- 1.9 Inclusion and Additional Support
- 1.10 Assessment in Reading
- 1.11 Leadership of Reading
- 1.12 Roles and Responsibilities
- 1.13 Monitoring and Review
- 1.14 Policy Implementation Date

Signed by:

_____ Headteacher

Date: _____

_____ Chair of governors

Date: _____

Review date: September 2027

1.1 1. Rationale

At St. Gregory's, reading is at the heart of our curriculum. We believe that the ability to read fluently and with understanding is the foundation of all learning, enabling pupils to access the wider curriculum, develop culturally, intellectually, emotionally, socially and spiritually, and become active participants in their world.

Our reading curriculum is designed to ensure that every child—regardless of background, need, or starting point—develops the knowledge, skills, confidence, and love of reading required for success in school and beyond.

This policy draws on statutory and non-statutory guidance including:

- National Curriculum for English (DfE, 2014)
- The Reading Framework (DfE, 2021–2024)
- Foundations for Literacy: Strong Foundations (DfE, 2024)
- Development Matters (DfE, 2021)
- DfE guidance on the teaching of early reading and systematic synthetic phonics

1.2 2. Aims

At St. Gregory's, we aim for all pupils to:

1.2.1 Reading Attitudes and Culture

- Develop a **genuine enjoyment of reading** and choose to read for pleasure.
- See reading as a **lifelong habit** and a source of knowledge, imagination, and wellbeing.
- Experience a wide range of **high-quality literature**, including contemporary and classic texts.
- Appreciate books from a diverse range of **authors, illustrators, cultures and genres**.

1.2.2 Early Reading

- Secure strong **foundational reading skills** through high-quality early language development and systematic synthetic phonics.
- Demonstrate confident **decoding and blending** using Floppy's Phonics.
- Access carefully matched **decodable readers** to practise and apply phonics knowledge.

1.2.3 Comprehension and Fluency

- Develop secure skills in **comprehension**, including inference, prediction, explanation, retrieval, summarising and vocabulary development.
- Build reading **fluency**, stamina, and prosody in line with the expectations of the Reading Framework.

1.2.4 Across the Curriculum

- Use reading as a tool for **learning across subjects**, including research and retrieval.
- Develop confidence in reading a wide range of **non-fiction**, digital texts, and subject-specific vocabulary.

1.2.5 Equity and Inclusion

- Receive early, effective and targeted **intervention** where needed.
- See reading as accessible, enjoyable, and relevant to their lives.

1.3 3. Curriculum Overview

1.3.1 3.1 Early Years Foundation Stage (EYFS)

Our EYFS provision aligns with **Development Matters** and **Strong Foundations**, ensuring:

- Daily opportunities for stories, rhymes, songs and oral language development.
- Systematic phonics taught **from the beginning of Reception** using Floppy's Phonics.
- A language-rich environment with high-quality talk and book-sharing routines.
- Regular adult-led and child-initiated reading experiences.
- Decodable readers matched precisely to each child's phonics stage.
- Assessment that identifies children needing additional support early.

1.4 3.2 Key Stage 1

- Daily phonics teaching continues using **Floppy's Phonics**, ensuring consistent progression and consolidation.
- Children read decodable books that match the GPCs taught in class.
- Guided reading, shared reading, and individual reading take place regularly.
- A broad range of high-quality texts are read aloud daily.
- Vocabulary, comprehension skills, expression and fluency are explicitly taught.

1.5 3.3 Key Stage 2

As decoding becomes secure, teaching focuses increasingly on **comprehension, vocabulary and fluency**.

St. Gregory's uses **DreamBox Reading Plus by Discovery Education**, which provides:

- Personalised reading instruction across 19 reading levels.

- Insight assessments giving detailed analysis of reading fluency, comprehension and motivation.
- Deep exposure to global, diverse, and cross-curricular texts.

Daily class novels (Year 2–6) expose pupils to:

- Rich language
- Varied authors and genres
- Themes supporting personal, social, cultural and spiritual development

Additional reading opportunities include:

- Whole-class shared reading
- Guided group reading
- Independent application
- Systematic teaching of reading strategies and literary analysis

1.6 4. Phonics and Early Reading

1.6.1 Programme Used: Floppy's Phonics

St. Gregory's follows the **DfE-validated Floppy's Phonics** programme with fidelity.

Key features include:

- Systematic and cumulative progression through GPCs and common exception words.
- Daily structured lessons with built-in revision and overlearning.
- Training and professional development for all staff to ensure consistent delivery.
- Matched decodable practice through Floppy's Phonics Practice Books, Fiction, and Traditional Tales.
- Additional support for pupils needing support or those new to English.

1.6.2 Supporting Reading at Home

We work closely with parents by:

- Sharing weekly phonics sounds and pronunciation videos.
- Encouraging daily reading at home.
- Providing phonics and reading workshops for families.
- Celebrating success and building confidence through shared reading routines.

1.7 5. Teaching Approaches Across the School

We use a variety of research-informed approaches including:

- **Reading aloud every day** in every class.
- Systematic teaching of **phonological awareness** and decoding.
- Teaching reading strategies such as prediction, clarification, questioning and summarising.
- Explicit instruction in **tiered vocabulary**.
- Use of **picture, context and structural clues** to support understanding—not as substitutes for phonics.
- Story retelling, drama/role play, book talk and discussion to deepen comprehension.
- Regular opportunities for independent, shared, and guided reading.
- Close alignment between reading and **writing**, embedding books at the centre of English teaching.

1.8 6. Reading for Pleasure

We foster a strong reading culture through:

- Daily class novels.
- Termly **Scholastic Book Fairs**.
- Author and illustrator visits.
- Celebrations such as World Book Day.
- Well-stocked class and school libraries.
- Key Stage 2 Reading ambassadors.
- EYFS & Key Stage 1 Weekly Reading Trunki
- Displays promoting new and recommended texts.

1.9 7. Inclusion and Additional Support

St. Gregory's ensures all pupils succeed by:

- Using ongoing assessment to identify barriers early.
- Providing targeted interventions, including additional phonics support, Project X Code, DreamBox catch-up sessions, vocabulary groups and precision reading.
- Ensuring SEND provision follows the graduated approach.
- Using adapted texts and scaffolds where required.
- Supporting EAL learners through vocabulary, visual support, and culturally reflective texts.

1.10 8. Assessment of Reading

We assess reading through:

1.10.1 Formative Assessment

- Daily observations during phonics and reading lessons.
- Teacher-led questioning and book talk.
- Floppy's Phonics tracking, fluency checks, and comprehension tasks.

1.10.2 Summative Assessment

- DreamBox InSight assessments (KS2).
- Floppy's Phonics assessments.
- Statutory assessments:
 - EYFS Profile
 - Year 1 Phonics Screening Check
 - Year 2 resits (where applicable)
 - KS2 SATs

1.10.3 What We Look For

- Accuracy, fluency, expression and stamina.
- Use of phonics strategies in reading.
- Understanding of vocabulary in context.
- Ability to infer, retrieve, summarise and compare.
- Engagement with and responses to texts.
- Breadth of reading at school and at home.

Findings are used to:

- Inform planning and intervention.
- Communicate progress with parents.
- Support transition between year groups.

1.11 9. Leadership of Reading

Reading is led by the **English Subject Leader** who:

- Oversees phonics and reading across the school.
- Ensures fidelity to Floppy's Phonics.
- Monitors teaching, assessment and progress.
- Leads CPD and coaching for staff.
- Reviews provision and resources.
- Ensures compliance with national expectations.

The English Lead works closely with:

- The SENCo (to ensure inclusive provision)

- The Senior Leadership Team
- Governors (who monitor the impact of reading provision)

1.12 10. Roles and Responsibilities

1.12.1 Teachers

- Teach reading daily using the school's agreed approaches.
- Maintain high expectations for every learner.
- Monitor progress and provide responsive support.

1.12.2 Teaching Assistants

- Support delivery of phonics and reading groups.
- Provide targeted intervention under teacher direction.

1.12.3 Parents and Carers

- Listen to children read regularly.
- Engage with phonics materials and school workshops.
- Encourage a positive reading culture at home.

1.12.4 Pupils

- Read daily.
- Take care of reading books.
- Talk about their reading and make book recommendations.

1.13 11. Monitoring and Review

This policy will be reviewed annually by:

- The English Lead
- Senior Leadership Team
- Governing Body (Curriculum Committee)

Monitoring will include:

- Lesson visits
- Book looks
- Pupil voice interviews
- Assessment analysis
- Review of interventions and progress data

1.14 12. Policy Implementation Date

September 2025

Next Review: September 2027