



Marsh Green Primary School



Reading Policy

2025-26

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Reading

'Reading is fundamental to education. Proficiency in reading, writing and spoken language is vital for pupils' success. Through these, they develop communication skills for education and for working with others: in school, in training and at work.' (DFE, Reading Framework).

At Marsh Green reading is of the highest priority, and celebrating a love of reading is embedded in our school culture. Our reading curriculum is designed to provide all children with the opportunities that will enable them to achieve as enthusiastic, confident, resilient, independent readers that believe in their abilities. We recognise that reading is an important life skill that opens a world of opportunity to our pupils.

We aim for our pupils to have:

- Secure phonetic knowledge to access books independently at an appropriate level
- An enduring love of books and reading
- Natural curiosity about a wide range of texts that is highlighted through meaningful discussions and questioning
- The motivation and to keep practising and challenging themselves
- Confidence and independence in reading
- The skills to access print in all forms
- An awareness of the social importance of reading

Organisation

Reading is encouraged throughout the school through the use of:

- English lessons which are planned around a range of high-quality texts chosen for their literary merit
- Whole class reading that includes discussion and modelling of thought processes to deepen children's understanding before completing independent tasks
- Book Talk across the curriculum
- 1-1 reading
- Class novels read by all teacher
- World book day celebrations/themed weeks/whole school texts/author visits/theatre performances
- Weekly reading celebration and ongoing whole school competition
- Class library areas - all children choose a book to read for pleasure
- School library
- Connections and visits to local library
- Open morning reading sessions

Home reading

- Children in EYFS begin their reading journey by taking home shared reading books to promote reading for pleasure, alongside an appropriately matched phonetically decodable book once they reach reception. These books are designed to allow children time to overlearn previous sounds and secure their knowledge.
- In KS1, children continue to be allocated a phonetically decodable book and will progress from a shared read to an independent reader from our Oxford Reading Tree Scheme (ORT), once their phonetic knowledge is secure.
- In KS2, children will continue to make progress through the ORT. The reading scheme is designed to support children in building fluency and developing comprehension skills as well as offering an appropriate level of challenge.
- All children in KS1 and KS2 will chose a book from class libraries that they can enjoy and share at home.
- Our school works hand in hand with parents and carers as their children develop through their reading journey. To support this progression, we ask that children read to an adult a minimum of three times each week and record this in their reading records.



Special Educational Needs

Support for children who are identified as having specific learning difficulties related to reading, includes:

- Accessing additional phonics lessons
- Daily 1-1 reading time with an adult
- Differentiated reading activities designed to build children's confidence and offer the right balance of word reading and comprehension activities
- Small group work focused on the development of phonics and spoken language
- Book buddies

Assessment and Recording

Weekly reviews, overlearning of previous sounds, progress checks and the tracking of sounds taught supports teachers in identifying any misconceptions or gaps in each child's phonics knowledge (see Phonics policy for more details). ORT books are also tracked, teachers monitor books read and children will move to the next stage when they require further challenge.

Teachers carry out ongoing assessment of children's reading ability when listening to individuals alongside whole class reading sessions which aim to provide children with the skills to complete independent and become confident learners.

Discussion					
Lesson 'hook'	Vocabulary exploration	Adult reading (model read)	Further reading: <ul style="list-style-type: none"> • choral • echo • paired • independent 	Practise questions and answers, modelling thought process	Independent tasks

Termly Salford Reading and Comprehension Age assessments are completed for all children in KS1 and KS2 (from Spring Term Year 2). These assessments are used in addition to ongoing formative assessment and allow teachers to further track children's reading, and ensure they are allocated to the correct reading stage as they progress through school. Summative assessments are carried out twice each year for all children in KS1 and KS2. These assessments allow teachers to monitor children's attainment in reading, and outcomes are used to plan lessons that will support further progression and offer the correct level of challenge.