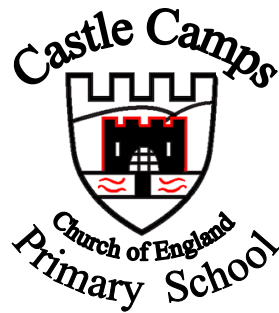


# Castle Camps C. of E. (V.C.) Primary School



## Policy for Reading

**Date Approved by the Governing  
Body: 22nd September 2025  
Date for Review: September 2026**

## CASTLE CAMPS C OF E (VC) PRIMARY SCHOOL

### READING POLICY

#### INTRODUCTION

Teachers make explicit the links between reading, writing and speaking and listening. An extensive range of fiction and non-fiction texts are available to the children and the notion of everyone a reader is promoted across the school. Paper copies of our phonetically decodable Books (from our Monster Phonics scheme) are in stored in our central library. We also subscribe to e-books from the school, so parents can access the texts.

Regular reading events are planned in across the year to reinforce this, including workshops and World Book Day. Reading for pleasure is at the heart of our policy.

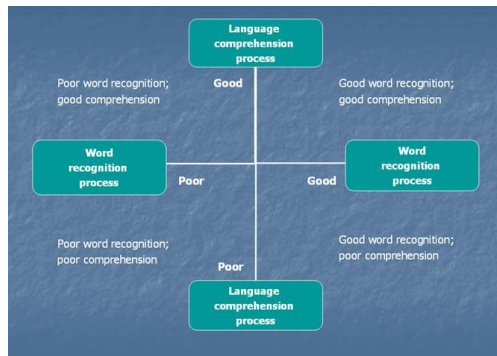
#### AIMS

- We aim to enable our pupils to read confidently, fluently, accurately and with understanding.
- We aim to foster an interest in words and their meanings and to gain an appreciation of books from a variety of genres.

#### STRATEGIES FOR THE TEACHING OF READING

##### The Teaching of Phonics

The simple view of reading is used by teachers to plan and teach the full range of reading skills. At the early stages of reading, the children are taught to decode texts by following a synthetic phonics programme (Letters and Sounds).



At Castle Camps, reading is taught alongside our *Monster Phonics* programme initially. This initiative promotes a strong and systematic emphasis on the teaching of synthetic phonics to aid the teaching and learning of reading.

Reading is taught through Shared Reading sessions, Guided Reading sessions, one to one sessions for less able readers and opportunities to practise and consolidate skills through independent reading. Teachers will use primary framework objectives and the Reading comprehension flyers to support with the planning of these sessions.

#### The Allocation and monitoring of books within the Foundation Stage and Key Stage 1

Please see our Early Reading Booklet. Children are allocated a levelled reading book and these are changed weekly. Children participate in a class guided reading and volunteers are used to support 1:1 reading when possible. Parent workshops to explain how we teach reading at Castle Camps take place annually for EYFS and Y1 parents.

#### The Allocation and monitoring of books in Key Stage 2

Some children will still be following the reading scheme books in Key Stage 2. The procedures for KS1 apply.

Children should continue to follow the reading scheme until they reach the lime level. After this, children are able to select a fiction library book (at an appropriate reading band) and a non-fiction library book (changed weekly)

**Parental Involvement:**

Parents are expected to share books daily with their children and hear their children read at home. Parents are encouraged to make a written comment in the school reading record.

**OPPORTUNITIES FOR READING**

**Shared Reading:**

The whole class shares a text, which is beyond their independent reading levels, often using an enlarged text (paper or ICT based).

Shared reading provides a context for teacher modelling, teaching and applying reading skills (word, sentence and text level).

**Guided Reading:**

Guided Reading takes place in a small group, with a teacher or teaching assistant, and focuses on developing children's ability to become independent readers, thinkers and learners. The children are grouped by ability and read individual copies of the same text, which matches the reading level of the group. Texts are selected from the school's guided reading schemes or using 'real' books. The recommended teaching sequence is used by all teachers (see appendix). During guided reading sessions teachers and teaching assistants use the guided reading grids which have links to the AFs for reading.

Guided reading occurs daily outside the literacy session and is based on a rotation during the week within the class. The children who are not engaged with guided reading are given a purposeful activity to do independently e.g. spelling games, comprehension questions, follow-up activity.

For those children who are not secure within phase 5 of Letters and Sounds two guided reading sessions a week are required. One will have a phonic focus and the other a comprehension focus. This mainly applies to key stage 1.

**Independent Reading Time:**

Children read material which interests them, to assist them in fostering a genuine love of reading and help them to appreciate its value. During this time children will read either their scheme book or a book which they have chosen from the school library. These books should be of a similar level.

**Story Time:**

At Castle Camps regular whole class story time takes place in key stages 1 and 2.

Texts appropriate to topic work or objectives covered in the Literacy are read aloud by the teacher. These sessions also allow the teacher to check a child's comprehension, by asking literal and inferential questions, which aid deeper understanding of the plot and themes of the story, also increasing their vocabulary. These sessions take place in various locations around the school eg. The Cosy Corner, the outdoor classroom and various other locations around the school.

**Library Skills:**

Children access the Cosy Corner for research purposes, when appropriate, developing skills needed to locate and effectively use information.

**Reading Partners**

When possible, children in upper key stage 2 are paired with children in year 2 to support reading.

### **Reading Corners**

Each class is expected to have a reading area established by the end of the first week of term. The area should be a stimulating and attractive environment which contains a range of reading material. This can include the following:

- non fiction books linked to the class topic
- newspapers, comics and magazines
- Books/writing produced by the children
- Big Books
- Books which link to the genre being covered in literacy
- Picture books
- Recommended reads

Books should be organised and easily accessible by the children. Children should be actively involved in the management of the reading corner.

### **SPECIAL EDUCATIONAL NEEDS (SEND)**

All pupils with special educational needs will follow the same educational curriculum as their peers, differentiated where necessary to meet their individual needs. Planned interventions are also in place to support learning.

### **EQUAL OPPORTUNITIES**

In line with our Inclusion policies, Castle Camps Primary School believes all children are entitled to high quality teaching and learning, with regard to reading and we embrace the philosophy of inclusion.

### **ASSESSMENT AND MONITORING OF PROGRESS**

- The APP materials for reading are used on a half termly basis to assess pupil progress in reading. Completed assessment guidelines are used to inform the planning shared and guided reading sessions.
- National curriculum reading levels are reported to parents at parents' evenings and on school reports.
- The benchmark Kit is used (where appropriate) to assess and monitor the impact of intervention programmes and to assess the reading ability of pupils who join the school part way through the year.
- The reading tracker sheet is completed on a half termly basis.

**This policy will be reviewed annually.**