



St Martin's CE
Primary School

Reading

January 2026

Let your light shine



Let your light shine

St Martin's CE Primary School is a place to thrive. A warm, friendly, and ambitious school where we encourage children, staff, and our wider community to '*let their light shine*' and in doing so, shine the light of Jesus through our behaviour and actions. We believe that achievement is for all, both personal and academic, and our mission is to equip our children with the knowledge, skills, wisdom, confidence, and self-belief they need to accomplish both.

Our Christian Values

Respect, Resilience and Compassion



We aim to develop the whole child: spiritually, physically, socially, emotionally, morally and academically, to give them the best possible start in life and value themselves as unique and worthy individuals. We encourage children to have respect and compassion for themselves and others and support them to show resilience when times are difficult. Our approach is distinctly Christian, yet open and welcoming to all, with the promise by Jesus of '*life in all its fullness*' close to our hearts.

Intent



Curriculum Intent

Through reading, pupils will be given opportunities to develop their decoding, fluency, and comprehension.

Reading is central to our ability to understand, interpret and communicate with one another.

Every pupil will read every day allowing them rich opportunities to listen and discuss, expand their vocabulary, develop their standard English and most of all understand and enjoy what they are reading.



Curriculum Aims

We want pupils to be able to:

- Ask questions, discuss, communicate understanding, and revise their ideas;
- Give/explain the meaning of words in context;
- Retrieve and record information/identify key details from fiction and non-fiction texts;
- Summarise main ideas from more than one paragraph;
- Make inferences from the text;
- Predict what might happen;
- Identify/explain how information/narrative content is related and contributes to meaning as a whole;
- Identify/explain how meaning is enhanced through choice of words and phrases;
- Make comparisons within the text.

Implementation



Curriculum Implementation

The Read Write Inc (RWI) phonics-based literacy scheme provides the basis for the teaching of reading to pupils during their first years in our school. We teach reading as a discrete subject from Reception to Year 6. Pupils in Reception and Key Stage One have a daily RWI session where they are taught in closely monitored homogenous groups which are changed at least every half term. Once pupils have successfully completed RWI, they begin National Curriculum English lessons and daily Reading Skills sessions. Our teaching of reading across school ensures that pupils have an opportunity to overlearn the skills they acquire by applying these to new texts which become increasingly challenging and add their new learning to this. Whether this is through the RWI phonics programme, where pupils add to their bank of known sounds and words and use these to segment and blend to read new texts, or whether pupils are learning to apply their active reader skills to different levels of text or answer different question types based on a new text, pupils are being taught to use what they already know and apply their new learning to it.

In addition, we provide events across the year to promote a love of reading, including celebrating World Book Day and holding book fairs.



Lesson structure

We want reading to be an enjoyable experience. We believe that pupils learn best when there is a clear structure and purpose for the learning.

Early Years Foundation Stage and Key Stage One

In Nursery, pupils are introduced to sounds and participate in pre-reading activities which develop phonological awareness and enables pupils to become attuned to the sounds around them. When they are ready, pupils are introduced to letter sounds and begin to develop oral segmenting and blending skills.

This is built on in Reception and Key Stage One where pupils take part in daily phonics lessons delivered in homogenous groups to learn the rest of the sounds that make up the English language system, along with exception words that do not match the phoneme-grapheme correspondence. As they develop their decoding knowledge, pupils learn the alternative ways in which sounds are written and read stories which support this growing repertoire. We aim for all pupils to know all of the sounds by the end of Year Two at the latest. RWI is also used for older children who cannot read confidently and for those with special educational needs.

When pupils have successfully completed the RWI programme they begin National Curriculum English lessons. This approach uses an age-appropriate class text used during a unit of work to develop knowledge and skills in all genres.

In the Early Years and Key Stage One, pupils have daily opportunities to listen and respond to a variety of high-quality texts to encourage a love of stories and build positive attitudes to reading. To develop language comprehension skills, there are regular opportunities to listen to and discuss stories across the day. Staff use strategies to support pupil's thinking, such as focusing the pupil's attention, using

questions and modelling thinking, use of forced alternatives and sentence completion, gesturing and rephrasing. Pupils are also encouraged to engage in a range of activities, including making predictions about what will happen, retelling and acting out familiar stories with props and through role play areas and sequencing pictures. Poems, rhymes and songs are also used to develop early literacy skills and an interest in the rhythm and pattern of language. Non-fiction texts are used as part of topics so that children begin to understand the different purposes of reading for pleasure and reading for information.

Key Stage Two

When pupils have successfully completed the RWI programme, they continue to follow a holistic approach to reading and writing through a more in-depth study of focus texts in English lessons. The English lesson is divided equally between reading and writing with children having their own class text they study in depth. High quality books are chosen to motivate pupils and to support the development of reading and writing skills across a range of text types. Strategies for reading and writing are therefore taught daily alongside each other in one hour English lessons. Planning for reading is included in weekly plans based on the learning objectives from the National Curriculum.

Within the English lesson, pupils read the text in pairs to continue to develop their fluency and comprehension. Before reading any new text, the teacher will have shared any new or challenging vocabulary to ensure there are no gaps in understanding.

Reading Skills

The explicit teaching of reading skills and comprehension takes place daily through whole class sessions each lasting 20 minutes. These sessions are delivered using Complete Comprehension units which break down the complex process of comprehension into separate comprehension skills. Each teaching unit targets one of the following skills, which are all essential for meaningful reading: word meaning, prediction, retrieval, relationship, summarising, word choice, inference and comparison. In particular, word meaning, retrieval and inference are seen as cornerstones of comprehension, as children must be confident in these areas before they can master the remaining skills. In addition to this skill-specific instruction, Complete Comprehension prioritises vocabulary expansion, specifically the pre-teaching of vocabulary, as another prerequisite for successful comprehension. Every teaching unit includes a language toolkit, which contains a set of key vocabulary words from the comprehension text and accompanying activities to boost understanding in advance of reading. This key vocabulary is shared with pupils at the beginning of a unit.

Following the activation of background knowledge and the explanation of key vocabulary, pupils will be given an opportunity to read the text in pairs or independently to continue to develop their fluency. They will also identify any vocabulary they are unfamiliar with. These gaps in understanding are followed up in the next part of the lesson.

After establishing a deeper understanding of the text, the teacher will model how to approach the comprehension skill focus. Children will then apply what they have learnt and answer a range of questions. Pupils benefit from a combination of whole class teaching, guided group teaching and the application of skills in independent tasks. Written work is recorded in Reading Skills books.

Accelerated Reader

Opportunities for further practice of reading skills are provided in daily 10-minute individual reading sessions through the Accelerated Reader scheme. Pupils undertake a Star Assessment three times per year which assigns them a reading age and a ZPD range. This range identifies which books are suitable for them to access and which will develop their skills in both decoding and comprehension. The pupils have a wide range of 'real' books to choose from.



Planning and Resources

We use RWI, high quality texts, Accelerated Reader and Complete Comprehension to teach reading. Through this approach we ensure children read a range of genres and cover all strands of the National Curriculum.

The RWI scheme uses a systematic approach to the development of phonic knowledge and the books within this scheme ensure that the decoding opportunities within the books match current levels of the pupils. To ensure that Key Stage One pupils are reading other texts which are at an appropriate level for them, all home readers are phonically decodable texts closely matched to the child's current knowledge.

At Key Stage Two, and once Key Stage One pupils have completed RWI, pupils have access to a wide range of books from different genres and publishers, mostly levelled according to the Accelerated Reader ZPD range. Pupils are encouraged to choose their own books from within their ZPD range, and these books are therefore designed to promote reading for pleasure whilst being within an appropriate range for individual pupils.

In Reading Skills Lessons, pupils have their own Reading Anthology booklet using the texts provided in Complete Comprehension. Along with the skills outlined earlier, each teaching unit provides enjoyable activities and discussion opportunities. These have a dual function: first, they promote reading for pleasure; second, they support pupils to engage with the text's features and build their background knowledge by exploring the themes in each text. Pupils are also encouraged to make comparisons with other texts and to reflect on their personal reactions to the text as readers.



Inclusion

We teach Reading to all pupils, whatever their ability. Those working towards expectations will work on tasks that are adapted to suit their needs.

At St Martin's CE, we believe that all pupils have a right to full and equal access to all areas of the curriculum. Quality first teaching is used to ensure all pupils, including those with SEND, are provided with high expectations throughout the curriculum.

By understanding the learning needs and support required for all pupils, including those with SEND, in each cohort, teachers ensure that scaffolds, interventions and learning tools are provided to meet the needs of the individuals across all subjects.

Due to the unique nature of our setting, whereby we have a Resource Base, teachers will work closely with Kingfisher staff to offer appropriate and inclusive provision that meets the needs of pupils who follow a hybrid timetable.

Impact



Assessment

Assessment is an integral part of the teaching of reading and is evident in every lesson. Staff make daily assessments based upon the work recorded in books, as well as observations of how well pupils are reading in lessons.

In June, the statutory phonics check is taken by all Year 1 pupils as well as any pupil from Year 2 who did not achieve the standard when they were in Year 1.

Optional Statutory assessments (SATs) are carried out at the end of Year 2, and Statutory assessments (SATs) are carried out at the end of Year 6.

To prepare pupils for the more formal SATs, we also use the assessment tests published by NFER which are administered three times a year: towards the end of the Autumn, Spring and Summer terms.

Once RWI is completed, pupils are given time to practice their independent reading skills every day, choosing books from the Accelerated Reader (AR) Scheme. They regularly complete a Star reading assessment which gives them an approximate reading age and clearly identifies all the books that are at a suitable level for them to read. Each time a pupil finishes reading an AR book, they complete an online quiz in school to assess their understanding of the book. The scores from these quizzes are logged and suggests the amount of time spent in daily reading. Staff monitor pupil progress, including scores on the quizzes and daily reading, and they use one-to-one conferencing and/or small group interventions with pupils to follow up any concerns where needed. Staff also listen to readers and discuss books with targeted pupils during the daily reading sessions to monitor progress and to develop reading for pleasure. Our aim is that every pupil will be able to read books which at least match their chronological reading age.

All the information collected from informal and formal assessments allows teachers, alongside the subject leader, to assess progress towards any targets set during pupil progress meetings.



Role of Subject Leader

- Ensure that the statutory requirements of the national curriculum for reading are met.
- Ensure appropriate professional development opportunities are provided for all staff.
- Monitor their subject to ensure consistency.
- Ensure regular and appropriate assessment of reading takes place and have a clear overview of who is achieving age related expectations.
- Ensure that children who are not making enough progress to achieve age related expectations have been identified, and appropriate interventions put in place to ensure they catch up.
- Ensure appropriate resources are available.
- Engage with outside agencies and online communities to keep up to date and become the expert in their chosen subject in the school.