



St Michael's
C.E. Primary School

Reading Policy

Last reviewed: September 2026
Next review due: September 2027



"Courage to Flourish in the Love of God"

Our Theologically Rooted Christian Vision



Courage to Flourish in the Love of God

"I have come that [you] may have life, and have it to the full" (John 10:10)



*"Be strong and courageous... the Lord your God will be with you
wherever you go." (Joshua 1:9)*

These biblical texts underpin our vision summary, 'Courage to Flourish in the Love of God'. Jesus' words from the New Testament describe his desire for everyone to be a full and flourishing version of their created selves, experiencing life in all its vibrant fullness, individually and in community. Our ambition is for everyone to encounter this fullness through the life and work of the school, whatever their background, beliefs or circumstances. God's words to Joshua from the Old Testament illustrate how life, and learning, can be challenging, bringing setbacks and discouragement. These words inspire us to keep on going in those circumstances, confident that God watches over us and walks beside us.

The joining of these biblical texts is meaningful for the particular circumstances of our school community. It gives coherence to our aspirational vision that will grow courage and resilience as enablers of 'life in all its fullness' for everyone. To support our vision, we have seven overarching Christian values:

COURAGE



Phillippians 4:13

"I can do all things through him who strengthens me."

HOPE



John 1:5

"The light shines in the darkness, and the darkness has not overcome it."

LOVE



1 Corinthians 13:4-8

"Love is patient and kind... it does not rejoice at wrongdoing but rejoices with the truth."

FORGIVENESS



1 John 1:9

"If we confess our sins, he is faithful and just and will forgive us"

TRUST



Proverbs 3:5-6

"Trust in the Lord with all your heart and lean not on your own understanding; in all your ways submit to him, and he will make your paths straight."

COMMUNITY



Hebrews 10:24

"Let us be concerned for one another, to help one another to show love and to do good."

THANKFULNESS



1 Thessalonians 5:18

"Be thankful in all circumstances, for this is God's will for you"

Introduction

The **Ready Steady Read Together** program, integral to St Michael's curriculum, is designed to enhance reading skills and comprehension through high-quality fiction, non-fiction and poetry texts. This program aligns with our values of courage, hope, love, forgiveness, trust, community and thankfulness, ensuring that our pupils are not only academically proficient but also embody the virtues we hold dear. The program outlines the approach and strategies for implementing reading comprehension across all year groups, from Year 2 to Year 6, reflecting our commitment to fostering a culture of excellence in education and preparing our students for future success.

Our shared reading curriculum is built around a sequence of high-quality, age-appropriate texts, using Literacy Counts' **Ready Steady Read Together** units of learning. This resource provides dynamic and inclusive lessons that integrate metacognitive strategies and feature diverse literature from exceptional authors. It aims to inspire children and families to develop a lifelong love of reading for pleasure, knowledge and information.

The intent is that all pupils, from year 2 to year 6, regardless of their needs, abilities or background, have opportunities to meet, and where possible exceed, the National Curriculum expectations for reading comprehension. **Ready Steady Read Together** gives every pupil access to high-quality texts, enabling them to experience literature that develops fluency, vocabulary and understanding. Through teacher modelling of expression, pace, intonation and prosody, children learn how skilled readers bring meaning to a text and how these features support comprehension. Shared reading also creates opportunities for discussion, questioning, drama and exploration of language, which deepen comprehension whilst enhancing oracy skills. Crucially, it ensures that every child, regardless of their decoding ability, can engage with ambitious texts and develop the habit of reading widely and often for both pleasure and learning.

Purpose

The purpose of the **Ready Steady Read Together** program is to provide a structured and systematic approach to teaching reading comprehension. The program aims to:

- Develop students' reading comprehension skills through explicit instruction and practice.
- Foster a love for reading by exposing students to a wide range of high-quality texts.
- Equip students with the skills and strategies needed to understand and analyse texts effectively.
- Support the development of critical thinking and problem-solving skills through reading.

Aims

- To teach reading comprehension skills and strategies.
- To provide a clear teaching sequence for reading lessons.
- To cover the entire statutory curriculum for reading.
- To use language-rich 'real' books to broaden and deepen curriculum knowledge.

Teaching Approach

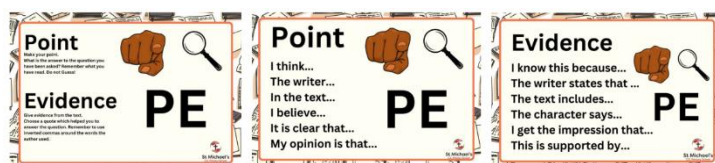
- **Whole Class Shared Reading:** **Ready Steady Read Together** is a whole-class shared reading program that uses carefully crafted units of work to teach reading skills in a cumulative way.
- **High-Quality Texts:** The program uses beautiful texts that not only enhance the reading experience but also deepen curriculum knowledge.
- **Evidence-Based Strategies:** The teaching sequence is based on evidence-based approaches to ensure effective learning outcomes.

Curriculum Coverage

- The program covers all aspects of word reading and comprehension through half-termly units of work.
- Each unit is designed to provide curriculum knowledge for several foundation subjects, ensuring a comprehensive learning experience.

Implementation

- **Y2 to Y6:** The program is structured to cover the entire statutory curriculum for reading from Y2 to Y6.
- **Year 2** do 2 **Ready Steady Read Together lessons** a week which is supplemented by Little Wandle Fluncy 3 times a week.
- **Half-Termly Units:** Each half-termly unit focuses on different themes and texts, ensuring a varied and engaging reading curriculum.
- **Comprehension Lessons:** Comprehension lessons are built into the schedule to practice reading skills. These lessons are always Lesson 5 in a 5 lesson sequence. These lessons involve activities such as close reading, annotating texts, and answering comprehension questions to reinforce the content domains.
- **3 Mark Inference Questions:** Point Evidence structure is modelled, taught and used across KS2 to ensure consistency when answering longer question types where evidence is needed to support an answer. The posters are displayed in classrooms and used to scaffold and support children's answers:



Non- Negotiables

Practitioners will:

- Teach equal coverage of fiction, non-fiction and poetry.
- Teach five **Ready Steady Read Together** lessons per week.
- Familiarise themselves with the text, lesson plan and IWB slides before delivering a lesson.
- Prepare all resources and learning environments in advance.
- Use daily formative assessment and weekly summative assessment, and, where applicable, end-of-term assessment materials to inform adaptations, interventions and extension activities.
- Provide targeted teaching to a focus group of up to six children, if required.

- Deliver **Ready Steady Read Together**: Go sessions in addition to shared reading lessons, for children identified as needing additional support.
- Maintain records of children's progress throughout the **Ready Steady Read Together** programme.
- Ensure that additional adults are effectively deployed to support learning.
- Use the Adaptations document to ensure all children can access the lesson and have their individual needs met.
- • Conclude every lesson with a positive message about books and, after the final lesson, signpost children to other high-quality literature.

Organisation and Curriculum Coverage

Ready Steady Read Together units are built around engaging, vocabulary-rich texts and provide a wealth of opportunities for reading, discussion and metacognition. Each unit follows a clear sequence of learning episodes, supports vocabulary development in context and includes structured opportunities for retrieval, fluency and strategy modelling and discussion. Gamification elements and interactive low-stakes quizzes link directly to the KS1 (Year 2) and KS2 (Years 3–6) reading content domains, reinforcing understanding while ensuring progression through the National Curriculum. Progression is actively embedded within teaching to build comprehension skills, word reading, understanding of terminology and knowledge of the content domains step by step, ensuring consistency and clarity across the year groups.

Management and Staff Development

The school has implemented **Ready Steady Read Together** by establishing a clear management structure with designated leads within the Senior Leadership Team. All staff have received specific **Ready Steady Read Together** training and the principles of successful implementation are applied consistently across the school. Senior leaders draw on the leadership materials to monitor, review and evaluate strengths and identify next steps. Timetables are reviewed regularly to ensure the effective deployment of support staff. The school ensures the environment supports shared reading, provides scaffolding for all children to succeed and fosters a positive reading culture. Five explicit **Ready Steady Read Together** lessons are delivered each week, each lasting 40 minutes.

Information from the *Teacher Reading Audit*, *Pupil Voice* and other leadership documentation is used to identify further CPD needs and is reviewed regularly to maintain staff confidence in delivering the highest quality shared reading lessons.

Resources and Planning

Each class has specific **Ready Steady Read Together** vehicle texts with suggested supplementary books to support the themes and encourage reading for pleasure. Lesson plans, resources and leadership guidance are provided through the online membership homepage. Teaching is supported with structured questions and answers that enable

teachers to model, scaffold and extend pupils' understanding so that all children can access and engage with texts effectively. The shared reading curriculum is mapped through the *Progression Overview* documents and units include all resources required to deliver dynamic and inclusive lessons.

Assessment

Teachers use daily formative assessment through observation, questioning and feedback to stretch and challenge pupils and to identify those who need additional support. A checklist at the bottom of the *Pupil Practise and Apply* booklet allows teachers to indicate specific areas of difficulty. In addition to this feedback, a low-stakes quiz is completed in the fifth lesson each week, giving children the opportunity to apply the strategies and skills they have been developing.

Throughout the academic year, three assessments are carried out in each year group, supported by Excel breakdowns that enable gap analysis. The data highlights strengths and weaknesses across the content domains. By identifying next steps, the tool helps teachers and leaders target teaching and explicitly model the required skills and strategies in subsequent lessons. Subject leaders analyse termly data and address areas for development. Attainment, progress and barriers to learning are reviewed in half-termly pupil progress meetings, where clear actions are agreed to close gaps, particularly for pupils in the bottom 20%.

Classroom Resources

Tabletop Resources	Environment
• 'Strategy Stop' Mat • 'Breakdown Strategies' bookmarks • Adapted resources to support reading skills e.g., phonic mats, reading rulers/ overlays etc. • Practise & Apply pupil booklets/practise exercise books • Suitable writing materials, e.g. sharp pencils, highlighters, lefthanded pens etc.	• Interactive whiteboard • Flip chart & pens • Pointing Stick (optional) • Strategy Posters displayed • Seating plan is thoughtfully arranged (pairs, carpet, TA placement) • Children must be positioned to see both the practitioner and the interactive whiteboard clearly • Provide wider reading opportunities by including additional books related by author, theme or genre alongside the core texts

Roles and Responsibilities

- **Teachers:** Responsible for delivering the program and assessing students' progress.

- **Deputy Headteacher and Reading Lead:** Oversee the implementation of the program and provide support to teachers.

Parental Involvement

- **Communication:** Regular updates will be provided to parents about their child's progress and the reading activities being undertaken in class.
- **Workshops:** Organise workshops and information sessions to help parents understand the program and how they can support their child's reading at home.
- **Reading at Home:** Encourage parents to read with their children at home and provide them with strategies to enhance their child's reading comprehension skills.
- **Resources for Parents:** Provide parents with access to reading materials and resources that they can use at home to support their child's reading development.

Little Wandle Fluency programme in Year 2

The Little Wandle Fluency Programme supports pupils in making the transition from learning to read to reading to learn. By developing accuracy, automaticity, prosody and comprehension, the programme ensures that pupils become fluent, confident readers who are fully equipped to engage with the increasing demands of the Key Stage 2 curriculum. We teach reading to children in Year 2 who have exited the core programme using Little Wandle Fluency. Each Fluency reading lesson is 25 to 30 minutes. The structure of every lesson is the same:

- A pre-read to practise reading words and to support vocabulary
- Children read aloud for ten minutes and the teacher ‘taps in’ to hear every child read
- Focused teaching of prosody, repeated reading and comprehension through discussion.
- We assess reading speed and accuracy every 12 weeks and use these assessments to monitor progress and allocate books.
- We also use Assessment for Learning (AfL) and our professional judgement to assess each child’s progress in reading, so we can ensure that they have the right books to meet their needs.
- We review children’s prosody by using the Prosody grid. This gives us a picture of how well the child is reading aloud.
- Comprehension is taught through dialogic talk and teachers use their AfL to quickly address misconceptions and develop children’s curiosity and engagement with each book.

Phonics Teaching Nursery to Year 1

At St Michael’s, Little Wandle Letters and Sounds Revised is taught systematically from Nursery through to Year 1, ensuring that children develop secure early reading and phonics knowledge from the beginning of their school journey. The detail of how phonics is taught, assessed and supported across these year groups is set out fully in the school’s Phonics Policy.

Adaptation

At St Michael's, we recognise that some pupils may require additional support to access reading successfully. Teachers use adaptive teaching strategies to ensure that all pupils, including those within the lowest 20% of readers, pupils with SEND, EAL learners and those requiring additional challenge, can fully participate in reading lessons. Adaptations are carefully planned to reduce barriers to learning whilst maintaining high expectations and ambitious outcomes for all pupils. These adaptations may include:

- Breaking texts and tasks into smaller, manageable sections to reduce cognitive load.
- Using visual supports, images, diagrams, story maps and graphic organisers to aid understanding.
- Providing sentence stems, talk frames and modelled responses to support discussion and comprehension.
- Facilitating partner talk, Think-Pair-Share activities and structured book talk to develop oral language.
- Using echo reading, choral reading and paired reading to develop reading fluency and confidence.
- Providing additional opportunities for rereading and repeated practice to secure understanding and improve automaticity.
- Supporting comprehension through questioning, summarising, visualisation and explicit modelling of reading strategies.
- Using word banks, vocabulary displays and retrieval activities to reinforce and revisit learning.
- Allowing pupils to demonstrate understanding verbally where recording may present a barrier.
- Providing targeted adult support through guided groups, small-group interventions and individual reading sessions.
- Adapting questioning, scaffolding and support according to ongoing formative assessment.

These adaptations are reviewed regularly to ensure they remain responsive to pupils' needs and are successful in enabling all children to make sustained progress in reading. The aim is not to lower expectations, but to provide the appropriate support that allows every pupil to access the same ambitious reading curriculum and develop as confident, fluent and enthusiastic readers.

Integration with Whole School Curriculum

- **Cross-Curricular Links:** The reading curriculum is designed to be integrated with the whole school curriculum, ensuring that what children are learning in reading and writing is also linked to subjects such as history, science, and geography.
- **Thematic Units:** Each half-termly unit is themed to align with topics being covered in other subjects, providing a cohesive and immersive learning experience.

- **Curriculum Knowledge:** The program uses language-rich 'real' books that not only enhance reading skills but also provide curriculum knowledge for several foundation subjects.
- **Support for Immersion and Progress:** This integrated approach supports immersion and progress by allowing students to make connections between different areas of learning, reinforcing their understanding and retention of knowledge.

Targeted Support for the Lowest 20% of Readers

Implementation

Provision for pupils identified within the lowest 20% of readers is systematic, responsive and rooted in the principle of "keeping up, not catching up." The school's priority is to identify gaps early and provide immediate support to prevent pupils from falling behind their peers. This reflects the expectations outlined in the DfE Reading Framework, which states that teachers should aim for all children to keep up with the school's chosen phonics programme.

Early Identification and Assessment

Children's reading needs are identified through a range of assessment information, including ongoing formative assessment, planned phonics assessments and Salford Reading Age assessments. These assessments are used to identify any child who is falling behind. Any child identified as needing additional support receives immediate intervention to address gaps before they widen. Assessment information is used to adapt provision and deploy additional support swiftly.

Daily Keep-Up Sessions (Reception and Year 1)

Children in Reception and Year 1 who are not keeping pace with the phonics programme participate in daily Keep-Up sessions led by trained staff. These short, focused sessions revisit specific grapheme-phoneme correspondences, blending and segmenting skills that have been identified through assessment. The aim is to close gaps quickly so pupils can continue learning alongside their peers.

Same-Day Revision and Overlearning

While pupils are learning phonics, they participate in additional revision sessions following their phonics lesson. These provide opportunities to revisit learning from earlier in the day, reinforce new grapheme-phoneme correspondences and secure fluency through repeated practice. This ensures that misconceptions are addressed immediately and knowledge becomes embedded.

Rapid Catch-Up Provision

The school recognises that some pupils may successfully complete Phase 5 phonics but still not read fluently enough to access the wider curriculum independently. Pupils in Key Stage 2

and beyond who require additional support participate in structured Rapid Catch-Up sessions delivered by trained adults.

These sessions include:

- Explicit teaching of phonics knowledge and application.
- Daily reading practice using appropriately matched texts.
- Targeted fluency development.
- Frequent assessment to measure progress and identify next steps.

This provision ensures pupils continue to develop decoding skills while improving automaticity and reading confidence.

IDL Literacy Intervention

Where assessment shows that pupils have completed phonics teaching but continue to experience significant difficulties with reading fluency,, they may access IDL Literacy intervention. This targeted programme provides additional support designed to improve reading accuracy, fluency and confidence.

Reading Diet for the Lowest 20%

In addition to phonics and fluency interventions, all pupils identified within the lowest 20% of readers will receive a comprehensive package that consist of support, including:

- Daily timetabled reading with a trained adult.
- Targeted 1:1 or small-group support
- Reading practice using accurately matched texts.
- Regular reading with trained volunteers where available.
- Frequent opportunities to revisit and practise previously taught learning.
- Progress recording in individual reading folders.
- Half-termly Salford Reading Assessments.
- Regular review meetings involving class teachers, support staff and the English Team.

Leadership Monitoring

The English and Phonics Team monitor the progress of all pupils within the lowest 20% through assessment analysis, learning walks, intervention reviews and pupil progress discussions. Provision is reviewed regularly to ensure that support is having maximum impact and that pupils are moving towards age-related expectations as quickly as possible.

Roles and Responsibilities

Teachers

Teachers are responsible for ensuring that pupils identified within the lowest 20% receive consistent, high-quality reading support. This includes:

- Ensuring that targeted pupils are heard read daily.

- Monitoring progress and adapting provision to meet individual needs.
- Liaising with support staff to ensure a coordinated and effective approach.

Teaching Assistants

Teaching Assistants play a key role in delivering targeted support. Their responsibilities include:

- Facilitating daily reading sessions and delivering planned interventions.
- Providing appropriate challenge through carefully selected texts.
- Reporting regularly to class teachers, raising any concerns about progress or emerging needs promptly.

English Team

The English Team is responsible for ensuring the effectiveness and consistency of provision across the school. This includes:

- Monitoring the implementation of support for the lowest 20% of readers.
- Reviewing assessment data and progress regularly.
- Supporting staff to ensure high-quality intervention and identifying areas for further development.

Reading for Pleasure

Aims

At St Michael's, we recognise that reading for pleasure is a fundamental entitlement for all children and a key driver of both academic success and personal development. Our aims are to:

- Raise the profile of reading for pleasure across the school and wider community.
- Develop a culture in which reading is valued, visible and actively promoted.
- Encourage all children to see themselves as readers and to develop positive reading identities.
- Ensure all pupils have regular opportunities to engage in independent, choice-led reading.

Research by Teresa Cremin defines reading for pleasure as **“volitional, choice-led reading... undertaken for personal satisfaction”** and highlights its strong links to **increased engagement, improved attainment and wider social and emotional development**. Creating a culture of reading for pleasure can have a **transformative impact on pupil outcomes and wellbeing**, reinforcing its importance within the curriculum. [\[schools.alia.org.au\]](https://schools.alia.org.au) [\[open.ac.uk\]](https://open.ac.uk)

Implementation

Reading for pleasure is carefully embedded across the school through the following approaches:

- **Access to High-Quality Texts**
All children have access to a wide range of high-quality, diverse and engaging texts through well-stocked class libraries and key stage library areas.

- **100 Books to Read Before the End of Key Stage**
Each key stage provides a curated list of 100 recommended texts, shared with pupils and used to promote reading for pleasure and broaden reading experiences.
- **Independent Reading Expectations**
All children are expected to have a reading-for-pleasure book at all times, enabling them to read regularly throughout the school day, which can also be taken home.
- **Daily Opportunities to Read**
Time is prioritised within the school day for independent reading, ensuring consistent engagement with books.
- **Class Read-Aloud Texts**
Every class shares a high-quality class book, read aloud daily at a timetabled, protected time. These texts are carefully selected and linked to the “100 books” offer to expose pupils to rich and varied literature.
- **Reading-Rich Environments**
Classrooms and shared spaces promote reading through attractive book displays, recommendations and themed collections.
- **Adult Modelling and Book Talk**
Staff actively promote reading through regular book talk, recommendations and by modelling enthusiasm as readers.
- **Library Visits**
Pupils visit Bartley Green Library each term, encouraging engagement with community reading opportunities and fostering independent reading habits beyond school.
- **Wider Reading Culture**
Events such as World Book Day, reading challenges and author engagement further promote enjoyment and a love of reading.

Parental Involvement

At St Michael’s, we recognise the vital role that parents and carers play in developing children’s reading habits and fostering a lifelong love of reading. We aim to build strong partnerships with families to support reading both in school and at home.

We support parental involvement through:

- **Communication and Updates**
Regular updates are shared with parents through newsletters, including recommendations of new and high-quality children’s books, helping families stay informed about current texts and reading trends.
- **Promoting Reading at Home**
Parents are encouraged to read regularly with their children and to support the development of positive reading routines.
- **Guidance and Support**
Resources and advice are shared with families to help them support fluency, comprehension and reading for pleasure.

By working collaboratively with parents and carers, we aim to create a consistent and supportive reading culture that extends beyond the classroom and into the home.

Assessment

Whilst reading for pleasure is not formally assessed, its impact is monitored through:

- **Pupil Voice**
Capturing children's attitudes, preferences and engagement with reading.
- **Engagement Monitoring**
Tracking the frequency and quality of independent reading across the school.
- **Link to Attainment**
Considering the relationship between reading engagement and progress in reading outcomes.
- **Leadership Oversight**
The Reading Lead and English Lead monitor provision to ensure a strong and consistent whole-school reading culture.

Roles and Responsibilities

Teachers

Teachers are responsible for promoting a culture of reading for pleasure within their classrooms. This includes:

- Ensuring all pupils have access to and are regularly engaging with a reading-for-pleasure text.
- Facilitating regular book talk and providing high-quality reading recommendations.
- Reading aloud to their class daily and fostering enthusiasm for a wide range of texts.
- Promoting and using the "100 books to read" lists to broaden pupils' reading experiences.

Teaching Assistants

Teaching Assistants support the development of reading for pleasure by:

- Encouraging pupils to engage with reading during designated opportunities.
- Supporting discussions about texts and reinforcing positive reading habits.
- Assisting in maintaining organised and inviting reading areas.

Reading Team (Reading Lead and English Lead)

The Reading Team ensures that reading for pleasure remains a priority across the school by:

- Monitoring the quality and consistency of provision across classes.
- Reviewing pupil voice and engagement to inform next steps.
- Supporting staff in developing effective reading-for-pleasure practices.
- Ensuring that high-quality texts and resources are available and accessible to all pupils.

Review

- The reading policy will be reviewed annually to ensure it meets the needs of the students and aligns with the latest educational standards.

