



Context

At St Ebbe's, we are passionate about reading. We want all adults and children to love books and reading. Books will introduce them to new worlds, are the key to learning, bring joy, entertainment and help develop empathy. We are a school that inspires everyone to love reading and talking about reading via a wide range of different texts through shared and explored reading with teachers, parents and peers.

The ability to read and comprehend is the key to children's success at secondary school and in later life. At St Ebbe's, teachers and teaching assistants understand the importance of reading in developing children's ability to direct their own learning and their sense of themselves as learners [\[1\]](#). We aim for every child at St Ebbe's to become a successful reader by using consistent approaches to the teaching of reading and phonics, by ensuring reading remains a priority and by swift identification of children who need additional support via evidenced-based interventions.

We teach reading around the following seven key skills (which correlate to the areas of maths mastery). As active readers, we engage meaningfully with texts (and the world around us) by subconsciously using these skills. By focusing on the teaching of these skills, we ensure that children can develop a more complete understanding of texts.

The Seven Skills



Policy

Teachers will:

Model a love of reading by:

- Reading to their class every day for at least 10 minutes, fostering the enjoyment of reading through a variety of texts, including short and longer stories, poetry, and non-fiction texts.
- Ensuring their classrooms have a welcoming reading area, displaying relevant fiction and non-fiction texts related to the current project and other areas of interest for the class.
- Sharing their own reading with children.

Facilitate and encourage independent reading by:



- Check Reading Records and put a system in place to identify those not reading at home and ensure they are read with at school.
- Make use of their allotted library times to help children select books and make them aware of the range of books available.
- Ensuring all pupils have access to books matched to their reading ability through teacher assessment assisted by Star Reader assessments.
- Contacting parents not engaging with reading at home to discuss possible barriers.

Teach reading by:

- Timetable whole-class guided reading 3 times per week, planned with reference to the St Ebbe's Guided Reading Planning sheets and focusing on one of the seven skills of reading using modelling and gradual release methods.
- During class reading time, teacher or teaching assistant will model reading with class. If another adult is available, this time could also be used for 1:1 reading.
- Teaching phonics from the Read, Write, Inc. scheme of work.
- Identifying children who need additional support and inform the SENDCo/DHT who will advise on appropriate intervention with reference to the Reading Intervention Guidance.

Assess reading by:

- Facilitating Star Reading assessments 4 times per year and using the data formatively.
- Using the school's agreed assessment rubrics (*CLPE*) and engage in moderation discussions.

Parents are requested to:

- Model a love of reading by talking about their own reading with children and by asking about theirs.
- Help children to engage with reading every day by listening to them read, reading to them; sharing a book together; reading a newspaper, comic, magazine or recipe; or any suitable reading material. This could be in English or in a home language.

Fill out (or help their child fill out) their child's Reading Record each day.

Children will:

- Read at home every day and either ask a parent to record this in their Reading Record or record it themselves.
- Be responsible for their library books and bring them into school on their allotted library day.

How will we know it's working?

- Children will talk enthusiastically about their reading and the books their teacher is reading to them in class.
- Star Reading and Teacher Assessment will show year on year improvement.
- Year 1 Phonics results will exceed the national average.
- KS1 and KS2 SATs Reading results exceed national average.

Teacher feedback will show that confidence when delivering Guided Reading in line with the St Ebbe's Guided Reading Policy Reading Guidance has grown.



For more information

[DfE Phonics information](#)

[Read Write Inc. evidence](#)

[Tips on reading books with your child | Words for Life](#)

[readtoyoungchild.pdf \(education.vic.gov.au\)](#)

[Reading for pleasure | Oxford Owl](#)

^[1] *Hooked on Books*, Jane Considine