

Seaford Primary School



Reading Policy

Address: Wilkinson Way, Seaford, BN25 2JF **Phone:** 01323 893450

Email: office@seafordprimary.e-sussex.sch.uk

Website: www.seafordprimary.e-sussex.sch.uk

Level of Delegation	Head Teacher	Adopted date	TBC
Last reviewed on	November 2024	Next review due	November 2025
Review frequency	Annually (in the first instance)		
Statutory	No		
Reference			
Publication	School intranet;		
Additional notes			

Contents

1. Vision
2. Intent
3. Implementation
4. Impact

Vision

At Seaford Primary, **reading** is at the heart of everything we teach. We aim to enthuse and inspire our children to develop a lifelong love of books and reading. We are determined that every child should learn to read regardless of their background, needs or ability.

Intent

At the end of their time at Seaford Primary, children should:

- read fluently with good understanding
- read with confidence and enjoyment
- have become enthusiastic and reflective readers through contact with challenging and lengthy texts; turning reluctant readers into keen ones
- appreciate reading for pleasure and for both children and staff to have been provided with frequent opportunities to do so
- have experienced a wide range of literature that reflects the world we live in
- be able to talk about their reading with interest and enjoyment

Implementation

At Seaford Primary, reading is taught using a variety of strategies including whole word, phonics and by studying quality texts. Both skills of word decoding and comprehension are given a strong emphasis.

Phonics skills are taught using the Sounds Write approach throughout the school. All children in YR-Y3 have daily systematic phonics lesson. Some children in Y4-Y6 will receive continued phonic intervention sessions and all children in Y4-Y6 will be taught spelling strategies using Sounds Write.

All children in Y1-Y6 have daily whole class reading sessions using high quality texts. Some children will receive additional 1:1 reading time with an adult to support their decoding and comprehension skills. To develop confident readers, children are encouraged to read and talk about books daily.

All children in key stage 1 and EYFS follow the Sounds Write reading scheme books. Their reading is recorded by both teachers and parents in reading records. Children in year 2 visit the school library once a week.

Children in key stage 2 follow the Accelerated Reader programme and do a reading comprehension test (Star Reader) once per term. This will give them a reading level and they will then read books within this level and do quizzes on these once they have finished. Daily reading is part of the weekly homework for all children. KS2 also have reading records and the children in years 5 and 6 are encouraged to use these as their own reading journals, writing thoughts and comments on their reading.

We have a well-equipped school library for years 2-6. The books are organised according to the Accelerated Reader scheme levels and manned by our reading ambassadors during lunchbreaks. Children also have an opportunity to visit the library in lesson time. KS1 has a smaller library on the ground floor and visit this when they need to change their books. This library is organised according to the Sounds Write reading scheme.

All classrooms are equipped with a library and the books are rotated termly in order to provide the children with a variety of books. There is a range of both fiction books and non-fiction books supporting the history, geography or science topic that is currently taught. We have been fortunate to be able to regularly purchase newly published books for the last few years and books are chosen by teachers. We promote a diverse range of literature that reflects the world we live in.

Reading for Pleasure is important at Seaford Primary School and all classes read a class novel/picture book daily. Teachers swap classes and read to the children on a regular basis. We have *Reading for Pleasure* events across the school every term and timetabled weekly *Book Talk* sessions when children can read with friends, talk about books and generally engage in a book related activity.

Our reading ambassadors spread the love of reading through their engagement in the library, in reading events and through contributing to our bi-termly reading newsletter.

Impact

We aim for all our children to leave with a love of reading and an ability to think critically and analytically, to understand and learn about different cultures and to develop problem solving skills. We want them to be open to new perspectives, ideas and viewpoints and be able to reason. Being able to live a different life and put yourself in someone else's shoes through reading is highly enriching and a way to support mental well-being. We want to give our children the best opportunities for success in all areas of their future.