



Reading Offer

*“Start a youth out on his way; even when he grows old he will not depart from it”
(Proverb 22.6, Christian Standard Bible)*

Intent (Our Vision for Early Reading)

At our school, reading is the highest priority in the early years of education. We are committed to ensuring that every child learns to read quickly and confidently so they can access the full curriculum.

Our early reading provision aims to ensure that all pupils:

- learn to **decode accurately through systematic synthetic phonics**
- develop **reading fluency through regular practice**
- build **strong language comprehension through rich stories and discussion**
- develop a **love of books and reading**.

We aim for all children to leave KS1 able to decode accurately, read with increasing fluency, and understand what they read.

Implementation

We maintain fidelity in the implementation of our phonics teaching by using FFT Success for All Phonics which allows the children to learn phonics through a highly structured programme of daily lessons across EYFS/KS1, using a variety of fun activities in multi-sensory and systematic ways.

Phonics teaching includes:

- explicit teaching of grapheme–phoneme correspondences
- modelling of blending for reading and segmenting for spelling
- daily opportunities to read and write using taught sounds
- regular revisiting and consolidation of previously taught phonics.

Staff deliver phonics lessons with consistency and fidelity to the programme, using the same routines, language and resources across the phase.

EYFS

In the Early Years Foundation Stage (EYFS), reading is introduced through individual one-to-one reading sessions with an adult, recognising that children are at the very beginning of their reading journey and require close support as they learn to decode. These sessions allow adults to carefully guide pupils in applying their developing phonics knowledge, modelling strategies for blending sounds and building confidence as early readers. Each child takes home one or two fully decodable reading books that are closely matched to their current phonic knowledge, ensuring they can practise and consolidate the sounds they have been taught in school. Red words and phonics sounds are also sent home weekly in a separate ‘Sounds and Words’ book for children to practise reading and writing.

Alongside this, reading records are used as an important communication tool between school and home, enabling adults to share feedback, celebrate progress and provide guidance so that parents

can effectively support reading practice at home. This partnership helps to ensure that children receive consistent encouragement and support as they develop their early reading skills.

Group FFT reading sessions

Children in Year 1 and Year 2 are put into ability groups (and beyond if appropriate) apply their phonics knowledge by reading a fully matched decodable book in a daily group reading session at 1pm – 1.15pm. All LSAs are given a group to hear reading. The children's reading groups are updated weekly and the progressed tracked by the EYFS reading lead.

Group reading focuses on three key areas:

1. Decoding

Children practise applying phonics knowledge to read unfamiliar words.

2. Fluency

Repeated reading helps children develop accuracy, automaticity and expression.

3. Comprehension

Children discuss what they have read to ensure understanding.

Reading sessions are supported by trained adults who provide immediate feedback and modelling. Children then take home a fully decodable reading book from the step they have been working on in order to consolidate the GPCs from the week.

In order to further foster a love of reading, children in EYFS and KS1 are also invited to choose and take home a 'Free choice book' which is not matched to their reading level but is a book an adult can share and read to their child at home. Children have access to their classroom library and the school library to change their free choice book when they choose.

Story Time and Language Development

Developing children's spoken language and comprehension is a key part of early reading.

Children experience:

- daily story sessions where adults read aloud
- high-quality texts chosen to broaden vocabulary and knowledge
- opportunities to discuss stories, characters and events
- storytelling, poetry and rhymes.

Teachers explicitly model thinking about a text, helping children to develop early comprehension skills.

Reading for Pleasure

We actively develop a culture of reading for enjoyment.

This is promoted through:

- attractive and well-stocked classroom book areas
- regular opportunities to browse and choose books
- teachers sharing favourite texts and recommendations
- celebrating books through events such as World Book Day
- inviting children to talk about books they enjoy.

Teachers carefully select texts that expose children to rich vocabulary, diverse experiences and high-quality literature.

Reading at Home

We work closely with parents to support children's reading development.

Parents receive guidance on:

- how to support phonics (through EYFS workshop and Year 1 Phonics Screening Test meeting)
- questioning to support comprehension
- the importance of regular reading practice.

Assessment and Monitoring

Children's reading progress is closely monitored through:

- regular phonics assessments through FFT's Reading Assessment Programme
- teacher and phonics lead observations during reading sessions
- ongoing monitoring of reading fluency and accuracy.

Assessment ensures that:

- books remain closely matched to pupils' reading ability
- children needing additional support are identified quickly.

Supporting Children Who Fall Behind

Children who struggle with reading receive **immediate and targeted support**.

Interventions may include:

- additional phonics teaching
- extra reading practice sessions
- small-group or one-to-one support.

Interventions are **closely aligned with the phonics programme** so that pupils can keep up with their peers.

Preparing for Year 3

During the summer term Year 2 have short weekly reading comprehension lessons to support the transition into Year 3. This enables the children to retrieve information, make inferences, predict and discuss vocabulary from a short text to demonstrate a good understanding.

Impact

As a result of our approach:

- pupils learn to **decode quickly and accurately**
- children develop **reading fluency through repeated practice**
- pupils demonstrate **secure comprehension of age-appropriate texts**
- children develop **positive attitudes towards reading**.

By the end of Key Stage 1, the vast majority of pupils have **secure foundations in early reading**, enabling them to read confidently and access the wider curriculum.

Key Stage Two

Intent

Our intent is to ensure that all pupils in Key Stage 2 become **fluent, confident, and reflective readers** who can access the wider curriculum and develop a lifelong love of reading.

We aim to:

- Transition pupils from **learning to read to reading to learn**
- Develop **reading fluency, accuracy, and prosody**
- Secure strong **comprehension skills** (e.g. vocabulary, inference, prediction, explanation, retrieval, summarising)
- Expose pupils to a **rich, diverse, and challenging range of high-quality texts**
- Foster a **reading for pleasure culture**
- Close gaps for disadvantaged pupils and those who struggle with reading
- We achieve this through a consistent, whole-school approach:

Teaching and learning

- Daily **whole-class reading lessons** using high-quality texts
- Shared reading with children reading aloud
- Explicit teaching of comprehension skills (often structured through VIPERS or similar)
- Teacher modelling of **fluent reading and thought processes**
- Opportunities for discussion, partner talk, and written responses

We have created a progressive reading offer through Key Stage Two.

Lower Key Stage Two – Years 3 and 4

- Shared reading of the Literacy Shed text. During film units this is a good opportunity to read non-fiction and poetry texts.
- Reading for pleasure in our school library
- Children on FFT books are listened to individually at least three times a week to ensure the children move through the books rapidly.
- The children unpick reading comprehension style questions together to ensure a deep understand of the text.

Upper Key Stage Two – Years 5 and 6

- Shared reading of the Literacy Shed text. During film units this is a good opportunity to read non-fiction and poetry texts.
- Reading for pleasure in our school library
- Teaching reading comprehension skills using the VIPERS approach
- Develop a greater understanding of inference
- Year 6 have a weekly opportunity to read and unpick a cold text

Below is the current Key Stage Two offer

	Monday 1-1.30	Tuesday 1-1.30	Wednesday 1-1.30	Thursday 1-1.30	Friday 1-1.30
year 3	Literacy Shed text- shared reading comp style questions) (if film unit- use a different	1-1.15 - LS text - reading aloud Maths number work: games	Literacy Shed text- shared reading comp style questions) (if film unit- use a different	1 -1.15 - reading for pleasure Library FFT books are changed	1-1.15 - LS text - reading aloud Maths number work: games
year 4	Literacy Shed text- shared reading comp style questions) (if film unit- use a different text)	1-1.15 - LS text - reading aloud Hit the Button Adapted work for 5 focus children	1 -1.30- reading for pleasure Library FFT books are changed	1-1.15 - LS text - reading aloud Hit the Button Adapted work for 5 focus children	Literacy Shed text- shared reading comp style questions) (if film unit- use a different text)
year 5	Literacy Shed text- shared reading comp style questions) (if film unit- use a different text)	1 -1.30 - reading for pleasure Library FFT books are changed	Literacy Shed text- shared reading comp style questions) (if film unit- use a different text)	1-1.15 - LS text - reading aloud 1.15- 1.30 Ninja Maths 1xWk scheme	Literacy Shed text- shared reading comp style questions) (if film unit- use a different text)
year 6	8.30am – 8.45am – Reading for pleasure 1-1.15 Ninja Maths 5x scheme 1.15 - 1.30 LS text	8.30am – 8.45am – Reading for pleasure 1-1.15 Ninja Maths 5x scheme 1.15 - 1.30 LS text	8.30am – 8.45am – Reading for pleasure 1-1.15 Ninja Maths 5x scheme 1.15 - 1.30 LS text	8.30am – 8.45am – Reading for pleasure 1-1.15 Ninja Maths 5x scheme 1.15 - 1.30 LS text	8.30am – 8.45am – Reading for pleasure 1-1.15 Ninja Maths 5x scheme 1.15 - 1.30 LS text

Texts and curriculum

- Use of carefully selected Literacy Shed texts, which are **vocabulary-rich**
- Investment in books for children to read in pairs
- Opportunities for non-fiction, and poetry during the film units
- Cold texts, which are chosen by the class teacher to meet the children's needs
- Reading embedded across the wider curriculum (e.g. RE, history, science)
- Regular reading of the Bible by teachers and pupils
- Exposure to **diverse authors and cultures**

Reading for pleasure

- Weekly library opportunities for individual reading
- Classroom libraries with a range of age-appropriate engaging books (fiction, non-fiction and poetry)
- Book recommendations, reading challenges, and pupil voice in text choices

Home reading

- Clear expectations for **regular reading at home**
- Promotion of the 50 recommended reads
- Reading records to support communication with families
- Guidance provided to parents on supporting reading

Assessment

- Ongoing formative assessment during lessons
- Termly summative NFER assessments (Years 3, 4 and 5)
- Use of assessment to inform planning and intervention
- Preparation for end of KS2 statutory assessments

Targeted support

- Timely interventions for pupils who need support
- Additional reading opportunities (1:1, small group)
- Continued phonics support where necessary
- Lightning Squad for identified pupils

- Reciprocal reading for identified pupils
- 60 second reads
- Reading comprehension groups in Upper Key Stage Two
- Bespoke EAL support for pupils who are new to English

Impact

As a result of our reading provision:

- Pupils read **fluently, accurately, and with understanding**
- Pupils can confidently apply a range of **comprehension strategies**
- Pupils demonstrate a **rich and growing vocabulary**
- Pupils engage positively with reading and talk enthusiastically about books
- Reading outcomes at the end of Key Stage 2 are **at or above national expectations**
- Identified children make accelerated progress in their reading outcomes
- Pupils are well-prepared for the demands of **secondary education**

We measure impact through:

- Pupil progress and attainment data
- Reading assessments and SATs outcomes
- Pupil voice and engagement
- Work in books and across the curriculum
- Observations of reading behaviours and fluency

Oracy

Intent

At St. Mark's Catholic Primary School, we recognise that oracy is fundamental to pupils' success across the curriculum and in life. We aim to develop confident, articulate speakers and attentive listeners who can express their ideas clearly, justify their thinking and engage meaningfully with others.

We believe that high-quality talk underpins reading and writing. Through purposeful discussion, pupils deepen their understanding of texts, develop vocabulary and learn to think critically.

Our oracy provision aims to ensure that all pupils:

- speak clearly and confidently in a range of contexts
- listen attentively and respond appropriately
- use a rich and ambitious vocabulary
- articulate ideas, opinions and reasoning effectively
- build on the ideas of others through discussion

Implementation

Oracy is explicitly taught and embedded across the curriculum, with a strong emphasis on purposeful talk to support learning.

Whole-School Approaches

- consistent use of high-quality modelled language by all adults
- explicit teaching of vocabulary across all subjects
- structured talk routines (e.g. partner talk, turn-taking, sentence stems)
- opportunities for pupils to rehearse ideas verbally before writing
- use of questioning to promote reasoning, inference and explanation

Oracy in EYFS and Key Stage One

In the early years, oracy is central to learning and is closely linked to early reading development.

Children develop speaking and listening through:

- storytelling, role play and imaginative play
- retelling familiar stories and rhymes
- daily opportunities to talk about stories and experiences
- adult-led questioning and modelling of language
- structured opportunities for partner talk

Adults support pupils by:

- modelling full sentences and extending children's responses
- introducing and reinforcing new vocabulary
- encouraging pupils to explain their thinking

These approaches ensure that pupils develop the language needed to access early reading and comprehension.

Oracy in Key Stage Two

In Key Stage Two, pupils build on these foundations to become confident, reflective speakers.

Opportunities include:

- structured discussion within whole-class reading lessons
- use of sentence stems to support reasoning and explanation
- debating and presenting ideas
- collaborative group work requiring purposeful talk
- verbal rehearsal of ideas before writing

Pupils are taught to:

- justify their opinions using evidence
- use subject-specific vocabulary accurately
- listen and respond thoughtfully to others
- build on and challenge ideas respectfully

Oracy Across the Curriculum

Oracy is embedded beyond English and is evident in all subjects. Pupils regularly:

- explain their thinking in mathematics
- discuss and evaluate ideas in RE, history and science
- present findings and opinions
- engage in collaborative problem-solving

Teachers create a classroom environment where talk is valued, structured and purposeful.

Impact

As a result of our oracy provision:

- pupils speak with confidence, clarity and purpose
- pupils listen attentively and engage in meaningful dialogue
- pupils use a broad and ambitious vocabulary
- pupils articulate their understanding of texts and ideas effectively
- pupils demonstrate improved comprehension through discussion

Oracy enables pupils to become confident communicators, reflective learners and thoughtful readers who are well prepared for the next stage of their education.

“At St. Mark’s, reading and oracy are intrinsically linked; together they enable pupils to become confident, articulate and thoughtful learners.”