



*Together in God's love, we learn, inspire and grow*



# *Shared Reading Policy*

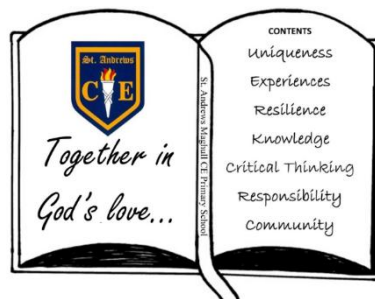
This policy has been adopted by the governing body of St Andrews' C of E Primary School.

It will be reviewed annually or as required.

Date written September 2026

English Subject Leader: Gemma Bell

Signed: P.Dwan Deputy Head



St Andrew's Church of England Primary School's **Shared Reading Policy** is our school's agreed approach to how shared reading is implemented, planned, delivered and monitored. Shared reading is only one part of a child's overall reading entitlement at our school, which also includes other forms of reading such as independent reading, end of day reading, story time, library use and access to a wide range of texts at home and in school. This policy sets out the expectations, strategies and responsibilities of leaders, staff and pupils to ensure a consistent and purposeful experience of reading together. It explains the aims of shared reading, how sessions are structured, how progress is monitored and the ways the wider school community can support children's reading.

## Whole School Curriculum intent

Our UNIQUE curriculum is designed to recognise and have a solid **understanding** of children's prior learning, providing **knowledge** and learning **experiences** which build **resilience** and **critical thinking**.

Central to this is excellent skills in **Reading** - the essential key to the whole curriculum.

We provide opportunities to engage learning in a fun and **nurturing** way and every child is recognised as a **unique individual**.

We plan and provide a clearly mapped out curriculum which results in good **quality** outcomes.

We model and promote **positive attitudes** to learning which reflect the values of our Christian school, **enabling** children to take **responsibility** for their lives. Children leave St Andrew's with a sense of **belonging** to an **outward looking community** where opportunities and aspirations are **unlimited**.

At St Andrew's we ensure that **equality** is embedded in all that we do.

## How does Reading at St Andrew's, match our Curriculum Intent?

**Understanding** - The teaching and learning of Shared Reading at St. Andrew's is designed to meet the needs of all children through its inclusive, whole-class approach to reading. Lessons are carefully scaffolded and include explicit teaching of reading strategies, vocabulary instruction, rich discussion opportunities and targeted questioning to support pupils with a wide range of abilities and backgrounds. Challenging vocabulary is pre-taught using child-friendly explanations and visual support, helping pupils with SEND and those with English as an Additional Language to access learning. High-quality, diverse texts and structured teacher modelling ensure that all children can engage with ambitious reading experiences and develop as confident, successful readers

**Nurturing** - The teaching and learning of Shared Reading at St. Andrew's nurtures all children by fostering a positive and inclusive reading culture where every pupil can experience success. Through high-quality, diverse texts, structured discussion, explicit strategy instruction and teacher modelling, pupils develop confidence, curiosity and a lifelong love of reading. The scheme encourages children to share ideas, reflect on their understanding and make meaningful connections with texts, helping them to grow as thoughtful, engaged and enthusiastic readers while ensuring that every child feels valued and supported in their reading journey.

**Individual** - The teaching and learning of Shared Reading at St. Andrew's recognises that every child is unique and supports individual needs through carefully planned scaffolding, explicit vocabulary instruction and targeted teacher feedback. Teaching and learning provides multiple opportunities for discussion, modelling and guided practice, enabling teachers to identify and respond to pupils' strengths and next steps. By offering accessible entry points alongside ambitious learning opportunities, we ensure that all children, including those with SEND, EAL and differing levels of reading attainment, can engage successfully with high-quality texts and make strong progress as readers.

**Quality** - The teaching and learning of Shared Reading at St. Andrew's is a consistent and ambitious approach to teaching reading comprehension. Built around carefully selected, high-quality texts, we explicitly teach comprehension strategies, vocabulary and fluency through well-structured lessons and teacher modelling. We plan for clear progression, inclusive design and focus on metacognition to ensure that all pupils develop the knowledge, skills and confidence needed to become successful, lifelong readers.

**Unlimited aspirations** - The teaching and learning of Shared Reading at St. Andrew's promotes unlimited aspirations by providing all children with access to ambitious, high-quality texts and rich learning opportunities, regardless of their starting point. Through exposure to diverse authors, themes and perspectives, planning broadens pupils' horizons, develops their cultural capital and encourages them to see themselves as capable, confident readers. By maintaining high expectations for every child and fostering a love of reading, our use of the Ready Steady Read Together scheme inspires pupils to believe in their potential and equips them with the knowledge and skills to succeed both in school and beyond.

**Equality** - The teaching and learning of Shared Reading at St. Andrew's promotes equality for all by ensuring that every child has access to the same high-quality texts, rich vocabulary and ambitious learning opportunities, regardless of their background, ability or starting point. Through carefully scaffolded lessons, inclusive teaching approaches and structured support, the scheme enables all pupils, including those with SEND and EAL, to participate fully in reading discussions and develop as confident, successful readers. By maintaining high expectations for every learner, our use of Ready Steady Read Together ensures that all children can achieve and thrive within a shared reading community.

## Nursery

In Nursery, we foster a love of reading through a language-rich environment where high-quality texts, stories, rhymes and songs are at the heart of learning. Through the **Talk Through Stories** programme, children engage deeply with carefully chosen texts, developing their vocabulary, comprehension and communication skills through repetition, discussion, storytelling and role play. Daily shared reading experiences encourage children to listen attentively, join in with repeated refrains, retell stories and explore characters, settings and events. This strong emphasis on oracy helps children understand that books carry meaning, builds their confidence as communicators and lays the foundations for successful reading and writing as they transition into Reception.

## Reception

In Reception, reading is taught through a rich, language-based curriculum that places oracy at its heart. Through the programme of **Talk Through Stories**, children engage deeply with high-quality texts, developing their listening, attention, speaking and comprehension skills through discussion, storytelling, drama, role play and retelling. Children are encouraged to talk about stories, make predictions, explore vocabulary and express their ideas with increasing confidence and clarity. These strong oral language foundations support where carefully selected texts provide meaningful contexts for reading. Through this integrated approach, children develop the skills required to achieve the Early Learning Goals for Comprehension, Listening, Attention and Understanding, and Speaking, while fostering a lifelong love of reading and stories.

## From Year 2 to Year 6

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.

## IMPLEMENTATION

### **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 our designated English Lead within the Senior Leadership Team (Gemma Bell). All staff have received specific **Ready Steady Read Together** training and

the principles of successful implementation are applied consistently across the school. 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 35 minutes.

Information from the 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**

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. 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 timely assessments are carried out in each year group, using NFER Assessments and past SATS tests in Year 2 and Year 6. 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%.

### **Inclusion**

*'If you get it right for the most disadvantaged and vulnerable, you get it right for everyone.'* (Sir Martyn Oliver, *His Majesty's Chief Inspector at the Office for Standards in Education, Children's Services and Skills*, March 2025).

Through our use of the **Ready Steady Read Together** approach, the teaching of Shared Reading is aspirational for every child. It ensures that all pupils, including those with barriers such as dyslexia who may struggle with fluency and independent reading, are given opportunities to develop their comprehension of challenging texts with scaffolded support. Children who face language barriers, such as those with English as an additional language, benefit from accurate English modelling, peer collaboration, scaffolded speaking and listening activities to aid comprehension. For pupils with special educational needs, the programme provides guidance and advice through suggested intervention, scaffolds and breakdown strategies.

Optional activities are also suggested, making **Ready Steady Read Together** a highly valued resource within the school that enriches teaching, supports inclusion and raises the profile of reading across the whole community.