



Reedness Primary School

Reading Policy



Reading is central to our whole curriculum. From the moment children enter our school, they are exposed to a wealth of high-quality texts and engaging reading experiences, feeding their imagination and instilling a lifelong love of reading.

We understand the importance of reading as a gateway to the curriculum and the wider world. We promote the benefits of reading using book recommendations, access to current periodicals and newspapers and through our reading buddy system, the children get to access a wide range of texts. Children develop settled reading habits by reading regularly for pleasure and research.

Our overarching aim is for our children to become fluent, confident readers, who develop a love of books and language that helps to equip them with the communication skills needed for their next steps in education and beyond.

Intent - Curriculum design, coverage and appropriateness

The intent behind our approach to Reading is:

- To promote a love of reading, through teacher knowledge of high-quality texts used across the curriculum.
- For children to obtain a word reading knowledge alongside comprehension skills in order to navigate texts and deepen their understanding of the world.
- To ensure that every child learns to read to a high standard of fluency and understanding, regardless of their background, needs or prior attainment.
- Close the 'word gap' by expanding pupils' vocabulary, deepening their understanding of the texts they are reading and widening their use of spoken language.

Implementation

Curriculum delivery, Teaching (pedagogy), Assessment (formative and summative)

Reading is implemented through a holistic approach, whereby children are reading across the curriculum. Children read every day, with the opportunity to read individually, in pairs and in small groups as part of a whole class session. Children have a broad and balanced reading diet, and are exposed to a range of genres and authors both 'Old and Gold' and 'New and Bold'.

Our Whole-class reading approach provides a clear structure and sequence, allowing our children to frequently access all reading domains focused on VIPERS question strands—Vocabulary, Inference, Prediction, Explanation, Retrieval and Summarising/Sequencing. Children are exposed to a broad range of genres and authors both 'Old and Gold', and 'New and Bold', allowing our children to become 'Rounded Readers'.

Our whole class reading lesson structure is:



The ongoing assessment of children's reading progress is sufficiently frequent and detailed to identify any pupil who is falling behind.

Teachers encourage reading for pleasure by:

- Reading aloud to children daily.
- Providing time and space for children and teachers to share their recommendations and opinions.
- Encouraging reading at home. Sending home books that closely match the letter-sound correspondences, but also able to take home an additional book from our school library or class reading corners to share.
- Parents visiting school termly to read with their children. During this time parents are reminded about the importance of reading and all children are encouraged to regularly read at home.
- Using Reading Corners in the classroom.
- Electing school librarians to champion reading in the library and across the school.

Impact -Attainment and progress (including national tests and assessments)

The impact of our approach to Reading is that children are excited to read and frequently recommend and talk about their favourite authors and texts.

In 2024 100% of our children achieved in year 1, year 2* and year 6. Current data suggests that that this will also be the case in 2025.

Phonics

All teachers have the highest expectation that children will become confident, proficient readers by the end of Key Stage 1 through our consistent implementation of our chosen Systematic Synthetic Phonics (SSP) Programme:

Intent -Curriculum design, coverage and appropriateness

The intent behind our phonics approach is to:

- Deliver a high-quality systematic synthetic phonics programme of proven effectiveness, followed with rigour and fidelity so that children are taught consistently to use phonics as the route to reading unknown words.
- Ensure pace of the phonics programme is maintained through high quality teaching and same day intervention, so that children become confident, fluent and independent readers.

- Ensure children's reading books show a cumulative progression in phonics knowledge that match the grapheme-phoneme correspondences they know to support decoding skills, building fluency.

Implementation

Curriculum delivery, Teaching (pedagogy), Assessment (formative and summative)

Phonics is implemented through the Little Wandle programme.

We have worked closely with The English Hub since December 2023 to ensure that we are demonstrating fidelity to the Little Wandle programme.



Daily phonics lessons in Reception and Year 1

We teach phonics from week 2 in Reception and use the Little Wandle Letters and Sounds Revised progression, ensuring that children build on their growing knowledge of the alphabetic code, mastering phonics to read and spell as they move through school.

We teach phonics for 30 minutes a day. In Reception, we build from 10-minute lessons, with additional daily oral blending games, to the full-length lesson as quickly as possible.

We follow the Little Wandle Letters and Sounds Revised expectations of progress.

Reception and Year 1 children have daily phonics sessions taught by the class teacher.

Daily Keep-up lessons ensure every child learns to read and no child is left behind. We want them to 'keep up' now so that they don't need to 'catch up' later.

Phonics is taught as a whole cohort approach. Any gaps in knowledge are addressed through individual and group interventions (additional to whole class phonics sessions) from the start of the year in order for children to 'keep up' with their peers. Therefore, the children then move through the phase groups as one group together. Regular progress meetings are held between reading teachers to monitor children making slowest progress and half-termly monitoring from the Hub Lead. Children in danger of falling behind, or who are working behind the pace of the programme, are swiftly identified and enough additional support provided to enable them to keep up.

Any child who needs additional practice has daily 'Keep-up' support, taught by a fully trained adult. Keep-up lessons match the structure of class teaching, and use the same procedures, resources and mantras, but in smaller steps with more repetition, so that every child secures their learning.

We use the Little Wandle Letters and Sounds Revised assessments to identify the gaps in children's phonic knowledge and teach to these using the Keep-up resources – at pace.

Teaching reading: Reading practice sessions three times a week

We teach children to read through reading practice sessions three times a week.

Children read books matched to the children's secure phonic knowledge using the Little Wandle Letters and Sounds Revised assessments.

This decodable reading practice book is taken home to ensure success is shared with the family.

We engage our families and share information about phonics and how children learn to blend and other aspects of our provision, both online and through workshops.

Ensuring consistency and pace of progress

Every teacher in our school has been trained to teach early reading by Little Wandle, so we have the same expectations of progress. We use the same language, routines and resources to teach children to read so that we lower children's cognitive load.

Lesson templates, Prompt cards and 'How to' videos ensure teachers all have a consistent approach and structure for each lesson.

The Reading Leader and Specialist Literacy Support Teacher regularly monitor and observe teaching and track progress rigorously.

Parental Involvement

Parents are encouraged to attend phonics meetings where the class teacher models how to enunciate the graphemes and they are shown resources that they can access from home.

The resources on these web pages will help parents support their child with saying their sounds and writing their letters. There are also some useful videos so you can see how they are taught at school and feel confident about supporting their reading at home.

www.littlewandlelettersandsounds.org.uk

<https://www.littlewandlelettersandsounds.org.uk/resources/for-parents/>

Impact Attainment and progress (including national tests and assessments)

The impact of our consistent and systematic teaching of our phonics programme is that children become fluent and confident readers by the age of KS1. In addition, our Phonics Screening data was 100% in 2024.

Our Reading for Pleasure Offer

At Reedness Primary school, we ensure that children develop a love of reading so when they transition to the next stage of their journey, they are life-long readers and have had exposure to, and enjoyed a wide range of high-quality texts from a variety of different authors.

In order to achieve this:

- children read every day via WCR, phonics, story time, talk through stories and in their reading corners
- visitors come into school to listen to children read e.g. governors, past pupils etc.
- we have developed the reading corners in both classrooms, with Class 2 designing their own, so that children have a comfortable space to enjoy a book
- we immerse the children in books by sharing them in the gazebo, by listening to stories outside, sharing books in assembly and we have a reading buddy system, where older children read with the younger children

- parents come into school to share books with the children
- the children visit the mobile library and local libraries and one child from each class takes home the 'Bedtime Bag' each week
- the headteacher has bought every child a book based on their interests
- book fayres are held twice yearly and children have the opportunity to purchase a book of their choice
- Class 1 vote for a book each day to read
- children recommend reads to each other and are able to talk about authors and genres of books that they enjoy
- Kindness Ambassadors put books in the playground for playtime reading
- we have designated librarians who have helped organised the reading books in the classroom

The impact of this is all children enjoy spending time reading in their classrooms. They are much more confident at selecting texts they will enjoy and are able to give reasons for recommendations.

Review and Monitoring:

This policy will be reviewed by the Governing Body.

Date: Spring, 2025

Date to be reviewed: September, 2026

Approved by: Governing Body

Signed: M.Herbert