Reading Policy

"Once you learn to read, you will be forever free."
— Frederick Douglass

1. Aims

Reading is at the heart of our curriculum. The ability to read fluently and with understanding is essential for success across all areas of learning and enables children to develop a lifelong love of books.

At our school, we aim to ensure that all pupils become fluent, confident and enthusiastic readers who can access a wide range of texts and develop strong comprehension skills.

Our reading curriculum is carefully sequenced so that children develop the key components of reading:

- word reading and decoding
- reading fluency
- vocabulary development
- reading comprehension
- reading for pleasure

The aims of this policy are to:

- ensure a consistent approach to the teaching of reading across the school
- enable all pupils to become fluent and confident readers
- develop strong comprehension skills
- promote reading for pleasure and a love of books
- support pupils in accessing the wider curriculum through reading

2. Principles

Our approach to reading is based on the following principles:

- early reading is taught through systematic synthetic phonics
- pupils read books closely matched to their phonics knowledge
- reading fluency is explicitly taught once pupils complete the phonics programme
- vocabulary development is prioritised within reading lessons
- comprehension is developed through discussion and structured questioning
- pupils are encouraged to read widely and develop a love of reading

This ensures a clear progression from learning to read to reading to learn.

3. Reading Progression Across the School

Reading is taught progressively from Reception to Year 6.

Year Group Reading Development

Reception	Early reading taught through Read Write Inc phonics
Year 1	Continued phonics teaching and decodable reading
Year 2	Completion of phonics programme and developing fluency
Year 3	Fluency development through Fluency First
Year 4	Continued fluency development and deeper comprehension
Year 5	Fluent reading with increasing text complexity
Year 6	Confident and independent readers with strong comprehension

This progression ensures pupils move from learning to decode, to reading fluently and understanding complex texts.

4. Early Reading (Reception – Key Stage 1)

Early reading is taught through the Read Write Inc Phonics programme.

During phonics lessons pupils:

- learn sounds and practise blending words
- read fully decodable storybooks matched to their phonics knowledge
- develop reading accuracy and confidence
- practise reading texts multiple times to develop fluency

Children read each storybook several times during the week:

1. first reading focuses on **accurate word reading**
2. second reading develops **fluency**
3. third reading focuses on **expression and understanding**

Children who are still working through the phonics programme continue to attend phonics groups so that teaching remains closely matched to their stage of reading development.

5. Reading After Phonics

Once pupils complete the Read Write Inc phonics programme, reading teaching moves towards developing reading fluency and comprehension.

At this stage pupils begin following the Fluency First programme, which supports pupils in becoming confident, fluent readers.

The Fluency First approach focuses on developing:

- **automaticity** – reading words quickly and accurately
- **prosody** – reading with expression and appropriate phrasing
- **vocabulary development**
- **reading comprehension**

Through structured lessons pupils practise reading texts multiple times while discussing vocabulary and meaning.

This approach helps pupils move from accurate decoding to fluent and meaningful reading.

6. The Comprehension Connection

Within the Fluency First programme, fluency and comprehension are closely connected.

As pupils read texts repeatedly, teachers guide pupils to:

- discuss vocabulary
- explore meaning within the text
- explain characters' actions and motivations
- make predictions
- summarise key ideas

These discussions ensure pupils develop deeper understanding alongside improved reading fluency.

7. Teaching Reading Comprehension

Reading comprehension is developed through discussion, questioning and text exploration.

Teachers support comprehension by:

- modelling thinking aloud while reading
- discussing vocabulary and word meanings
- encouraging pupils to explain their thinking
- revisiting key sections of texts

In Upper Key Stage 2, teachers may also use VIPERS questioning to support pupils in answering a range of comprehension questions.

Skill	Description
Vocabulary	understanding word meaning
Inference	using clues to interpret meaning
Prediction	anticipating what might happen next
Explanation	explaining ideas and author choices

Skill	Description
Retrieval	finding information in the text
Summarising	identifying key ideas

8. Supporting Pupils Who Need Additional Help

Some pupils require additional support to develop reading fluency and comprehension.

Children who are still working through the phonics programme continue to attend phonics groups to ensure teaching remains matched to their stage of reading development.

Within the Fluency First programme additional support may include:

- targeted fluency practice
- additional reading opportunities
- vocabulary pre-teaching

A pre-read fluency group takes place on Fridays for a small group of pupils who require additional support.

During this session pupils are introduced to the text and vocabulary for the following week, helping them to:

- become familiar with the text
- build confidence before reading the text in lessons
- develop understanding of key vocabulary

This ensures pupils can engage more successfully with the following week's reading.

9. Vocabulary Development

Vocabulary development is a key focus of reading teaching.

Teachers support vocabulary development by:

- explicitly teaching new words within texts
- discussing word meanings in context
- revisiting vocabulary in different lessons
- encouraging pupils to use new words in discussion and writing

Vocabulary is also explored across the wider curriculum, where pupils encounter subject-specific vocabulary in subjects such as science, history and geography.

10. Fluency Across the Curriculum

Fluency First routines are embedded across the curriculum.

Pupils have opportunities to practise reading fluently when working with texts in other subjects.

These opportunities include:

- reading information texts in foundation subjects
- rehearsing reading aloud
- discussing vocabulary within subject content
- practising expressive reading

This ensures reading skills are applied across a wide range of curriculum contexts.

11. Reading for Pleasure

Developing a love of reading is a central priority within our school.

Teachers regularly share high-quality texts through daily story time and class reading sessions.

Access to High Quality Books

Our school library has recently been developed and replenished with books recommended by the Schools Library Service to ensure pupils have access to high-quality texts.

Pupils also benefit from:

- visits from the library bus
- visits to the village library
- opportunities to borrow and explore a wide range of books

Core Reading Spine

We are currently developing a core reading spine from Nursery to Year 6 with support from the Schools Library Service.

The reading spine includes:

- well-known classics
- high-quality contemporary children's literature
- books linked to our curriculum
- texts that reflect diverse characters and experiences

These books act as both "windows and mirrors", allowing children to see their own experiences reflected in books while also learning about the lives of others.

Reading Experiences and Events

We provide a range of events to promote excitement around reading.

These include:

Secret Storyteller (Reception)
Family members are invited to share stories with children, creating excitement around storytelling.

Book and a Biscuit Workshops
Workshops for parents where staff model successful story sharing and reading routines.

Encouraging Reading at Home

Reading Raffle

Children who read four times per week are entered into a reading raffle. A half-termly winner receives a book of their choice from LoveReading4Kids.

Bedtime Bear (Nursery)

Nursery children take home a Bedtime Bear bag, encouraging families to share bedtime stories and develop early reading routines.

12. Monitoring and Assessment

Reading progress is monitored through:

- phonics assessments
- teacher assessment
- reading fluency observations
- comprehension activities

Teachers regularly assess pupils' reading fluency, accuracy and understanding.

The English Lead and Senior Leadership Team monitor reading provision through:

- lesson observations
- book scrutiny
- pupil discussions
- analysis of assessment data

13. The Role of the Reading Leader

The Reading Leader plays a key role in maintaining high standards in reading across the school.

Responsibilities include:

- monitoring the quality of reading teaching
- supporting staff with reading strategies and training
- analysing reading assessment data
- ensuring progression across the reading curriculum
- promoting reading for pleasure across the school

The Reading Leader works closely with staff to ensure reading remains a central priority within the school curriculum.

14. Roles and Responsibilities

Headteacher / SLT

- ensure reading remains a priority across the school
- provide professional development opportunities for staff
- monitor implementation of the reading curriculum

English Lead

- oversee reading progression across the school
- support staff with reading teaching strategies
- monitor standards and provide guidance

Teachers

- deliver high-quality reading lessons
- model fluent reading
- support vocabulary and comprehension development

Teaching Assistants

- support reading activities and interventions
- listen to pupils read and support fluency development

Parents / Carers

- support reading practice at home
- encourage children to read regularly

This policy was written in **March 2026** and will be reviewed in **March 2027**.

Signed (Subject Leader):

Head Teacher:

Chair of Governors:
