



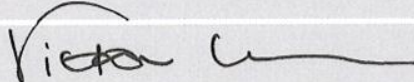
Learning Together, Learning for Life

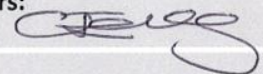
Reading Policy

2026 / 2027

Approved by: FGB

Date: 15/07/2026

Headteacher: 

Chair of Governors: 

Next review due by: July 2027

Reading Policy

It is widely recognised that reading for pleasure is associated with higher levels of literacy achievement. There is also a relationship between cognition and motivation, proficiency and motivation in reading. Those who are good at reading do more of it: they learn more and expand their vocabulary and knowledge. This enables them to understand more of what they read.

Aims

- An understanding across the school that, for most pupils, reading begins orally and that talk is valuable through the whole reading process.
- An understanding that the best way to teach pupils to read is by teaching them phonics in a systematic way.
- Children who are encouraged to think of themselves as a reader and to share the reading of the marks and words they put on the page.
- Rich and expressive spoken language is used and shared in classrooms and across the school.
- Adults model reading out loud and share their love of reading.
- We create an environment where reading is valued, celebrated and recognised as a life skill.
- We create a print rich environment to encourage inquisitive minds to who want to understand the meaning of the print they can see.
- Opportunities to read in every lesson, area of learning both on the page and screen.

We aim to ensure our children are surrounded by words and texts which will inspire them to want to read. We value reading for pleasure highly and work hard as a school to grow our Reading for Pleasure pedagogy. We achieve this through:

- Reading with children every day. We chose books carefully as we want children to experience a wide range of books, including books that reflect the children at Reed First School and our local community as well as books that open windows into other worlds and cultures.
- Children are read to by their teacher; carefully selected texts to support the wider curriculum, strengthen vocabulary, encourage a buzz about books, share opinions about books and offer a model of prosody.
- Every classroom has an inviting book corner that encourages a love for reading. We curate these books and talk about them to entice children to read a wide range of books.
- Every classroom has access to 'Star Stories' which are high quality picture books which all children will know and love. This includes the opportunity for even our youngest children to read aloud by telling the stories they know so well, while tracking the print before they know the exact meaning of the print.
- Books are used across to school in displays which invite interest and learning.

- In Nursery and Reception, children have access to the reading corner both inside and outside every day in their child-initiated time and the books are continually refreshed.
- Children from Reception onwards have a home school communication book. The parent/carer records comments to share with adults in school and the adults will write in this on a regular basis to ensure communication between home and school. Our expectations around the frequency of reading at home are clear. A trophy is awarded weekly to the class who have read the most over the week.
- As the children progress through the school, they are encouraged to write their own comments and keep a list of the books/authors that they have read.
- We demonstrate the importance of reading by seeking out volunteers to read with children in school. These sessions have a real impact on pupil confidence, the amount they read and the development of fluency and a love of reading.
- Children across the school have regular opportunities to engage with a wide range of Reading for Pleasure events (for example: book fairs, whole school book engage units, author visits and workshops, national events, bedtime story for our youngest readers, visits to the local public library).
- Books are shared and enjoyed in assemblies to support our school values and PSHE themes but simultaneously develop a love of books in all of our children who regularly borrow the books from our assembly bookshelf to share at home.
- We have a well looked after and loved library to give our books the space and importance they deserve!
- Our librarians (members of Year 3 and 4) apply for the role each year and have the task of setting monthly reading challenges as well as ensuring our library is a wonderful place to be.

At Reed First School, we believe that all of our children can become fluent readers. This is why we teach reading through Little Wandle Letters and Sounds Revised, which is our chosen systematic and synthetic phonics programme. We start teaching phonics in Nursery and follow the Little Wandle progression, which ensures children build on their growing knowledge of the alphabetic code, mastering phonics to read and spell as they move through the school.

Through systematic teaching of phonics, the children all benefit from:

- direct teaching in frequent, short bursts
- consistency of approach
- secure, systematic progression in phonics learning
- maintaining pace of learning
- repeated practice
- application of phonics using matched decodable books
- early identification of children at risk of falling behind, linked to the provision of effective keep-up support.

As a result, all of our children are able to tackle any unfamiliar words as they read using the strategies taught and phonic knowledge. At Reed First School, we also model the

application of the alphabetic code through phonics in shared reading, both inside and outside of the phonics lesson and across the curriculum. We have a strong focus on language development for our children because we know that speaking and listening are crucial skills for reading all subjects.

At Reed First School, we value reading as a key life skill. By the time children leave us, we aim that every child will read confidently for meaning and regularly enjoy reading for pleasure. Our readers are equipped with the tools to tackle unfamiliar vocabulary. We encourage our children to see themselves as readers for pleasure and purpose.

They grow from learning to read to children who are reading to learn.

Foundations for phonics in Nursery

We provide a balance of child-led and adult-led experiences for all children that meet the curriculum expectations for 'Communication and language' and Literacy'. These include:

- sharing high-quality stories and poems
- learning a range of nursery rhymes and action rhymes
- activities that develop focused listening and attention, including oral blending
- attention to high-quality language.
- practical daily phonics sessions to focus on sounds using both fine and gross motor skills.
- ensuring Nursery children are well prepared to begin learning grapheme-phoneme correspondences (GPCs) and blending in Reception.

Daily phonics lessons in Reception and Year 1

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. Each Friday, we review the week's teaching to help children become fluent readers.

Children make a strong start in Reception: teaching begins in Week 2 of the Autumn term.

We follow the Little Wandle letters and Sounds expectations of progress:

Children in Reception are taught to read and spell words using Phase 2 and 3 GPCs, and words with adjacent consonants (Phase 4) with fluency and accuracy.

Children in Year 1 review Phase 3 and 4 and are taught to read and spell words using Phase 5 GPCs with fluency and accuracy.

Daily keep-up lessons ensure every child learns to read. 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 timetable daily phonics lessons for any child in Year 2 or 3 who is not fully fluent at reading or has not passed the Phonics Screening Check. These children urgently need to catch up, so the gap between themselves and their peers does not widen. We use

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

If any child in Year 3 or 4 has gaps in their phonic knowledge when reading or writing, we plan phonics ‘catch-up’ lessons to address specific reading/writing gaps. These short, sharp lessons last 10 minutes and take place at least three times a week.

Our phonics and spelling teaching can be discovered in more detail in our policy for phonics and spelling and our phonics and spelling curriculum map.

Teaching reading: Reading practice sessions take place three times a week

- We teach children to read through reading practice sessions three times a week from Reception to the end of Year 2.
 - These are taught by a fully trained adult to small groups of approximately six children
 - Use books perfectly matched to the children’s secure phonic knowledge
- Each reading practice session has a clear focus, so that the demands of the sessions do not overload the children’s working memory. The reading practice sessions have been designed to focus on three key reading skills:
 - decoding
 - teaching children to read with understanding and expression
 - comprehension: teaching children to understand the text.
- In Reception these sessions start in Week 4. Children who are not yet decoding have daily additional blending practice in small groups, so that they quickly learn to blend and can begin to read books.
- In year 2, 3 and 4; we continue to teach reading in this way for any children who still need to practise reading with decodable books.
- Guided reading sessions take place to support the development of comprehension skills, greater fluency and understanding of: vocabulary, inference, prediction, explaining, retrieving and summarising once phonic knowledge is secure from the beginning of Year 2.

Guided reading offers opportunities for the children to read and respond to a challenging text with the teacher supporting. Each session has an assessment focus, against which children’s knowledge and understanding are assessed. Guided reading provides an opportunity for children to demonstrate what they have learned about reading and to further develop and extend their reading fluency. They will also improve their use of expression and comprehension skills. The guided reading session also includes other reading opportunities and activities for those children not in the teacher focus group.

Home reading from Reception to the end of Year 1:

- A decodable reading practice book is taken home to ensure success is shared with the family, which the children are already familiar with from reading in school.
- Reading for pleasure books also go home for parents to share and read to children.
- We share resources with our families about the phonics, the benefits of sharing books, how children learn to blend and other aspects of our provision, both online and through workshops.

Home reading from Year 2 to the end of Year 4:

- A reading book is taken home to ensure a wider range of texts at an appropriate level are read. These include fiction, non-fiction and poetry. Children are able to select the book themselves.
- Our books are carefully chosen to match interests and learning across the curriculum.
- The texts also include, points for discussion at home and questions to ask.
- Books are banded with corresponding skills and expectations which are shared with parents and carers.
- Teachers will monitor the frequency of the changing of books and also the types of books chosen. While we aim for all children to have a favourite genre and author, we also recognise the importance of being able to engage with a wide range of text types.
- Reading for pleasure books also go home for parents to share and children to read.

Our expectation is that daily reading at home (minimum of 5 times per week in KS1 and 2 and 4 times per week in Reception year) should take place. A reading record (home / school communication book) is used to record books read and observations made. An adult from home is expected to sign the reading diary and add a comment. Children are heard read individually in school also by teachers and volunteers.

Additional reading support

- Children in Reception, year 1 and 2 who are receiving additional phonics Keep-up sessions read their reading practice book to an adult daily.
- Ensuring consistency and pace of progress
- Every teacher and class-based support staff member in our school has been trained to teach phonics and reading, so we have the same expectations of progress. We all use the same language, routines and resources to teach children to read so that we lower children's cognitive load.
- Weekly content grids map each element of new learning to each day, week and term for the duration of the programme.
- Lesson templates, Prompt cards and 'How to' videos ensure teachers all have a consistent approach and structure for each lesson.
- The Headteacher regularly monitors and observe teaching; and uses the summative data to identify children who need additional support and gaps in learning with the teachers and SENCo.

Assessment

Assessment is used to monitor progress and to identify any child needing additional support as soon as they need it.

Assessment for learning is used:

- daily within class to identify children needing Keep-up support
- weekly in the Review lesson to assess gaps, address these immediately and secure fluency of GPCs, words and spellings.

Summative assessment is used:

- every six weeks to assess progress, to identify gaps in learning that need to be addressed, to identify any children needing additional support and to plan the keep-up support that they need.
- through tracking the book band each child is reading ensuring each book is closely match to the child's phonic knowledge and fluency.
- to assess the comprehension of what is read using Head Start reading papers once a term as check points from Year 1 to Year 4.

Statutory assessment

Children in year 1 sit the Phonics Screening Check. Any child not passing the check re-sits it in year 2.

Ongoing assessment for catch-up

Children in year 2 to 4 are assessed through their teacher's ongoing formative assessment as well as through half-termly Little Wandle Letters and Sounds Revised summative assessments in Reception and Year 1.

Inclusion

We believe that every child should be given the opportunity to learn to read and that the vast majority of children can learn to read with the right teaching.

Early identification of gaps in phonic knowledge are identified in a timely way to ensure no child falls behind.

Where needed, bespoke reading plans are put in place, but within the class to ensure every child feels included.

All children are able to meet our expectations around the amount they read, through use of our reader volunteers.

We aim to ensure our children feel seen and represented in the books across the whole school.

Children and staff are regularly asked for suggestions for books they would like to see in school.