

Reading Policy

Staff Responsible:	**Mrs Jo Lowes**
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Teaching and Learning in Reading

Teaching and Learning Documentation

To communicate effectively each of our subject areas, key documentation is established by the Subject Leader and shared with all relevant teaching staff. This documentation includes: -

1. Subject Policy
2. Curriculum Rationale
3. Unit of Study Overview
4. Knowledge and Skills Overview

Together, this documentation collates the coverage and implementation of each of the Core Curriculum Subject Areas.

Subject Leadership Documentation

In addition, Subject Leaders are required to monitor the effectiveness of their subject throughout each academic year. To do this with effect, the following documentation is established and updated regularly.

1. **Subject Audit** – An audit of the subject is completed annually RAG rating the effectiveness of the subject, whilst informing key priorities moving forward.
2. **Subject Action Plan** – A three-point action plan is derived from School Development Plan priorities and the subject audit to establish next steps as we continue to strive to improve each subject area.
3. **Learning Enquiry** - As part of our monitoring cycle, our Learning Enquiry approach ensures the monitoring of each subject area through scheduled book looks, learning walks, planning/ resource checks, pupil voice and staff voice. All findings are collated, feedback is shared and next steps are actioned.

Intent and Delivery

Our reading and writing curriculum is structured around core texts mapped across each year group. A half-termly class novel is selected to provide exposure to quality literature and may link to the wider curriculum. Supplementary texts broaden pupils' experiences of voices, writing styles and high-quality models.

Lesson Content

Early Reading and Phonics in Early Years and Year 1

Children share picture books and texts from the Pie Corbett Reading Spine alongside other recommended titles, with continuous provision supporting re-telling through story stones, puppets and collaborative story maps. Daily systematic phonics teaching develops decoding, fluency and early comprehension.

Whole-Class Reading in KS1 and KS2

Teachers model the behaviours and thinking of effective readers. Lessons include explicit teaching and guided practice in vocabulary, inference, prediction, explanation, retrieval and sequencing/summarising. Discussion, modelling, key vocabulary and purposeful questioning support understanding.

To ensure progression and consistency across the school, reading lessons will follow a similar format from lower to upper school.

Year 1

Year 1 will continue with daily 40-minute phonics lessons, which provide the foundation for independent reading. Class texts will be shared and discussed as part of writing sessions.

Year 2

Year 2 have two dedicated 30-minute reading sessions per week:

• Speed reading: Children read a text from a range of genres and layouts. Topics may link to the wider curriculum or current events (for example, Comic Relief). Allow the time appropriate to the termly words-per-minute (WPM) target. Children mark where they reached when reading independently, then answer comprehension questions. Texts may be generated using AI.

• Comprehension: A lesson linked to the class text.

In addition, Year 2 will begin to access Reading Plus visual skills activities.

Year 3

Year 3 have three dedicated 35-minute reading sessions per week, following the Year 2 approach with one additional comprehension session.

Years 4–6: Weekly Reading Structure

Reading is planned using class novel maps. Across four weekly lessons, pupils complete two written comprehension lessons (one chapter per lesson), one reading-and-discussion lesson, and one standalone speed-reading lesson using a separate text. Speed-reading is timed using termly words-per-minute (WPM) expectations; pupils mark where they reach and complete varied comprehension questions. For example, the Year 5 Spring target of 108 WPM equates to 200 words in two minutes.

Performance and Learning Evidence

Evidence collation is key to support the learning process and the monitoring of Teaching and Learning by Subject Leaders and Senior Leaders. In order to evidence Reading effectively, the following strategies have been implemented: -

- Reception – 1:1 reading and small group reading
- Year 1 – Individual English books, 1:1 reading with class teacher and other adults, Earwig, small group and whole class discussion for understanding

- Year 2 > 6 – Individual English and Reading books, 1:1 reading, results from Accelerated Reader (Summer term in Y2), Earwig, small group and whole class reading, Reading Plus (KS2), PiXL termly assessments (KS2).

Assessment

Children who are working significantly below national curriculum expectations are identified within assessment grids. These records include a brief description of the barriers affecting their reading progress and the gaps in knowledge or skills that need to be addressed. This information informs targeted teaching, appropriate interventions and ongoing assessment of progress.

Children who are working significantly above national curriculum expectations are also identified within assessment grids. This enables class teachers and subject leaders to recognise exceptional attainment and flair for reading, identify opportunities for further challenge and ensure that these pupils are provided with appropriate opportunities to deepen their understanding, develop critical reading skills and engage with increasingly complex texts.

Assessment information is used collaboratively by class teachers and subject leaders to monitor progress, identify patterns across year groups and ensure that all children are appropriately supported and challenged.

Fluency Assessment

To ensure all pupils develop into confident and expressive readers, we assess reading fluency from Year 2 to Year 6 at the beginning of each new term. This is achieved using a dual-approach diagnostic framework:

- **Quantitative Tracking:** We utilise the standardized DIBELS (Dynamic Indicators of Basic Early Literacy Skills) framework, to measure Words Correct Per Minute (WCPM), providing an objective baseline of each child's reading rate, accuracy, and automaticity.
- **Qualitative Insight:** To gain a holistic view of a pupil's capabilities, teachers simultaneously apply the Education Endowment Foundation (EEF) best fit fluency rubric. This allows us to evaluate vital qualitative elements of reading competency, specifically focusing on expression, volume, smoothness, and phrasing (prosody).

By gathering this blended data at the start of every term, we can immediately identify pupils meeting age-related expectations and swiftly implement precise, targeted interventions to bridge any gaps in decoding and text comprehension.