Walverden Primary School

Reading Policy

Approved by:	Governors	**Date:** October 2026
Last reviewed on:	February 2026	
Next review due by:	October 2027	

Reading policy

Aims

Our overarching aim for English at Walverden Primary School is to promote high standards of literacy by equipping pupils with a strong command of the spoken and written word, and to develop their love of literature through widespread reading for enjoyment.

To promote high standards of literacy, we aim to ensure that all pupils:
• read easily, fluently and with good understanding.
• develop the habit of reading widely and often, for both pleasure and information.
• acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language.
• appreciate our rich and varied literary heritage.
• write clearly, accurately, and coherently, adapting their language and style in and for a range of contexts, purposes and audiences modelled in their reading.
• use discussion to learn; they should be able to elaborate and explain clearly their understanding and ideas, supported with evidence from the text.
• are competent in the skills of speaking and listening, asking, and responding to questions and participating in discussions, demonstrating understanding of what they have read.

Reading feeds pupils' imagination and opens up a treasure-house of wonder and joy for curious young minds. It is our aim that, by the end of their primary education, all pupils at Walverden Primary School are able to read fluently, and with confidence, in any subject.

The teaching of Reading
We use the Reciprocal Reading approach throughout the school, so our teaching is centred around inspiring and challenging core texts in each year group. Reading at Walverden, takes place throughout the curriculum where children are encouraged to apply the skills, they have been taught in focused reading lessons, such as Whole Class Reading.

Teaching in Guided Reading/whole class sessions, across the school, focusses on developing pupils' competence in both word reading and comprehension as outlined in the National Curriculum Programmes of Study for Reading.

Skilled word reading involves both the speedy decoding of unfamiliar printed words and the speedy recognition of familiar printed words. Underpinning both is the understanding that the letters on the page represent the sounds in spoken words. This is why, at Walverden Primary School, phonics is emphasised in the early teaching of reading to secure independent decoding, and we use the Read Write Inc programme to achieve this. Good comprehension draws from linguistic knowledge (in particular of vocabulary and grammar) and on knowledge of the world. Comprehension skills develop through pupils' experience of high-quality discussion with the teacher, as well as from reading and discussing a range of engaging stories, poems, and non-fiction. Children are tested on their understanding of texts by completing quizzes once they have read the whole book. During whole class reading

children focus on skills such as sequencing, inference, deduction, summarising, predictions and asking and answering questions to develop their reading skills.
Each classroom has stimulating and inviting book corners, where children are expected to explore and organise their books. Pupils visit the school library regularly, allowing them to take challenging and exciting books to read at home as well as their regular home readers.

EYFS

In EYFS, reading is an important feature inside and outside the classroom. We have a range of ways in which we promote reading:
• Book corners that are stimulating and accessible owned and loved by children, indoors and outdoors.
• Using core books to plan for children's interests and class topics
• Children have the opportunity to read to an adult, using phonically decodable reading books at least twice a week alongside daily guided reading sessions in the Spring term. Children can choose a new book twice a week, as well as take home a Read Write Inc book which is matched to their phonic ability. Reading records communicate reading progress between home and school and include teachers' and parents' feedback.
• Having enthusiastic staff who share their excitement of books with children
• Having a range of quality books available in all areas of the classroom
• Having opportunities for independent writing in all areas of the classroom
• Using story props, story sacks, role play areas and displays to enhance core books
• Having well planned, shared reading sessions that all practitioners are confident to take part in
• Opportunities for children to learn from clearly modelled 'reading behaviours', for example, the recognition that print conveys meaning, the left to right directionality of English text, the purpose of punctuation
• Involving parents in understanding the importance of early literacy though parents' workshops, modelling during "soft start", newsletters, home shared reading and reading books etc
• Listening to and joining in a variety of genres, for example, non-fiction, poems, taped stories, rhymes etc
• Opportunities to retell and to act out stories using props and story maps.
• Children also have 20-minute daily phonics sessions to help them segment and blend words in order to build up their fluency when reading.

Key Stage 1

Children in KS1 have reading at the heart of their English lessons to develop happy, healthy and curious learners who read confidently and independently.
Children in Year 1 and some children in Years 2-6 have interventions across school and take part in daily 20-minute Phonics lessons to help improve word reading skills and strategies to engage with texts. We follow the Read Write Inc approach and use phonetic reading scheme books and rhymes so pupils practise and develop the ability to segment and blend phoneme/grapheme sounds independently.
The children in Year 1 (summer term) and Year 2 also have daily whole class reading sessions that last for 30 minutes. A different reading skill is taught by the teacher in order to

progress with their reading. These skills are based on the teachers' assessment and the children's next steps.

Key Stage 2

Children in Years 3 to 6 take part in daily whole class reading session that lasts for 30 minutes. A different reading skill is taught by the teacher in order to progress with their reading.

Home Reading

We work in partnership with parents, so pupils develop a love of books and reading. Daily reading at home and at school ensures children make good progress in developing reading skills, whatever their age. Accelerated Reader is used from Year 2- Year 6, through which children access a range of quizzes linked to the book they are reading. Encouraging children to read widely, in and out of school, across both fiction and nonfiction, helps to develop their knowledge of themselves and the world in which they live, to establish an appreciation and love of reading, and to gain knowledge across the curriculum. Reading widely and often increases pupils' vocabulary because they encounter words they would rarely hear or use in everyday speech. Children who are working on their phonic decoding will take home Read Write Inc books which are directly linked to their current phonic ability.

Planning

Planning is centred around Reciprocal Reading texts and is evaluated and adjusted in response to assessment for learning. The English Subject Leader and Reading Subject Leader along with the Senior Leadership team monitor the planning and delivery of the Reading curriculum.
Teachers use the strands in the Programme of Study for English from the National Curriculum (2014) as guidance and Target Tracker targets to ensure teaching addresses the gaps in children's learning. Appropriate pitch and challenge are planned to enable all pupils to achieve and make good progress.

Assessment

Assessment for learning is ongoing. The staff assess attainment in Reading every term and update INSIGHT using evaluations made on their planning and guided reading sessions, written assessments of comprehension and independent learning the children have produced – either written or verbal. As a school we assess the children's reading and comprehension using PIXL assessments and STAR reading. Read Write Inc Phonics progress is assessed half termly. For formal testing within school see the assessment policy.

Equal Opportunities

See the School's Equal Opportunities, SEN and EAL policies.

SEN

Pupils with difficulties in learning to read or with Special Educational Needs have their needs identified promptly and interventions provided that will accelerate their progress. Progress is measured and tracked to ensure they are catching up with their peers. In KS1 for example, additional teaching and support is provided through 1:1 reading with an adult, extra guided reading in small groups and daily "Catch up" Phonics sessions. In KS2 additional teaching is provided through regular 1:1 reading with an adult, pre-teaching of key vocabulary to support children's understanding and the "Fresh Start" Literacy programme.

EAL

"Catch up" Phonics sessions are provided straight away for new EAL arrivals and our EAL Leader assesses their reading skills promptly and ensures new pupils join the local library. Staff liaise with parents to encourage them to enjoy bilingual books with their children, asking questions and discussing the book in their home language or in English, supporting their enjoyment of books and their acquisition of English.

Created by R Bridges

Date October 2026

Review date October 2027