



READING POLICY

Policy Formally Approved	September 2025
Policy to be Reviewed	September 2026

It is the responsibility of the **Standards Committee** to review this policy and bring it forward to the full Governing Body for approval.

Signed by

Headteacher:Date:.....

Chair of Committee:Date:.....

Chair of Governors Date

OUR AIM

Our aim at Fressingfield Primary School is for children to develop a love of reading and to become confident, secure readers by the end of Key Stage 1. We want our children to quickly develop automatic decoding skills and to progress rapidly from 'learning to read' to 'reading to learn.' As the children grow, we want them to become enthusiastic and critical readers of stories, poetry, drama, non-fiction and media texts. We want children to develop a love for literature. We believe that becoming a fluent reader plays a vital role in preparing our children for the opportunities, responsibilities and experiences of adult life.

OBJECTIVES

- Children will develop a love of reading: they will have an interest in a wide range of texts and will read for enjoyment and information.
- Children will use phonics as the primary approach to decoding words and reading for meaning.
- Children will read with confidence, fluency and understanding orchestrating a range of strategies independently to monitor and self-correct.
- Children will be taught these reading strategies explicitly: predicting, visualising, questioning, connecting, summarising, inferring and evaluating
- Children will have the opportunity to listen to and read stories every day.
- Children will enjoy reading with their parents/carers, teachers and peers.
- Children will understand a range of text types and genres and develop skills appropriate to each such as:
 - responding to reading imaginatively, responding to characters, plots and ideas in stories and poems.
 - being able to find information from books and online sources to pursue independent enquiry.
 - knowing how to use clues to infer information, reach conclusions, evaluate and predict what might happen.
 - being able to distinguish between fact and opinion.

From September 2025, we will be working closely with our local Literacy Hub, the Wensum Trust, to focus on Phonics and Early Reading as a partner school. Any changes made to our approach to teaching reading and phonics made as a result of this partnership, will be included in the Reading Policy for September 2026.

PHONICS POLICY

Our school's Phonics Policy outlines the ways in which we teach phonic skills in order for our children to become fluent readers. This reading policy must be read in conjunction with the phonics policy.

APPROACHES TO THE TEACHING OF READING PHASE BY PHASE

NURSERY

As children arrive in Nursery they are given a book bag and encouraged to change their book with parents during the first ten minutes of the school day. Children have a range of story books to choose from including familiar texts and books with repetitive language which they can recall more easily.

Children are read to every day: each session ends with storytime. Children are encouraged to listen with enjoyment to and respond to stories. They also develop an awareness of the difference

between pictures and text and to understand basic book skills – how to hold a book, where the book starts, etc.

Relevant stories are chosen to tie in with all activities in the Nursery, and the children respond in appropriate ways (eg: planting seeds as in Jasper's Beanstalk, or watching tadpoles develop as in Tadpole's Promise). Eye-catching displays featuring the children's work reinforce this bookwork.

RECEPTION

Weekly plans in Reception are based on a book. These are carefully selected to support the wider aims of the Early Years Curriculum, to reflect children's interests and develop cultural capital.

Building on what pupils already know about reading and stories, the teacher helps develop early reading behaviours through shared reading, e.g. holding a book the right way up and following the text from left to right, knowing that print carries meaning, identifying the protagonists in a story, recognising signs and symbols in environmental print.

Every child in Reception reads individually twice a week – once with their teacher and once with a Teaching Assistant. Progress is recorded in the child's home-school link book. Children may additionally be heard read by other members of staff or volunteer parent helpers.

Home-school reading in the Early Years Foundation Stage

In Reception children take home the following books.

- Reading books: Every child takes home a Bug Club reading book that has been closely matched to their phonic understanding. These are changed at least once a week, or sooner where appropriate. The children also have access to digital versions of the same books via the Bug Club Portal and these have linked follow-up activities that can be monitored by the class teacher. Staff strive to pre-read the books to be sent home with the children so that parents can focus on comprehension and fluency rather than on supporting with decoding skills.
- Story books are also sent home. The children have a greater degree of choice over these books. The children are not expected to be able to read these independently - they are for sharing with parents.

Guided Reading in the Foundation Stage

Children in Reception take part in group guided reading sessions. The children are grouped according to their reading ability. The books the children read during guided reading are selected for their simple, decodeable or repetitive text. The aim is for children to be able to read 90% of a text independently.

Guided reading sessions often follow the Teach, Practise, Apply routine. The process of reading is first modelled by the teacher: the teacher models saying the sounds in words and blending them together. They talk together about what is happening in the pictures. The children practise the reading skill focused on by reading together with the teacher and other children. For the last section of the book the children apply what they have learnt and read independently. As children's skills progress, they move from identifying individual letter sounds to blending sounds to read words and recognising high-frequency words in order to be able to read simple sentences.

The Fressingfield Progression of Skills in Reading document is used to plan for progress.

The Early Years Foundation Stage learning environment

The Early Years Foundation Stage learning environment is used to promote a love of reading and the importance of words and letters. Letters are displayed in each classroom, both alphabetically and as the children learn them following the Bug Club programme. High-frequency words are displayed and children are encouraged to refer to them in their reading and writing. An inviting reading corner with comfortable seating and beautifully displayed books is maintained. Activities linked to letter recognition, high-frequency words, stories and non-fiction texts (such as forming playdough letters, whiteboards, pens and high-frequency words, fish-the-letter) are a daily part of children's adult-initiated activities and are available for self-selection too. Children in the Early Years also have access to roleplay areas in their classes where opportunities for reading or for acting out stories are provided.

Key stories and texts are linked to our rolling programme of work, and these are celebrated with bright displays. Displays linked to topic work also always include relevant books for children to refer to.

Early Years Foundation Stage Assessment and Record Keeping

The monitoring of progress in reading is the responsibility of the class teacher with the support of the leadership team and the SENCO where appropriate.

Assessment is a positive, regular record of the pupils' progress. It enables staff to plan from concrete evidence of achievements.

- Teachers use daily phonics lessons, and weekly guided reading and writing sessions to assess children's progress. Immediate interventions and keep-up sessions are based on these daily assessments.
- End of phase and Half-termly Bug Club assessments are used as summative assessment and to identify gaps and plan interventions.
- Children's progress is recorded on Tapestry which is shared with parents.
- Individual reading is recorded in a child's home-school link book. Comments made here are positive and also informative – with a brief comment about the specific skill focused on.
- Guided reading is monitored using a grid for each group.
- Details for monitoring progression with phonics is outlined in the Phonics Policy.
- Pupil Asset is updated termly. This is a summative assessment of progress.
- Termly pupil-progress meetings are held to identify children who have made accelerated or slow progress. It is the responsibility of teachers to prepare the documentation for these meetings.

READING IN KEY STAGES 1 AND 2

In Key Stages 1 and 2, children are given a variety of opportunities to access texts, such as:

- Shared reading
- Guided reading
- Independent / silent reading
- Phonics work
- Home/school reading
- Reading comprehensions with written answers
- Sharing a class novel

READING IN KEY STAGE 1

At Key Stage 1, the focus remains providing daily, high-quality phonics teaching using Bug Club Phonics so that children quickly learn to read independently and with confidence.

Planning continues to be built around books to foster a love of reading.

Home-school reading in Key Stage 1

In Key Stage 1, children take home the following books:

- Reading books: Every child takes home a Bug Club reading book that has been closely matched to their phonic understanding. These are changed at least once a week, or sooner where appropriate. The children also have access to digital versions of the same books via the Bug Club Portal and these have linked follow-up activities that can be monitored by the class teacher. As children progress, they move through the banded books. Teachers continue to make sure their reading book is closely matched to their reading ability.
- Story books are also sent home. The children have a greater degree of choice over these books. The children are not expected to be able to read these independently - they are for sharing with parents.

Shared Reading in Key Stage 1

Enlarged texts – fiction and nonfiction - are used for shared reading at Key Stage 1. Teachers explicitly teach a range of reading strategies, including using phonics to decode words and build meaning, and also the VIPERSS Skills of Vocabulary, Inference, Predicting, Explaining, Retrieving, summarising and Sequencing.

Guided Reading in Key Stage 1

Guided reading sessions take place 3 or 4 times/week. In guided reading teachers support the reading of groups of pupils of similar reading ability as they apply the range of reading strategies taught in shared time, thus providing them with the necessary help to read the text independently. The texts selected for guided reading are at an instructional level, i.e. group members are able to read and comprehend 90% of the text.

Guided Reading sessions are planned. The Fressingfield Progression of Skills in Reading document is used to plan for progress.

Key Stage 1 Assessment and Record Keeping

The monitoring of progress in reading is the responsibility of the class teacher with the support of the leadership team and the SENCO where appropriate. Assessment is a positive, regular record of the pupils' progress. It enables staff to plan from concrete evidence of achievements and to plan for interventions where necessary.

- Teachers use daily phonics lessons, and weekly guided reading and writing sessions to assess children's progress. Immediate interventions and catch-up sessions are based on these daily assessments.
- End of phase Bug Club assessments are used as summative assessment and to identify gaps and plan interventions.
- Individual reading is recorded in a child's home-school link book. Comments made here are positive and also informative – with a brief comment about the specific skill focused on.
- Guided reading is monitored using a grid for each group.
- Details for monitoring progression with phonics is outlined in the Phonics Policy.
- Termly NFER tests are used as an independent assessment of progress in reading and to corroborate the teacher's own assessments.
- Arbor is updated termly. This is a summative assessment of progress.
- Termly pupil-progress meetings are held to identify children who have made accelerated or slow progress. It is the responsibility of teachers to prepare the documentation for these meetings.

YEAR 1 PHONICS SCREENING TEST

- During the Summer Term of Year 1, children take the Phonics Screening Test. This is a national requirement. The children are asked to read a selection of real and made up words, all of which can be read using their phonics knowledge. These tests are administered in a low-key, low pressure way. If children do not pass the test they retake it in the following year.

YEAR 2 SATS

- Children in Years 2 and 6 take the SATs reading paper. These are national tests. The results are shared with parents and help support the aims and targets of the school-development planning.

READING IN KEY STAGE 2

At Key Stage 2 pupils meet a wider range of texts in fiction, poetry and nonfiction.

Teaching focuses on developing pupils' reading skills through explicit teaching of the following strategies: the VIPERSS Skills of Vocabulary, Inference, Predicting, Explaining, Retrieving, summarising and Sequencing.

Home-school reading in Key Stage 2

In Key Stage 2, children take home the following books:

- Reading books: Every child takes home a book closely matched to their reading ability. Where necessary, children will continue to work through the Bug Club Phonics books and the banded reading books. As children progress, they move on to three bands of books in the library. There is a wide selection of Barrington Stoke books that teachers use for children requiring a lower reading-age but a higher interest-age.
- It is the teacher's responsibility to ensure a child's book is closely aligned to their reading ability.
- Children record their reading in their home-school books, which are monitored weekly to ensure children are reading at home and making progress.
- Story books are also sent home from the school lending library. The children have a greater degree of choice over these books, which include fiction, non-fiction and poetry.

Guided Reading at Key Stage 2

- Guided reading takes place three or four times a week for all children in Key Stage 2. These sessions last roughly 20-25 minutes.
- Guided Reading sessions are delivered as whole-class groups.
- Whole books are used for Guided Reading lessons, with occasional use made of extracts.
- The purpose of Independent tasks is to develop children's reading skills. Sometimes these work best before the reading of the text (e.g. raising prior knowledge, making predictions on the basis of title and illustration, whetting the reader's appetite); sometimes during (e.g. giving advice to a character at a point of crisis or decision, noting personal response in an on-going reading journal); sometimes after (providing opportunities for reflection on the whole text, mapping a character's literal or emotional journey)
- Sometimes, a small group will be taught separately by an experienced Teaching Assistant. These sessions will be closely planned and monitored by the Teacher working in collaboration with the Teaching Assistant.
- Reading comprehensions are based on VIPERSS (Vocabulary, Infer, Predict, Explain, Retrieve, Sequence/Summarise).
- Guided Reading sessions are planned. The Fressingfield Progression of Skills in Reading document is used to plan for progress.

Independent Reading in Key Stage 2

Children in Key Stage 2 are encouraged to read more challenging and lengthy texts using the Essential Guide to Books (which can be found on the school website). Every child is given this list each year and encouraged to keep track of their reading and their responses against this list.

Teachers have particular responsibilities to monitor and provide guidance to pupils about their independent reading by setting clear goals, targets and ensuring that a wide range of genre is read.

Key Stage 2 Assessment and Record Keeping

The monitoring of progress in reading is the responsibility of the class teacher with the support of the leadership team and the SENCO where appropriate.

Assessment is a positive, regular record of the pupils' progress. It enables staff to plan from concrete evidence of achievements.

- Teachers use guided reading and writing sessions to assess children's progress. Immediate interventions and catch-up sessions are based on these daily assessments.
- Assessment of guided reading is monitored using the age-related expectations for reading. A grid is maintained for each guided reading group.
- Individual reading is recorded in a child's home-school link book. Comments made here are positive and also informative – with a brief comment about the specific skill focused on.
- Termly NFER tests are used as an independent assessment of progress in reading and to corroborate the teacher's own assessments.
- A twice-yearly standardised reading age test is also used to monitor progress over time.
- Arbor is updated termly. This is a summative assessment of progress.
- Termly pupil-progress meetings are held to identify children who have made accelerated or slow progress. It is the responsibility of teachers to prepare the documentation for these meetings.

Y6 SATS

- Children in Year 6 take the SATs reading paper. These are national tests and the results are collected by the government. The results are shared with parents and school and form the basis of our school-development planning. In Year 6 children are given additional support in the form of booster sessions (where necessary) and reading comprehension homework to help prepare for these tests.

INCLUSION, ADAPTATION & INTERVENTION

The principles of inclusion apply to all aspects of the teaching of reading.

Teachers monitor progress in reading closely and intervene as soon as possible where gaps are identified. This could be as straightforward as a 10minute session used to recap phonemes taught in the earlier phonics lesson. Sometimes, special circumstances may arise whereby an alternative approach is designed to support individual children to make progress.

Progression in reading is monitored every term (see Assessment). If children are deemed not to be making the required progress then additional intervention strategies are used to support them.

These are discussed at a Leadership level during Pupil Progress Meetings and, when necessary, with the SENCO. They can include:

- Targeting a child for daily reading
- Nesy Reading – a computer-based programme designed to support self-checking skills, spelling patterns and punctuation.
- Precision Teaching – to focus on rapid reading of key words, or other targeted intervention

- Catch-Up Reading – an intensive reading intervention
- Stile – Reading comprehension and self-checking

Details of any extra provision will be included on the child's Support Plan.

All intervention, either in small groups or 1:1 is recorded on session-by-session monitoring sheets. These are used when gathering evidence about a child's progress towards the targets on their Support Plan.

REFLECTING DIVERSITY

We have worked to ensure the books in our school reflect a wide range of cultures and traditions from the UK and across the world. We want to ensure all members of our school community whatever their ethnic or cultural background see themselves reflected in the books available for them to read. Furthermore, we recognise our duty to broaden the experience of the children in our school (See School Vision and Curriculum Drivers document) by ensuring children are exposed to the diversity of our nation and of the wider world through positive encounters. Books have a vital role to play in this aim.

HOMEWORK and THE ROLE OF PARENTS

"Children are made readers on the laps of their parents." Emily Buchwald

- It is our expectation that every child reads at home every day.
- We ask our families to record their child's reading in the Home-School books and we count the number of reads each week.
- Children are given incentives for reading regularly and, when children fail to meet a minimum of five reads each week, we contact the families to offer support.
- Reading in the Early Years Foundation Stage and Key Stage 1 should be with an adult. In Key Stage 2 it is expected that reading will become more independent, but we ask families to continue to read regularly and to record their child's independent reading in the Home- School book.
- Parents have an induction meeting when children start in Reception to outline the school's approach to teaching reading and our expectations.
Annual 'Welcome to your new class' meetings with parents and children highlight the importance of reading.
- Leaflets are provided at Parents' Consultations to give practical support to parents for supporting reading at home.
- Parent volunteers are sometimes used to hear readers across the school.

LIBRARY

Our library is well-resourced and popular. Children in Year 5 and 6 apply to become librarians and help to maintain the library. In addition to their reading book, children choose a 'reading-for- pleasure' book from the lending library. There is a wide range of books across different genres to choose from.

A reference library is also maintained to support teaching across all aspects of the curriculum. Teachers select texts from here to support their teaching. Additionally, children have access to the library in order to help their research.

ENCOURAGING READING

Reading Corner

All classrooms have book areas with a range of fiction and non-fiction titles, supplemented by books from the school library. Classroom displays of books are changed at regular intervals throughout the year to tie in with topic work.

The Reading Ladder

A reading incentive scheme is used to encourage regular reading. Each class has a 'reading ladder' prominently displayed. Each time a child reads at home with a parent, they take one step up the ladder. Each time a child reaches the top of the ladder a special, signed certificate is given in Sharing Assembly. Children reaching the top of the ladder six times over the course of a year will win reading-related prizes, such as book tokens, etc.

The Essential Guides

Essential Guides of books appropriate for each year group are shared with children at the start of each academic year. Our aim is to broaden children's reading habits. Children keep track of the books they have read on their essential guides and are rewarded with certificates.

Termly Book Tokens – The Mary Lewis Reading Award

Every term one child from each year who has made a particular effort or good progress with reading is given a special reading certificate and book token.

Book Talk

Teachers encourage reading through book talk – introducing a favourite book, reading a section and talking about their choice. Teachers then encourage children to do the same. Children in Key Stage 2 are also encouraged to write a review of a favourite book they have finished. These are displayed in book areas.

Mystery Book and Reading Scrap Books

Teachers send home a mystery book and a Reading Scrap Book to their classes so that children can share their learning.

Special Events

From time to time, special reading events take place to promote a love of reading. In the past these have tied in with World Book Day or other national events and have included author Guy Bass visiting our school, and turning the school into Hogwarts School of Witchcraft and Wizardry for the day. The school will continue to promote these types of events to generate an excitement for reading.

Roleplay/Drama

Children in the Early Years Foundation Stage and Key Stage 1 have a "role play" area where print material is available to support children's learning through play. Class teachers in other year groups decide whether a role play area is suitable for the ability/maturity of their pupils, or its relevance to the topic. Roleplay areas contain:

- A title and prominently displayed topic words
- Captions and questions
- Printed material appropriate to the theme
- Opportunities for the children to write linked to the theme (eg: prescriptions at the doctor's)

TIME ALLOCATION FOR READING

Each class allocates the following time per week specifically to reading:

- 20 - 25 minutes three or four times per week for guided reading group in addition to literacy lessons.
- 1:1 reading with a teacher or LSA – twice weekly in Reception and once a week in Key Stage 1 and with children requiring additional support in Key Stage 2.
- Daily storytime in every class.
- Shared reading / or whole-class guided reading during English lessons, where appropriate – such as when introducing a new text type.
- Reading across the curriculum in the majority of lessons during the school day

ROLE OF THE LITERACY SUBJECT LEADER

The literacy subject leader should:

- Ensure assessment data provided by teachers is timely and monitor the data to identify strengths and areas of development for cohorts and specific groups within each cohort. This information should be used to inform Pupil Progress Meetings and target setting (which is linked to Performance Management) and to inform Professional Development opportunities.
- Provide guidance and help for staff in the areas of planning, preparation, delivery, assessment and record keeping.
- Provide INSET for identified staff needs, either as a whole staff, in small groups or individually.
- Keep the leadership team informed of curriculum needs and developments.
- Monitor and review the curriculum, teaching strategies, policies, planning and documentation.
- Confer with children and talk to them about their reading habits.
- Provide resources for teaching.