


# Reading Policy

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| Status | Non - statutory |
| Review cycle | Every 2 years |
| Date written/last reviewed | October 2026 |
| Date of next review | October 2028 |
| Name of Headteacher | Jo Wreford |
| Name of Chair of Governors | Christina Powell |
| Published on website | Yes |

**Links to whole school intent**

**Language/Vocabulary**

- Vocabulary is an integral part of every lesson, so new vocabulary is not constrained to literacy lessons
- Subject specific vocabulary is high level and carefully chosen through mid and long term planning to ensure progression
- Opportunities to be exposed to text are all around the school building
- Vocabulary is one of the key foci of our reading lessons in Key Stage 2

**Memory**

- Reading is modelled through daily teacher led reading, to ensure stories and the fluency of reading is embedded in long term memory
- Texts are revisited in different forms throughout the years
- Events such as Poetry Slam and poetry topics develop use of rhythm and rhyme to encourage memory of words and introduction of new vocabulary into long term memory

**Wellbeing**

- Reading for pleasure is encouraged throughout the school
- Teachers are advocates for reading and are experts in high quality children's literature, showing the children that they are readers themselves
- Reading is adapted to the strengths and needs of all children
- Classes join together as communities to share a book daily and go on the journey of the story together

## Intent

*"Reading is to the mind what exercise is to the body."* – Joseph Addison

At Meadlands, reading is more than a curriculum subject; it is a way of life. Reading for pleasure is at the heart of everything we do, for we believe that a child who reads for pleasure will be more successful in all aspects of life. It comes as no surprise that reading permeates our whole curriculum. Our intent is that reading is highly valued by our pupils, parents and staff, with pupils leaving us at the end of Key Stage 2 as competent, confident readers. This will be reflected in both our reading results and the fact that pupils will choose to pick up a book as a way of exploring new worlds, ideas and characters.

**Aims**

- To build a love of reading
- To ensure our learning environment facilitates all readers
- To develop the competency and confidence to become independent readers
- To offer opportunities to celebrate reading through author visits, competitions, Roald Dahl shed, regular reading sessions in the local library and celebrating World Book Day
- To widely develop imagination, inventiveness, and critical awareness
- To have highly structured reading sessions throughout the school

- All children to have secure understanding of phonics by the end of Year 1 and monitored into Year 2.

- Every child has a reading target at the start of the year, and this is monitored throughout the year to ensure that they make good progress.

**Entitlement**

Reading is a core subject within the National Curriculum. All pupils will cover the programmes of study relevant to their year group. In all key stages from Nursery – Year 6, reading is part of the daily teaching routine. Further opportunities for reading are provided across the curriculum and school, for example in assemblies, labels and display boards.

## Implementation

### Early Years

By the end of Nursery, children will have a clear understanding and be able to distinguish between Phase 1 sounds:

- environmental sound
- instrumental sound
- body percussion
- rhythm and rhyme
- alliteration
- voice sound

They will also have begun to recognise some graphemes using our RWI scheme in three sessions weekly. They will be able to begin to hear the initial phonemes in words, continue rhyming strings and sing the alphabet. They will also be able to recognise the graphemes within their own name and other distinctive lettering such as advertising logos. By starting this in Nursery, the pupils are acquainted with the terminology of phonics and the structure of a Read Write Inc. lesson upon starting Reception.

By the end of Reception, children will aim to achieve the Early Learning Goals for both word reading and comprehension. These are:

- Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary
- Anticipate – where appropriate – key events in stories
- Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.
- Say a sound for each letter in the alphabet and at least 10 digraphs
- Read words consistent with their phonic knowledge by sound-blending
- Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.

In Reception, pupils are assessed on their phonological awareness during baseline assessments in September. Phase 1 sounds are also recapped and any gaps are identified and closed. Rhythm and rhyme are threaded throughout Early Years, developing in Reception to encompass understanding of syllables and alliteration.

Through our RWI scheme, pupils are taught Sets 1, 2 and 3 during Early Years, with Year One being a consolidation of Sets 2 and 3 ahead of the Phonics Screening. Phonics is also brought to life throughout the Early Years environment, with different phonics challenges available during independent learning and opportunities for reading across the settings.

For pupils with speech, language and communication difficulties, there are support systems in place throughout Early Years. Intervention groups are used to pick up misconceptions when forming phonemes and staff work alongside speech and language therapists to identify and support any barriers to speech sound production. Staff also use cued articulation as a prompt to remember which part of the mouth the sound is produced from.

Throughout Early Years, pupils are assessed both informally through observations and formally every half term through phonics assessments. The regular assessment process ensures closing the gap children are swiftly identified and actions are put in place to support their needs.

## Year 1

By the end of Year One, all children are expected to be able to apply the knowledge and skills they have built through Early Years and Year One and are confident and capable readers. Progress is measured both informally throughout the year and formally with end of year Phonics Screening. Any child who has not achieved this is given additional support (this is prompt and starts in the Autumn term) as they move into Year 2 and re-tested during the academic year.

Phonics is taught daily as is independent reading. Phonics lessons follow the Read Write Inc. scheme, and revisits the Set 2 and 3 sounds that are introduced in Reception. A sound a day is focused on until Christmas, by which time all sounds have been covered. There is a specific focus on alternative vowel sounds and pupils are expected to learn which words require particular vowel sounds, rather than the phonetically plausible expectation of Reception. This prepares pupils for Year 2 and the spelling expectations in the later years.

In the Autumn Term, Year One focus on independent and whole class reading. There is daily independent reading and 1:1 reading with an adult, following the 5 day RWI reading scheme. There are also daily whole class story sharing sessions, during which early comprehension and inference skills are taught. By the Summer term, more comprehension activities are introduced as pupils prepare for Year 2.

Children are assessed for their reading level using the RWI reading assessments. They are then moved through the colour bands based on their sound and non-decodable word knowledge. Children read books that contain sounds that they are already familiar with and the expectation is for 90% automaticity before moving on.

## Year 2

By the end of Year 2 children are expected to be confident readers, with accurate comprehension and developing inference skills. Progress is measured both informally throughout the year and formally with SATS tests.

For the first term of Year 2, the phonics focus is recapping sounds from Year 1 and introducing some Year 2 spelling rules, with an emphasis on alternative spelling of already known sounds. Sound mats remain in the class and are referenced regularly, and pupils who require more support have phonics interventions and individual sound mats to support their writing. In the Autumn Term, baseline assessments take place to gain an understanding of pupils' fluency and reading skills.

All pupils are heard reading by an adult throughout the week, increasing with individual needs. Within each colour band there is a range of difficulty, therefore pupils move up based on the RWI assessment framework. Teachers keep a record of each child's current reading level and how long they have been accessing that book band within their white reading record, to communicate key messages to parents.

After Christmas, most children move onto the RWI comprehension scheme, which develops fluency and comprehension of fiction and non-fiction texts, as well as vocabulary, grammar and spelling. This programme is followed until the end of the year.

# Whole class reading in KS2

In KS2, children have whole class reading lessons 3-4 times per week, lasting 45 minutes, which are focused on reading quality whole books.

**Lesson structure**

- Teacher reads aloud, modelling prosody
- Children can read (control the game)
- Mixed comprehension questions
- Answers and discussion
- Love of Reading (independent reading time)
- Recommend a Read sessions – once per week

In Years 5 and 6, teaching for the first part of the Autumn term is focused on teaching the necessary reading strategies that children must master to succeed, using a variety of fiction, non-fiction and poetry texts. Developing children's metacognition helps them to understand "how" to answer different types of questions effectively.

**Additional techniques used for teaching reading at KS2**

**Layered reading**
Layered reading is rereading *strategically* to enhance understanding. It can take the form of:

- Contiguous reading (uninterrupted)
- Re-read certain passages
- Echo read (teacher reads then class reads it with same prosody)
- Choral reading
- Line by line
- Leapfrog read (jumping to relevant passages)
- Re-read whole passage at the end of the lesson (for improved fluency)

**Close reading**
Close reading is choosing a small section of text for close analysis – with the aim of enhanced comprehension. This may take place in English lessons as well as reading lessons.

Reading National Curriculum objectives are carefully considered and woven through reading lessons, English lessons, spelling & vocabulary lessons and cross curricular lessons, placing reading at the heart of the Meadlands curriculum.

**Breadth and Depth**

**Stories**
A range of fiction books are used as the set texts for KS2 reading lessons as detailed on the long term plans. These represent a range of diverse authors.

**Poetry**
Poetry texts are set for a week each in Autumn 1,2, Summer 1 and 2. Additionally, poetry units are covered in each year group in English units of writing as well as our annual Poetry Slam, Family Assembly and homework.

**Non-fiction**

A range of non-fiction texts are read aloud during topic and science lessons and are also included on English writing units (see plans). Every book corner has a wide range of non-fiction books for the children to choose to read for pleasure and non-fiction texts are also regularly set for homework reading comprehension.

**Play scripts / Graphic novels**

In the Spring term, graphic novels are set for reading lessons (one week) and every KS2 class studies Shakespeare plays during our Shakespeare Week. They have opportunities to read the play scripts and the corresponding graphic novels. The class assemblies and the end of Year 6 production also offer opportunities for children to engage with paly scripts.

**Reading Schemes**

- Nursery: Letters & Sounds – Phase 1 phonics, Read Write Inc
- Reception & KS1: Read Write Inc
- KS1 & KS2: RWI Comprehension, Oxford Reading Tree, Fresh start phonics and Independent Reader books

**Organisation through the school**

**Badgers Bookshop**

This is the Early Years and KS1 library. Books are colour banded according to ability and the children are able to choose new books with the facilitation of the adult who is reading with them.
Each book band covers a broad range, enabling pupils to read a variety of books within a band before moving on. Each book band holds a selection of fiction and non-fiction books. There is a selection of prereading books within the pink band, and the Early Years teaching team supports parents in using these effectively at home. Moving bands is at the discretion of the teacher who will judge whether a child is ready by their fluency and comprehension skills.

In Reception, pupils' books are changed once a week by an adult. In addition to this, parents are invited daily to access Badger's bookshop and take as many extra books as they wish. Each book band hosts a range of difficulty levels, therefore each child is expected to be in each band for a certain length of time before moving on. The initial book bands have been broken down further in to a numerical system, with children progressing through the numbers before moving on to the next colour.
The book bands are as follows and inform assessment at the end of the year. For example, if a Year 1 child completes the year on 'green' they would be an 'expected' reading level for their year group. This is not the sole assessment tool but is used to create a wider picture of reading attainment.
Once the children have completed the book bands or the teacher feels that they are ready to move on, then they become free readers.

| Colour | Sounds covered | New tricky words introduced |
|---|---|---|
| Lilac | Single letter sounds | - |
| Red | Set 1 | I, the, no, go, put, to, was, of, no, my, for*, he*, have* |
| Green | Set 1, ay, ee, igh, ow, oo (long), tch. wh, ve, ge | here, ball, come, we*, all, her*, your, said, be*, are, you |
| Purple | Set 1, ay, ee, igh, ow, oo (long), tch. wh, ve, ge | Me*, paint*, they, down*, now*, baby |
| Pink | Set 1, set 2, tch, wh, ve, ge, se, kn, le, ea (short), y (long) | Some, so, I've, she*, want, very, little, where, there, like* all, call, wash, I'm |
| Orange | Set 1, set 2, tch, wh, ve, ge, se, kn, le, ea (short), y (long), oor, ore, oi | Old, what, do, I'll, love |
| Yellow | Set 1, set 2, tch, wh, ve, ge, se, kn, le, ea (short), y (long), oor, ore, oi, mb, wr, ph, ce, | wall, their, school, were, any, watch, tall, fall, small, one, brother, who, saw* |
| Blue | Set 1, set 2, set 3, tch, wh, ve, ge, se, kn, le, ea (short), y (long), oor, ore, mb, wr, ph, ce, c (soft), gn, oe, e (long), ue | Water, people, over, could, through, once, two, son, anyone, does, would, mother, why, other, by, don't |
| Grey | Set 1, set 2, set 3, tch, wh, ve, ge, se, kn, le, ea (short), y (long), oor, ore, mb, wr, ph, ce, c (soft), gn, oe, e (long), ue | Laugh, above, father, buy, straight, bought, great, someone, walk, eye, many, worse, thought, wear, caught |

**Book Corners & Display**

There are Read Write Inc. sound mats on display in every class in the school. The mats are used to reinforce the formation of the grapheme, as well as the alternative spelling groups. As well as Badger's Bookshop, there is a book corner in every classroom. Each book corner is designed to be a relaxed, inviting space, and have been purposefully filled with a diverse range of high-quality children's literature that the pupils can self-access, from

Nursery to Year 6, ensuring books reflect our school environment with books that contain characters from racially minoritized backgrounds. Each teacher has a solid understanding of both the books that are in their book corner and children's literature in general, and therefore are able to recommend books to pupils to enhance a love of reading. Each book corner in KS2 has a teacher section, which includes a 'recommended read' or teacher's favourite bookshelf. This is to encourage excitement and discussion around children's literature.

## Planning

For Early Years, the progression of phonics is taken from the Read Write Inc. scheme and are distributed throughout the academic year. The long-term plans for this are devised in September following the baseline assessments, however this remains a reflective approached which is individualised based on the cohorts' needs. In order to make story time purposeful, Reception have a planned story based on each sound taught that day. This supports the long-term memory and reinforces the identification of graphemes within differing texts.

For Key Stage 1, teachers plan their phonics progression based on the previous year's data and the knowledge of the end of year targets. In Year 1, the projected phonics screening target and subsequent formative assessment informs the planning. In Year 2, this is based on the previous years' phonics screening scores and the need to close any gaps before starting on the Year 2 curriculum. All of Early Years and Key Stage 1 use high quality texts as a grounding for their literacy lessons. In Early Years, this is a text a week, whereas Key Stage 1 use a text per unit, some texts lasting up to three weeks.

For Key Stage 2, teachers use the long-term plans to inform their daily planning. Their whole class reading planning is completed weekly and forms part of the daily slide pack. It also has the books/texts that are being studied on the planning. Teachers plan the comprehension activities and questions in advance and keep an ongoing recording of outcomes, as well as read ahead in the text to ensure they have noted any points of interest before teaching.

## Home Learning

Reading homework is set every week for children in Reception upwards. In Reception this is introduced after October half term, and in Year 1 upwards it is introduced in the second week of the year. Homework is set on a Friday and expected to be returned the following Wednesday. This homework is in addition to the daily reading we ask pupils to do with their parents. Pupils read with an adult at home up to 5 times a week and then the adult records this in the white reading record. Reading records are monitored by the class teacher.

In Key stage 2 all pupils complete reading comprehension activities. These are marked and feedback is given to pupils. For more information, please refer to the homework policy.

## External involvement

### Parental support

The white reading record books are used in Early Years up to the end of Year 3. They are only used for pupils who are on the Closing the Gap register from Year 4 onwards. This supports pupils by strengthening the home-school communication as well as an opportunity for other staff around the school contributing to this ongoing record whenever they read with a pupil, meaning the pupil is sharing the love of reading across the school. Parents are expected to read daily with their children from N – Year 3 and white reading records are checked by teachers daily. From Year 4 onwards, teachers decide on a pupil by pupil basis whether the reading record remains in school or is sent home. This decision is based on the individual pupil needs and will be reviewed throughout the year. Those pupils whose books remain at school will be checked and updated daily by adults within school.

**Volunteers**
There are volunteers allocated throughout the school who focus on 1:1 reading with pupils. The pupils who read with the volunteers are those that do not regularly at home or are in danger of not meeting their end of year reading target. Volunteers record their reading the white guided reading records and discuss any particular points of interest with the teacher after the session.

## Impact

**Assessment**

**Formative assessment**
Formative assessments are carried out throughout the different Key Stages. In Early Years, the use of Target Tracker observations track the knowledge of the children's phonic sounds and reading progression. In Key Stage One, tools such as the 5 Minute Box are utilised to track children's progress and perform formative assessments. Key Stage 2 assess pupils on a formative basis, with low risk, regular testing to inform the teacher's planning and gauge the children's understanding of a text.

**Summative assessment**
Each child's attainment is formally assessed twice a term to ensure that they are making progress and understand what they are being taught. This is carried out in a variety of ways, dependent upon the child and their stage of learning.

September: Baselines carried out. In R – Year 2 the RWI phonic assessment tool is used. In Year 6, baselines are established using previous SATS papers.

November, February, June: pupil progress meetings with class teachers and SLT

December, March, July: End of term assessment weeks use NFER reading comprehension papers and previous SATS papers for Year 6.

January, April, July: Whole school pupil progress meetings

May: KS2 SATS tests

June/July: Phonics Test.
The KS1 SATS assessments became voluntary as of Summer 2024 and are optional for schools to use as part of their internal assessment procedures.

**National Testing**

At the end of year 1 all children complete the statutory phonics screening check. All pupils in year one must take the check and any year two pupils who did not meet the expected standard in the previous year will take the check again. The phonics screening check is designed to confirm whether or not individual pupils have learned phonics decoding to the appropriate standard. The phonics test takes place in early June. Pupils will be asked to sound out 40 sounds, some of them "real" words and some "nonsense" words to test their phonics knowledge. The threshold is published after completion of the phonics test and parents will be informed of their child's result in the end of year report.

At the end of Year 6, the National SATS take place, with children sitting a Reading paper, alongside Writing and Maths.

## Equal opportunities

We will ensure that pupils have access to a wide and varied range of reading materials, this is achieved through annual book audits.
We ensure that pupils are reading regularly at home and if this is not the case, support them in school so they are not at any disadvantage.

## Special Educational Needs

The application of different skills within the reading process can be complex. We recognise that some pupils may find one or more of these skills difficult and will need additional support.

Additional support is provided in a number of ways including:

- Quality learning time with their class teacher
- Daily reading with an adult
- Interventions to support individual need
- One-to-one support from a Learning Support Assistant or additional resources
- Closing the Gap register

Progress is then monitored closely by the class teacher, alongside our school SENCO and personalised targets are set. Our aim is to ensure that these pupils are given achievable goals that celebrate their successes and allow them to see their own improvements.

## Monitoring and Evaluation

Planning, teaching and pupils' progress and attainment is monitored by the senior leadership team and the English Lead as part of the school's self-evaluation policy. The quality of reading in the school is reviewed biannually by observations by the English lead and/or senior leaders. The standards of reading will also be inspected as part of any Ofsted inspection of the school as a whole.

**Intervention and Boosters**

Class Teachers and Senior Leaders monitor the progress of all pupils. Pupils who have fallen behind their reading progress target will be placed on the "Monitoring" or Closing the Gap register and may be targeted for specific intervention.
The tasks and activities for these pupils are planned by the class teacher in conjunction with the adult leading the intervention (which may be the teacher themselves or a member of support staff). All reading intervention has a specific purpose linked to teacher's assessment records and gap analysis. Therefore, it is not to 'increase the reading age' of the child but to focus on individual need whether that be phonological, fluency or comprehension.
The pupils are assessed regularly, and the groups change according to the needs of the pupils.
In Early Years and Key Stage 1 interventions are focused on phonics. Gap analysis information is provided via the teachers records on target tracker and the use of the RWI phonics assessment sheet. As detailed above, in Key Stage 2, there is more emphasis on fluency and comprehension.

**Feedback for Pupils**

Reading targets are set at the start of the academic year and viewed as part of a whole Key Stage journey. Therefore, from the Key Stage 1 results and teacher assessment, targets are set for the end of Year 6 with termly targets through Years 3, 4 and 5 also mapped out. In this way, it is clear very quickly when pupils are slipping behind their target.
Pupil progress meetings take place once a term reducing to every half term for pupils falling behind.

**Reporting to parents**

Parents are informed of their child's progress and attainment through white reading records, parent/teacher consultations, book looks and the annual written report. The annual written report gives details of each child's progress along with the results of end of KS assessment. There is a final opportunity for parents to meet with teachers at the end of the summer term.

There is an annual reading curriculum evening which all parents are invited to attend. The content depends on what aspect of reading the parents have been keen to learn more about or an evening for parents to engage in reading for pleasure with their children. In Reception, there are phonics and reading information evenings throughout the year to help parents in supporting their child at home with their reading. There is also a 'Bedtime Stories' event, where pupils and parents enjoy stories with each other in the evening at school.

In Year 1 parents are invited to a phonics information evening (all parents) and a phonics workshop (for parents of pupils who have fallen behind their progress). The aim of the workshop is to show parents how to use the RWI phonics cards and how they can practise with their child. It also gives useful websites where pupils can practise their phonics knowledge with games. This is a bespoke workshop for a selection of parents. Parents are given a set of phonics cards to take home.

White reading records (Home school books) are used from Reception up to Year 3. They are used to note down when a child is heard at school, what page number they have read up to and what book they are currently reading. The adult at home is also expected to record in the same way when they hear their child read at home. This serves as a means of communication between home and school.

Beyond Year 3, the pupils on the Closing the Gap register also use the white reading records to monitor both home and school reading.

# Enrichment in reading

Enrichment in reading is woven throughout the pupils' journeys at Meadlands. We have many opportunities throughout the year for Reading to be a shared enjoyment throughout the school. Books are seen as treasured possessions, handed out as leaving gifts for our Year Six pupils, and as prizes for whole school competitions such as our door decorating.

From Nursery onwards, pupils are encouraged to enter our annual Poetry Slam, where pupils from each year group rehearse poems and perform them to the school. The poems that are selected touch on a range of subjects, from celebrating eras of social change such as civil rights and equality for women, to celebrating poems from different countries and cultures. This day provides a shared love of poetry throughout the school and a celebration of the children's interpretation of these poems. This is continued throughout the year as the winners of the Poetry Slam perform at the Summer Concert to parents.

World Book Week is celebrated annually and involves a host of reading enrichment activities and opportunities for children to share their love of reading and to dress up for World Book Day.

Pupils have a chance to further develop their performance and creative interpretation of texts through our LAMDA sessions. These are run as after school clubs from Nursery – Year Six, and as lessons for Year 3 and 4. Pupils sit LAMDA exams, perform in assemblies and both the Early Years/ KS1 and KS2 after school clubs put on a half termly performance for parents based on a book they have been studying. This supports pupils with use of intonation and expression, inference skills, as well as building their confidence and love of reading and exploring poetry.

We have a Library of Mirrors in our Key Stage One corridor, with books that have been carefully selected to represent all the differing pupils and family units we have within our school, ensuring all pupils feel they are being represented within literature.

Links with our local community resources are established in Early Years, as the Reception team registers every child in the class with their own library card. Regular trips to the library are then made to exchange books and take time to relax and read. This ensures pupils are familiar with how to use the library from a young age, and feeds into the library's promotion of their Summer Reading Challenge, to encourage reading over the holidays.