

Reading Policy

Our reading curriculum is designed to ensure that every pupil leaves our school as a confident and capable reader. Through the teaching of phonics, decoding, vocabulary development and comprehension, children develop the skills needed to access, understand and enjoy a wide range of texts. Alongside this, we foster a lifelong love of reading through high-quality literature and engaging reading experiences.

Our Novel-Based Curriculum enriches pupils' reading journeys, allowing them to explore texts in depth and develop their understanding as readers. As many of our pupils speak English as an Additional Language (EAL), we place a strong emphasis on providing the language, vocabulary and comprehension skills needed for children to access the curriculum with confidence.

Reading is taught through:

- Phonics
- Independent reading books (matches reading levels)
- Shared reading sessions
- Guided reading sessions
- Explicit teaching of comprehension strategies
- Opportunities to consolidate and apply reading skills independently
- Immersive experiences linked to quality texts through our Novel-Based Curriculum
- Promoting a love of reading through story times, reading challenges, author studies, themed events and book-focused celebrations

Teachers explicitly model the skills of effective readers through timetabled Shared and Guided Reading sessions. These sessions provide rich opportunities for discussion, helping pupils to develop understanding through predicting, clarifying, questioning, inferring and summarising.

Reading Structure

Shared Reading (20 minutes)

- EYFS: 1 session per week
- KS1 and KS2: 1 session per fortnight
- Texts may include a Big Book, class novel, picture book or interactive whiteboard text.

Shared Reading focuses on the explicit teaching and modelling of reading strategies, comprehension skills and reading behaviours.

Guided Reading (20 minutes)

- 3-4 sessions per week over a two-week cycle

Guided Reading provides opportunities for pupils to read with an adult, develop fluency, discuss texts and consolidate taught reading skills through focused instruction and independent application.

EYFS and Year 1

Children begin to develop their early reading skills through our Phonics Curriculum (The Partnership Phonics Programme). This enables them to recognise phonemes, blend sounds and decode words with increasing accuracy and fluency.

Reading is taught daily through shared and guided reading sessions, where children apply their phonic knowledge in meaningful contexts. Teachers model key reading behaviours and introduce early comprehension skills, including book talk, predicting, making simple inferences and retelling stories.

Years 2–6

As children progress through the school, they continue to develop their decoding and fluency skills while placing a greater emphasis on comprehension. Through shared and guided reading, pupils learn to

understand, discuss and respond to a wide range of texts, enabling them to become independent and reflective readers.

Reading sessions promote purposeful talk and discussion, helping children develop fluency, vocabulary, prediction, clarification, questioning, inference and summarisation skills. Key reading skills are explicitly taught in shared reading sessions and then consolidated through guided reading and independent practice over a two-week cycle. This approach ensures that all pupils have opportunities to apply new learning and read regularly with an adult.

Targeted intervention programmes, including BRWP, sight word recognition, comprehension support and one-to-one reading, are provided where needed to accelerate pupil progress and support.