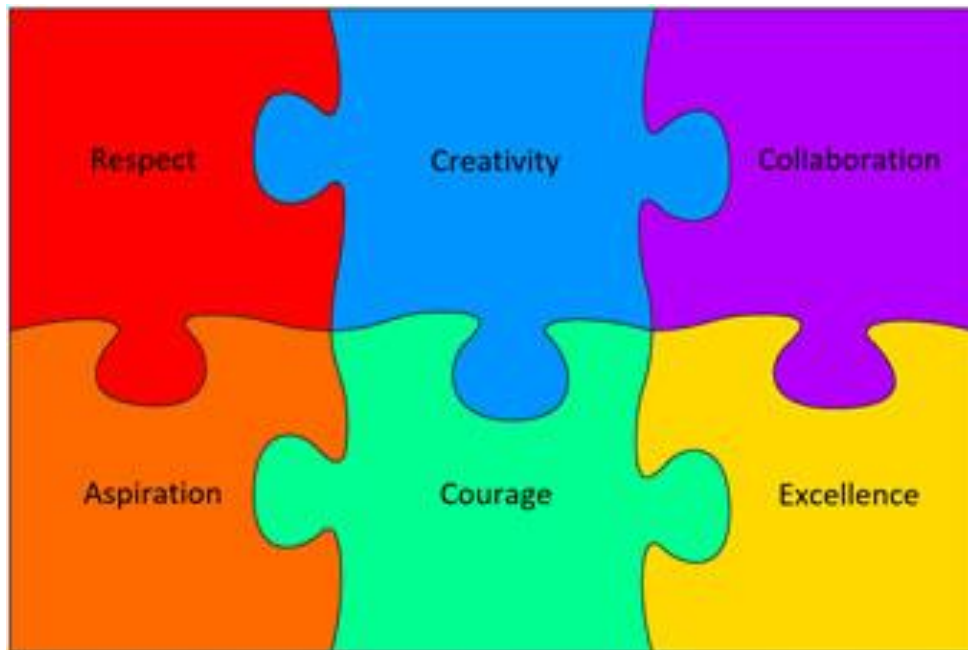


Randlay Primary School and Nursery



Reading Policy

Date: October 2025

To be reviewed: October 2026

Reading

Reading Intent

At Randlay Primary School, we believe that reading is a fundamental skill that can change lives by opening the door to a journey of lifelong learning and discovery. We recognise that a love of reading is the single, most important indicator of future academic success. (OECD)

Therefore, our intent is to cultivate a vibrant, diverse reading culture that ignites curiosity and fosters a love of reading among our pupils. Through our inviting reading environments, we encourage learners to explore diverse texts and develop essential literacy skills so that we empower them to become confident, fluent readers who adopt positive reading habits. From the moment our learners begin their journey, we strive to instil a passion for reading.

As a school we aim to:

1. Encourage Exploration: We provide a diverse selection of books that reflect the interests and backgrounds of all learners, inspiring them to explore new ideas and cultures.
2. Develop reading skills: Equip our learners with the essential reading skills to enhance fluency, comprehension and critical thinking, ensuring they can read a variety of texts with confidence.
3. Promote Collaboration: Create opportunities for our learners to share their reading experiences through discussions, peer reading, book clubs, and projects, building a community of enthusiastic readers.
4. Celebrate Achievement: Recognise and celebrate individual progress fostering a sense of accomplishment and motivation through our weekly assemblies.
5. Engage Families: Involve families in their children's reading journey by providing resources, workshops, and events that encourage reading at home.

Reading Implementation

Reading in Nursery

Daily Phonics

At Randlay Primary School, reading begins upon entry to our Nursery setting, where learners start the Foundations for Phonics Little Wandle scheme.

Sharing Texts

Within our Nursery setting, learners are encouraged to share picture books and enjoy stories and rhymes with staff and peers. They are encouraged to take library books home to continue the process of listening to stories and engaging with pictures, rhymes and repetitive patterned stories with an adult.

The Environment

We ensure that our 'enabling environments' within the nursery provide rich, inclusive reading opportunities for all the children who access it through both adult and child led activities. This is of equal importance both inside and out.

Reading in Reception

In Reception learners continue their reading journey through daily phonics lessons, story times and opportunities to engage in discussion based on a shared text. There are opportunities for the learners to access a wide range of inclusive fiction, non-fiction and poetry books.

Daily Phonics Lesson

In reception, pupils are introduced to the progression of graphemes (letters) and the phonemes (sounds) that they make. These are taught using picture prompts and catchphrases as well as the use of pronunciation phrases and formation phrases to ensure that they are saying and writing the letters correctly. They also start to learn the 'tricky' words that cannot be sounded out but that they will see often in reading. Throughout the reception year, phases 2, 3 and 4 of the programme will be covered. They will learn digraphs (2 letters making 1 sound such as sh, ee) and trigraphs (3 letters making 1 sound e.g. igh, ear).

During phonics sessions, pupils practice reading words with the focus sounds, they learn new tricky words and apply their new learning to spell words.

Home Reading Expectations

All children take home a reading book from the start of Reception. These books are introduced once learners have had an opportunity to complete each group of focus sounds. They access books that are phonetically decodable, featuring the sounds that they have been taught to date. This is to encourage fluency, ensuring that they have the necessary skills to decode independently.

Parents/carers are encouraged to share the reading experience with children. We request that they comment upon their child's reading within their reading diary as regularly as possible but at least four times per week. The class teacher and/or TA will hear the children read three times per week as part of the Little Wandle reading practice sessions. Practitioners will share observations of reading experiences in the child's reading diary.

Children are encouraged to practise reading the books several times to develop the necessary fluency skills. A stock of exciting, diverse, phonetically decodable books have been purchased, and all new scheme books are linked directly to the 'Little Wandle' scheme.

The Environment

All classrooms display a Little Wandle 'Grow the Code' chart for learners to refer to as needed. These are used regularly in all phonics and writing lessons and table-top versions are also used. The children will be introduced to the 'Tricky Words' linked to each of the phases. The words will be on display across the environment and opportunities to use and apply these will be encouraged daily.

Assessment

We use half-termly assessment points to track the progress/attainment of individuals, classes and cohorts. Each child will be assessed using the Little Wandle assessments and tracking tool once every half term. Alongside this, teachers use assessment for learning in every lesson to identify where any children are having difficulties so that support can be provided swiftly. We use this approach to ensure that children keep-up so they don't need to catch-up later.

Interventions

If gaps are identified, targeted interventions are put into place to ensure learners move at an appropriate pace. Interventions must be timely, efficient and effective. The learners are then reassessed and once back on track the additional interventions cease.

Our Reading Offer

It is key to our approach that phonics understanding, both using and applying, is evident when children are taught and observed within the setting. All additional adults have been trained to identify, promote and facilitate the application of phonics and reading with our youngest children.

Reading in Year One

Daily Phonics

Upon moving into Year One, the learners continue to access a daily taught systematic, synthetic discreet phonics session following the progression of the Little Wandle Scheme. It is our aim that all learners will access Phase 5 from the beginning of Year One to support their journey in developing their reading fluency and understanding. This will ensure that they are on track to meet the end of the year expectations, including the Year One phonics screening check.

Year One Group Reading

Once learners have made the transition to Year One, they continue to access the three reading practice sessions. During each guided session, there is a clear taught focus. The first session focuses on decoding skills, the second reading with prosody and the third session an aspect of comprehension.

Assessment and Tracking

Over the course of Year One, learners will be assessed using Little Wandle half-termly assessments, which are tracked using the Little Wandle assessment tracker. If at any point a learner is falling behind or developed gaps, then additional interventions take place to bring the learners up to speed as quickly as possible. This can be completed through additional reading opportunities and precision teaching.

At the end of Year One, learners complete the statutory phonics screening check. If children do not meet the expected standard for this then they will retake the check at the end of Year Two.

Learners also complete end of term PIRA Reading Assessments to check attainment against age-related expectations.

Book bands are also tracked and matched carefully to phonics ability to ensure learners are able to read these fluently and in the summer term, they will complete a fluency assessment to ensure accuracy and fluency within their reading.

Reading in Year Two

Phonics

Once our learners have moved to Year Two, they will either start the Little Wandle Year Two spelling programme or continue with the Little Wandle phonics programme, dependent on their current attainment. All learners need to be secure with their phonics knowledge before moving on.

Year Two Reading Routines

Initially, all learners will continue with the three reading practice sessions each week, at the appropriate phonics phase. After the first half-term, learners who have completed the phonics programme will complete a fluency assessment to determine if they are ready to move from the phonics phased books to the colour banded system and Little Wandle Fluency texts.

Once accessing the fluency texts, these are completed as part of a 'reading journal' focus. One chapter will be read each week, with a different reading focus each day. The chapter is introduced with a pre-teach to focus on decoding skills, tricky words and word meanings to support learners to be able to access the chapter fluently. The chapter will then be reread every day to support the development of fluency with a daily focus on different reading skills such as vocabulary, retrieval, inference, summary, sequencing and prediction. The fluency texts will be a range of fiction and non-fiction texts and will gradually increase in difficulty each term.

Classes will also use a range of different text types as an integral part of English lessons in a range of genres. These will involve numerous opportunities for book talk to explore a variety of aspects and a stimulus for exploring features of grammar and the creation of their own texts.

In Year Two, learners continue to have a daily story time and opportunities to read for pleasure.

The use of Reading diaries continues into Year Two, by which stage learners should continue to comment on their reading experiences at least four times per week, with a balance of comments made by themselves and their parents/ carers.

Assessment and Tracking

Learners are assessed using ongoing teacher assessment, fluency assessments and summative reading assessments each term to establish a scaled score.

Reading in Key Stage Two

In Key Stage Two, it is our intention that learners continue to develop a love of reading underpinned by positive reading habits: as well as having an increased confidence to approach and read new texts which challenge and excite them. They build upon the fundamental phonics skills taught in Key Stage One, and progress through book banded books as their reading fluency and accuracy develop. To encourage engagement and enjoyment of reading, each class has a class reader which is shared daily, and activities are completed around this text. Each class has a stock of high-quality non-fiction, fiction and poetry banded books which the children have access to daily. There are multiple opportunities for reading for pleasure during the school day and every class shares the class reader at the end of the day.

Year Three and Four Class Reading

There is a clear, progressive weekly sequence for the teaching of skills. To promote the importance of reading, every class morning routine starts with a reading session. Sessions broadly follow the structure outlined below and the expectation is clearly differentiated according to ability:

Reading Routines in School:

Session 1: Share the chapter for the week from the class reader and discuss as a class.

Session 2: Explore key vocabulary in the chapter.

Session 3: Develop retrieval skills through questions relating to the chosen chapter.

Session four: Develop inference skills through questions relating to the chosen chapter.

Session 5: Use and apply a range of reading skills across a range of texts.

Reading Routines at Home:

To encourage our learners to foster effective reading habits and to develop their key reading skills, it is the expectation that they read at home as well as in school. Children in Year Three and Four are expected to read four times a week and their diary comments are structured in way which reflect the key reading skills taught in our class reading sessions.

Assessment

Learners are assessed during lessons and feedback is given to help develop their understanding of the text. Weekly comprehension tasks enable teachers to assess the learners' progress on a regular basis and adapt support as needed. At the end of each term, the children complete a reading assessment taken from 'Head Start'. At least once a term, each learners' book band is assessed using the Collins 'Assess Reading Fluency' and this is closely monitored to ensure all learners are developing their reading fluency. This data, combined with teacher assessment, is used to inform attainment judgements and target setting. If learners are not on track, interventions are used to ensure their reading progress stays in line with expectations.

Year Five and Six Class Reading

There is a clear, progressive weekly sequence for the teaching of skills. To promote the importance of reading, every class morning routine starts with a reading session. Sessions broadly follow the structure outlined below and the expectation is clearly differentiated according to ability:

Reading Routines in School:

Session 1: Share the chapter for the week from the class reader and discuss as a class.

Session 2: Explore key vocabulary in the chapter.

Session 3: Develop retrieval skills through questions relating to the chosen chapter.

Session four: Develop inference skills through questions relating to the chosen chapter.

Session 5: Use and apply a range of reading skills across a range of texts.

Reading Routines at Home:

To encourage our learners to foster effective reading habits and to develop their key reading skills, it is the expectation that they read at home as well as in school. Children in Year Five and Six are expected to read four times a week and their diary comments are structured in way which reflect the key reading skills taught in our class reading sessions.

Year Six SATs Boosters

Booster sessions for year six learners commence after half term in the Autumn term and continue throughout the year until the SATs in the Summer term. All learners are given the opportunity to attend an additional reading lesson before or after school. We provide revision material which they use in the session and can be taken home. We provide breakfast (before school) and snacks (after school) to ensure that all learners can fully concentrate and participate in our sessions.

Assessment

Learners are assessed during lessons and feedback is given to help develop their understanding of the text. Weekly comprehension tasks enable teachers to assess the learners' progress on a regular basis and adapt support as needed. At the end of each term, the children complete a reading assessment taken from 'Head Start'. At least once a term, each learners' book band is assessed using the Collins 'Assess Reading Fluency' and this is closely monitored to ensure all learners are developing their reading fluency. This data, combined with teacher assessment, is used to inform attainment judgements and target setting. If learners are not on track, interventions are used to ensure their reading progress stays in line with expectations.

Whole School Book Banding

All texts are banded according to their level of difficulty and staff, parents, carers and learners are fully informed with regards to the book banding system. The book bands progress according to difficulty and learners are assessed using the book banding system

A clear example of the book band order is displayed within each class base. Picture books are not banded but phonic scheme books are banded by phases/ stages. These will differ slightly in difficulty from the other texts and so staff will need to check when moving between schemes and the wider range of texts as the band allocated may differ slightly.

Reading for pleasure

To promote a reading culture that ignites curiosity and fosters a love of reading among our learners, we continue to review and adapt our reading for pleasure offer.

Our main approaches include, but are not limited to:

- Reading for pleasure slots
- Reading raffle and book vending machines
- Reading bears (Ks1)
- Book clubs
- Author visit
- Book corners

- Library trips
- Book fairs

SEND Support

We use adaptive teaching to enable all pupils to access the reading curriculum and make progress. This is carefully planned to meet the individual needs of our pupils.

This can include:

- Precision Teaching
- Little Wandle SEND Programme
- Little Wandle 'Rapid Catch Up' for Key Stage Two
- Little Wandle Fluency for Key Stage Two
- Beanstalk Volunteer Readers (1:1 reading opportunities)
- Pre-teaching opportunities
- 1:1 or small group additional support
- Literacy Hornet Primer
- Toe by Toe

Summary

At Randlay Primary School, we give the teaching of phonics and reading high priority. It is our intention that all our learners become confident, successful readers. To achieve this, we hold weekly reading assemblies and encourage staff to share dialogues with children about books. It is our shared aspiration that all our learners' access both varied and rich opportunities for reading and we plan the skills for teaching reading strategically. We strive to achieve independence and enthusiasm in all our learners so that they can access a range of genres and text types. As a staff, we ensure that we provide equal opportunities across reading so that all our learners can reach their full potential and attain success. We strongly believe reading is an entitlement that empowers children for life beyond the primary phase and at Randlay School our practitioners work extremely hard to achieve this shared intention.

Reading Impact

Reading has a high profile across school from Nursery to Year Six. Learners speak enthusiastically about their reading and are keen to read widely around subjects. They enjoy reading and story sessions, and they are keen to talk about their reading with each other or adults. Reading diaries evidence the reading taking place and children use books readily within other subject areas. The majority of learners leave Randlay Primary School and Nursery with at least the expected level of attainment in reading ready for the next part of their learning journey.