



FLASH LEY COMMUNITY PRIMARY SCHOOL & NURSERY

READING POLICY

(to be used in conjunction with the Phonics Policy)

Produced by: Mrs K Fenton

Approved by: _____

To be reviewed: July 2025

Intention:

At Flash Ley all children should learn to read in the shortest possible time so that they become confident, fluent readers who read for meaning and develop a love of reading. Children will develop their vocabulary through reading and listening to a wide range of fiction, including contemporary and classic literature, non-fiction and poetry. When reading independently, children's reading materials match their reading ability.

The National Curriculum for Reading aims 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

Implementation:

- At Flash Ley we use Little Wandle as our systematic synthetic phonics program. A 'revisit and review' session at the start of every phonics lesson ensures children build on prior knowledge before new sounds are introduced with their grapheme phoneme correspondences. Reading books provided in the program ensure children apply their knowledge to reading and reading practise sessions focus on blending, comprehension and prosody.
- Whole-class reading lessons are used throughout the school to teach children the skills of retrieval, inference, summarising, prediction, making comparisons, word meaning and author choice.
- Reception/Year 1 have x3 reading practice sessions a week to focus on reading skills such as fluency, expression, comprehension of a text etc.
- Year 1 continue with 'Helicopter Stories' to transition from Reception.
- Year 2 start with a whole class guided read sessions focusing on the reading domains.
- From Year 3-6 there is 1 formal reading lesson focusing on the reading domains and recorded in their book. A separate SRA Reading Comprehension Lesson takes places which is personalized to each individual child to ensure access and achievement.
- A long-term plan of reading materials ensures that the children are exposed to a wide range of contemporary and classic fiction and poetry/rhymes. These texts are used in English lessons and a different text is used by the class teacher who reads aloud to the children every day.
- Books relating to termly topics are available in every classroom and encourage reading to gain knowledge across the curriculum. Vocabulary is explored in every curriculum area, with key words displayed on subject displays in classrooms.
- Accelerated Reader is used in Years 2-6 to expose pupils to further reading materials and to track progress. Rewards are also given out in assemblies.
- The use of drama provides opportunities for children to explore characters and settings to develop a deeper understanding of what they read.
- Children regularly read aloud to an adult and disadvantaged pupils read aloud to an adult 4 times a week.
- Reading is further promoted through special days such as World Book Day, Roald Dahl Day and National Poetry Day. Visits from authors and poets encourage children to read for pleasure.
- Classrooms have inviting book corners to promote a love of reading
- A book club happens each term with a number of children selected to read a new release book before reviewing it for the rest of the school

Foundation Stage

- In Nursery the foundations for phonics are laid, with children being exposed to a variety of activities focusing on listening, making and distinguishing between sounds. Children take part in daily phonics sessions exploring rhythm, rhyme, alliteration and pattern in spoken word. This supports children in developing phonological awareness and the ability to hear, speak and recognise sounds as a foundation for early literacy.
- In Reception children are exposed to a wide range of speaking and listening activities through role-play, communication and language activities and adult intervention. They begin to develop their vocabulary and an understanding of rhythm, rhyme and alliteration.
- In Reception we begin the teaching of systematic, synthetic phonics through the 'Little Wandle' program during daily sessions. Children learn to apply their knowledge of grapheme-phoneme correspondence when reading books that match their ability. Reading Practice Sessions focus on blending, comprehension and prosody and matched books are provided for home reading also.
- Children are exposed to high-quality texts and they learn to retell stories and recite rhymes. Strong links are made between reading and writing through the use of 'helicopter' stories.
- Word of the week encourages the use of new, ambitious vocabulary linked to key texts and shared with parents to support children in developing a wide range of vocabulary.
- Reading at home is vital and so strong links with parents are made, our home school books

SEN

Children will be assessed and then grouped by ability for phonics and will work towards the same objectives but at a different pace with appropriate differentiation. Children who fall behind will be identified quickly and intervention will be provided to enable them to catch up as quickly as possible. Lexia is used to provide extra support and reading practice. Little Wandle also provide a catch up intervention program to fill in gaps in phonic knowledge. Where children have an IEP target, interventions will take place to support that child e.g. yellow reading overlays used.

Equal Opportunities

Our reading materials reflect different cultures and ethnicities and have been carefully selected to encourage reading for pleasure amongst boys. We aim to provide all our pupils with the opportunity to succeed and therefore, we identify the particular needs of individuals and groups and use targeted interventions to narrow gaps in achievement. More able readers are provided with sufficient challenge to maximise their potential.

British Values/SMSC:

Children develop curiosity through reading a wide variety of non-fiction texts and Literature, including poetry and books from other cultures. Through their reading, children investigate moral issues and study different characters, as well as learn about the world in which they live. They are encouraged to reflect on their own lives as well as developing tolerance for diversity and empathy for others. We create a provision for a safe learning environment where all children can express personal opinions about what they read whilst respecting the views of others.

Impact:

Through the teaching of systematic phonics and careful tracking, all children will be fluent and confident word readers by the end of KS1.

By the end of KS2, children will read a range of progressively challenging texts for pleasure, and will be able to read for meaning across all areas of the curriculum.

Statutory assessments will reflect the children's reading success.