

Navenby Church of England Primary School

READING POLICY – SPRING 2026

This policy was approved by Governors on 12th March 2026 and will be reviewed annually.

1. Introduction

- 1.1 English is a core subject in the National Curriculum. All learning takes place through the use of language which gives English a special place within the curriculum. It is during a child's primary education that the foundations of all aspects of English are laid. This makes English the most important aspect of the curriculum of any primary school.
- 1.2 The overriding aim of the English Curriculum as a whole is that of enabling pupils to develop to the full, their ability to communicate effectively, both orally and in the written word, and to read a wide range of different types of text. These skills are essential if children are to achieve their potential throughout their school days and on into adult life.
- 1.3 Our school views the acquisition of language skills to be of the utmost importance. The policy document for Reading reflects the consensus of opinion of the whole teaching staff and has the full agreement of the governing body. The implementation of this policy is the responsibility of all teaching staff, who will cover all aspects of the reading curriculum learning objectives as outlined by the 2014 National Curriculum.

2. The Nature of Reading

- 2.1 Reading is a multi-strategy approach to understanding the meaning of the written word. It is not only the decoding of isolated words; it is an active process whereby readers bring their existing knowledge of the world into exploring text and having meaningful conversations about text.
- 2.2 Reading development falls into two main categories:
 - Initial reading skills which includes knowledge of phonics, the alphabet, the ability to decode and read a growing number of words and reading to find information.
 - More advanced reading skills, which involve the skimming and scanning processes, summarising and putting together material from different sources, distinguishing fact from opinion, inferring meaning and commenting on authorial choices.
- 2.3 Success in reading has a direct effect upon progress in other areas of the curriculum and is crucial in developing children's self-confidence and motivation. Competence in reading is the key to independent learning, therefore the teaching of reading will be given a high priority by all staff.

3. Implementation

- 3.1 Planning for reading activities will be based on the requirements of the English National Curriculum. These objectives will be delivered during phonics lessons, guided and whole-class reading sessions, daily English lessons (particularly the 'Read & Respond' element of Active English) and across other subjects, as well as 1:1 reading support for children that require it.
- 3.2 In KS1 Children will be taught through "Read Write inc." produced by Ruth Miskin. During daily phonics, children practice the speed sounds from the storybook, followed by the identification of story green words, speedy green words, and red words, with modelling from the teacher. This approach ensures that students are familiar with the vocabulary and concepts before they engage in reading activities. Following this preparation, children pair up to read the book together, allowing for peer support and collaboration. The teacher then reads the book aloud,

modelling fluency and expression. Throughout the week, this process is repeated to enhance fluency and deepen understanding of the plot.

In later sessions, children are encouraged to answer simple comprehension questions about the text, promoting critical thinking and engagement with the material. The books read in phonics groups are closely linked to the book bag books sent home each week, reinforcing learning and encouraging reading at home.

- 3.3** In Key Stage 2, children are explicitly taught reading skills using the Literacy Shed VIPERs resources. Instruction occurs through both whole class reading sessions and guided reading sessions, which are organised according to attainment levels. The VIPER resources focus on essential reading skills, including understanding vocabulary, making inferences, making predictions, retrieving information, summarising, and sequencing. This structured approach ensures that all pupils develop a comprehensive understanding of texts, fostering both their reading proficiency and overall literacy development.
- 3.4** Children are read to by their teacher daily in all classrooms. These sessions provide opportunities for teachers and pupils to share and discuss texts. In addition, in the Foundation Stage and into KS1, individual children regularly share books with their teachers, teaching assistants and voluntary helpers, as well as older peers on a 1:1 basis.
- 3.5** Opportunities are given for quiet, independent reading time, through all year groups.
- 3.6** Above all, reading should be an enjoyable activity. All children will have access to a wide range of age-appropriate books and other reading material, including prose, poetry, drama, non-fiction and texts in English from other cultures and traditions, newspapers and magazines.
- 3.7** All children will be encouraged to develop an awareness of audience when they are reading aloud. They will be given the opportunity to read to a wide variety of audiences, including their own peers, adults and school/group assemblies.
- 3.8** At all stages of reading development, children will be given advice and guidance about the books that they choose to read.
- 3.9** All children are required to apply their use of reading skills in cross-curricular work. However, reading skills such as study skills and information retrieval strategies will be taught in a subject-specific way.
- 3.10** Literature will be valued for its own sake and will not always be chosen purely for its relationship to the current theme or topic.
- 3.11** Children in Key Stage 1 take home carefully-matched, phonetically decodable books according to the Read Write Inc. scheme embedded within school, which is supplemented with an 'Inspiration book' to encourage reading for pleasure. This scheme gives children the opportunity to practise their developing reading skills with texts which have appropriate vocabulary and sentence structure. These books will be coded according to their level of difficulty and are located in the library.
- 3.12** If a child moves into upper Key Stage 2 and are still having difficulties with phonetic coding, they will be assessed using the 'Fresh Start' baseline assessment and grouped accordingly. These children will receive small group or 1:1 phonics interventions (at least four times a week), using the 'Fresh Start' scheme.

- 3.14** Fiction and non-fiction books are located both in class libraries and the school library, so that children have access to a range of other books, with varying levels of difficulty, which they will be encouraged to read for pleasure and information. In KS2, children are encouraged to be independent in the selecting of books that are suitable for their reading ability, but will be guided by staff where necessary. They should be able to read approximately 95% of the words contained within a book for it to be pitched appropriately.
- 3.15** Non-fiction books are organised by category in the library; these include books associated with history, geography, religion, science, nature, sport, art, design and technology.
- 3.16** Children in EYFS and KS1 will learn nursery rhymes, poems and songs, to build up vocabulary, increase their phonological awareness and consolidate daily phonics sessions using the Read Write Inc. scheme. They will listen to a wide range of stories and traditional tales. They will share picture books with teachers, voluntary helpers, with older peers and with one another.
- 3.17** Children who experience difficulties in reading will be given extra help and support in the classroom to promote the 'keep up not catch up' element of Read Write Inc. Materials (such as Wellcom) and Nessy online learning are available within the Special Needs resources for this (located in the 'Yellow Room'). All children, irrespective of any reading difficulties they encounter, will be encouraged to see themselves as readers and will be supported as such to become readers.
- 3.18** Books available for our children to read will be chosen carefully so that issues relating to equal opportunities are handled sensitively and sensibly. Interests relating to both boys and girls will be taken into consideration when reading activities and materials are selected.
- 3.19** The home/school partnership in reading is encouraged throughout the school. The support and encouragement of parents will be sought and valued. Children are allowed to take home their reading books and parents are requested to comment upon their shared reading with their child in the Reading Record Book. By these means, parents will be helped to see that they, too, have a vital role to play in their child's reading development.
- 3.20** All parents/helpers who share reading time with children will be made aware of the school's policy on reading. The stocks of both fiction and non-fiction books available to each class will be regularly updated, finance permitting.

4. Assessment

- 4.1** All pupils will be assessed in reading during assessment weeks. This may be through reading comprehension papers such as PiRA reading tests or previous SATs papers. Formative assessment also takes place regularly through guided reading sessions using National Curriculum objectives.
- 4.2** Ongoing teacher assessments will be made in reading lessons and through careful observation.
- 4.3** Teachers will keep evidence of children's competencies in reading, their attitude to reading and their experience of reading a range of different types of texts. This will be recorded on a Reading Monitoring sheet.

Policy Approved: Full Governors meeting dated 12th March 2026

Signed:

Chair of Governors:Mr J Kirby

Head teacher Mr C Elliott