Larkrise Primary School

Reading Policy

Summer 2026

Achieve Excellence

Our Statement of Intent:

At Larkrise Primary School, we recognise that without effective communication, little achievement can be made. We know that we have a duty to ensure that English teaching is a priority and we recognise that this is often cross-curricular and a constant through-out school life and beyond. It is part of the 'essential knowledge' (p6 National Curriculum) that is needed in society: 'Teachers should develop pupil's spoken language, reading, writing and vocabulary as integral aspects of the teaching of every subject.

English is both a subject and the medium for teaching; for pupils, understanding the language provides access to the whole curriculum. Fluency in the English language is an essential foundation for success in all subjects.' (p10 National Curriculum). We are an inclusive school, we set high expectations and recognise the importance of accurate and regular assessment in order to support individuals at every part of their learning journey and in whatever circumstances. We use one to one support and small group work to help with this. We plan teaching opportunities to help those for whom English is an additional language, and those with disabilities outlined in the SEN code of practice. We agree with the statement of the National Curriculum, that 'pupils…who do not learn to speak, read and write fluently and confidently are effectively disenfranchised' (p13)

At Larkrise Primary School, we believe that the key to every child being able to read is the quality teaching of phonics, this begins in our Early Years and throughout Key Stage 1. Staff also recognise that reading development is closely linked to that of writing, for it is by reflecting upon and talking about the texts that they encounter that pupils come to understand how writers write and to develop an awareness of the relationship between author and reader. At our school, we strive to make this link clear by providing learning opportunities which are based on quality texts across the curriculum that engage the pupils, immersing them in a rich language environment. Spoken language is also a key feature of our reading, through modelling standard English, as well as opportunities for discussion, drama and performance, children can immerse themselves in a plethora of words. Our hope is that children leave our school, at the end of year 6, having established a love of reading and with experience of a wide range of texts.

Aims:

We aim to develop literate children who:

- love reading and get excited about potential books
- use their early reading skills to access the world of reading
- have the opportunity to listen to stories that are beyond their own reading ability, for enjoyment
- are given the chance to participate in class reading sessions where literature is explored, discussed and linked to real life
- enjoy reading at home
- understand the sound and spelling system and use these to read accurately
- read with confidence, fluency and understanding, using a range of independent strategies to self-monitor and correct
- understand a range of text types and genres
- have developed their imaginations, inventiveness, and critical awareness.

Objectives:

In order to develop fluent, confident readers, teachers at Larkrise Primary School:

- follow a systematic approach to the teaching of phonics via the Letters and Sounds programme;
- discretely teach comprehension strategies through quality whole class direct teaching, guided group work and individual reading as appropriate;
- actively promote and foster a love of reading by reading to their own class;
- further develop children's vocabulary by sharing and displaying words which are found at the point of discovery;
- make the link explicit between reading and writing.

Teaching Approaches

The 2014 Curriculum divides reading skills into two dimensions:

- Word reading/ decoding
- Comprehension

We recognise that both these elements are essential to success and we support the acquisition of both sets of skills through various methods. We acknowledge that these areas are clearly linked to the other aspects of English learning: speaking and listening, writing, grammar and vocabulary. We also understand that reading is a developmental process and part of life-long learning and we encourage and praise children at every stage of it.

Reading in School

Children at Larkrise Primary School first learn to decode, segment and blend words through rigorous, daily phonics teaching, following the Letters and Sounds programme. Staff engage pupils through fun lessons and through this approach, the majority of pupils learn to read print easily and fluently.

There is support available as a matter of priority, children who are identified as having gaps in their phonological awareness in Reception or Year 1 will receive further intervention (for example, rapid phonics, booster with the Early reading lead) to ensure that they can then go on to read fluently and confidently, and to read for enjoyment. Further up the school, children who still find learning to read difficult, for example those who have dyslexia, will receive further intervention (for example, Toe by Toe).

During all reading opportunities across the school, from YR1 to Y6, particular attention is paid towards vocabulary extension and comprehension strategies. From Year 1, pupils participate in daily English lessons where their reading teaching continues through whole class shared and guided reading used as an intervention and an opportunity for teachers to hear children read. Teachers actively model comprehension strategies and make use of talking partners to discuss vocabulary and further develop children's inferential skills and knowledge of authorial intent. Teachers plan differentiated sessions covering the Age Related Expectations for the year group using question stems linked to the different strands of reading comprehension (see Appendix I).

At Larkrise school, reading is taught in its own right, as well as a tool which permeates the entire curriculum. Take one Book planning is used to devise reading lessons in English and in other areas of the curriculum too. Children read outside the daily English lessons for information-gathering, research and for pleasure (OTTER time and paired reading). All classes have regular opportunities to listen to and enjoy texts that are beyond their own reading ability.

Children have access to Collins e-books and matched comprehension questions online. These may be used as a teaching tool for a whole class lesson or group or for children to practise their reading comprehension skills. Teachers allocate books to pupils based on their reading book band level and year group.

Teaching of Phonics in school

Phonics is taught every day in EYFS and KS1 using a systematic and rigorous approach, using the teaching principles Read, Write Inc. The children learn to read sounds and blend and segment words, alongside the teaching of 'Tricky words' or 'red words' that do not follow regular patterns. These sessions take place every day for 30 minutes and teachers also use moments of time throughout the school day to recap on known sounds using flashcards. Classroom displays represent the current sounds and words children are working on, allowing teachers to refer to these during writing lessons.

Assessments are carried out half-termly by the phonics lead and the children are put into groups related to their knowledge and ability. Any children who are assessed as making slower than expected progress or who are falling behind their peers will be flagged up to the Early Reading Leader who may provide them with a small group intervention to close the gap and improve their skills. This will be in addition to normal Phonics lessons within their classroom.

The children are given a reading book to take home twice a week. This book is colour banded linked to the child's reading level. In addition, the children are also take home a phonics reading book weekly, which directly relates to their phonic sessions from their phonics groups.

Reading at Home

At first, children take home reading books that are non-worded so that they can develop storytelling skills with support from their families. The next books are phonetically decodable. This is a deliberate methodology which allows pupils to celebrate their growing reading competency with their parents, ensuring that the first home reading experiences are positive, motivating experiences. As children move through the book band colours, they experience a broader range of vocabulary and different types of fiction, traditional tales, non-fiction and poetry texts.

Teachers monitor pupils' progression through the book band colours and respond to individuals' needs. Pupils are encouraged to read widely and for pleasure through the use of the school library and class collections and communication in children's reading logs allow parents to communicate the kind of texts that children are reading at home. Collins e-books can also be accessed at home through the school's website so parents can support their child with answering reading comprehension questions. Once children have moved through the book bands they become 'Free Readers' and read a range of books from class libraries as well as books from home.

Colour band & Yr Group for skills on reading assessment	Lilac	Pink	Red	Yellow	Blue	Green	Orange	Turq	Purple	Gold	White	Lime	Copper	Topaz	Ruby	Emerald	Sapphire	Diamond	Pearl
Book Band Number	1	1+	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
Reading Age (Approx)				5 -5.5	5.5 -6	6 - 6.5	6.5 -7	7 7.5	7.5-8	8-8.5	8.5	9	9-9.5	9.5-10	10-10.5	10.511	11-11.5	11.512	11+
Expected School Year (Approx)	R	R	1	1	1	1	2	2	2	2	3	3	4	4	5	5	6	6	6

Reading forms part of the essential homework: all children are expected to read at home every day and sign their reading diary to reflect this. If children are not able to read at home, teachers will endeavour to give the child an opportunity to read in class during their free time. Reading targets (Appendix II taken from Jonathan Bond's Planning Kit) are discussed at parent consultations and are used to inform planning and interventions around reading.

Assessment

Assessment is an integral part of the teaching and learning process and is used to:

- provide the children with clear and regular feedback;
- assist the children and teachers in planning their next steps;
- evaluate the effectiveness of teaching.

We use Jonathan Bond's Assessment Kit statements. From YR to Y6, achievements and areas of concern are recorded on pupil tracking sheets (see Appendix II) which have different strands of comprehension clearly identified and these inform future planning. Teachers use daily formative assessment strategies to ensure that all teaching is accurately pitched and challenging. Ongoing teacher assessment of reading informs reading targets.

Summative assessment for reading takes place termly when children throughout school undertake formal reading tests (PIRA). Any pupils who are deemed to be underperforming are swiftly identified and participate in booster/intervention sessions which are designed to close the gap between themselves and their peers. The progress of these pupils is discussed with the SLT and SENCo during Pupil Performance meetings.

Children are assessed at the end of Year 1 using a phonic screening test. All children are expected to pass the phonics check as early reading skills are essential for education and development. Children are regularly assessed using Big Cat Collins phonic assessments throughout KS1 to ensure early intervention and support can be implemented to ensure they are able to pass the phonics screening. Children who have not passed the phonics screening test in KS1 are offered further interventions to help close the gap and ensure they pass.

Inclusion and Equal Opportunities

The ability to read is fundamental to children's development as independent learners. We believe that all children are entitled to high quality teaching and learning and we embrace the philosophy of inclusion. All children at Larkrise Primary have the opportunity to develop reading skills at an appropriate level through the provision of carefully planned, targeted work in their English lessons and within the wider curriculum. Intervention groups are in place to further support children with additional needs or those who have any difficulties in a particular area. As mentioned above, children who struggle to read continue to follow a phonics programme for reading until they possess the skills to move on. The needs of children on the SEND register are planned for as necessary and detailed on their Individual Provision Maps and a variety of teaching methods are used to support the learning styles of different children. In this way, no child will be excluded from participating in reading activities.

We celebrate diversity through recognising our children's skills and knowledge and by the study of material from a variety of cultures. Texts used represent all cultures in a positive light and show both genders in a range of roles. The interests of both boys and girls are taken into account in the selection of materials to support the development of reading skills.

Role of the Subject Leader

The coordinator's responsibilities are:

- To ensure a full range of relevant and effective resources are available to enhance and support learning.
- To ensure progression of the key knowledge and skills identified within each unit and that these are integral to the programme of study and secure at the end of each age phase.
- To monitor books and ensure that key knowledge is evidenced in outcomes, alongside and as supported, by SLT
- To monitor planning and oversee the teaching of reading
- To lead further improvement in and development of the subject as informed by effective subject overview
- To ensure that the reading curriculum has a positive effect on all pupils, including those who are disadvantaged or have low attainment
- To ensure that the reading curriculum takes account of the school's context, promotes children's pride in the local area and provides access to positive role models from the local area to enhance the reading curriculum
- To ensure that approaches are informed by and in line with current identified good practice and pedagogy

Monitoring and Review

The English subject leader, in consultation with the SLT, monitors and evaluates the effectiveness of the teaching and learning of reading. In discussion with the governors, areas for development and resource needs are identified. Reading standards are reviewed through:

- EYFS/KS1/ external moderation;
- KS2 SATs results
- learning walks and observations;
- staff and pupil perception surveys.

Next Review: Summer 2027