

**Broadbent Fold Primary School
and Nursery**



Reading Policy

October 2025

Rationale

In line with the Equalities Act (2010) we aim to ensure that any child, irrespective of protected characteristics (These are age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex, and sexual orientation.) is treated fairly and with respect. The law states that the public sector equality duty includes a general duty to, “Foster good relations between people who share a protected characteristic and those who do not.” This policy can be adapted to suit individual needs.

We aim for the children in our school to become enthusiastic, independent and reflective readers with a love of reading. Reading is a vital skill that supports a child’s learning across the whole curriculum. As a school, we will ensure that our children are taught to read with fluency, accuracy and understanding through a variety of discreet and cross-curricular learning opportunities. We aim for every child in this school to learn to read regardless of social and economic circumstances, ethnicity, the language spoken at home, special educational needs or disability.

Aims

Our aims include:

- Enthusing children with a love of reading, sharing a range of high quality, diverse children’s literature.
- Achieve high standards in reading, developing children’s confidence, fluency, and independence when reading for different purposes.
- Provide high-quality expert teaching which follows carefully planned and a tightly structured approach to teaching phonic knowledge and other essential reading and comprehension skills.
- A diligent, concentrated and systematic teaching of phonics which is central to a child’s success in learning to read.
- High focus on developing comprehension skills in reading across the curriculum and during taught reading sessions.
- Use ICT systems, drama and role-play, where appropriate, to immerse children in the text.
- Use assessment effectively, track progress and provide support through extra provision and adapting teaching of reading to meet individual needs.
- To develop children’s understanding of a variety of text types including non-fiction, fiction, poetry and drama.
- Ensure classroom reading areas and the library setting is a well-resourced, organised and child friendly learning environment that is used in a productive manner.

Our approach to reading

Our goal of teaching reading is to enable children to comprehend written texts. To do this, children need to build both word reading and language comprehension skills in a variety of ways.

Phonics is used as the primary approach for children being taught to read in Early Years. We follow the First-Class Phonics scheme in EYFS and Key Stage 1 to ensure children receive the best start in reading and are able to use strategies taught during phonics teaching in their independent reading. Children who require additional support will be given appropriate intervention throughout the school.

Staff are highly trained in the principles of phonics to enable them to identify the learning needs of young children and recognise the barriers that impede learning. There is a strong focus on developing the children's capacity to listen, concentrate and discriminate between sounds.

Children are provided with regular opportunities to engage with a range of reading materials throughout the school week. These include whole-class reading sessions, guided reading sessions, one-to-one reading with an adult, and access to books during library sessions or Library Club. Every child is assigned a reading book that is closely matched to their current reading level; older children are encouraged to choose their own appropriately challenging texts. To support fluency, books are selected to be approximately 90% decodable for the child.

In EYFS and Key Stage 1, children also receive a phonics book aligned to their current phonics phase, which is regularly monitored. Where appropriate, this continues into Key Stage 2. Children may change their reading scheme and library books as often as needed to maintain engagement and progression.

In Key Stage 1, children are encouraged to read their phonics book and reading scheme book at least three times before changing it, to build fluency, comprehension, and confidence. All reading with an adult is to be recorded in the child's home reading journal, as well as in the class teacher's reading record.

Reading is at the heart of the curriculum, every topic, theme or subject area includes specific linked texts, poems and appropriate websites. Whole class texts are used to produce high quality work across the curriculum. Class texts reflect the diversity of the world in which we live so that all children feel represented in their classrooms.

Reading lessons will be consistent throughout EYFS to Year 6 using high quality texts, focusing on many different question types which relate to the content domains. The content domain sets out the relevant elements from the National Curriculum programme of study. In EYFS early reading skills are taught alongside basic comprehension. In KS1 to KS2 a sequence of lessons will be taught building on a specific content domain each week. Additionally, a 'treasure chest' activity will be planned focusing on a range of content domains.

We have a significant focus on developing comprehension skills in reading by applying key skills taught in shared reading sessions in other curriculum areas including reading for meaning, inference and authorial intent. A culture of reading is fostered across the broader

curriculum through our cross-curricular work. Each week a comprehension activity will be completed in any area across the curriculum.

Parental involvement is encouraged through parental workshops and the use of home school reading records to promote a shared responsibility for the teaching of reading. Through competitions, children will be encouraged to read for pleasure as well as developing reading skills at home. Also, all children have access to Get Epic: an online reading resource. Every child has their own unique username and class code in order to log on at school.

The curriculum gives children rich opportunities to talk about, listen and recite texts in a wide range of contexts. Through a range of strategies, children will be able to retell verbally a range of stories, non-fiction texts and poetry from a young age using 'Talk For Writing' techniques. Reading for pleasure is at the heart of our reading curriculum using high quality resources.

There will be opportunities for extra curriculum reading through outdoor reading boxes, themed days and other reading related activities throughout the year. Reading Ambassadors are trained to run lunch time reading clubs working with children from across KS1 and KS2. Authors are also invited into school during theme days to engage and inspire the children.

Assessment of progress is to be completed meticulously, frequently and in detail via termly Pupil Progress meetings, half termly phonics tracking and half termly reading assessments using NFER tests and end of Key Stage assessments using past SATs papers. Reading comparisons will take place regularly to ensure reading books match a child's reading age, phonic phase and guided reading group using methods including the Benchmark Kit.

Class teachers take primary responsibility for assessing the progress of all children, identifying vulnerable children to enable effective provisions to be implemented early and quickly with high expectations of achievement including monitoring the progress of extra provisions to ensure barriers are being overcome. Children who are struggling to read will be given individual support which will be carefully attuned to overcoming barriers to their phonological awareness.

Higher achieving children will be challenged by the use of high quality, lengthy texts used in reading lessons, English and cross curricular lessons and their individual reading books. In Upper Key Stage 2, Philosophy for Children is used to challenge more able children focusing on the author's intent and inference skills. Additional support is provided for targeted more able children.

A range of interventions are in place to support children who are; SEND, disadvantaged or vulnerable. These include phonics, daily reading, BRP, Toe by Toe, precision teaching and pre-teaching approaches. Colour paper / filters are available to ensure children with dyslexia tendencies are able to access reading elements of the curriculum across subjects.

Monitoring and implementation of the program, especially the quality of the teaching, and the evaluation of the impact of the program on children's decoding and spelling skills is a priority within our school's strategy for self-evaluation. The teaching and assessment of

reading is regularly monitored by SLT to ensure consistency, appropriate action will be taken if improvement is required.

Staff and children will share the responsibility for the up-keep of the school Library. School will ensure the library is well resourced with a range of up-to-date resources. Library use is monitored in order to make sure it is used in a productive manner. Reading Ambassadors maintain the school library as well as running Library Clubs at lunchtimes.

Conclusion

Teaching reading is central in developing children’s literacy. They will develop key elements of word recognition, decoding, recognising the links between letters and sounds which will lead to understanding of meaning and language comprehension. In this school, we will foster a child’s love and enjoyment of reading through fun opportunities that will encourage them to become confident readers.

Review

This Reading policy will be reviewed by the English Leader and the SLT.

