



Reading policy

Status: Non-statutory
Source: National Curriculum, EYFS Framework, Ridgeway Reading Curriculum, Little Wandle Letters and Sounds Revised
Last reviewed by: HST
Date of approval: 02/04/2023
Frequency of review: 3-year cycle
Date for next review: Spring 2026
Published on: Fronter / Website

Policy is written in conjunction with: Teaching for Learning Policy, Assessment and Monitoring Policy, Behaviour Policy, Safeguarding Policy

Revision date	Page no	Significant changes made
New Policy		

Intent

"Our Reading Curriculum will nurture lifelong, passionate readers who wallow in ideas; have broad horizons and rich internal worlds; are receptive to alternative realities, worlds, opinions and ideas; perceive the threads of common humanity that bind us all together and connect with their feelings and those of others." Ridgeway Reading Curriculum

Word Reading (including Phonics)

At Ridgeway, we believe all children should read easily, fluently and with confidence. We aim for our readers to understand that the letters on a page represent the sounds in spoken words and to be able to speedily work out the pronunciation of unfamiliar printed words, as well as speedily recognise and read familiar words.

Phonics (reading and spelling)

At Ridgeway, we believe that all our children can become fluent readers and writers. This is why we teach early reading through Little Wandle Letters and Sounds Revised, which is a systematic and synthetic phonics programme. We start teaching phonics in Nursery/Reception and follow the Little Wandle Letters and Sounds Revised [progression](#), which ensures children build on their growing knowledge of the alphabetic code, mastering phonics to read and spell as they move through school.

As a result, all our children are able to tackle any unfamiliar words as they read. At Ridgeway, we also model the application of the alphabetic code through phonics in shared reading and writing, both inside and outside of the phonics lesson and across the curriculum. We have a strong focus on language development for our children because we know that speaking and listening are crucial skills for reading and writing in all subjects.

Comprehension

At Ridgeway, children are supported to develop good comprehension that draws from linguistic knowledge and on knowledge of the world. Children leave Ridgeway reading widely across a range of fiction and non-fiction, using reading to gain knowledge across the curriculum. Our readers are equipped with the tools to tackle unfamiliar vocabulary.

Reading for Pleasure

At Ridgeway, we value reading as a crucial life skill. By the time children leave us, they read confidently for meaning and regularly enjoy reading for pleasure and information. We support children to appreciate our rich and varied literary heritage. We encourage our children to see themselves as readers for both pleasure and purpose, and develop an appreciation and love of reading.

Because we believe teaching every child to read is so important, we have an English Team with leaders who drive reading across the school. They ensure that our curriculum is progressive and challenging, and that all staff have the skills and support to ensure teaching and learning in reading is highly effective. We also have a Reading Leader who oversees the early reading programme in our school. This person is highly skilled at

teaching phonics and reading, and they monitor and support our reading team, so everyone teaches with fidelity to the Little Wandle Letters and Sounds Revised programme.

Implementation

Foundations for phonics in Nursery

- We provide a balance of child-led and adult-led experiences for all children that meet the curriculum expectations for 'Communication and language' and 'Literacy'. These include:
 - sharing high-quality stories and poems
 - learning a range of nursery rhymes and action rhymes
 - activities that develop focused listening and attention, including oral blending
 - attention to high-quality language.
- We ensure Nursery children are well prepared to begin learning grapheme-phoneme correspondences (GPCs) and blending in Reception.

Daily phonics lessons in Reception and Year 1

- We teach phonics for 30 minutes a day. In Reception, we build from 10-minute lessons, with additional daily oral blending games, to the full-length lesson as quickly as possible. Each Friday, we review the week's teaching to help children become fluent readers.
- Children make a strong start in Reception: teaching begins in Week 2 of the Autumn term.
- We follow the Little Wandle Letters and Sounds Revised [expectations of progress](#):
 - Children in Reception are taught to read and spell words using Phase 2 and 3 GPCs, and words with adjacent consonants (Phase 4) with fluency and accuracy.
 - Children in Year 1 review Phases 3 and 4 and are taught to read and spell words using Phase 5 GPCs with fluency and accuracy.

Daily Keep-up lessons ensure every child learns to read

- Any child who needs additional practice has daily Keep-up support, taught by a fully trained adult. Keep-up lessons match the structure of class teaching, and use the same procedures, resources and mantras, but in smaller steps with more repetition, so that every child secures their learning.
- We timetable daily phonics lessons for any child in Year 2 and above who is not fully fluent at reading or has not passed the Phonics screening check. These children urgently need to catch up, so the gap between themselves and their peers does not widen. We use the Rapid Catch-up assessments to identify the gaps in their phonic knowledge and teach to these using the Rapid Catch-up resources – at pace.
- These short, sharp lessons last 15-20 minutes daily and have been designed to ensure children quickly catch up to age-related expectations in reading.

Teaching reading: Reading practice sessions three times a week

- We teach children to read through reading practice sessions three times a week. These:
 - are taught by a fully trained adult to small groups of approximately six children
 - use books matched to the children's secure phonic knowledge using the Little Wandle Letters and Sounds Revised assessments and book matching grids on pages 11–20 of 'Application of phonics to reading'.
 - are monitored by the class teacher, who rotates and works with each group on a regular basis.
- Each reading practice session has a clear focus, so that the demands of the session do not overload the children's working memory. The reading practice sessions have been designed to focus on three key reading skills:
 - Decoding
 - Prosody: teaching children to read with understanding and expression
 - Comprehension: teaching children to understand the text.
- In Reception these sessions start in Week 4. Children who are not yet decoding have daily additional blending practice in small groups, so that they quickly learn to blend and can begin to read books.
- In Years 2 and 3, we continue to teach reading in this way for any children who still need to practise reading with decodable books.

Teaching reading: Comprehension

'Book talk' is about the ability to talk about books, developing the confidence to offer ideas and then reshape them in the light of other contributions. It helps children to trust their own ideas and interpretations, to talk effectively about a book, deepening their understanding, shifting their ideas, thinking together as a group and moving comprehension forwards. (The National Strategies | Primary 'Book-talk' by Pie Corbett 2008)

- For children to have a good understanding of what they read, 'book talk' or discussions around books/texts is crucial and the quality of the book plays a vital role in determining the depth of the discussions. For new and less confident readers, book talk also allows them to develop their understanding by observing adults, and more experienced readers, modelling their thought processes.
- At Ridgeway, we use VIPERS to support book talk and reading comprehension skills. VIPERS is a range of reading prompts based on the 2016 reading content domains found in the Key Stage 1 and Key Stage 2 English Reading Test Framework. There is one difference between the KS1 and KS2 VIPERS: the S focuses on sequencing in KS1 and summarising in KS2.

Teaching reading: English Workshop

- In Years 2-6, to support reading fluency and comprehension, we provide a range of engaging reading activities through our English Workshop provision. These include, but are not limited to:
 - A reading practise session (small group of children working with an adult) with a clear focus (fluency practise – decoding and prosody, and/or comprehension practise through book talk).

- Comprehension tasks with a VIPERS focus to develop specific reading skills.
- Dictionary and thesaurus tasks for vocabulary development.

Home reading

- The decodable reading practice book is taken home to ensure success is shared with the family.
 - Reading for pleasure books also go home for parents to share and read to children. We share the research behind the importance and impact of sharing quality children's books with parents through workshops, leaflets and the [Everybody read!](#) resources.
 - When reading with children at home, we emphasise the importance of discussing the books together to support language acquisition and the development of comprehension skills, so that the children understand what has happened in the story. Using the VIPERS reading prompts can support adults to do this.
 - We use the Little Wandle Letters and Sounds Revised [parents' resources](#) to engage our families and share information about phonics, the benefits of sharing books, how children learn to blend and other aspects of our provision, both online and through workshops.

Ensuring consistency and pace of progress

- Every teacher in our school has been trained to teach reading, so we have the same expectations of progress. We all use the same language, routines and resources to teach children to read so that we lower children's cognitive load.
- Weekly content grids map each element of new learning to each day, week and term for the duration of the programme.
- Lesson templates, Prompt cards and 'How to' videos ensure teachers all have a consistent approach and structure for each lesson.
- The Reading Leader and SLT use the Audit and Prompt cards to regularly monitor and observe teaching; they use the summative data to identify children who need additional support and gaps in learning.

Ensuring reading for pleasure

'Reading for pleasure is the single most important indicator of a child's success.' (OECD 2002)

'The will influences the skill and vice versa.' (OECD 2010)

- We value reading for pleasure highly and work hard as a school to grow our Reading for Pleasure pedagogy.
 - We read to children every day. We choose these books carefully as we want children to experience a wide range of books, including books that reflect the children at Ridgeway and our local community, as well as books that open windows into other worlds and cultures.
 - We use high quality texts linked to the Ridgeway learning contexts as a stimulus for writing opportunities and across English Workshops. With

repeated exposure and plenty of opportunities for book talk, this allows the children to become fully immersed in the text, enabling them to develop their reading and writing skills simultaneously.

- Reception and Year 1 Core Books support children to develop as readers through pleasure and interest in books. Core Books are selected to provide children with memorable reading experiences and are chosen based on memorable text, rhyme and rhythm, strong story shape and structure, important themes, supportive illustrations, graphic stories and stories that reflect children's interest, language and cultures.
- Every classroom has an inviting Book Nook that encourages a love for reading. We curate these books and talk about them to entice children to read a wide range of books.
- In Nursery/Reception/Year 1, children have access to the book nook everyday as part of their continuous provision and the books are continually refreshed.
- Our school library offers a haven for children to immerse themselves in wide range of high quality, carefully curated books across all genres. The school library is made available for all classes to use at protected times. It must be booked via the school booking system.
- Children across the school have regular opportunities to engage with a wide range of Reading for Pleasure events (book fairs, author visits and workshops, national events etc).

Impact

Assessment of Early Reading

Assessment is used to monitor progress and to identify any child needing additional support as soon as they need it.

- **Assessment for learning** is used:
 - Daily within class to identify children needing Keep-up support.
 - Weekly in the Review lesson to assess gaps, address these immediately and secure fluency of GPCs, words and spellings.
- **Summative assessment** for [Reception](#) and [Year 1](#) is used:
 - Every six weeks to assess progress, to identify gaps in learning that need to be addressed, to identify any children needing additional support and to plan the Keep-up support that they need.
 - By SLT and scrutinised through the Little Wandle Letters and Sounds Revised assessment tracker, to narrow attainment gaps between different groups of children and so that any additional support for teachers can be put into place.
- **Fluency assessments** measure children's accuracy and reading speed in short one-minute assessments. They are used:
 - In Year 1, when children are reading the Phase 5 set 3, 4 and 5 books.

- With children following the Rapid Catch-up programme in Years 2 to 6, when they are reading the Phase 5 set 3, 4 and 5 books.
- To assess when children are ready to exit their programme. For Year 1 children, this is when they read the final fluency assessment at 60–70+ words per minute. Older children can exit the Rapid Catch-up programme when they read the final fluency assessment at 90+ words per minute. At these levels, children should have sufficient fluency to tackle any book at age-related expectations. After exiting their programme, children do not need to read any more fully decodable books.
- A **placement assessment** is used:
 - With any child new to the school in Reception and Year 1 to quickly identify any gaps in their phonic knowledge and plan and provide appropriate extra teaching.
- The **Rapid Catch-up assessment** is used:
 - With any child new to the school in Year 2 and above to quickly identify any gaps in their phonic knowledge and plan and provide appropriate extra teaching.

Assessment of Reading Across the School

Across the school, the following assessments are used to monitor progress and to identify any child needing additional support as soon as they need it. Assessments measure progress against all aspects of the Reading Curriculum: Word Reading, Comprehension and Reading for Pleasure.

- **Assessment for learning** is used:
 - Within class to identify children needing challenge and support.
- **Qualitative assessment** (teacher assessment) for Nursery to Year 6 is used:
 - At the end of Autumn 1, Autumn 2, Spring 2 and Summer 2
 - To identify children on track to meet the curriculum expectations for Reading and those with gaps in their learning.
 - To identify barriers and target solutions to close gaps.
 - To support effective transition to the next year group.
- **Summative assessment** is used:
 - At the end of the school year to identify whether children have exceeded, met or are working towards year group expectations. Children are assessed as being Secure+, Secure, Working at or Beginning. Children accessing a previous year group curriculum are Developing Prior Knowledge.
 - At the end of the Reception year to identify children who have met the Early Learning Goal for Reading and those who are emerging (working towards the Early Learning Goal)

Statutory assessment

- Children in Year 1 sit the Phonics screening check. Any child not passing the check re-sits it in Year 2.
- Children in Year 2 sit the Standard Attainment Test (SAT) English Reading
- Children in Year 6 sit the Standard Attainment Test (SAT) English Reading

Ongoing assessment for Rapid Catch-up in Years 2 to 6

- Children in Year 2 to 6 are assessed through:
 - The Rapid Catch-up initial assessment to quickly identify any gaps in their phonic knowledge and plan appropriate teaching.
 - The Rapid Catch-up summative assessments to assess progress and inform teaching.
 - The Rapid Catch-up fluency assessments when children are reading the Phase 5 set 3, 4 and 5 books for age 7+.
- The fluency assessments measure children's accuracy and reading speed in short one-minute assessments. They also assess when children are ready to exit the Rapid Catch-up programme, which is when they read the final fluency assessment at 90+ words per minute.

Further Additional Support in KS2

- 1:1 reading
- Group reading
- Precision teach