




Nutley CE Primary School

Believe and Achieve

Reading Policy

Review cycle:	1 / 2 / 3 years	Date: 10.2.25
Approved by:	Full Governing Body / Headteacher	
Changes made in this review cycle:		
Linked policies:		
Signed:		10.2.25
Position:	Headteacher	
Date of next Review:	10.3.26	

Intent

It is our aim to ensure that each pupil is able to develop as an effective reader by:

- Becoming confident, independent readers who understand that books of all kinds are a source of pleasure, information and new insights.
- Reading and responding to a wide variety of stories, novels, poems, plays, non-fiction and media texts.
- Achieve a reading ability at least comparable with their chronological age.
- Achieving fluency, accuracy and understanding with their reading.
- Enjoy, and have experience of, a wide variety of texts, including those of their own and other cultures.

By the end of KS2

We aim for all of our pupils to leave as free, confident readers with a love of reading. We want the children to have a secure understanding of the different reading skills and know how to apply the reading strategies confidently.

Children will be using their reading for learning across all subjects as well as for pleasure, and they will be developing their own reading tastes. They will be using accurate grammar and punctuation, as well as adventurous ideas, words, sentences, and paragraphs, to improve their writing as they draw on their wider reading experience. They should also be able to read and spell unfamiliar words using their knowledge of phonics and word structure. They will develop their spoken language through public speaking, performance, and debate.

Implementation

Foundation and KS1

In Reception and KS1 pupils learn to read accurately and fluently through daily phonics following the Twinkl Phonics programme. They read regularly to adults through Reading Practice sessions (x 2 weekly with class teacher or teaching assistant) using Rhino Readers decodable books. Alongside this, children select book matched to the Rhino Readers levels, to encourage reading for pleasure. In Reception and KS1, parents are encouraged to read the Rhino Readers with their children as a priority. When they complete all the Rhino Reader levels, children then move on to read our Big Cat fluency books from Fluency 1-10. They subsequently progress on to the Colour Banded Books, from Purple / Turquoise to Black books.

KS2

From Years 3-6, children read as a whole class during English lessons. Reading and writing are both taught using teaching sequences which involve opportunities for the teacher to read aloud modelling expressive reading and for individual children to read aloud to develop their oracy skills and confidence. Throughout English sessions, pupils have many opportunities to learn and develop their reading skills and these are practiced and apply in other areas of the curriculum too.

VIPERS

Children are taught key reading skills through whole class reading lessons using the acronym, VIPERS. This stands for Vocabulary, Infer, Predict, Explain, Retrieve and Summarise / Sequence.

Key Texts in KS1 and KS2

Pupils are encouraged to read widely, through our use of differing class texts, recommended reads, library books, high-quality texts and home reading practice books. Our classrooms and school reflect a literature-rich environment and we ensure reading takes place throughout the curriculum.

High quality texts and passages ensure that children encounter texts that will expose them to complexity and progression. They encompass fiction, non-fiction, poetry and ensure that a range of authors are studied that allow for diversity and representation. These texts are appropriate to the expectations of the year group or ability of children, and teachers use this to model the application of reading skills. Children are taught to relate the text to themselves, previous reading experiences and the world around them.

Children will continue to be at very different stages of attainment in their reading development, especially in the early stages of Key Stage 2. As the children develop as readers, the school will provide time for a range of different reading experiences. These will include:

- Browsing, sharing and talking about books.
- Opportunities for sustained, silent reading and, at times, a range of shared or paired reading experiences.
- Developing skills through group, shared, whole class and guided reading.
- Reading for pleasure and information, and to gain new insights.

Reading Rockstars

Children have opportunities to lead and promote reading across the school through their roles as Reading Rockstars. In Years 1 and 2, Reading Rockstars read to children in Reception; in KS2 they take turns to read to other children in Year 3 and 4. The pupil reading leaders meet termly with the English Lead to generate ideas to further inspire reading.

What is regular reading?

In Reception, Year 1 and Year 2 children will read to an adult at least 2 x per week in line with Twinkl Phonics Programme, however reading opportunities are represented in continuous provision daily. In their group reading sessions, children will practise independent reading with fully decodable books that are matched to their secure phonic knowledge.

From Year 3 onwards children will read at least once with an adult each week. This will be evidenced through reading lessons, group, whole class reading or 1:1 with Teacher, TA or volunteer.

Expectations of parents

Parents are expected to listen to their children read at least 3 times per week and discuss the text as homework, making comments in the digital reading record: Boom Reader. Children in Reception and KS1 will take home a 'reading for pleasure' book that is fully decodable and aligned with their phonic knowledge. They can also take home a book of their choosing from within the correct phonic level. KS2 children will select a book within the correct coloured coded band. Whilst it is not expected that parents will hear their child read every day, frequent involvement in the process is still important. Discussions about the books read and understanding of issues covered help to improve reading skills. Parents are encouraged to log the digital reading record (Boom Reader) as frequently as they read.

Lexia Core 5

To further support children in their reading journey Nutley CE Primary School are trialling (over a period of three years) the use of Lexia Core5 for KS2 children in the school. This highly personalised and adaptive approach has interactive online lessons to support the cognitive abilities of a wide variety of students. It allows

children to progress at their own pace and covers phonological awareness, phonics, structural analysis, fluency, vocabulary and comprehension. Children's progress is closely monitored.

Impact

Pupils' comprehension skills are formally assessed 3 times a year and statutory assessments take place in Reception, Year 2 and Year 6. Pupils who are not meeting age related expectations are supported through additional intervention sessions, 1:1 reading or phonics, small group reading/phonics and booster classes. These pupils are discussed at termly Pupil Progress meetings so that SLT and SENCO are aware of the plans in place to support their learning. Specific interventions will be put in place to support these. Parents will always be informed and involved.

In addition to the above:

- Parents and carers will have a good understanding of how they can support reading at home, and contribute regularly to home-school records.
- The % of pupils working at age related expectations and above age related expectations within each year group will be at least in line with national averages and will match the ambitious targets of individual children.
- There will be no significant gaps in the progress of different groups of pupils (e.g. disadvantaged vs non-disadvantaged)

