Sunnyfields Primary School

Strong Roots, Bright Futures

Reading Policy

Document History	
Date created:	5th December 2025
Reviewing officer:	Head Teacher
Review frequency:	Ongoing, update as needed
Review date:	4th December 2026
Approved by:	Tom Butterworth, Chair Governor
Date approved:	1st December 2025

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Introduction

At Sunnyfields we believe that reading is a continual journey throughout life and that it builds on the range of experiences and knowledge that children bring to school as well as learn in school. Children learn best when they are actively engaged in the process of constructing meaning which is the key purpose of reading.

Books are carefully selected and interwoven throughout our curriculum. Our school helps children to develop a love of reading and books. We support pupils to learn to use a range of reading strategies and develop their ability to articulate and write what they have read.

As children's knowledge of the alphabetic code, automatic recognition of words and awareness of punctuation increases, they will read with greater fluency. Teachers recognise that children's personal experiences and their command of language and knowledge of text have a direct impact on comprehension and interpretation. Their grasp of vocabulary and their ability to use their increasing knowledge of grammar and text structure further enhances children's comprehension. Children explore the texts purpose, its language and features, themes and ideas and they make connections with their own experiences.

'Reading changes everything'

'Reading gives us somewhere to go when we have to stay where we are'

'You never truly finish a good book it lives in you forever'

'A book is a dream you hold in your hands'

'Reading is to the mind what exercise is to the body'

Intent

Reading deserves pride of place throughout the school curriculum. We want our entire school community to love and celebrate the power that books contain, as the enrichment that books bring to a child's knowledge, character and cultural awareness cannot be overstated.

We believe reading and books narrow the gap between our pupils and allow them to access the world around them with increased confidence. By placing a key focus on teaching reading, children are given the chance to discuss and share high-quality texts, whilst building a toolkit of strategies and techniques in order to help them become independent learners with a passion for books a love of reading and a gateway into the world around them without prejudice.

Our Whole School Approach to Reading

Early Reading (see also the phonics policy)

In the Early Years Foundation Stage (EYFS) and Year 1, teachers follow the systematic synthetic phonics (SSP) programme, Little Wandle - Letters and Sounds Revised. Teaching daily phonics is main focus as the route to decoding. Children practise early reading with fully decodable books three times a week with a focus on decoding, reading with expression and intonation (prosody) and reading for comprehension.

Classrooms provide a print rich environment which motivates children to read. The children have access to a variety of texts, including fiction, non-fiction, poetry, play scripts, environmental print and instructions which reflect their needs, interests and lived experience. Children who require extra reading practice (lowest 20%) have one to one reading with the teacher or TA daily where possible. The remaining children are heard by an adult in school at least 3 times a week. Little Wandle Reading books are sent home daily with opportunities for parents/carers to hear their child read and comment in the reading record book.

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, as well as any other KS2 children who are on a personalised curriculum.

For those pupils who have successfully completed the phonics Little Wandle programme Year 2 and into Key Stage Two (KS2), we use a planned approach to reading development across the school which has clear progression and text appropriate to the pupils' level of development.

Whole Class Reading

Year 2

- Whole class guided reading is timetabled weekly up to three times a week. Shared reading takes place daily across the curriculum and there are almost daily opportunities for independent reading.
- Children who require extra reading practice (lowest 20%) have one to one reading with the teacher or TA daily where possible. The remaining children are heard by an adult in school at least 3 times a week.
- Story time is daily, with children encouraged to share their ideas and opinions on the class story through discussion. Children have the opportunity to vote for the class text or the teacher may choose a chapter book to share.
- Little Wandle Reading books or colour banded books are sent home daily with opportunities for parents/carers to hear their child read and comment in the reading record book.
- Every classroom is equipped with a well-stocked book corner, including a range of picture books, poetry and longer chapter books.

KS2

- Whole class guided reading is timetabled weekly for a minimum of four times a week. Shared reading takes place daily across the curriculum and there are almost daily opportunities for independent reading.
- Children who require extra reading practice (lowest 20%) or SEND have one to one reading with the teacher or TA minimum of twice per week.
- Story time is daily, with children encouraged to share their ideas and opinions on the class story through discussion.
- Little Wandle Reading books or colour banded books are sent home daily with opportunities for parents/carers to hear their child read and comment in the reading record book.
- Every classroom is equipped with a well-stocked book corner, including a range of picture books, poetry and longer chapter books.
- Some children in KS2 have targeted reading support in the form of *Reading Plus*, which is bespoke to their reading ability.

Approach to Whole Class Reading Sessions

From Year 2 upwards the children have whole class reading lessons linked to the VIPERS. Each lesson follows the same sequence beginning with a *Thinking- Aloud* session (Inferences in Year 2) before moving through other VIPERS sessions.

Each session focuses on a key skill using our reading VIPERS and school reading approach and ensures the teachers can model approaches to finding answers within texts and explaining processes. Children are encouraged to try a range of techniques when forming meaning from texts such as:

- Making connections.
- Thinking-aloud.
- Visualisation.
- Predicting.
- Questioning and question-making.
- Summarising.
- Seeking clarification.
- Robust vocabulary instruction.

All children from Year 2 upwards are taught to 'skim and scan', 'read around the text' to find answers to questions and use a highlighter to support them answering written questions. Class teachers choose books from the school's core reading spine, which is updated regularly to ensure new books are recognised and that books are diverse and show representation for the children within the school and community. In addition to the core reading spine, teacher's may choose other books relevant to the needs and interests of their class in discussion with the English leader.

Independent Reading

Reading Book-Bands

Parents/carers have an important role in practising fluency with their children. We provide a balance of books to send home for early readers, including:

- a fully decodable book matched to the child's phonic stage that they can read independently (This includes Little Wandle books in Reception and Year 1).
- a colour 'book banded' book which children can read at 'instructional level' (i.e. with 90-95% accuracy), selected from the book areas once secure on the Phase 5 books (Little Wandle).
- a reading for pleasure book that they can share and enjoy, talk about and have read to them by their parent/carer or enjoy reading themselves.

At Key Stage 2, the emphasis is on broadening the range of reading and deepening understanding. Opportunities should be provided to allow children to share their reading experiences with others, to talk about stories, ideas, favourite authors, likes or dislikes. Once children are fluent readers they become 'Rainbow Readers' and may select any book they wish from either the KS1 or KS2 library.

Displays within classes in the book corners and throughout the school promote reading and develop an evolving interest for pupils.

Staff have a list of appropriate comments that they can write in a child's planner along with suggestions for improvements a child may need to make in their reading.

Assessment and Intervention

Assessment is an integral part of the learning process. This includes formative assessment, which is gathered as part of daily teaching to determine progress and the appropriate teaching focus for future learning. Teachers draw on a range of methods to assess children's reading development, including observations (planned and spontaneous), questioning/discussion, reader on a page file, miscue analysis of book banded books, use of YARK and comprehension questions to accurately track and assess pupils' reading progress. Teachers listen to children read during whole class reading and other curriculum subjects to assess fluency, prosody and pace – the fluency rubric is used to support this.

Teachers also gather summative assessment that measures progress over a period of time from the sources above as well as from standardised tests, such as SATs Papers, NFER tests and Little Wandle Fluency texts. Using all this information the teacher makes a teacher assessment, referencing a National Curriculum 'Stage', e.g. 'working towards standard', 'working at standard' or 'exceeding standard'. We also have 'Little Wandle' five weekly assessments, heat map assessments for phonics and keep up sessions leading on from these summative to formative assessments. All these results are analysed to inform next steps in teaching. Data is entered on to the *Educator* tracking online document three times a year to monitor and track a child's progress, which is then discussed at Pupil Progress Meetings.

We use NELI to support language development in EYFS and this is assessed regularly and we provide small group catch up to ensure our learning narrow the gap quickly and expand their vocabulary and understanding of words and their meaning through context, real life experimentational group work facilitated by adults. This is monitored by the SENDCo in discussion with the English Leader.

The Reading Environment

Our school environment at Sunnyfields actively promotes reading and there is a wealth of well organised books. The school is word and vocabulary rich with classrooms and displays highlighting key vocabulary. In EYFS the classrooms there are visual supports for reading supported by pictures of books the children have read. We promote books and reading within and beyond classes. We have both internal and external (woodland cabin) areas to access books.

We use the Write Stuff approach by Jane Considine for our English Writing and this links completely to books. A well resources library and celebrations of the newest books for each year group also promotes our reading environment. We host Book Fayres for children and their families to attend as well as promote second-hand book swop events, further to this we have author, poets and illustrators visit the school who write both fiction and non-fiction books. We promote well resourced, interesting book corners for our children to value and use daily.

Each class has a dedicated reading area which includes a wide variety of books (including fiction and non- fiction) that span a range of reading difficulty which is updated and changed regularly to inspire the children and encourage good reading attitudes.

Reading Ambassadors

Our KS2 pupils have the opportunity to be Reading Ambassadors. They have the opportunity to create book displays, tidy the library and hear younger children read at lunchtimes. They also support with Book Fayres and promoting reading across school.

Monitoring of Reading

We are aware of the need to monitor and update the school's Reading Policy on a regular basis, so that we can take account of improvements made in our practice and to changes in assessments, materials and government requirements. We will therefore review this policy at least once a year and this may be more regular when needed.

We have a link Governor for reading who meets with the English leader to talk about the work of the school. The Local Authority monitor the school and have completed observations, book scrutiny as well as listening to pupils read. We work closely with school improvement and other schools in our pyramid to moderate our work and this included both internal and external moderation. We observe the reading intervention groups as well as providing enhanced support for ECT and teachers new to the school.