

Reading Policy



“Building on a tradition of achievement and values in a caring environment”

Written by: Kirkby Church of England Primary School

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Leader: Gemma Brack

Vision & Rationale

At Kirkby C of E Primary School, reading is at the heart of our curriculum. We believe that every child should leave our school as a fluent, confident reader who reads for both pleasure and purpose. Rooted in our Christian vision, we aim to help every child "let their light shine" by equipping them with the skills, knowledge, and love of reading needed to thrive in life.

Aims

Through our reading curriculum, we aim to:

- Ensure all children become fluent, accurate and confident readers.
- Develop children's ability to read with understanding and enjoyment.
- Instil a lifelong love of reading by exposing pupils to a wide range of high-quality literature.
- Promote reading as a key tool for learning across the curriculum.
- Equip pupils with strategies to develop vocabulary and comprehension.
- Provide inclusive teaching that enables all pupils – including those with SEND and disadvantaged backgrounds – to achieve success in reading.
- Use reading to support children's spiritual, moral, social and cultural development.

Early Reading & Phonics (Read Write Inc.)

Implementation:

- We follow the Read Write Inc. (RWI) systematic synthetic phonics programme to teach early reading.
- Daily phonics lessons begin in Reception and continue through Year 1, Year 2 or KS2 for children who need additional support.
- Children are grouped according to their phonics stage and assessed every 6–8 weeks.
- Decodable RWI Storybooks are matched precisely to each child's level.
- Children take home Book Bag Books to practise reading at home.
- 1:1 tutoring and small group interventions are provided where needed.
- Staff receive regular RWI training to ensure consistency and high standards.

Phonics Screening:

- Children take the Phonics Screening Check in Year 1.
- Those who do not meet the threshold receive further support and retake the screening in Year 2.

Reading in Key Stage 2

As children become secure in phonics, the focus shifts to developing:

- Reading fluency and stamina
- Comprehension skills, including inference, retrieval, summarising and analysis
- Vocabulary knowledge
- Critical engagement with texts

Whole Class Reading:

- KS2 follows a whole-class reading approach using Ready Steady Read Comprehensions, in addition to carefully selected texts linked to themes, topics, or key issues.
- Sessions include discussion, questioning, vocabulary exploration, and written comprehension activities based on the National Curriculum reading domains.

Reading for Pleasure

We actively promote a reading for pleasure culture across the school by:

- Daily story time or class novel reading
- Access to well-stocked class libraries and a central reading area
- Author visits, themed reading events (e.g. World Book Day), and reading challenges
- Sharing book recommendations and celebrating reading at home
- Staff modelling enthusiasm and love for reading

Curriculum Texts & Diversity

We ensure that all pupils encounter a wide range of texts, including:

- Fiction, non-fiction, poetry and plays
- Texts that reflect a diverse range of authors, cultures, backgrounds and experiences
- Books that support children's spiritual, moral, social and cultural development and PSHE learning

Inclusion & Intervention

We are committed to ensuring equity and access for all learners:

- Reading interventions are delivered by trained staff to support pupils
- RWI 1-1 tuition is used in KS2 where appropriate
- SEND children receive targeted support aligned to their EHCPs or SEN Support Plans
- Disadvantaged pupils are closely monitored to ensure closing of the attainment gap

Assessment & Monitoring

Ongoing Assessment:

- Teachers use formative assessment daily to adapt teaching
- RWI assessments every 6–8 weeks
- Comprehension tasks and fluency checks throughout the year

Summative Assessment:

- Phonics Screening Check (Year 1 and retake in Year 2)
- End of Key Stage SATs (Year 2 and Year 6)
- PM Benchmarking and standardised reading tests
- Pupil progress meetings each term

Monitoring is led by the Reading/English Lead and SLT through:

- Lesson observations
- Learning walks
- Book looks
- Data analysis
- Pupil voice and feedback

Roles and Responsibilities

- Reading Lead: Oversees reading provision and assessment, leads staff training, ensures curriculum coverage.
- Phonics Lead: Manages RWI groups, tracks progress, delivers staff CPD, and supports early reading practice.
- Class Teachers & TAs: Deliver daily phonics or reading sessions, assess pupil progress, promote reading for pleasure.
- Senior Leadership Team: Monitors the overall effectiveness of reading provision.
- Parents/Carers: Encouraged to support home reading and foster positive reading habits.

Home Reading

Children are expected to read regularly at home, supported by:

- Phonics-based reading books (RWI)
- Reading diaries and incentives
- Book Bag Books and access to school library texts
- Guidance for parents to read with and to their child

Policy Review

This policy will be reviewed annually by the Reading Lead and SLT to ensure it continues to meet the needs of all learners and reflects the latest research, statutory guidance and school priorities.

At Kirkby C of E Primary School, our vision is for every child to become a fluent, confident and enthusiastic reader who reads with understanding, curiosity and joy.