



Reading Policy 2025

Approved by:

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Introduction:

At Sandal Magna Community Academy, we recognise reading as the cornerstone of a child's educational journey and a fundamental life skill that underpins success across the curriculum. Our reading curriculum is firmly rooted in the principles set out in the Department for Education's *Reading Framework* (2023), with a clearly defined progression from early phonics acquisition through to fluent, confident reading and deep comprehension.

We are committed to ensuring that every pupil becomes a reader. From the earliest stages in Nursery and Reception, children are immersed in a language-rich environment where spoken language, vocabulary development and a love of stories are nurtured. Systematic synthetic phonics is taught through a high-quality, structured programme to enable children to decode words effectively. This forms the bedrock of our early reading provision.

As pupils secure their phonic knowledge, we shift our focus towards building reading fluency—developing pace, prosody and accuracy. Regular opportunities for guided and independent reading ensure that children become confident, expressive readers, able to access a wide range of texts for both pleasure and learning.

Reading comprehension is developed in tandem with fluency and becomes increasingly sophisticated as pupils progress through school. We teach comprehension explicitly across a range of texts and genres, equipping pupils with strategies to retrieve information, infer meaning, evaluate texts and make connections as they read a class novel together. Carefully chosen, high-quality texts expose children to diverse voices, themes and genres, supporting both academic development and personal growth.

Our whole-school reading culture fosters curiosity, empathy and a lifelong love of reading. We believe that by securing the foundations in phonics, embedding fluency and nurturing comprehension, all pupils can become enthusiastic, skilled readers who are empowered to reach their full potential.

Purpose of policy and guiding principles:

Reading for Pleasure

Our Aims

- Encourage reading for pleasure and enjoyment, regardless of level of difficulty.
- Develop a culture of reading and awareness of wider texts than children may choose themselves: children see and hear what their peers are reading and recommending.
- Give children who cannot yet read opportunities to act like readers, rehearsing important skills such as holding the book the right way, turning pages and making meaning from picture cues, often using story language to 'read' their own stories.
- Motivate children to read because the text is self-chosen.
- Develop sustained interaction with books and build reading stamina.
- Challenge children. If books that appear difficult are also being read by children at home, this gives them access to high quality texts beyond their reading age.
- Encourage independence in applying reading skills to personal reading.
- Give access to a favourite genre that may not be available within the child's ability range. Encourage reading a wide range of quality 'real' texts other than reading scheme books.

Key Stage 1 Organisation

Children in Key Stage 1 are able to read a book that they have selected from the classroom library as part of continuous provision. It may be read in school. Key Stage 1 classrooms have access to the school library. Children also visit the local library during the school year.

Key Stage 2 Organisation

Children have opportunities in the week to read independently to themselves or others. This includes reading material of their own choice, and may be either from home or school. Classrooms have access to the school library. Books are changed regularly from the school library. Sometimes children's choice of texts may be seen as being 'too hard' or 'too easy' for their reading ability but these can be valuable as a challenge or for a love of reading. Guidance by adults and book reviews or recommendations by other children raise awareness of specific authors and genres appropriate to age, interest, and reading ability. Children have opportunity during the school year to visit the local library.

Reading Scheme Books

Our Aims

- Introduce children to progression of sentence length and complexity and range of vocabulary and concepts through scheme books.
- Practise fluency and apply phonics and decoding skills in different contexts.
- Practise reading at home within a progressive framework. As a tool and support for parents to see progress.
- Use independent reading as a one-to-one teaching and assessment tool: a means of checking an individual's comprehension, decoding skills and use of punctuation when reading aloud individually.

Organisation for the Whole School

- a) Little Wandle books forms the main core of our reading scheme. It includes a wide variety of styles including traditional tales, poetry and non-fiction.
- b) Children in EYFS, KS1 or who are acquiring English are matched with a phonetically decodable book which matches the phonetic code they are being taught in their phonics lesson.
- c) This book is read three times in school with an adult during guided reading sessions to ensure fluency before the book is sent home to read.
- d) A child moves onto the next stage of the scheme when the teacher judges they are fluent and can understand what they are reading across the range of assessment focuses at a particular stage.
- e) The number of books read in a scheme will vary between children as some will require more consolidation before being ready to move on.
- f) Children who need consolidation will access a breadth of books in the same stage.
- g) Children do not need to read all the books in a stage.
- h) Reading Records are sent home and signed by parents to show parental engagement and support with reading at home.

Reading Lessons

Our Aims

- Provide quality teaching time and is the main way reading is taught in school.
- Enable the adult to plan further teaching and learning through assessing individual children's responses and reading strategies e.g. their expression, responses to characters actions and plot, use of story language, decoding strategies, knowledge of technical terms and vocabulary.
- Allow lots of children to be heard reading in a short space of time span compared to the time that would be needed listening to 'individual reading'.
- Teach comprehension and understanding and enables application of decoding skills to new contexts.

Organisation for the Whole School

Foundation Stage

- Reading lessons take place on a small group basis.
- Early book skills are covered.
- Takes place daily in story time and focused writing activities.
- Reading Club with parents
- Each area of provision includes opportunities to access books to explore the themes and vocabulary.

Key Stage 1

- Reading is taught three times a week in a group of no more than six children, for 15 minutes
- Groups are set via the Little Wandle assessment and book matching grid to ensure these are phonetically decodable
- Each reading practice session has a clear focus so the demand does not overload the child's working memory
- The reading practice session has been designed to focus on three reading skills: decoding, prosody (teaching the children to read with understanding and expressions) and comprehension (teaching children to understand the text)
- Year 2 use chapter books to improve fluency, following the same key focus
- Reading Club with parents takes place once per week

Key Stage Two

Weekly Timetable:

Monday	Class novel
Tuesday	Wider curriculum
Wednesday	Wider curriculum
Thursday	Class novel
Friday	Wider curriculum

Wider curriculum texts can include: non-fiction relevant to foundation subjects and real-life events, poetry, songs, playscripts etc.

Class novel read to the children for 15 minutes a day. Monday and Thursday lessons will be focussed on part of the novel which children have already heard during story time.

Lesson structure:

Scaled seating: Partner A/ Partner B (high/middle and middle/lower). Partner A takes turns first.

Independent read	This can be individual reading OR Partner A and B taking it in turns (vary this across the week). Teacher / TA role: drop ins to listen to target readers (if silent reading, children should expect to read aloud to the adult if they drop in next to them)
Clarifying vocabulary Re-reading for fluency	Clarify key vocabulary before re-reading together. Vocabulary strategies: 1. Echo definitions 2. Put the word into your own context (Teacher/ Partner A/ Partner B) 3. Using photographs 4. Using clarifying strategies: looking at the spelling clues, word class, visualising the word in context and swapping synonyms Re-read for fluency: teacher reading to the children as a model and children reading aloud to the class. Opportunity to teach fluency points and discuss.
Quick Quiz	Independent retrieval questions Pupils should use the words in the question to help them skim and scan the text for the answer Purple pen together
Individual Thinking	One more challenging comprehension question – independent Purple pen together
Partner Talk	This question is for Partner A and B to discuss together. The answer should not be written in books. Feedback to the class.
Solo Work	One more challenging explain or balanced argument style question Answers may vary – to be discussed as a class and marked by the teacher / TA

Approximate word count for year groups:

Year 2	300 words
Year 3	350 words
Year 4	400 words
Year 5	450 words
Year 6	500 words

Fluency strategies:

Vocabulary instruction	- Echo definitions - Put the word into your own context (Teacher/ Partner A/ Partner B) - Using photographs - Using clarifying strategies: looking at the spelling clues, word class, visualising the word in context and swapping synonyms
Hearing the teacher read	The teacher models reading the text aloud using appropriate pace, accuracy and prosody, with each child following on their copy.
Echo reading	a) Teacher models reading sentence by sentence and ask children to discuss / text mark their copy according to the fluency teaching point (Why did I read it that way? Which words did I emphasise? Where did my pitch change? Where did I pause? Etc) b) Partner A reads the sentence to partner B, partner B feeds back c) Partner B reads the sentence to partner A and partner A feeds back d) Repeat for every sentence. Teacher/ TA circulates and listens in to target children, giving pointers and feedback to target children and the class.

Examples of question types:

Quick Quiz	Around 5 retrieval questions (this could be more or less depending on the text and difficulty) e.g. - Where did she move to? - In stanza two, what two things does it say 'you' have? - Find and copy one word in the poem that rhymes with... hour ____ frightening ____ - Find and copy one group of words used to describe the lambs. - Where do the animals are River Valley Farm come from? - only from Yorkshire - from all over England - from all over the world - only from Yorkshire and Cornwall - Name two ways you can look after your skin.
Individual Thinking	One more challenging comprehension question e.g. - On page 115, how do you know that Tam is afraid of Sally Bones? There are at least two pieces of evidence to find. <i>I'm sorry to say so but, sadly, it's true that Bang-ups and Hang-ups can happen to you. You can get all hung up in a prickly-perch. And your gang will fly on. You'll be left in a Lurch.'</i> Summarise the message of this stanza in one sentence.

	c) <i>I'm running in sudden spurts</i> This line tells you the girl was running in... Tick one: - long sprints - short blasts - a steady jog - a lengthy walk d) True or false? Lambs are always fed by their mothers. Children under 4 enter the farm for free. Visitors may be able to touch the animals.
Partner Talk	One discussion-based question This is a question that can be discussed or debated. It could be that the question has more than one possible correct answer. a) In the biography, it says Marie Curie was: <i>'An avid reader and with a real thirst for knowledge...'</i> What did the writer mean by this and why have they chosen the word thirst? b) All of the following are important to River Valley Farm, but which one is the most important. Tick one: - looking after the animals in the farm - attracting visitors - teaching people about nature and animals Using the information on the leaflet, explain your answer. 2 marks (All of these answers are correct; they just need to be explained with appropriate evidence) c) We have read about tempo, percussion and dynamics. Which element do you think is the most important for creating emotion/ feelings in a piece of music? Why?
Solo Work	One explain or balanced argument question • <i>'And I know you'll hike far and face up to your problems whatever they are'</i> Which word best suits the message give here by the poet? d) Perseverance e) Carelessness f) Bravery g) Foolishness Explain your answer using references from the text. • On pg. 116 - 117, what do you learn about the kind of friend Holly is? Use evidence from the text to explain your answer. HINT: Are there positive and negative things to consider?

	• Which of your human rights do you think is the most important? Why? • Explain how you know that the other visitors in the park found the girl annoying. • How does the author make the city seem dangerous and intimidating? Use evidence from the text to explain your answer. • What are the pros and cons of including this line in the poem? Do you like its inclusion?
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Assessment of Reading

Our Aims

- Enable tracking of progress.
- Identify what has been achieved in order to recognise the next steps in learning

Organisation for the Whole School

Foundation Stage and Key Stage 1

Assessment of reading in Foundation Stage is constant throughout the term and staff use Little Wandle to complete a half termly assessment, based on the children's reading level.

In Year 1 and 2, reading progress is tracked on Insight.

Key Stage 1 and 2

Assessment takes place through a variety of formative assessment strategies during lessons to decide next steps for teaching. Summative assessments take place each term using either NFER or practice SATs tests.

Reading is assessed termly on Insight:

- Termly tests to help inform teacher judgements
- Termly Pupil Progress meetings enable staff to constantly monitor and evaluate groups of children.
- It also ensures teachers have a clear picture of progress in their class
- We assess children's reading books using running records to ensure it is matched correctly.

Children are also assessed termly using 'Ransinski's Fluency rubric' to develop children's fluency.