POLICY DOCUMENT

# Reading Policy

*Princess May Primary School's approach to the teaching of reading — 2026–2027*

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| **Governing Body Representative (GBR)** | Kristofer McGhee (Chair of Governors) |
| **Signed by (GBR)** | …… |
| **Date approved** | Awaiting governor approval (3 December 2026) |
| **Next review due by** | September 2027 |
| **Related policies** | Read Write Inc. Phonics Policy; Teaching and Learning Policy; EYFS Policy; Home Learning Policy; SEND Policy; Marking and Feedback Policy; Handwriting Policy |
| **Aligned to** | National Curriculum for English; Statutory Framework for the EYFS; DfE The Reading Framework; Read Write Inc. programmes (Ruth Miskin Training); Destination Reader |

## 1. Intent

At Princess May we believe that reading is the foundation of all learning. Every child will be taught to read fluently, to understand what they read and to enjoy reading. We teach word reading and comprehension alongside each other. Comprehension draws on vocabulary, grammar and knowledge of the world, and develops through high-quality discussion and through reading and hearing a wide range of stories, poems and non-fiction.

Reading is taught across the curriculum. Most topics are built around high-quality texts, and pupils are read to regularly. All pupils are expected to read daily at home; school, parents and children sign a Reading Pledge at the start of each year.

### Our aims

- **EYFS and Year 1:** pupils learn to decode with confidence through Read Write Inc. (RWI) Phonics and read fluently by the end of Year 1.
- **Year 2:** pupils who still need phonics complete the RWI programme, then develop comprehension through RWI Comprehension and Destination Reader.
- **Key Stage 2:** pupils read age-appropriate texts fluently and with understanding, and are ready for the reading demands of secondary school.
- **All pupils:** read widely and often, for information and for pleasure.

To achieve this:

- Phonics is taught every day in Reception and Key Stage 1, with fidelity to RWI.
- Pupils read books matched to the sounds they know while they are learning to read.
- In Reception and Key Stage 1, pupils making the slowest progress (the lowest 20%) receive extra practice every day; in Key Stage 2, pupils who are not yet reading fluently receive targeted support.
- All pupils from Year 3 upwards read age-appropriate books.
- Teachers read aloud to their class every day in the EYFS and Key Stage 1, and at least three times a week in Key Stage 2, and instil a love of great stories and poems.

## 2. Roles and responsibilities

- **Reading Lead (Holly Hambly):** leads RWI and early reading from Nursery to Year 6; assesses pupils on the RWI programme and regroups them; coaches and monitors RWI staff; tracks the lowest 20% of readers in Reception and Key Stage 1, and pupils still on RWI or Fresh Start in Key Stage 2; leads the Phonics Screening Check; quality-assures the match between home reading books and phonics levels; leads parent engagement for early reading.
- **Literacy Lead (Ebru Yesilcimen):** leads reading from Year 2 to Year 6, including Destination Reader, Testbase comprehension, story time and reading for pleasure; monitors teaching, books and the 1:1 reading checklist; analyses NFER reading outcomes.
- **Reading Teaching Assistant:** trained in RWI; delivers RWI groups, one-to-one tutoring, keep-up sessions and 1:1 reading under the direction of the Reading Lead, and gives regular feedback to class teachers on pupils' progress.
- **SENCo:** works with the Reading Lead and Literacy Lead to plan support for pupils with SEND who find reading difficult.
- **Class teachers:** manage day-to-day reading provision; hear every pupil read across the week using the 1:1 reading checklist; monitor home reading.
- **Senior leadership team:** keeps reading a whole-school priority within the School Development Plan; reports on reading to governors.

## 3. Early Years Foundation Stage

### Nursery

Spoken language underpins all seven areas of learning. Nursery children are read to at least three times a day, learn poems, rhymes and songs, and take part in daily talk. Staff use Fred Talk and Fred Games every day. In the summer term, children are introduced to Set 1 sound cards so that they are familiar with RWI routines before Reception. A well-resourced book corner and continuous provision support emergent reading and writing.

### Reception

RWI Phonics begins in the first weeks of Reception, once the Reception baseline assessment is complete. Children are taught Set 1 sounds as a whole class, with the aim that all Set 1 sounds are taught by the end of the autumn term, and practise letter formation and word reading. After the RWI assessment at the end of Autumn 1, children are grouped by phonic knowledge and taught in daily progress groups. Lessons build from 30 minutes in the autumn term to 60 minutes by the spring term. Daily story time builds vocabulary and knowledge of stories.

## 4. Key Stage 1 (Years 1 and 2)

### Read Write Inc. Phonics

Pupils continue RWI Phonics until they read accurately and fluently. Five RWI lessons of about one hour are taught each week in progress groups, grouped by phonic knowledge, reading accuracy, fluency and comprehension. Reception and Key Stage 1 pupils are taught together in RWI groups from the end of the spring term. Year 1 pupils also take part in a short phonics practice session each morning and an extra whole-class Speed Sounds lesson each afternoon. Full detail is set out in the Read Write Inc. Phonics Policy.

### Story time

Every class in Key Stage 1 has a story time every day. Teachers read high-quality stories, poems and non-fiction aloud and talk with pupils about the characters, events and new vocabulary.

### Year 2: from phonics to comprehension

Pupils who complete the RWI Phonics programme (Grey level) move to RWI Comprehension. Pupils begin Destination Reader from the spring term of Year 2, or when they are ready, and then follow the weekly reading pattern in section 5. Pupils who are still learning to decode continue with RWI Phonics and one-to-one tutoring.

### The lowest 20% of readers (Reception and Key Stage 1)

Pupils not reading at the expected RWI level (Appendix 1) are identified after every RWI assessment. They receive:

- daily keep-up sessions and one-to-one RWI tutoring;
- 1:1 reading with an adult at least twice a week;
- pre-teaching of the next RWI lesson where needed.

### Reading at home

Home reading books are matched to each pupil's RWI group and changed weekly. A member of staff signs each pupil's reading record weekly.

| Group | Books taken home |
|---|---|
| Nursery | A 'book to share' (free-choice picture book). |

| Group | Books taken home |
|---|---|
| RWI Set 1 groups | Set 1 sounds booklet; a blending book taught in class; a free-choice library book to share with an adult. |
| RWI Ditty group | Set 1 sound mat; an unseen Ditty sheet matched to the child's level. |
| RWI Red to Grey | The RWI Storybook read in class that week; a matching Book Bag book; a book to share. |
| RWI Comprehension | The module read in class; an unseen book matched to the child's level. |

### Assessment

- **RWI:** pupils are assessed by the Reading Lead every six to eight weeks (more often for pupils making rapid progress). Results are used to regroup pupils, match home reading books and identify pupils for tutoring.
- **Phonics Screening Check:** Year 1 pupils take the statutory check in June; pupils who do not meet the standard retake it in Year 2.
- **NFER reading tests:** pupils in Years 1 and 2 sit a termly NFER reading test, with results uploaded to FFT.

## 5. Key Stage 2 (Years 3 to 6)

### Destination Reader

Destination Reader (DR) develops pupils' comprehension through whole-class teaching of high-quality picture books, novels, non-fiction and poetry. Texts for each year group are set out in the English Curriculum Overview. Most pupils begin Year 3 on DR, having started it in Year 2. DR is taught three times a week through teacher modelling, partner work and independent reading.

Reading is taught every day to the following weekly pattern. Year 2 pupils follow the same pattern once they begin Destination Reader.

| Day | Reading lesson |
|---|---|
| Monday | Destination Reader: whole-class core text, read and discussed by pupils in mixed-attainment pairs. |
| Tuesday | Destination Reader: whole-class core text, continued. |
| Wednesday | Destination Reader: alternating weekly between a Big Picture lesson and CGP unseen comprehension. |
| Thursday | Testbase: taught lesson on a reading domain and question type. |
| Friday | Testbase: consolidation — retrieval, inference and explanation using unseen texts. |

Pupils record their learning in a DR book, including weekly 'selfies', comprehension tasks and termly Reading Portraits in which they reflect on their progress and set targets.

Pupils are taught seven strategies: predicting, clarifying, asking questions, summarising, inferring, making connections and evaluating.

| Year group | How the strategies are taught |
|---|---|
| Year 3 | One strategy taught each week and reinforced whenever opportunities arise. |
| Year 4 | Strategies revised weekly; pupils begin to combine strategies when ready. |
| Year 5 | Strategies revised in Autumn 1, then combined consistently. |
| Year 6 | Strategies combined throughout the year and applied to statutory assessment. |

### Comprehension practice: Testbase

On Thursdays and Fridays pupils practise comprehension using Testbase (see the weekly pattern above). This builds familiarity with question types and assessment vocabulary, stamina for longer texts and coverage of all reading domains and genres.

### Story time

Every class has a protected story time at least three times a week, using carefully chosen fiction, non-fiction and poetry.

### Pupils who are not yet reading fluently

- **Years 3 and 4:** pupils who are still learning to decode attend a daily RWI progress group and receive daily one-to-one tutoring.
- **Years 5 and 6:** pupils who are still learning to decode follow RWI Fresh Start, four times a week for one hour, using age-appropriate texts.
- **Gaps in comprehension:** pupils whose termly NFER results or DR work show gaps receive 1:1 reading with an adult and pre-teaching of the class text.
- **Phonics graduates:** pupils moving from RWI to Destination Reader are monitored closely by the class teacher, Reading Lead and Reading Teaching Assistant, with 1:1 reading and adapted tasks to secure a smooth transition.

### Reading at home

| Group | Books taken home |
|---|---|
| Destination Reader | A library book of their choice, and a book from the reading area chosen with their teacher to match their confidence and fluency. |
| RWI groups | As for Key Stage 1, matched to the pupil's RWI group. |
| Fresh Start | The module read in class; matched module homework; the matching anthology. |

### Assessment

- **NFER reading tests:** pupils sit a termly NFER reading test, with results uploaded to FFT. Pupils still on RWI sit the test appropriate to their reading level, and continue to be assessed by the Reading Lead every six to eight weeks.
- **Statutory assessment:** Key Stage 2 reading tests in May of Year 6.

## 6. Reading for pleasure (whole school)

Teachers read aloud to their class every day in the EYFS and Key Stage 1, and at least three times a week in Key Stage 2. Every classroom has an inviting reading area with fiction, non-fiction and poetry, organised by genre in labelled baskets and refreshed regularly, with comfortable seating, prompts to encourage pupils' thinking, links to the author of the term and a celebration of pupils who read regularly at home.

Each class has a weekly library session, during which pupils choose a book to take home and teachers read 1:1 with pupils and guide them towards books they will enjoy. A lunchtime Book Club gives pupils further opportunities to explore and discuss books.

- Author of the term, and author and poet visits.
- World Book Day, Roald Dahl Day, National Poetry Day and themed reading events through the year.
- Reading mornings with parents, and suggested book lists for families.
- Book fairs, visits to local bookshops and partnership with local library services.
- Reading buddies for reluctant and struggling readers.

- Reading competitions and a ‘Books we’ve read’ display in every class.
- At least one English-related trip for every class each year. Educational visits depart after 10:00am so that phonics lessons are not disrupted.

## 7. Inclusion

- **Pupils with SEND:** all pupils, including those with SEND, take part in RWI. Teachers refer concerns about reading progress to the SENCo. Pupils with the highest needs receive one-to-one phonics teaching, and progress is shared with parents at Parent Consultations and SEND reviews.
- **Pupils with English as an additional language:** pupils new to English are assessed on arrival and given targeted support. Teachers model language accurately, pre-teach key vocabulary, use visual prompts and scaffolded talk, and provide dual-language books.
- **High attainers:** pupils who read fluently are challenged through more demanding texts, deeper discussion and enrichment opportunities.

## 8. Reading at home (whole school)

Reading is the core of our home learning, and all pupils are expected to read daily at home. Every pupil has a reading record, which parents and pupils use to share what they are reading. Parents of pupils on RWI receive a personalised QR code linked to online resources for their child’s group. All pupils bring a book bag to school daily. Lost reading books are paid for; completed reading records are replaced free of charge.

## 9. Marking and feedback

Teachers check understanding in every lesson through choral response, partner talk, cold calling and plenary tasks, and adapt teaching accordingly.

- **RWI:** staff mark all RWI work in their group. Errors in Hold a Sentence and Write About tasks are addressed in the lesson, and pupils correct them in blue pen. Build a Sentence tasks are marked in green pen.
- **Destination Reader:** plenary and selfie tasks are self- or peer-marked; teachers address misconceptions in the following lesson.
- **Testbase:** answers are reviewed in the lesson; work is not kept in books.

## 10. Training and monitoring

All staff who teach RWI are trained by Ruth Miskin Training, and new staff are trained when they join. The Reading Lead and the school’s phonics development consultant coach RWI staff and monitor lessons regularly. Leaders monitor reading through lesson visits, book looks, the 1:1 reading checklist, reading records and pupil voice, and report to governors. Reading targets from assessments are shared with pupils and used in pupil progress meetings.

## Appendix 1: Expected RWI levels

| Year group | Expected level by the end of the year |
|---|---|
| Nursery | Set 1 sounds introduced in the summer term |
| Reception | Green Storybooks (some Set 2 sounds) |
| Year 1 | Blue Storybooks: all Set 3 sounds read speedily |
| Year 2 | Grey Storybooks by the spring term; then RWI Comprehension and Destination Reader |

## Appendix 2: Expected progression in Key Stage 2 reading

| | End of autumn term | End of spring term | End of summer term |
|---|---|---|---|
| Year 3 | Reads age-appropriate texts with developing fluency; applies DR strategies with support. | Reads with increasing accuracy; applies DR strategies independently; makes simple inferences. | Reads confidently across fiction and non-fiction; summarises main ideas; answers a range of questions accurately. |
| Year 4 | Reads with improving fluency; begins to combine DR strategies; makes basic predictions and inferences. | Reads with increased stamina; uses DR strategies flexibly; retrieves and summarises key information. | Reads fluently and discusses texts in depth; justifies inferences with evidence; evaluates vocabulary choices. |
| Year 5 | Reads a wide range of texts fluently; combines DR strategies; summarises key ideas. | Makes developed inferences; evaluates the author's choices; answers test-style questions accurately. | Reads complex texts confidently; analyses themes and viewpoints; explains answers with well-chosen evidence. |
| Year 6 | Reads challenging texts fluently; applies DR strategies automatically; makes precise, well-evidenced inferences. | Reads with full stamina; evaluates author intent and structure; answers the full range of question types efficiently. | Reads at the expected standard for the end of Key Stage 2; analyses and compares texts confidently. |