



Reading Policy

November 2025

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Vision

At Chawson 1st School we all share a united vision, that all of our children will develop into independent, articulate and aspirational learners. Our curriculum is our main tool for providing children with the opportunities to develop these skills. Each subject contributes to us achieving this vision. In reading we do this by:

- Providing daily, high-quality shared and guided reading opportunities that develop fluency, comprehension, and a love of reading.
- Ensuring children have access to a wide range of texts that reflect their lives, their community, and the wider world.
- Equipping children with systematic phonics and decoding skills to read independently and confidently.
- Encouraging reading for pleasure through reading corners, book clubs, themed reading events, and regular “Teacher as Reader” assemblies.
- Engaging families in children’s reading journeys through home reading books, digital platforms such as Boom Reader, workshops, and clear guidance on supporting reading at home.
- Developing children’s vocabulary, critical thinking, and discussion skills through structured reading comprehension, reflection, and talk activities across the curriculum.

1. Aims of the Reading Policy

The aims of this policy are to ensure that all pupils at Chawson 1st School:

1. Develop strong foundational reading skills, including phonics, decoding, blending, and comprehension.
2. Become confident, fluent, and independent readers who can access the full curriculum.
3. Develop a love of reading and engage with a wide range of texts for pleasure, information, and enrichment.
4. Are exposed to a diverse and inclusive range of authors, texts, and genres that reflect their lives, community, and the wider world.
5. Receive high-quality teaching in reading, including systematic phonics instruction, guided reading, and whole-class reading sessions.
6. Have their individual needs supported, including pupils with SEND, SEMH needs, or those requiring additional intervention.
7. Benefit from regular assessment and data-informed planning to track progress, identify gaps, and provide timely support.
8. Engage with reading at home, supported by families, school resources, and digital platforms.
9. Experience regular opportunities to discuss, share, and reflect on reading, developing vocabulary, comprehension, and critical thinking.
10. Are supported by a consistent, evidence-based approach to reading across all year groups, in line with statutory guidance and the Reading Framework.

2. Statutory requirements

This reading policy has been developed with regard to statutory legislation and national guidance, including, but not limited to:

- **Education Act 2002 & Education and Inspections Act 2006** – which establish the school's duty to provide a balanced and broadly-based curriculum that promotes the spiritual, moral, cultural, mental, and physical development of pupils.
- **National Curriculum in England (DfE, 2014)** – which sets out statutory requirements for the teaching of reading, including word reading, comprehension, and developing reading for pleasure across Key Stages 1 and 2.
- **The Reading Framework (DfE, 2023/2024 update)** – which provides evidence-based guidance for systematic synthetic phonics, early reading instruction, and fluency development.
- **Letters and Sounds / Little Wandle Letters and Sounds Revised (DfE validated)** – recommended approaches for teaching phonics and early reading.
- **Statutory Assessment and Reporting Requirements** – including phonics screening at the end of Year 1, and assessment of reading in line with Early Learning Goals and National Curriculum expectations.
- **Equality Act 2010** – ensuring that all pupils, regardless of background or ability, have equitable access to reading provision, texts, and resources.

3. Roles and Responsibilities

Governing Body

- Ensures that the school has a clear and effective reading policy in place.
- Monitors the implementation and impact of the reading curriculum and provision.

Headteacher / Senior Leadership Team (SLT)

- Oversees the implementation of the reading policy across the school.
- Ensures that staff receive appropriate training and ongoing professional development.
- Monitors and evaluates reading outcomes and engagement.
- Ensures the reading curriculum is inclusive, meeting the needs of all learners.

Reading Leader

- Leads the development and implementation of the reading curriculum, including systematic phonics, guided reading, and reading for pleasure.
- Provides training, guidance, and support for staff in effective reading pedagogy.
- Maintains and curates reading resources, including books for classroom libraries, reading corners, and home reading.
- Organises reading events, workshops, and initiatives to promote reading across the school.
- Works with pupil librarians and other student leaders to promote reading for pleasure.

Teachers

- Deliver daily reading lessons, including phonics, guided reading, and comprehension activities, in line with the reading curriculum.
- Promote reading for pleasure in the classroom through reading corners, book-sharing, and modelling enthusiasm for reading.
- Track and monitor pupils' reading progress, using assessment tools and feedback to inform planning.
- Communicate regularly with parents/carers about home reading and ways to support literacy development.

4. Early Reading and Phonics

At Chawson 1st School, early reading and phonics are prioritised to ensure all children develop strong foundational skills in decoding, blending, and spelling. Our approach follows the Little Wandle Letters and Sounds Revised programme, ensuring systematic progression from Pre-School through Key Stage 1.

Pre-School

- Children engage with Little Wandle Foundations to develop phonological awareness, listening skills, and early oral blending.
- Focus is on developing speaking and listening skills, rhyme, rhythm, and sound discrimination, preparing children for formal phonics instruction.

Reception and Year 1

- Children follow the progressive Little Wandle Letters and Sounds Revised programme, developing secure knowledge of grapheme–phoneme correspondences (GPCs) and the skills to decode and blend unfamiliar words.
- Daily phonics sessions are complemented by reading practice sessions using decodable texts matched to taught GPCs.
- Regular assessment ensures children progress through the phases at an appropriate pace and receive timely intervention if needed.

Year 2

- Phonics knowledge is reviewed and consolidated to ensure all pupils are confident in reading and decoding.
- Children transition from phonics-based reading to a focus on spelling patterns and strategies, following the Little Wandle Spelling programme to support continued development of written accuracy.

Further details regarding the sequence, teaching strategies, and assessment procedures can be found in our Early Reading and Phonics Policy.

5. Key Stage 2

In Key Stage 2, reading continues to be a core focus, with a balance of daily guided reading sessions and independent reading opportunities.

- **Daily Guided Reading:** Each class participates in structured whole class guided reading sessions where books are carefully selected by teachers to match pupils' reading levels and interests. Texts are chosen to challenge comprehension, expand vocabulary, and expose pupils to a range of genres, authors, and perspectives.
- **Reading Strategies:** Teachers use a variety of evidence-based strategies to support reading development, including echo reading, choral reading, discussion of vocabulary, and comprehension questioning. These strategies build fluency, confidence, and enjoyment in reading. As a school we are developing comprehension monitoring through close reads and metacognitive talk to support independent comprehension and reading enjoyment.
- **Daily Story Time and Reading Spine:** Children experience daily, whole-class story time, poetry, or non-fiction reading led by the teacher. Each year group follows a set Reading Spine to ensure pupils are exposed to a carefully sequenced range of quality authors and texts.
- **Assessment and Progress:** Pupils' reading fluency and comprehension are regularly assessed to inform planning, identify gaps, and provide targeted support where needed. Standardised testing is used to support and validate teacher assessments.

6. Reading for Pleasure

At Chawson 1st School, we value reading for pleasure highly and are committed to nurturing a lifelong love of reading in all pupils. Reading for pleasure is embedded across the school, both in daily teaching and through wider reading initiatives.

Key Approaches:

- **Daily Reading Time:** All pupils have dedicated time each day to enjoy reading, including whole-class story sessions, independent reading, and shared reading experiences.
- **Teacher as Reader Assemblies:** Regular assemblies are held where teachers model their own reading practices, share favourite texts, and celebrate reading achievements to inspire pupils.
- **Pupil Librarians:** In Key Stage 2, pupil librarians support reading promotion, help maintain classroom and library resources, and run initiatives to engage their peers in reading.
- **Boom Reader:** We use the Boom Reader platform to monitor home reading engagement, track progress, and encourage regular reading outside of school.

- **Reading Corners:** Every class has a well-stocked, inviting reading area aligned with the Reading Framework, refreshed regularly to maintain interest and variety.
- **Monthly Reading Events:** The school runs themed reading events and activities each month, such as Non-Fiction November, to engage pupils and promote enjoyment of different genres.

Through these strategies, we aim to foster confident, motivated, and enthusiastic readers who see reading as an enjoyable and rewarding part of everyday life.

7. Assessment of Reading

At Chawson 1st School, assessment is integral to ensuring that all pupils make strong progress in reading. Assessment informs planning, identifies gaps, and allows for timely interventions to support all learners.

Early Reading (Reception and Year 1)

- Pupils are assessed using the Little Wandle Letters and Sounds Revised assessments every six weeks.
- The Reading Leader analyses Little Wandle phonics data to identify pupils needing targeted support and to plan daily interventions.
- Teachers use formative assessment during lessons, including observation, questioning, and reading practice, to guide teaching and provide immediate feedback.

Year 2 – Year 4

- Pupils complete Rising Stars Standardised Reading Assessments three times a year to provide a benchmark of reading attainment and identify strengths and areas for development.
- Additional assessment occurs during annual moderation meetings to ensure consistency of teacher judgement and alignment with national expectations.
- Teachers use Assessment for Learning (AfL) strategies daily, including targeted questioning, guided reading notes, and comprehension checks, to adapt instruction and support pupils' progress.

Data Analysis and Monitoring

- Reading data is regularly analysed by the Senior Leadership Team to monitor progress across the school, identify trends, and inform whole-school planning.
- Assessment outcomes are used to inform intervention groups, targeted support, and curriculum planning.
- Progress and attainment data are shared with parents/carers and used to celebrate success, set targets, and identify next steps for learning.

8. Reading for Pupils with Special Educational Needs and Disabilities (SEND)

At Chawson 1st School, we are committed to ensuring that **all children have access to reading instruction**, regardless of their individual learning needs. We recognise that some pupils require additional support to achieve reading outcomes in line with their peers and to develop a love of reading.

Adaptive Teaching Strategies

To meet the needs of pupils with SEND, teachers and support staff adapt teaching strategies, including:

- **Differentiated planning:** Texts, tasks, and questioning are tailored to match pupils' abilities and reading levels.

- **Flexible groupings:** Small-group or one-to-one support is used to scaffold learning, provide targeted instruction, and allow for more personalised feedback.
- **Lesson length and pacing:** Sessions may be shortened, broken into smaller segments, or interspersed with movement or sensory breaks to support attention and engagement.
- **Processing time:** Pupils are given longer time to respond, decode, or engage with comprehension tasks.
- **Multi-sensory approaches:** Use of visual, auditory, and kinaesthetic resources to reinforce phonics, vocabulary, and comprehension.

Social, Emotional, and Mental Health (SEMH) Considerations

Reading instruction also considers pupils' SEMH needs. Strategies include:

- **Reading-related praise and encouragement:** Focus on effort, progress, and engagement rather than solely on accuracy or speed.
- **Structured routines:** Clear, predictable reading routines reduce anxiety and support confidence.
- **Safe, supportive learning environment:** Opportunities for paired or small-group reading with peers and adults foster social interaction and positive reading experiences.
- **Choice and agency:** Allowing pupils to select texts within their reading level promotes motivation and enjoyment.

These approaches ensure that all pupils, including those with SEND or SEMH needs, are supported to develop reading fluency, comprehension, and a lifelong love of reading, in line with the expectations of the National Curriculum.

9 Equal Opportunities

At Chawson 1st School, we are committed to ensuring equity of access and opportunity in reading for all pupils, regardless of their gender, ethnicity, background, ability, or additional needs.

- All pupils have access to the full reading curriculum, including phonics, guided reading, comprehension, and reading for pleasure activities.
- Teaching and learning materials, including books and digital resources, reflect a diverse range of cultures, experiences, and perspectives, ensuring pupils can see themselves and others represented in texts.
- Adaptive teaching strategies are employed to support pupils with SEND or SEMH needs, ensuring that all learners can engage with reading in a way that meets their individual requirements.
- Staff monitor and track pupil progress to ensure that no group is disadvantaged and that all children are supported to achieve their potential.
- Opportunities to celebrate reading achievements are inclusive, recognising diverse forms of progress and engagement, not solely attainment.

Through these approaches, we aim to create a reading culture that is inclusive, equitable, and motivating for all pupils, fostering a lifelong love of reading.

10. Monitoring and Review

Monitoring

- The Senior Leadership Team (SLT) regularly reviews reading outcomes, attainment, and engagement across all year groups.
- The Reading Leader monitors the quality of phonics teaching, guided reading sessions, and reading for pleasure initiatives, using lesson observations, book looks, and assessment data.

- Pupil progress is tracked using Little Wandle assessments in Reception and Year 1, and Rising Stars Standardised Assessments in Years 2–4, alongside ongoing formative assessment.
- Reading engagement, including home reading participation and classroom reading behaviours, is reviewed regularly.

Review

- The reading policy is formally reviewed regularly by the Reading Leader and SLT to ensure it reflects current statutory guidance, curriculum developments, and evidence-based best practice.
- Feedback from staff, pupils, and parents is considered to improve provision and outcomes.
- Any revisions are presented to the Governing Body for approval to ensure continued alignment with the school's vision and strategic priorities.

Through systematic monitoring and regular review, the school ensures that reading provision is high-quality, inclusive, and responsive to the needs of all pupils, supporting them to become confident, fluent, and enthusiastic readers.