



*Jesus said,
'Love one another as I have loved you.'
(John, 13)*

OUR READING POLICY

VISION

Our vision for Reading at Horsley C of E Primary School is to foster a lifelong love of reading and ensure every pupil becomes a confident, fluent reader. Through a rich and diverse reading curriculum, we aim to give pupils the skills to decode text, comprehend meaning, and think critically about what they read. We are committed to developing each child's reading ability for pleasure and purpose, creating a strong foundation for academic success and personal growth. We encourage empathy, imagination, and a deeper understanding of the world by exposing pupils to a range of texts, genres, authors, and cultures. We want every child, regardless of background or ability, to flourish as a reader and experience the joy and empowerment of reading.

INTENT

The reading policy aims to foster a love of reading and support the development of essential literacy skills among all students. It is designed to cultivate fluent, confident, and enthusiastic readers who engage with various texts. The policy encourages a lifelong habit of reading by exposing students to a rich and diverse selection of literature. Additionally, it seeks to build vocabulary, comprehension, and critical thinking skills, empowering pupils to understand and interpret the world around them. We want our pupils to become independent learners by accessing all curriculum areas and beyond through reading.

IMPLEMENTATION

Our reading scheme strongly links to our phonics teaching, as we believe it is essential for children to become fluent readers. All of our books have been reviewed to ensure that they are a decodable match to the sounds and high-frequency words taught. Books not meeting these criteria have been retained as challenging books where children can practise other reading skills, such as picture cueing and using context to identify unknown words. These books are still tightly matched to phonic teaching.

Phonics

At Horsley, the Little Wandle Letters and Sounds Revised scheme is a systematic synthetic phonics program that teaches early reading skills through daily, structured lessons. It follows a clear, sequenced progression, with regular assessments to track progress and identify students needing extra support. Engaging, multi-sensory resources and targeted

interventions ensures that all children can build strong foundations in phonics for reading fluency and comprehension.

Home Reading

Home reading in the Little Wandle scheme is designed to reinforce phonics skills taught in school. Children bring home carefully selected decodable books that match their current phonics level, allowing them to practice reading confidently and accurately. These books focus on sounds and words they have learned, supporting fluency and comprehension development. Parents are encouraged to listen to their child read and engage in positive discussions about the book, helping to build confidence and a love for reading.

Early Reading

Our early reading approach follows the Little Wandle Letters and Sounds Revised program, which provides a systematic, synthetic phonics scheme to build a strong foundation in reading. Daily sessions teach Children phonics, focusing on sound recognition, blending, and segmenting. Reading books are carefully matched to each child's phonics level to support their progress and confidence. Regular assessments ensure each child is on track, with targeted support for those who need it. We aim to help all children develop the skills and confidence to become fluent, enthusiastic readers.

Transition from KS1 to LKS2

The transition from KS1 to LKS2 focuses on supporting pupils from early reading to more fluent and confident reading. This includes structured fluency reading sessions to develop speed, accuracy, and expression. Pupils are encouraged to read a broader range of texts, with a focus on comprehension and vocabulary development, while still consolidating phonics knowledge where needed

Comprehension

Our comprehension strategy follows the VIPERS approach from the Literacy Shed (Vocabulary, Inference, Prediction, Explanation, Retrieval, and Sequencing/Summarising) to help pupils develop key reading skills. Lessons are structured to focus on each skill through engaging texts and targeted questioning, encouraging students to think critically and understand texts deeply. This approach builds confidence and equips pupils with the tools to interpret and analyse a wide range of texts, fostering a strong foundation in comprehension across all year groups.



Oracy

Our oracy approach, guided by Voice 21, emphasises developing students' speaking and listening skills. Through structured activities, pupils learn to communicate, listen actively, and engage in meaningful discussions. Lessons include opportunities for debate, presentations, and collaborative work, building confidence in verbal expression. We focus on teaching vocabulary, prosody, and presentation skills to help pupils become effective communicators, prepared to express their ideas thoughtfully and respectfully across all subjects.

Our School Library

We are proud of our school library. During designated library sessions, all children are encouraged to read for pleasure, and reading for pleasure is promoted throughout the school. Our library is packed with inspirational books and is regularly updated. Our school librarians (from Year 6) help maintain, order and recommend books.

Reading for Pleasure

We are committed to fostering a love of reading in all pupils. Our approach includes daily dedicated reading time, access to a wide variety of books, and regular opportunities for pupils to share and discuss their reading. We encourage students to explore different genres and authors to broaden their interests and deepen their enjoyment of reading. Teachers model enthusiasm for reading, create engaging reading environments, and organise activities like author visits and book clubs to make reading a joyful and lifelong habit.

Volunteer Readers

Read with Me, a registered charity, provides the school with trained volunteer readers to listen to our children and hear them read aloud. The volunteers build positive relationships with their readers, promote an interest in the text, make connections, and embed good reading habits.

IMPACT

Our assessment and monitoring cycles support pupil growth, deepen understanding and encourage reflection. We take a holistic approach, using diverse strategies to gather data, explore pupils' interests, and monitor reading progress.

- PM Benchmarking - termly
- NFER assessment – termly (summative assessment)
- Verbal feedback during VIPERS lessons (formative assessment)
- Pupil's voice
- Book looks
- Pupil surveys to gather interest
- Reading records (Rec -Year 3)
- Internal and external moderation with colleagues
- Learning walks
- Discussions with subject leaders via pupil progress meetings
- Governor visits

Monitoring

1. **Lesson Observations:** Subject leaders and SLT regularly observe reading lessons to ensure the quality of teaching meets the school's expectations. Observations focus on teacher delivery, pupil engagement, and effective use of resources such as phonics schemes and guided reading materials.
2. **Learning Walks:** Informal learning walks are conducted yearly to gain a snapshot of reading activities and environments, including classroom libraries and reading displays.
3. **Book Looks:** Pupils' reading journals, guided reading books, and records are reviewed to check the progression of skills, evidence of comprehension activities, and consistency in teacher feedback.
4. **Pupil Voice:** Regular discussions with pupils provide insights into their attitudes towards reading, favourite books, and the impact of interventions or initiatives.

Assessment

1. **Formative Assessment:** Teachers use ongoing assessments during lessons to gauge pupils' understanding and provide immediate feedback. Strategies include questioning, group discussions, and reading response tasks.
2. **Summative Assessment:** Formal assessments are conducted at the end of each term to evaluate pupils' reading fluency, comprehension, and vocabulary development progress. These assessments include standardised tests and teacher-assessed tasks.
3. **Phonics Screening:** In Key Stage 1, the phonics screening check assesses pupils' ability to decode words. Results inform targeted interventions for those needing additional support.
4. **Reading Records:** Teachers maintain up-to-date records of pupils' independent and guided reading to track progress over time. These records include notes on fluency, decoding skills, and comprehension.
5. **Intervention Tracking:** Pupils receiving targeted support through interventions, such as phonics catch-up programs or reading comprehension groups, are closely monitored. Progress is reviewed at least half-termly, and interventions are adjusted as needed.

Data Analysis

Assessment data is analysed termly to identify trends, monitor the progress of different groups (e.g., SEND, EAL, disadvantaged pupils), and inform whole-school or targeted strategies. Outcomes from assessments are shared with staff during progress meetings to support planning and differentiation.

Reporting to Parents

Parents are informed of their child's reading progress through termly reports and parent-teacher consultations. Additionally, teachers provide guidance on how parents can support reading at home, including phonics, fluency, and comprehension strategies.

This structured approach ensures that reading progress is closely monitored and that all pupils receive the support they need to achieve their potential.

Monitoring of the teaching and learning of reading at Horsley School is designed to ensure that children at Horsley are confident and courageous readers.