



WHOBERLEY HALL
PRIMARY SCHOOL

Reading Policy

Implemented by school: Autumn 2024

Review by: Autumn 2025

Believing  **Achieving**  **Learning for Life**

AIMS

At Whoberley Hall, the enjoyment of language and Literacy is at the heart of our teaching and learning, combined with a secure understanding of how language works, phonics and developed grammar skills. We aim for pupils to leave school as confident, enthusiastic speakers, readers and writers. Our aims for English are:

- Provide a rich and stimulating language environment, where speaking and listening, reading and writing are integrated
- Provide a wide range of opportunities for pupils to become confident, expressive and enthusiastic users of language with a developed knowledge of how it works
- Encourage children to express opinions, articulate their feelings and form responses to a range of texts, including narrative and non-narrative
- Foster an enthusiasm of reading and writing for life
- Enable children to become confident, expressive readers, with a secure understanding of decoding and comprehension across a wide range of text types and genres
- Foster an enjoyment of writing, where children understand the purpose of writing and take pride in their writing achievements
- Provide opportunities for children to understand the process of writing; planning, drafting, editing and publishing their written work, including the use of peer and self-assessment strategies.

SUBJECT ORGANISATION

The English Curriculum is delivered using National Curriculum (2014). The Early Learning Goals are followed to ensure continuity and progression from the Foundation Stage through to the National Curriculum.

READING

At Whoberley Hall we are passionate about building strong foundations as soon as children join our school in Nursery that prepare them well for learning to read in Reception and Year One. We then continue this enthusiasm as children 'read to learn' as they continue through the school.

In the Nursery year, children are given opportunities to explore sounds and language; singing songs, listening and performing rhymes and joining in with high quality books with repeating refrains. Children have daily exposure to excellent and varied texts and are staff model how to take care and use a book. Staff also use consistent language when using and pronouncing sounds, playing games and singing songs that prepare them well for phase 2 when they join reception.

Phonics - Reception and Year 1

At Whoberley Hall we believe that all our children can become fluent readers and writers. This is why we teach reading through *Little Wandle Letters and Sounds Revised*, which is a systematic and synthetic phonics programme. We start teaching phonics in Nursery/Reception and follow the [Little Wandle Letters and Sounds Revised progression](#), which ensures children build on their growing knowledge of the alphabetic code, mastering phonics to read and spell as they move through school.

As a result, all our children are able to tackle any unfamiliar words as they read. At Whoberley Hall, we also model the application of the alphabetic code through phonics in shared reading and writing, both inside and outside of the phonics lesson and across the curriculum. We have a strong focus on language development for our children because we know that speaking and listening are crucial skills for reading and writing in all subjects.

Reading from Years 2 to 6: Reading to Learn

At Whoberley Hall we value reading as a crucial life skill. By the time children leave us, they read confidently for meaning and regularly enjoy reading for pleasure. Our readers are equipped with the tools to tackle unfamiliar vocabulary. We encourage our children to see themselves as readers for both pleasure and purpose.

Once children are able to decode and read fluently and with confidence, the children are tested on the Little Wandle fluency assessment. This assessment identifies how fluent the pupil is and indicates if that child is at the level to move off the phonics scheme. Once at the required reading fluency level, pupils will access the Little Wandle Fluency scheme. This is taught three times per week and is supported by excellent stories/texts to continue the pupil's development. The fluency books are the bridge between phonetical books and library banded books. Each book is broken down into six manageable chapters. The books gradually increase in difficulty preparing them for the KS2 reading curriculum.

In Key Stage 2, children continue to build on comprehension skills taught in the earlier year groups. Reading comprehension sessions are taught 4 times a week, using the Whoberley Reader curriculum designed to ensure a clear coverage of all the reading domains with many fluency opportunities for the pupils. In order to build on children's reading skills progressively, the texts that are used become more challenging year on year and the level of the texts reflects the national expectation for each year group. Each text is studied as a class for two weeks. During the first week, children will practise reading fluently out loud to the class. The teacher will support where needed and teach pupils explicated how a competent reader should read. Pupils who may struggle are given simpler sentences to read out loud and these pupils will chance to rehearse beforehand. During the first week, children will discuss the text, understand vocabulary and use summary skills. In the second week, pupils will use the same text to complete a range of comprehension activities. These include text marking, whereby pupils analyse the text in detail; answering exam-style questions based upon the reading domains and making predictions.

Teachers ensure a broad and balanced coverage throughout the year so that children are applying their comprehension skills across a variety of text types. This includes fiction, non-fiction and poetry. This has been clearly mapped out with excellent texts selected to cover all aspects of life and cultures.

Home reading

Children in Reception to Year 2 take home the decodable reading practice book to ensure success is shared with the family. This book is taken home to read. We use the [Little Wandle Letters and Sounds Revised parents' resources](#) to engage our families and share information about phonics, the benefits of sharing books, how children learn to blend and other aspects of our provision, both through Class Dojo (our parent communication app) and through workshops.

Reading for pleasure books also go home for parents to share and read to children. Children who have passed the phonics screening in Year 2 and onwards to Year 6 are able to choose a banded book from the library. Their teacher is able to match them to the correct band.

Additional reading support

Children who are at risk of falling behind in reading are given support quickly and this support is specifically tailored to their learning need. This may involve;

- Reading their reading book with an adult
- Having support choosing an appropriate book from the library
- Phonics intervention
- Comprehension support

Phonics interventions take place daily with a trained adult so children are able to keep up with their peers and in Years 2 - 6 teachers regularly use assessment for learning to gauge quickly if children are needing more support. Extra practice with reading comprehension is

resourced for children who need it and the teacher works with these children to ensure they keep up in reading lessons.

Assessment in Reading

Staff across the school continuously use assessment for learning during reading sessions to informally assess every child's progress. In addition, for children on the Little Wandle scheme, children are assessed every 6 weeks on their phonics ability. The outcome of this assessment informs staff the exact level of book that each child is able to read and phonetically decode independently. If a child is receiving a 'keep up' intervention, they are reassessed every 3 weeks.

In years 2-6, children are assessed every term using Rising Stars PIRA reading comprehension tests. This is then analysed in fine detail to find out exactly which content domains require more practise for each child. The reading coordinator has 1:1 discussions with class teacher regarding the outcomes and how support could be put into place for the class or groups of children.