

BILLINGHAY CHURCH OF ENGLAND PRIMARY SCHOOL

READING POLICY

March 2026

1. Introduction and Purpose

This policy outlines Billingham Church of England Primary School's approach to the teaching and learning of reading. It reflects the shared vision and agreed practice of the teaching staff and is fully endorsed by the governing body.

Reading is at the heart of the curriculum at Billingham Church of England Primary School. We recognise that proficient reading is essential for pupils' academic success, personal development and lifelong learning.

2. Aims

Our aim is to develop confident, fluent and enthusiastic readers who can access, understand and enjoy a wide range of texts. Children will read for pleasure, interest and information, and will develop a lifelong love of books and reading.

This will be achieved by:

- Teaching reading through a **structured and systematic approach**, beginning with high-quality phonics (Little Wandle Letters and Sounds Revised), with clear progression, continuity and coherence in line with the National Curriculum.
- Creating a **positive reading culture** throughout the school that values and celebrates reading for enjoyment.
- Ensuring children develop **fluency, accuracy and expression**, enabling them to read for meaning and respond critically to texts.
- Providing a **broad, balanced reading curriculum** that includes fiction, non-fiction and poetry by a diverse range of authors, including contemporary texts.
- Working in **partnership with parents and carers** to support and develop children's reading skills at home.
- Using **research-informed approaches and up-to-date guidance** to continually review and enhance reading provision.
- **Monitoring and assessing progress** in reading regularly and identifying the need for intervention at the earliest possible stage.

3. Our Approach to Reading

Early Years Foundation Stage (EYFS)

Children begin formal phonics teaching two weeks after the start of the Autumn term. We follow **Little Wandle Letters and Sounds Revised**, ensuring a robust and consistent approach to early reading.

Alongside phonics, guided reading sessions begin from week four. Initially, children access wordless books before progressing to fully decodable texts that closely match their phonics knowledge.

- Children take part in **three guided reading sessions per week**, using the same book.
- Repeated practice supports secure phoneme recognition, decoding, orthographic mapping and automaticity.
- Each session has a distinct focus:
 - **Session 1:** Decoding and word reading
 - **Session 2:** Developing prosody, fluency and expression
 - **Session 3:** Comprehension and understanding

At the end of the week, the guided reading book is made available for home reading via the school's digital platform. In addition, children choose a **reading-for-pleasure book** to share at home.

Parents and carers are encouraged to share feedback on their child's reading using **Tapestry**.

Year 1

Phonics teaching continues using **Little Wandle**, alongside the same structured three-session guided reading approach.

- The guided reading book is made available digitally for home reading.
- Children independently select a reading-for-pleasure book.

A **reading record** is introduced in Year 1, enabling parents and carers to record reading done at home and share feedback. From year 1, we encourage children to read three times a week at home. Each time a child does this they achieve a point towards our Reading Taekwondo reward scheme (see separate doc)

Year 2

At the start of Year 2, children continue with phonics teaching to consolidate their learning before transitioning to separate spelling and reading sessions as appropriate.

- From Year 2 onwards, reading is primarily taught through **whole-class reading sessions**.
- A strong emphasis is placed on **fluency development**, ensuring children read with automaticity, expression and a consistent pace.
- While teaching is whole class, children may also be heard reading individually or in small groups to support progress.

The reading curriculum in Year 2 and beyond is built around **complete, high-quality texts** rather than extracts. We use **Literacy Tree** to support text selection, ensuring a wide range of genres, themes and contemporary authors.

For home reading:

- Children continue to access phonics books closely matched to their current stage, then progress to **banded reading books**.
 - Books are kept for the week and children are encouraged to re-read to build confidence and fluency.
 - Reading is recorded in the child's reading record.
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Year 3 to Year 6

Children continue to participate in **whole-class reading sessions** focused on high-quality, complete texts.

For home reading:

- Children select books from a range of **banded texts within the Accelerated Reader (AR) scheme**, including both fiction and non-fiction.
- After completing a book, children take an online comprehension quiz via **Accelerated Reader**.
- Pupils are encouraged to take increasing ownership of their reading choices and reading records.
- Regular home reading is expected, which may increasingly be silent independent reading.

Within school:

- Children are allocated **15 minutes of daily reading time**, which may include independent reading or completion of AR comprehension quizzes.
- Teachers closely monitor reading frequency, quiz performance and comprehension outcomes.

Each term, pupils complete a **Star Reading assessment**, which informs their AR reading range and tracks progress, fluency and comparison with national averages.

4. The Reading Environment

Every classroom has a designated reading area with a carefully selected range of age-appropriate books. These areas are inviting and designed to encourage children to read independently and for pleasure.

The school also has an extensive library, which pupils visit weekly to select a book of their choice.

Reading is celebrated through:

- Daily story time across all year groups
 - Author visits and book-related events
 - Reading partners and shared reading opportunities across classes
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5. Assessment of Reading

- Phonics progress is **tracked half-termly**.
- At the end of Year 1, children complete the **statutory Phonics Screening Check**.
- In Key Stage 2, **Star Reading assessments** are completed termly to monitor progress and inform Accelerated Reader ranges.
- Accelerated Reader quizzes provide ongoing assessment information, including specific comprehension strengths and areas for development.

Assessment information is used to inform planning, teaching and targeted support.

6. Intervention Programmes

- Targeted **phonics interventions** are implemented using Little Wandle resources for pupils who require additional support to maintain progress.
- In Key Stage 2, children with insecure phonics knowledge receive daily intervention using the **Little Wandle Rapid Catch-Up programme**.

Interventions are closely monitored to ensure impact and success.

7. Monitoring, Evaluation and Review

The implementation and effectiveness of this policy will be **reviewed annually**. Monitoring will include lesson observations, pupil voice, assessment data and scrutiny of reading records.

This policy will be consistently promoted and implemented across the school to ensure high standards of reading for all pupils.