

## Great Wilbraham and Burrough Green Primary Academy Reading Policy

### **Vision Statement**

At Great Wilbraham and Burrough Green, we believe that reading is the gateway to learning and a fundamental life skill. Our aim is to foster a love of reading in every child, enabling them to become confident, fluent readers who read for pleasure and purpose.

### **Aims**

- To ensure all pupils become fluent, confident readers by the end of Key Stage 1.
- To ensure the profile of reading remains high across the school and within the wider community.
- To embed a consistent, systematic approach to phonics through the Little Wandle scheme.
- To promote reading for pleasure and develop a rich reading culture.
- To close gaps in reading attainment and ensure all pupils make good progress.

### **Phonics and Early Reading**

We follow Little Wandle from Nursery through to Year 1 - beyond where necessary. Daily phonics lessons are taught with absolute fidelity to the scheme. Children are assessed every 6 weeks to assess progress and identify gaps in learning that need to be reviewed or re-taught. This also allows the identification of children needing additional support. Decodable reading books aligned with Little Wandle are used to match each child's phonics stage.

### **Reading in Key Stage 1 and 2**

Guided reading sessions are structured and purposeful, focusing on fluency, comprehension, prosody and vocabulary. Whole-class reading is used to expose children to high-quality texts and develop deeper understanding and to develop reading for pleasure. Independent reading is encouraged through access to a wide range of books in classrooms and the school library. Reading journals are used to track progress and reflect on reading experiences.

### **Nursery**

We provide a balance of child-led and adult-led experiences for all children that meet the curriculum expectations for 'Communication and language' and 'Literacy'. This is achieved through the sharing high-quality stories and poems, learning a range of nursery rhymes and action rhymes, activities that develop focused listening and attention, including oral blending and paying attention to high-quality language.

### **Reception / year 1**

Phonics lessons are taught daily with shuffle time occurring throughout the day. Children requiring extra support receive daily catchup sessions following the Little Wandle planning. All children are taught reading three times a week in small groups and are encouraged to read at home 4-5 times a week. Priority readers are identified and heard read within class, including at least twice a week by the class teacher and at other times by other adults. The whole class are read aloud to daily with activities designed to promote enjoyment and engagement with these texts.

## **Year 2 / 3**

Phonics lessons are taught daily with shuffle time occurring throughout the day. Children requiring extra support receive daily catchup sessions following the Little Wandle planning. Those children identified to have gaps receive an extra daily phonics session. All children are taught reading three times a week in small groups and are encouraged to read at home 4-5 times a week. Priority readers are identified and heard read within class, including at least twice a week by the class teacher and at other times by other adults. The whole class are read aloud to daily at carefully selected points throughout the day.

## **Year 4 / 5**

Children identified to have gaps in their phonics knowledge are taught through the Little Wandle Rapid Catch up scheme. Whole class guided reading sessions occur three times a week. Accelerated Reader is used to ensure children are reading appropriate books. This is checked regularly by the class teacher. Children are encouraged to read at least 5 times a week at home. Priority readers are identified and heard read within class, at least twice a week by the class teacher and at other times by other adults. Parents are still encouraged to read to their children as often as possible. Carefully chosen class novels are read daily at different points throughout the day.

## **Year 6**

Children identified to have gaps in their phonics knowledge have phonics interventions. Whole class guided reading sessions occur three times a week. Accelerated Reader is used to ensure children are reading appropriate books. This is checked regularly by the class teacher. Children are encouraged to read at least 5 times a week at home. Priority readers are identified and heard read within class, at least twice a week by the class teacher and at other times by other adults. Parents are still encouraged to read to their children as often as possible. Carefully chosen class novels are read daily at different points throughout the day.

## **Reading for Pleasure**

Daily story time is embedded across all year groups. Class reading corners are inviting and well-stocked with diverse, engaging texts. Author visits, book fairs, visits to the library and reading competitions are held regularly. "Reading Ambassadors" program empowers pupils to promote reading across the school.

## **Home-School Partnership**

Parents are supported with phonics workshops and reading guidance. Children having phonics lessons take home decodable books and a book to share each week. All other children are on Accelerated Readers. A home reading log is monitored weekly and celebrated. Regular communication with parents highlights the importance of reading at home.

## **Assessment and Monitoring**

Formal phonics assessments are conducted every half term. Reading fluency and comprehension are assessed termly using age-appropriate tools. Progress is tracked and interventions are put in place for children who need extra support to keep up. SLT and the Reading Lead monitor teaching and learning through hearing children read, book looks, observations, and pupil voice.

### **Raising the Profile of Reading**

Reading is celebrated through assemblies, displays, and newsletters. Staff model reading enthusiasm and sharing their own reading experiences. A “Reading Spine” ensures progression and exposure to high-quality literature. Community reading events and partnerships with local libraries are actively pursued.

### **Inclusion**

All children, including those with SEND and EAL, are supported to access reading through tailored interventions. Additional phonics sessions and reading support are provided where needed. Texts reflect a diverse range of cultures, backgrounds, and experiences.

### **Review and Evaluation**

This policy will be reviewed annually by the Reading Lead and SLT to ensure it remains effective and responsive to the needs of our pupils.