



Reading Policy

Brize Norton Primary School

We SHINE for ourselves and each other with kindness.

Strive, Help, Inspire, Nurture, Excel

Adopted by school LGB:	Brize Norton Primary School
Date:	March 2026
Review Date:	March 2029

1. Rationale: Why Reading Is Central to Our Curriculum

Reading is at the heart of our curriculum and underpins pupils' access to learning across all subjects. In line with the National Curriculum and Ofsted's Education Inspection Framework, our intent is to ensure that all pupils learn to read fluently, comprehend texts effectively, and develop a lifelong love of reading.

We recognise reading as essential for:

- Language development and vocabulary acquisition
- Academic achievement across the curriculum
- Social, emotional, and cultural understanding
- Enabling pupils to participate fully in society

Our reading curriculum is ambitious and inclusive, designed to ensure that all pupils, including those with SEND and disadvantaged pupils, can succeed.

2. Aims and Expected Outcomes (Impact)

By the time pupils leave our school, we expect them to:

- Read fluently, accurately, and with confidence
- Demonstrate secure decoding skills through systematic phonics knowledge
- Understand, interpret, and evaluate a wide range of texts
- Apply reading skills independently across the curriculum
- Use reading for both pleasure and purposeful learning

Pupils will have developed:

- A broad vocabulary and secure comprehension strategies
- Positive reading habits and motivation to read independently
- The skills required to transition successfully to secondary education

3. Implementation: Teaching Reading Across the School

Phonics (Early Reading)

In line with National Curriculum requirements and Ofsted guidance on early reading, phonics is taught through a systematic, synthetic phonics programme, Rocket Phonics.

- Phonics is taught daily in EYFS and Key Stage 1
- Lessons follow a clear progression of sounds and skills
- Pupils are taught to blend and segment confidently
- Books are closely matched to pupils' phonic knowledge
- Any pupil at risk of falling behind receives immediate support

Phonics teaching is consistent, structured, and delivered by trained staff to ensure fidelity to the chosen programme.

Reading in Early Years Foundation Stage (EYFS)

A great deal of learning in EYFS is centered around a storybook to support the wider aims of the Early Years Curriculum to develop cultural capital for the children. Building on what children already know about reading and stories, we develop early reading behaviours through shared texts; hold a book the right way up, knowing that print carries meaning.

Home-School Reading in EYFS

In Reception children take home the following books:

- Decodable Reading book. When a child is able to blend, they are given a phonic decodable book that has been closely matched based on regular phonics assessment. They are changed at least once a week to build confidence and fluency.
- From the start of the year, to promote good reading habits, story books are also sent home to encourage reading for pleasure. They are designed to be shared at home and the children are not expected to be able to read them independently.

Reading Records

Children are encouraged to read 4 times a week at home. Parents are encouraged to mark in their record when they have read. This could be a short comment or just the page number they read to. Reading records are then checked on a weekly basis and the number of reads per week is recorded.

Early Years Stage Learning Environment

Our Early Years Foundation Stage learning environment is used to promote a love of reading and the importance of words and letters. There is a designated reading area to promote storytelling as well as reading. The Rocket Phonics sound cards are on display in the classroom. Tricky words (undecodable high frequency words) are displayed in the classroom and the children are encouraged to read them and use them in their writing. A reading area has been developed, with a large selection of exciting books, comfortable seating and puppets are provided to encourage the children to use this space. The children are encouraged to use this area on a daily basis as part of their continuous provision. Books are also displayed in other areas such as the home corner, art area and the construction corner.

Early Years Foundation Stage Assessment and Record Keeping

The monitoring of progress in reading is the responsibility of the class teacher with the support of the Reading Lead. Assessment is a positive and regular record of the

child's progress. We carry out Rocket Phonics assessments at the end of each unit, which enables us to ensure that the reading books the children have are very accurately matched to their phonics ability. The children are listened to through a mix of 1:1 and group reading throughout the week. Assessments notes and the children's reading levels are recorded in a reading file.

Reading in Key Stage 1

In Key Stage 1, the focus remains on providing a daily, high quality phonics lesson using Rocket Phonics so that children quickly learn to read independently and with confidence. We use the Year 2 next steps programme to ensure that all children are secure in their phonic knowledge by the end of KS1. To build fluency, children in Year 1 are heard reading weekly to an adult.

In Key Stage One we:

- Prioritise systematic phonics as the basis for decoding words.
- Give children ample practice with decodable reading material to build fluency.
- Support language comprehension through focus skills and vocabulary development through discussion of texts as a class
- Avoid introducing complex reading tasks before foundational skills are secure

Once children are secure in their foundational skills in Year 2, they progress to wider comprehension lessons as taught in Key Stage 2.

Home-School Reading KS1

In Key Stage 1, children will take home the following books:

- Children will have a phonetically decodable book to take home, which is closely matched to their phonic ability. Children are assessed at the end of every Rocket Phonic unit. The children work through the Rocket Phonic book stages until they are assessed as fluent readers.
- Reading for Pleasure Book – children will be able to choose a library book that they want to read or have read to them. It does not have to be gauged at their level, as it can be read by an adult to the child.

Reading Records

Children across the school are encouraged to read 4 times a week at home. Parents or children are encouraged to mark in their record when they have read. This could be a short comment or just the page number they read to. Reading records are then checked on a weekly basis, and the number of reads per week is recorded to track engagement.

Reading Instruction: Whole-Class Reading in Key Stage Two

Reading is taught explicitly beyond phonics to develop fluency and comprehension. We aim to develop vocabulary and background knowledge through broad, regular reading.

- Whole-class reading sessions are timetabled daily, in protected time at 1pm.
- Pupils engage with high-quality, challenging texts
- Teaching focuses on a range of skills: Prediction, Compare, contrast and comment, Vocabulary, Retrieval, Summary, Inference and Text Structure with a weekly focus.
- Discussion and questioning deepen understanding and promote oracy
- Reading skills are revisited and built upon progressively across year groups

KS1 Reading Comprehension Skills

For younger children, there are five core skills involved in truly understanding a text:

1. Thinking about why an author has used specific words. (Vocabulary)
2. Being able to find facts in a text they've just read. (Retrieval)
3. Putting the things that they have read into the correct order. (Text Structure)
4. Using clues in the text to understand how someone is feeling or why something happened, even when this isn't specifically explained. (Inference)
5. Making simple predictions about what might happen next. (Prediction)

KS2 Reading Comprehension Skills

For children aged 7 to 11, there are four extra skills they need to master:

1. Summing up what they've just read. (Summary)
2. Explaining how what is happening in the text shapes the overall meaning of the story. (Inference)
3. Comparing and contrasting characters and texts that they've read. (C, C, C)
4. Spotting ambitious vocabulary in a text. (Vocabulary)

Our approach to teaching the skills is delivered through their link animal. We find this helps children recognise the skills required to support their comprehension of texts.

- Prediction – Dog (know and understand routines)
- Compare, contrast and comment – Dolphin (intelligent and able to mimic and remember)
- Vocabulary – Owl (super vision and spotting small prey)
- Retrieval – lions (strong hunters)
- Summary – pig (excellent memory and problem-solving skills)
- Inference – Chimpanzee (intelligent and learn from observation)
- Text Structure – elephant (strong)

Children in EYFS are introduced to the KS1 animals informally during the book discussions in the summer term so become familiar with the focus skills.

KS2 Lesson Structure

Our daily lessons across the week are structured with a different daily focus:

- Day 1 – Reading Fluency
- Day 2 – Text Talk
- Day 3 – Modelled Skill Focus
- Day 4 – Independent Skill Focus
- Day 5 – Reading comprehension (mixed skills focus)

Each week, there is a different core skill focus. Over the course of a term, all skills will be taught discretely with a review of skills on Day 5 during the reading comprehension session.

Reading for Pleasure

In line with Ofsted's emphasis on reading culture, we actively promote reading for enjoyment.

- Pupils are exposed to a wide range of authors, genres, and text types
- Class novels, story time, and library access are prioritised
- Reading environments encourage independent choice and engagement
- Snack and Story is part of our daily routine
- Reading for pleasure is encouraged through the Brize Book Bunch along with other opportunities to celebrate authors and genres.

4. Planning for Reading (Curriculum Design)

Reading is planned as part of a **coherent, sequential curriculum**.

- Long-term plans map progression of reading skills across year groups
- Medium- and short-term planning ensures National Curriculum coverage
- Texts are carefully selected to be ambitious, diverse, and age-appropriate
- Reading opportunities are embedded across foundation subjects

Planning reflects curriculum intent and ensures pupils build knowledge and skills over time.

5. Assessment of Reading (Impact and Progress)

Assessment is used to inform teaching and ensure pupils make strong progress.

Assessment includes:

- Ongoing formative assessment during lessons

- Regular (termly) informal phonics assessments and statutory Year 1 screening
- Rocket Phonic end of unit assessments
- Teacher judgement based on reading fluency and comprehension
- Reading Fluency tests – words per minute
- Keys Stage 1 (optional) and Keys Stage 2 SATs tests
- Summative Termly NTS Reading Assessment papers (3 x per year)
- Salford Reading Age and Comprehension Age tests (SEN)

Assessment information is used to:

- Identify pupils who need additional support
- Inform interventions and curriculum adjustments
- Monitor progress of key groups, including SEND and disadvantaged pupils

6. Support for Pupils with Additional Needs (Inclusion)

In line with Ofsted's focus on inclusion, we ensure that no pupil is left behind.

Support may include:

- Targeted phonics and reading interventions
- Small-group or one-to-one reading support – focus on our bottom 20%
- Adapted texts and scaffolding
- Pre-teaching and reinforcement of vocabulary
- Collaboration with SEND staff and external agencies

Support is carefully monitored to ensure it is effective and matched to individual needs.

7. Home–School Partnership

We recognise parents and carers as key partners in supporting reading development.

The school:

- Encourages regular reading at home
- Provides guidance to parents on supporting early reading and comprehension
- Uses reading records or communication systems to support consistency

8. Monitoring, Evaluation, and Review

Reading is monitored through:

- Lesson observations and learning walks
- Pupil voice and reading interviews
- Scrutiny of planning and assessment
- Analysis of attainment and progress data

This policy is reviewed regularly to reflect:

- Ofsted guidance
- National Curriculum updates
- School priorities and pupil needs
- Inline with other school policies