



Reading Policy

Version Control

Review cycle: Three year basis or in the light of any relevant legislative changes or updated guidance

Next Review Date: Spring Term 2028

School Version	Date Amended	Amends/Actions	Date Adopted
Spring 2021	05/02/2025	Updated changes, applied style formatting	Spring Term 2025

1. Introduction

At Greenbank Primary School, our intention is to give children an education of the highest standard. We aim for excellence in all our school activities and encourage all children, whatever their background or ability, to achieve their full potential socially, academically and spiritually.

2. Definition

In its simplest terms, reading is about gaining understanding from print and consists of two elements: word recognition and comprehension.

3. Aims and Objectives

At Greenbank Primary School, we aim to create a stimulating environment in which children are given opportunities to enjoy books, read for pleasure and are motivated to want to read independently. We strongly believe that pupils should read for different purposes, read widely across all subjects, acquire the key phonics skills for decoding and understand the rules governing the structure of language. We believe success in reading has a direct effect on progress in all areas of the curriculum and is crucial in developing children's self-esteem, confidence and motivation.

At Greenbank Primary School, children are encouraged to use a range of strategies to identify words in print (word recognition) and, to aid this process, reading is initially taught alongside Phonics (see Sounds Write Phonics Policy). We recognise that children learn and master the skill of reading in different ways and at different stages and, therefore, phonics is one of a range of tools we teach children to utilise.

All of those involved in teaching children to read use the 'Helpful Hand' which highlights five strategies for decoding unfamiliar texts. They are:

- Using the picture – talk about the pictures. What can you see?
- Chunking – sound talk or blend the letters: tr-ee, s-o-ck.
- Re-reading – read the sentence again if it doesn't sound or look right.
- Skipping – miss out the tricky word and read ahead. What might sound right?
- Listening – Listen to yourself as you read. Does it make sense?

To fulfil the aims outlined in the National Curriculum for reading, we at Greenbank strive to:

- Expose the children to a stimulating range of books and texts.
- Provide a range of reading experiences, including individual reading, shared reading, guided reading, class reading, class stories and poetry, as well as the use of school and class libraries.
- Involve parents as much as possible.
- Ensure reading is enjoyable and viewed positively.
- Use record keeping and assessment to monitor progress.
- Provide extra practice and support for the children who make the slowest progress (the lowest 20%)
- Provide support for children with Special Educational Needs as appropriate.
- Provide stimulating texts which are linked to ability and offer the right level of challenge.
- Encourage independence through the development of a variety of reading skills.

4. Components of Reading

4.1 Guided Reading

Guided Reading is a classroom activity in which pupils are taught in groups according to reading ability. Pupils are placed in groups of no more than six. The teacher works with each group on a text carefully selected to offer an appropriate level of challenge to the group. Books should be at an instructional level (which means that they will be comfortable for the reader, but offer some challenge).

Teachers carefully select texts for groups based on specific objectives, but also considering genre and the children's interests. Guided reading allows teachers and children to share a period of sustained reading that will lead the way to confident, independent reading with a high level of understanding and enjoyment. The sessions are planned using a whole school planning grid to ensure the sessions have a clear structure.

Structure of a Guided Reading Session

- Book Introduction

This provides the context for the reading. The teacher will activate children's prior knowledge and/or discuss the main characters and themes of the text, including some prediction of the contents.

- Strategy Check

Just prior to independent reading the teacher guides the children to focus on and apply key strategies while reading independently, referring to the 'Helpful Hand'.

- Independent Reading

Children will read independently while the teacher gives focused attention to support, monitor and assess individuals as they read.

- Returning to the Text

The teacher asks questions, promotes discussion and interacts with the children to extend their

Thinking and develop their responses to the text. Older children may be given the next section/chapter of the book to read with questions to think of as they read.

4.2 Whole Class Reading

In whole class reading activities, teachers provide explicit instruction on a range of reading strategies to help students develop advanced comprehension skills. Strategies include prediction, discussion of new vocabulary, inference, sequencing and summarising, questioning and making connections. These strategies are explicitly modelled by the teacher, practiced together as a class, and gradually scaffolded to empower students to independently apply them during reading activities. Whole Class Reading sessions involve shared reading experiences, during which the teacher models effective reading strategies, thinking aloud, and promoting discussion around the text. This encourages students to deepen their understanding, make connections, explore different viewpoints, and develop their comprehension skills collaboratively.

4.3 Shared Reading

In shared reading, the teacher's role is to make explicit what good readers do and model good reading behaviours. During shared reading the children can access a text which may be too challenging for them individually. Reading skills and strategies will be clearly modelled and discussion should help children to a deeper understanding of the text. Shared reading will have a specific focus and all ability levels will be considered in discussions through differentiated questions.

Shared reading takes place within the English lesson and also through the reading of information texts related to other curriculum areas.

4.4 Independent Reading

Independent Reading is linked closely to Guided Reading. Independent reading is supported by Learning Support Assistants (LSA) who will be provided with children's individual reading levels by the class teacher.

Learning Support Assistants will work with individual pupils to develop word recognition or comprehension skills as agreed with the class teacher, and they will encourage the children to read as independently as possible. Class teachers and Learning Support Assistants will meet regularly to discuss the children's progress and areas for development. This collaboration ensures the best possible reading outcomes for the children.

4.5 Home Reading

At Greenbank, we understand and value the importance of families as early educators and as the first providers of positive reading experiences. Co-operation and support from parents is paramount if a child is to become a successful and competent reader. We strive to develop and encourage a strong partnership between home and school. It is our policy to send reading books home regularly and to encourage parents and carers to contribute to their child's reading development, welcoming comments in an individual reading record book.

Reading should not be seen as just a 'school activity'. Wider family involvement supports reading and ensures children have access to reading materials at home.

We ensure that:

- Every child is provided with a reading folder and reading record
- The children bring their folder to school every day with a book in it, even if it's a chapter book and they are still reading it.
- A record is kept of the books they have read.

4.6 Library Books

At Greenbank Primary School we believe that the school library and classroom libraries provide children with opportunities to enquire learn and build a love of reading. It is vital that children are given the opportunity to read for pleasure and therefore we place great emphasis on children having access to the library areas in school.

4.7 Reading for Pleasure

At Greenbank Primary School we believe that children deserve a rich curriculum which encourages extensive reading of whole books and other kinds of texts. We believe that active encouragement of reading for pleasure is a core part of every child's educational entitlement, because we know that extensive reading and exposure to a wide range of texts make a huge contribution to students' educational achievement.

UNESCO says 'Reading for Pleasure is the single most important thing that will make a child successful in life.' With this in mind we have a strong commitment to reading for pleasure and believe it will:

- Have a positive impact on attainment in reading, writing and speaking and listening (across the curriculum)
- Improve the children's use and understanding of vocabulary
- Encourage a passion for reading in later life
- Improve a child's self confidence in reading and encourage them to see themselves as readers.

We aim to promote reading for pleasure by:

- Having an attractive, comfortable and inviting reading area in every classroom.
- Celebrating an exciting array of English events such as World Book Day.
- Providing children with opportunities to learn about well-known and popular authors and their work
- Allowing children and staff the facility of 'Book Swaps'

- Training pupils to become Reading Revolutionaries in order to facilitate regular peer lead reading sessions
- Encourage a love of reading by displaying what the adults in our school are reading
- Offering children the opportunity to take part in extra-curricular reading for pleasure groups
- Sharing reading events with our parents
- Allowing children to have access to a school/class library with texts that are relevant to our children's needs and interests.
- Having reading displays around the school to get children talking about books.
- The school environment embracing reading in all its forms with particular emphasis on pupil voice.

4.8 Hearing books read aloud

In KS2, the children will often have a 'class reader'. This is a book selected by the teacher and the children which is read regularly and builds enthusiasm and enjoyment of reading for the children. It influences independent reading and tunes children into book language and book talk. It provides the opportunity for the teacher to discreetly teach and model the skills of reading.

4.9 Reading Environment

Classrooms and all school areas provide a print-rich environment. Reading displays form part of that environment – library corners, favourite books, book reviews, book of the week, author displays and collections of books on a similar theme will help to develop enthusiasm. A team approach is essential when creating a positive reading culture in school. There will be opportunities for pupils to experience print around them through classroom notices, labels and signs. These should be discussed with the children and should take a variety of forms such as single words, phrases and complete sentences. All classrooms have a class library of books which should be well organised and easily accessible. All adults will be good role models for children in modelling both reading aloud and silent.

5. Interventions

Greenbank is an inclusive school which reflects the local community. All pupils have equal rights of entitlement to a broad and balanced curriculum which allows them to fulfil their potential. With this in mind, we recognise that some children may need extra support to reach their full potential in reading. Therefore, specific interventions are put in place to allow these children to make accelerated progress and reach their full potential. We ensure that extra support is implemented for the lowest 20% of readers. Consultation with the SENDCO (Special Educational Needs Coordinator) is essential to children are placed on programmes appropriate to their needs.

5.1 Daily Readers

A class teacher may decide that an individual or group of children requires extra reading support and they will become a 'daily reader'. They will work with the LSA for a short period every day focusing upon individual targets set by the class teacher.

5.2 Lexia

At Greenbank Primary School, we use Lexia, a computer-based learning system, with pupils who are working below the expected reading standards for their age to help them become better, more confident readers. Lexia provides personalised practice and instruction in all key skill areas of successful reading (phonological awareness, phonics, structural analysis, automaticity and fluency, vocabulary, and comprehension) which adapts to the progress of each pupil.

16.Links with other policies

This document links to the following policies:

- Assessment policy
- Teaching and learning policy

17.Monitoring and Review

Our policy is monitored to ensure that all pupils have equality of access to a range of reading opportunities and experiences so that all pupils achieve to the best of their potential regardless of gender race or culture.

At least every three year or in light of any relevant legislative changes, we will review our reading policy. In discussion, the Head teacher and the Reading team, will review its effectiveness.

This document will be approved by the governing board.