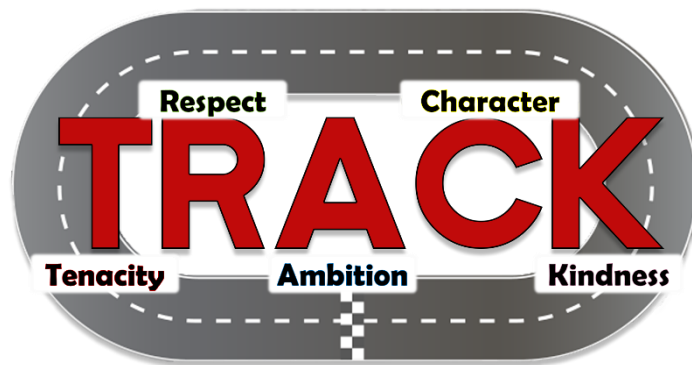




Reading Policy



Approved by: THE GOVERNING BODY

Last reviewed on:

Next review due by:

At The Stonebridge School we aim to create a life-long love of reading and books. It is our belief that every child should be given the tools to develop into confident, fluent and independent readers with an emphasis on the importance of reading for pleasure. This ensures that all children can reach their full potential across the curriculum as we view reading as foundational to all learning.

Our Vision

‘Learn to Read + Read to Learn = Read to ‘Learn for Life’

INTRODUCTION

Purpose

At Stonebridge School, we are dedicated to tailoring a curriculum to enhance the learning opportunities and engagement in reading for all our children. The purpose of this policy is to set out clear guidance on planning, teaching and assessment for teaching and non-teaching staff.

Aims: Our pupils will learn to:

- Decode texts fluently at relevant speed appropriate to their age-related expectation, and with good understanding
- Develop the habit of reading widely and often, for both pleasure and information, developing their cultural capital through a range of texts.
- Acquire a language-rich vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading and spoken language
- Use discussion in order to learn and make connections to life experiences.

Subject specific intent

At Stonebridge, developing and maintaining a life-long relationship with reading plays a key role in such development. Reading a variety of literature, will enable creative thinking and support language development. Reading also enables all pupils both to acquire knowledge and to build on what they already know and life experiences they have had, enriching their learning, and growing their cultural capital.

At our school, we support all children, including those with SEND, to make effective progress in reading. Through purposefully designed teaching models specific to our intent, all children will develop a richer vocabulary, enabling them to articulate themselves clearly and are equipped with the necessary social skills to succeed in life. Fostering inquisitive thinking means that all children can enhance their understanding through questioning.

A focus on comprehension will strengthen their understanding further and create more independent members of society. In order to support these processes, the use of ICT through Accelerated Reader and staggered approaches to teaching comprehension, deepening understanding, provide tailored learning to our pupils, ensuring the best possible progress.

LEAP represents the curriculum principles that guide learning at our school:

- **Language-Rich** – We immerse children in a wealth of spoken and written language, enabling them to express themselves clearly and to engage with increasingly complex texts.
- **Experiential** – We bring reading to life through storytelling, drama, author visits, book weeks, and cross-curricular links that deepen understanding and spark imagination. Children listen to adults read every day! Adults read to children everyday!
- **Ambitious** – We set the highest expectations for every reader, encouraging perseverance, challenge, and excellence in reading.
- **Purposeful** – We design reading opportunities that are meaningful and connected, ensuring children develop skills that support progress across the curriculum and beyond.

Together, these principles empower children to **LEAP forward in their reading, grow as lifelong learners, and fulfil their potential.**

IMPLEMENTATION

Organisation

- Reading is taught every day.
- Every child is read with once a week. Homework / Wider learning Children should take a reading book and their reading log home every day. When children are accessing phonics their reading book matches the sounds that they have been learning so that they can directly apply their phonics to their reading.

Every year group is able to go to Harlesden library throughout the year and they are encouraged to sign up to the library if they are not members.

Resources

- Accelerated Reader
- Reading Logs
- Library
- Class readers
- Core texts

Roles and responsibilities Governors:

- All governing body members can agree and evaluate on the school's policies and structures and monitor these provisions. Senior Leadership Team:
- SLT will be responsible for providing strategic direction, reviewing policy in line with developments in the subject. • They will provide support to other leaders in driving standards in the subject.
- The leadership team will use monitoring conducted by middle leaders to inform desired outcomes for the quality of education in Reading.

Subject Leader:

- Subject Leaders are responsible for the improving the quality of education in their phase, ensuring standards are improved and maintained with individual teachers, working to targets and expectations agreed with the senior leadership team.

They are accountable for the quality of teaching in their phases, ensuring consistently high expectations.

- Subject leaders will regularly monitor and scrutinise pupil outcomes in line with agreed targets as set out by the senior leadership team.
- They contribute to the strategic direction of the school by working with key members of the senior leadership team.

Teachers:

- Teachers adhere to the Reading policy to plan for, deliver and assess children's teaching and learning of Reading.
- They will ensure the quality of education they plan for and deliver is in line with statutory requirements and the National Curriculum.
- Teachers will use their learning environments to provide an engaging and motivational environment to foster and embed learning and the love of reading.
- Teachers will use assessment and adapt material to target needs of groups of children.
- They will use the support of middle and senior leaders to reflect on and improve their own individual practice.

Support Staff:

- They will support in the implementation and execution of delivering the curriculum alongside teachers.
- Support staff will support and challenge pupils, modelling expected outcomes in their oral and written English.
- By identifying gaps and areas for development, support staff will be proactive in driving forward their own continued professional development.

Pupils:

- Pupils are expected to take an active role in lessons, demonstrating interest and curiosity.

- They will gain growing independence in making appropriate book choices and using ICT in order to quiz more effectively.
- Pupils will take ownership of home reading, improving their fluency and comprehension skills as a result.

Parents/Carers:

- Parents and carers will promote the importance of reading. They will read with/ensure that their children read for at least 20 minutes daily. They will comment or acknowledge home reading in the reading log.
- Where necessary, parents and carers will be able to monitor their child's progress from home.
- They will attend whole-school events related to Reading.

Equal opportunities

- All pupils, regardless of age, gender, race, religion, SEND and background have the right to access the Reading curriculum.
- Differentiation to promote inclusive learning must be set through questioning and/or tasks to ensure pupils with SEND can access the curriculum.

Inclusion

At Stonebridge, we believe that all learners are of equal value and that all pupils have the potential to achieve highly and learn effectively irrespective of ethnicity, gender, disadvantage, religion and belief, race or disability. This confidence in the learning capacity of all our pupils is reflected in curriculum design and delivery.

Pupils with Special Educational Needs & Disability (SEND)

Pupils with Special Educational Needs and Disabilities (SEND) will have access to a broad and balanced curriculum through quality first teaching. Teachers will differentiate learning according to the children's needs to ensure access to the curriculum. Children identified as having SEND may in addition have additional provisions such as personalised learning, 1:1 support and a variety of resources to meet their needs. This policy should also be read in line with the school's SEND policy and School information report.

EAL learners

Pupils identified as new to the English language will be given every opportunity to acquire English so that they can access learning fully. Pupils home languages will be used to aid learning where possible and relevant alongside appropriate resources selected by staff to enable pupils to engage in a rich curriculum.

EYFS

Literacy includes Reading and Writing. Literacy is taught through quality texts as well as daily phonics sessions. Developing speaking and listening skills is at the heart of developing literacy. Teaching must include planning opportunities to develop vocabulary and talk. Each text is studied for three weeks to ensure pupils can understand and recall it. Purposeful and meaningful links to writing are made. It

is important that children see practitioners modelling writing, and also see themselves as writers. This will begin with mark marking. The learning environment must have opportunities to practise, rehearse and apply skills taught during phonics lesson. Reading books that are matched to the children's phonic levels are used to teach children how to read.

The learning environment must be literacy rich, this includes an attractive book corner, a print rich environment, literacy-based activities in the provision and a stimulating writing area. The overarching aim is for children to experience regular, planned opportunities to listen carefully and talk extensively about what they hear, see and do. In Reception, phonics is taught daily.

Safeguarding

Some themes that arise in literature could trigger negative emotional responses and as such must be dealt with sensitively. If a matter of safeguarding arises, it will be dealt with according to the safeguarding procedures of the school. Please see the Safeguarding Policy.

Planning in EYFS and KS1, phonics is planned for daily. Please see the phonics overview. Additionally, intervention groups across KS1 and KS2 are targeted using the same provision as outlined in the document. Key Stage 2 follow a series of 7 reading stems (VIPERS). From years 3-6 classes use the class core text to teach the reading stems.

IMPACT

Assessment

- Children are assessed formatively by teachers through one-to-one reading and through answering comprehension questions daily. Gaps are targeted through marking and feedback.
- Accelerated Reader provides assessment opportunities through half termly STAR tests and comprehension quizzes.
- Summative assessment indicates progress made at key assessment points. These include the use of NFER and SATs papers.

Monitoring and evaluation

- Monitoring includes the scrutiny of: planning, AR, data, reading journals and reading logs.
- Pupil interviews are also conducted to evaluate the effectiveness of the models.
- Listening to children read can be used to accurately progress of fluency and comprehension.
- Teacher assessment can also be used.

APPENDICES

- Phonics overview (1)
- Reading stems (2)

Phonics Overview

Read Write Inc. Phonics



What is Read Write Inc. Phonics?

Read Write Inc. (RWI) Phonics is a highly structured synthetic phonics programme developed by Ruth Miskin. It is widely used in UK schools and validated by the DfE. From Reception to year 2, Read Write Inc phonics teaches children to read by focusing on synthetic phonics, which involves learning to say and blend sounds to read words and spell them. Children are taught in small groups, practice decodable books matched to their sound knowledge, and engage in activities to develop comprehension, writing, and handwriting skills. The program is systematic, providing structured lessons and resources, including storybooks for school and home, to help children become fluent readers.

It provides a consistent approach to early reading and writing, ensuring every child makes rapid progress.

RWInc phonics in the Nursery

In the nursery setting, Read Write Inc. (RWI) focuses on preparing children for formal phonics by developing foundational speaking, listening, and sound awareness skills.

The approach is play-based and embedded in daily routines, typically intensifying for children in the summer term before Reception

Key Elements Phonics Focus:

Learn sounds (phonemes) and the letters/letter groups (graphemes) that represent them.

Blending: Combine sounds to read words.

Segmenting: Break words into sounds for spelling.

Decodable Books: Children read books matched to their phonics knowledge to build fluency and confidence.

Writing Integration: Spelling, handwriting, sentence building, and story writing are embedded.

Consistency Across the School

All teachers use the same routines, language, and resources.

Regular assessment ensures children move groups as they progress.

Benefits of RWI Phonics

Builds reading confidence and fluency quickly.

Reduces gaps by ensuring all children have access to high-quality phonics teaching.

Provides structure for teachers and clarity for pupils.

Struggling readers are supported with targeted interventions.

Encourages a love of reading through success and achievement.

Pronouncing pure sounds

We must use pure sounds when we are pronouncing the sounds and supporting children in reading words. If we mispronounce these sounds we will make reading harder for our children.

Please watch the videos below where you can hear the correct pronunciation of the sounds.

[Read Write Inc.: How to say the set one, set two and set three sounds - YouTube](#)



Outcome for Children

Children become fluent, confident readers who can access a broad curriculum. They also develop strong writing skills, enabling them to express ideas clearly and creatively.

Supporting your child with reading at home

- All children have a reading book either from RWInc phonics or Accelerated Reader. They should practise reading their book at least 4 times at home working on these skills: decoding, fluency and expression.
- Reading a bedtime story every night to your child improves their outcomes.
- Children also have access to online reading platforms where books can be read aloud.
- Some children just prefer non-fiction. Reading non-fiction is a great way to improve vocabulary, learn how to tackle new words, improve knowledge and develop a love for reading. Joke books, fact books, top ten books are all just as good for learning to read as reading fiction
- Many children love graphic novels or comics. These are great for developing imagination. Children also learn how stories are presented in different ways and understand how pictures and text work together. There's also quite a bit of reading between the lines needed here

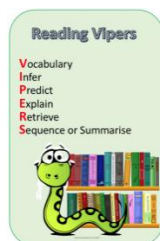
- Read signs and information boards as you are out and about. These often contain new vocabulary to discuss. Recipes or instructions for craft projects are also great for this and also encourage us to read with accuracy
- Try to encourage your child to tackle a longer fiction story. Reading a longer story for pleasure has many benefits. It develops imagination and empathy; it builds reading stamina and introduces new vocabulary and sentence styles

Phonics in KS2

At The Stonebridge we receive children from other parts of the world who have never been to school and therefore lack the foundational learning needed to become competent readers. For children who need further support with phonics in Key Stage 2 an initial assessment is undertaken. The children then attend a daily phonics and reading session where they follow the RWInc phonics. When children have worked their way through the phonics programme and can access Accelerated Reader, they join their class for the reading session.

Reading in KS2- VIPERS

VIPERS is a mnemonic we use at school to cover the key comprehension skills that we teach as part of the National Curriculum. The term 'Reading VIPERS' was created by Rob Smith from The Literacy Shed, a website which provides a wide range of interesting and engaging resources for teaching English.



VIPERS at Stonebridge

Approach

At Stonebridge, pupils develop a distinct set of learning behaviours during VIPERS lessons. These behaviours encourage active engagement, collaborative learning, and deeper comprehension. VIPERS sessions are carefully structured around the core class text to ensure consistency and meaningful cross-curricular links. For example, if *The Iron Man* is being studied in writing, the same text will also form the basis of reading lessons.

Organisation of Learning

- **Monday to Thursday:**
 - The teacher models fluent reading from the class text.
 - Pupils continue reading in pairs to practise fluency and build confidence.

- Partner discussion of VIPERS questions develops comprehension and oracy skills.
- Pupils record their responses in their reading books, reinforcing written comprehension.
- **Friday:**
 - Pupils tackle the **BIG Question**, which may take the form of an extended response or NFER-style comprehension.
 - This provides opportunities for higher-order thinking and mirrors national assessment expectations.

Assessment and Progression

Responses in reading books and BIG Question tasks are used by teachers to assess understanding, identify gaps, and inform next steps. Regular practice with NFER-style questions also ensures pupils are well prepared for statutory assessments while developing transferable reading skills.

Appendices

Websites to support your child with reading:

Oxford Owl (free eBooks, advice for parents),

ReadWorks (free reading passages and vocabulary activities),

Epic! (digital library)

Storyline Online (actor-read picture books),