

Kirkby Avenue **Primary School**

Reading Policy **September 2025**



Review Date: January 2027



At Kirkby Avenue, we believe that creating a culture of positive reading is a vital tool in ensuring our children are given the best possible life chances. Cultivating readers with a passion and enthusiasm for a wide range of materials, will ensure that children's love of reading will extend far beyond the classroom, allowing them to build on their skills independently, through a real curiosity and thirst for knowledge.

At Kirkby Avenue Primary School, we believe that all pupils can achieve in Reading, both for pleasure and in their comprehension and understanding. We do not put ceilings on what pupils can achieve and we do not hold pre-conceptions about any pupils' ability to make progress. We aim to make all of our pupils 'readers'. We believe through reading, pupils will have a chance to develop culturally, emotionally, intellectually, socially and spiritually. We feel that reading enable pupils both to acquire knowledge and to build on what they already know. We aim to ensure a balanced mix of approaches to reading so that our pupils achieve the skills required, a positive attitude, confidence as well as an interest and a life-long love of books.

Our intent is to:

- Ensure pupils read easily, fluently and with good understanding
- Develop the habit of reading widely and often, for both pleasure and information.
- Acquire a wide vocabulary and understanding of the conventions of reading
- Appreciate our rich and varied literary heritage through accessing a wide and varied selection of books.
- Link our opportunities for learning about cultures and lifestyles beyond their experience.

Reading

The programmes of study for reading at key stages 1 and 2 consist of 2 dimensions:

- **word reading**
- **comprehension (both listening and reading)**

It is essential that teaching focuses on developing pupils' competence in both of these areas.

Skilled word reading involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words. Underpinning both is the understanding that the letters on the page represent the sounds in spoken words. This is why phonics should be emphasised in the early teaching of reading to beginners (ie unskilled readers) when they start school.

Good comprehension draws from linguistic knowledge (in particular of vocabulary and grammar) and on knowledge of the world. Comprehension skills develop through pupils' experience of high-quality discussion with the teacher, as well as

from reading and discussing a range of stories, poems and non-fiction. All pupils must be encouraged to read widely across both fiction and non-fiction to develop their knowledge of themselves and the world they live in, to establish an appreciation and love of reading, and to gain knowledge across the curriculum. Reading widely and often increases pupils' vocabulary because they encounter words they would rarely hear or use in everyday speech. Reading also feeds pupils' imagination and opens up a treasure house of wonder and joy for curious young minds.

It is essential that, by the end of their primary education, all pupils are able to read fluently, and with confidence.

At Kirkby Avenue Primary School, we use fully decodable texts from our phonics scheme – Read Write Inc. The sequence of reading books shows a cumulative progression in phonics knowledge that is matched. When the children have completed the RWI programme and RWI books, they read a wide range of age and ability appropriate reading material that is recommended by the National Literacy Trust, alongside other charitable organisations whose core purpose is to support reading and literacy in schools. Our scheme runs throughout the whole primary phase to ensure children are accessing the right reading material to help them make progress with their decoding skills, be exposed to new vocabulary, common exception words and improve their comprehension skills. As a school, we are continuously adding to our scheme both in breadth and in challenge. Our Early Readers have books that are matched to the RWI phonics knowledge which provides them fully decodable books, prior to this, they have 'busy pictures' to discuss and share in school and home to support language development.

New books are constantly bought to link with interest, topic themes in school and links to SEMH. We match to children's phonics knowledge and decoding ability as well as age.

Reading Opportunities for Home Reading:

- Encouraging children to read lots of different things, including magazines, recipes, favourite books at home in order to inspire them to become enthusiastic, independent readers.
- 'Remarkable Readers' to encourage engagement at home
- Website giving information about reading
- Regular reading newsletters, highlighting books and authors
- Library or share books regularly going home
- Reading Café events, with parents, to showcase a variety of books

Breadth and Depth:

EYFS: Language rich classroom, instructions to read, questions, reading through topic and role play areas, sharing books through Drawing Club sessions and opportunities to explore books in our Reading Nook.

KS1: Reading opportunities given in class story time, reading for information through topics studied, internet sources of reading, 1:1 reading opportunities, small group reading and whole class reading sessions, opportunities to explore a wide variety of books in our Reading Nook and in our school library.

KS2: Class story books shared, reading for research and information through topics studied, internet sources of research, 1:1 reading opportunities, reading buddies (with younger children), whole class reading, small group reading sessions, opportunities to explore a wide variety of books in our Reading Nook and in our school library.

The organisation of the classroom is essential to promoting interest, independence and enthusiasm as well as the necessary skills, concepts and knowledge to progress. To help promote this, classrooms will be organised to provide:

Early Reading

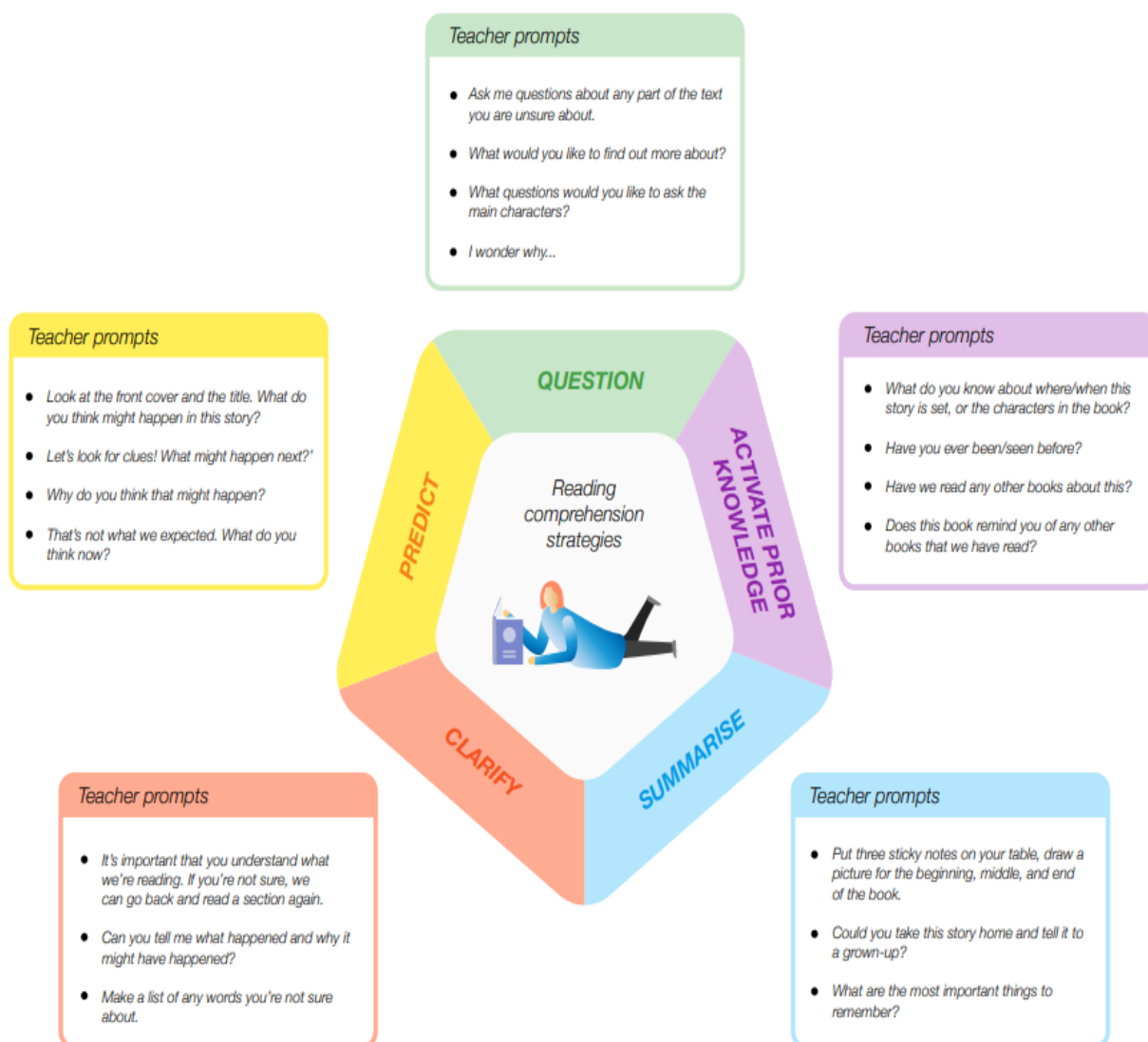
As a school, we use the RWI programme (a DfE approved systematic synthetic phonics scheme)

- A multi-sensory approach to learning.
- Interaction between reading, talk and writing.
- Language is prioritised through high quality back-and-forth interactions, shared reading, storytelling and the teaching of vocabulary.
- Before a child can read, they engage in activities to promote phonological awareness and interest in sounds, including: storytelling, singing, rhyme, poems, alliteration. There is an emphasis on developing oral blends.
- Opportunities to see, read and write core vocabulary as well as familiar nouns, labels, captions and pupil names.
- Resources to support letter sound awareness.
- Opportunities to engage in play writing and reading through relevant literature linked to topics or role play areas.
- Opportunities to explore and enjoy poetry and rhymes, through a variety of different ways such as ICT, games, PE, music, art.
- Enthusiastic staff to share books with the children, making curriculum links through literature.
- Access to a well-stocked class mini-library, a whole school library and a school Reading Nook with a wide range of high-quality texts. Timetabled sessions are in place to visit and enjoy the library and the Reading Nook.

- Parents are encouraged to read to their children before they can read, and then read with their children as soon as they can. Information is shared with parents through meetings, leaflets and events, such as Reading Cafés.
- A home school reading record to share with parents to comment on the child's learning.
- Carefully selected home school reading books matched to the children's level in the RWI programme are sent home, along with a 'sharing book' and a library book (to be mostly read by the adult) to develop 'reading for pleasure' and a familiarity with a greater number of words.
- Whole class reading sessions using other identified appropriate books.
- Meaningful records that help build up a picture of the child as a reader, identify their strengths, weaknesses and determine the appropriate teaching strategy for individuals.
- Children are exposed to a selection of familiar books and poems throughout the year and return to them to build up their awareness and knowledge of well-known literature, with EYFS/KS1 classes having a 'Super Six' set of books each half term.

Reading in Key Stage 2

Figure 5: Reading comprehension with prompts to support practice



As the children progress we aim to build on the reading experiences already acquired. The aim is to develop independence, fluency and self-reliance.

- A greater variety of texts are made available to allow for more depth, choice and enjoyment.
- More varied texts are available to support the widening interest shown as children progress; environmental newspaper extracts, magazine articles, multicultural texts, plays, non-fiction, poetry, dictionaries, thesaurus etc.
- The library is timetabled to allow for extension skills such as skimming, scanning, reference and research.
- The Reading Nook is timetabled to allow opportunities for Reading for Pleasure and sharing of a wide variety of texts in a relaxed environment.

- We will aim to expand the skills gained earlier in the school by keeping a teaching focus on reading, drawing attention to the structure of a variety of texts, helping pupils to adapt their style of reading to suit the purpose (skim, scan, read critically).
- Readings skills are taught through a daily reading lesson, using a wide variety of extracts – linked to topic, current events/celebrations, class book and class interests.
- The opportunity to read texts from different media, to research, investigate, to sift, select and take notes from text, to question, challenge and look for author voice in texts, to scan and skim for project information and use this purposefully can be found in many different subject areas.
- As soon as children can read, we aim to support them in their need to become independent, helping them to develop fluency, expressiveness and critical awareness.
- It is important that older children still share books during whole class reading sessions and small group sessions.
- A range of high-quality texts are used to deliver this having full texts in addition to the use of extracts.
- Every class has an ongoing 'class book' and children are read to regularly throughout the week, giving them an opportunity to talk about characters, plot, structure, style, author and discuss the text critically.

Phonics:

As a school, we use the **Read, Write, Inc.** programme and all staff follow the scheme in the daily teaching of phonics (see separate policy). Lessons engage pupils, develop resilience and embed understanding.

All staff involved in teaching the programme are sufficiently trained to do so and have both the pedagogical skill and content knowledge required to teach the programme. Regular staff training (small group and whole school) in phonics from the RWI Leads in school and the RWI Consultant take place.

After children complete the phonics programme, lessons are a hybrid of RWI and a blend with the KS2 KAPS Reading Sequence.

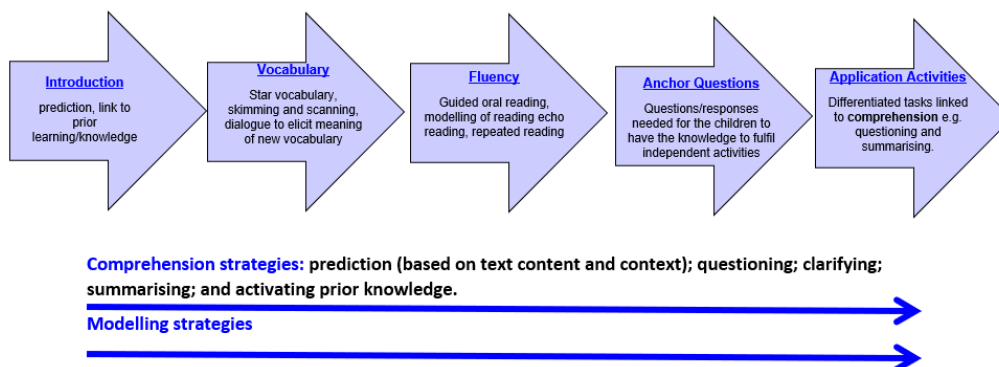
Teaching Reading in KS2

KS2 READING: TEACHING SEQUENCE

All of our Key Stage Two Reading lessons follow the same structure and build on from the RWI teaching of Reading in KS1



KAPS KS2 TEACHING SEQUENCE



Teachers follow the KAPS KS2 Reading Sequence which places an emphasis on vocabulary, fluency and comprehension.

This sequence forms part of the lesson, where there is a reading skill to focus on e.g. looking at inference questions based on a text.

Comprehension:

Comprehension skills develop through pupils' experience of high-quality discussion with the teacher, as well as from reading and discussing a range of stories, poems and non-fiction.

All pupils are encouraged to read widely across both fiction and non-fiction to develop their knowledge of themselves and the world in which they live, to establish an appreciation and love of reading, and to gain knowledge across the curriculum. Reading widely and regularly increases pupils' vocabulary because they encounter words they would rarely hear or use in everyday speech. Reading also feeds pupils' curious young minds and develops a wider imagination.

Comprehension focused discussions are conducted from EYFS onwards during individual, group and whole class reading.

1. Prediction

Pupils predict what might happen as a text is read. This causes them to pay close attention to the text, which means they can closely monitor their own comprehension.

2. Questioning

Pupils are encouraged to generate their own questions about a text in order to check their comprehension.

3. Clarifying

Pupils identify areas of uncertainty, which may be individual words or phrases, and seek information to clarify meaning.

4. Summarising

Pupils describe succinctly the meaning of sections of the text. This causes pupils to focus on the key content, which supports the checking mechanisms for comprehension.

5. Inference

Pupils infer the meaning of words and sentences from their context and are encouraged to read around them in order to gain understanding.

6. Reading Domains

Across school from Y1-Y6, staff and children use the Reading Domains to discuss, question and support children in their understanding of texts – including higher order reading skills. The Reading Domains are used in conjunction with the National Curriculum objectives for Reading and not as stand alone (as mentioned in the DfE update for Reading, July 2023).

Key Stage 1:

Table 2: Content domain relating to questions

Content domain reference	
1a	draw on knowledge of vocabulary to understand texts
1b	identify / explain key aspects of fiction and non-fiction texts, such as characters, events, titles and information
1c	identify and explain the sequence of events in texts
1d	make inferences from the text
1e	predict what might happen on the basis of what has been read so far

Key Stage 2:

Table 2 shows the content domain, which sets out how elements of the curriculum will be defined for test development purposes.

Table 2: Content domain relating to questions

Content domain reference	
2a	give / explain the meaning of words in context
2b	retrieve and record information / identify key details from fiction and non-fiction
2c	summarise main ideas from more than one paragraph
2d	make inferences from the text / explain and justify inferences with evidence from the text
2e	predict what might happen from details stated and implied
2f	identify / explain how information / narrative content is related and contributes to meaning as a whole
2g	identify / explain how meaning is enhanced through choice of words and phrases
2h	make comparisons within the text

In Key Stage 1 and 2, reading comprehension is taught through focused whole class book share sessions and individual reading sessions.

Shared Reading

Shared Reading take place across the curriculum throughout the school. Opportunities for reading texts aloud together are actively sought and not just solely part of the English Curriculum. Strategies include echo reading, text allocation, modelled reading and whole class/choral reading.

Individual Reading

A high importance is placed on listening to individuals read in order to develop fluency and comprehension. Children are listened to on a weekly basis and some children are identified as 'Daily Readers' (3+ per week) in order help them reach their reading targets.

Home-School Reading

We believe the partnership of parents, children and school for reading is fundamental to progress in reading. We actively promote reading at home and each Key Stage have 'Remarkable Readers' targets for home. We hold phonics meetings and Reading Café events for parents across the year.

'Remarkable Readers'

We actively and positively encourage children with their reading and adopt a range of strategies to support this, including reading challenges, stickers, prizes and

reading targets to aim for. Every child can be a 'Remarkable Reader' and all children are encouraged to aim for this. We celebrate all 'Remarkable Readers'.

Reading for Pleasure

We actively promote and encourage 'Reading for Pleasure' across school through book weeks, sharing our love of reading with the children, creating inviting reading environments in the classroom for children to read in, holding book fairs, creating 'teacher in the spotlight' displays for children to see 'teachers as readers', creating 'children in the spotlight' displays for children to see each other as readers, create opportunities for children to read and explore books in our Reading Nook, sending book bag activities home and hold various reading events across the school year.

Library

At Kirkby Avenue, we are passionate about reading and as part of this we have our own well-resourced school library where classes can visit to read, research and enjoy books together. Reading Ambassadors take on the role of school librarians where they are responsible for the day-to-day running of the library, such as its tidiness.

Through displays across school, we promote different authors and their books and celebrate children and teachers reading for pleasure.

The Reading Nook

Our Reading Nook allows children an opportunity to explore books that are not in the library or classrooms and gives children an opportunity to share books with their peers, recommend books for other children to read and request books and other reading texts (sports, theatre programmes and religious story books) to be added. From these sessions in our Reading Nook, we hope our children will be inspired to explore a wider variety of authors, genres and reading materials.

Reading Ambassadors

Our Reading Ambassadors have been chosen for their love of reading and their enthusiasm to share this with others. Our aim is to spread a love of reading across school! Part of the job of a Reading Ambassador is to encourage others in school to read more, and find their own love of reading.

Some of the roles of our Reading Ambassadors are:

- Reading to groups of children in other classes as reading role models.
- Share books with children at lunchtimes through our 'Reading Suitcases' initiative.
- Promote reading across school.
- Involved themselves in our reading events.
- Design and carry out reading competitions.

Diversity

Diversity, inclusion, and tolerance are topics where books can prove to be an invaluable aid in helping to teach children about different cultures and experiences and understanding a character's point of view. In primary schools, children need to learn about all aspects of diversity and feel empowered to discuss what makes all of us

unique, valued and respected in terms of culture, race, ethnicity, gender, education, disability, identity, nationality, religion, sexuality, neurodiversity, social background, and beliefs. We ensure books are used within classes and are regularly added to within our school library and Reading Nook. We aim for all of our children to see themselves in the books we read and aim to represent all of our children.

Monitoring and Review:

Monitoring of the standards of the children's work and of the quality of the teaching in reading is the responsibility of the English Team. This also involves: supporting colleagues in the teaching of reading; being informed about current developments in the subject, providing relevant Professional Development and providing a strategic lead and direction for the subject in the school.

Review of policy: January 2027

Reading Leads: Jayne Tuczemskyi, Emma Rees, Melanie Allen

Linked Policies:

Phonics- RWI Policy

Oracy Policy

Writing Policy