Redbrook Hayes Community Primary School

READING POLICY 2026-27

Introduction

Reading forms part of our Core Curriculum at Redbrook Hayes and, as such, holds a prominent place within our daily timetable for all ages. The emphasis put on Reading can also be seen in the homework policy, which prioritises daily reading as the main homework set at Redbrook Hayes.

A high-quality education in Reading teaches pupils to read fluently and accurately so they can understand and form their own opinions on texts they have read. Learning to read fluently enables learners to read for information and for pleasure. It teaches them the difference between different types of texts, their purpose and looks in detail at the language used whilst also supporting them with future study across all areas of the curriculum. Reading and communication skills are essential to participating fully as a member of society and those who do not secure these fundamental skills at Primary school are effectively disenfranchised.

For the purposes of this policy statement, reading encompasses the fundamental skills of:

- Word Reading and Decoding
- Comprehension

An Exceptional Reader

An exceptional reader shows a passion for reading as a pastime. They have a high degree of technical ability so that they are able to decode and understand a text fluently using the skills they have acquired in phonics and grammar sessions. They will enthusiastically interact with a variety of texts and be able to use these in order to enrich their life and understanding. They read with confidence and expression, understanding how and why the author has used certain vocabulary or punctuation to enhance the reader experience.

An exceptional reader will share their knowledge of concepts and ideas they have read about with friends and family. They will demonstrate a good understanding of texts read and can articulate why authors may have used certain features in their writing and the impact this has on the reader. They use the new vocabulary acquired through reading in context to support their communication with the wider world.

An exceptional reader uses their reading skills to stay abreast of the latest news from around the world and, as a result, have an understanding of their place in a local and global context. They have the opportunity to work with a range of peers in a variety of contexts and as a result of this, learners are well prepared for the reading challenges that lay ahead.

Provision, Planning & Delivery

We enact our vision for Reading through:

- Ensuring learners are enabled to decode fluently by the end of Year 1 as a result of keeping up with a Government approved systematic, synthetic phonics programme;
- Building high-quality comprehension within Early Reading lessons to develop learners reading for understanding at the earliest age;
- Promoting and explicitly teaching fluency and prosody in order for learners to become expressive and confident readers;
- Using 'real' books and extracts as the basis for comprehension;

• Delivering *Complete Comprehension* to enable those who struggle with decoding to access comprehension and vocabulary at an age-appropriate level, ensuring they do not fall behind in this aspect of the curriculum and ensuring daily exposure of high-quality books to support development of a love of books and reading for life;
• Prioritising reading interventions for those who cannot yet decode fluently and accurately at an age-appropriate level to enable them to keep-up in reading (EPATT);
• Ensuring that all children across school, regardless of age, receive a daily story time session;
• Maintaining high expectations for reading at home and ensuring that learners are not disadvantaged if these are unable to be met by parents/carers;
• Building in time to discuss and talk about books, vocabulary and opinions into every reading lesson;
• Encouraging questions and challenge during discussion time;

Across the school, Reading is taught through various methods; **Complete Comprehension (Y2-6), Success for All Shared Reader (Rec & Y1), 1:1 graduated readers, story time, Book of the Week (EYFS)** and daily **Phonics** teaching for EYFS and KS1 learners.

During **Complete Comprehension** sessions, the below structure is implemented for learners in Years 2-6 with one text/extract being studied, in depth, for the entire fortnight.

Year 2-6 Complete Comprehension Lesson Structure						
	MONDAY		TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
Week 1	Pre tutoring (vocab focus) – **Get Ready!**	Vocabulary	Get Ready! (finish session by reading text)	First Steps	Explore	Graduated Readers
	MONDAY		TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
Week 2	Pre tutoring (skill focus) – Model Skill	Skills Focus Modelling	Skill Specific Questions (plus live marking)	Mixed VIPERS Questions (plus live marking)	Prosody Focus Session	Graduated Readers

This two-week structure is designed to ensure that children are exposed to the text each day and have the relevant vocabulary and contextual information needed for them to be able to understand and digest the text. The sessions are designed to be interactive and really engage and enthral learners, immersing them in the text and allowing them to explore it fully through a variety of methods including group work, role-play, performance, etc. As a result, it is not expected that there is any evidence in books for these sessions however, if any relevant learning has been recorded during these sessions; learners are encouraged to include this in their books. On the Tuesday of Week 2, learners work independently to answer questions linked to the focus skill for that unit and on Wednesday, answer mixed VIPERS questions to ensure all skills are being recapped regularly. The texts covered are designed to be challenging for all learners and the structure above ensures that support is gradually taken away throughout the two-week cycle, enabling learners to utilise their confidence and new knowledge and apply this to their learning.

Planning for this learning is supported by the *Complete Comprehension* guidance available for each year group and is consistent across the school in terms of delivery, appearance, and content so that children know exactly what is happening in each lesson within the sequence. This is regularly monitored by the Reading lead and members of SLT.

Shared Reader sessions in Reception and Year 1 follow the Success for All planning and the sequence lasts one week. An example of this planning for one unit can be seen below:

Shared Reader 66: The Age of the Dinosaurs | **Year 1 – Term 3**

Shared Reader Weekly Lesson Plans

Learning Objectives:
Reading: Check that the text makes sense to them as they read and correct inaccurate reading.
Writing: Write sentences using 'if' to introduce the first idea.

Day 1	**Explore (5m)** **Preview** • Have you heard of dinosaurs before? What are they like? • Have you ever been to the Natural History Museum in London? • If time allows, show some pictures of dinosaurs and fossils. **Predict** • What dinosaur facts do you think we will find out from reading this book? Record and retain predictions to revisit at the end of the lesson.	**Word Time (5m)** Model stretching and reading Green Words. If required, briefly explore new vocabulary such as 'prehistoric', 'Tyrannosaurus Rex' and 'imagination'. Select a Green Word with more than one syllable (e.g. 'storybook') and model the Finger Detective strategy. Teach Red Words by modelling how to decode the phonetically regular parts of the word (if applicable) and identify the 'tricky' grapheme. Then use Say-Spell-Say to spell the entire word. Partners practise Green Words and Red Words together.	**Choral Read (15m)** Read pages 1–9 chorally with the class. Use previously learnt skills such as Stretch and Read and Fast Blending where appropriate. Support the children to work out how to pronounce the names of the dinosaurs, e.g. 'Brontosaurus' on page 3. If we break the word into 'chunks' or syllables ('bron – to – sau – rus'), then we know how to say each part of the word. It's easy to then stick the parts back together ('Brontosaurus'). Introduce the function of the **glossary** (page 20).	**Discussion Time (5m)** **Prediction Review** • When did dinosaurs live? • How do we know that dinosaurs existed? • Where can we go to find out more about dinosaurs? Use Think-Alouds to encourage children to elaborate and extend their answers.
Day 2	**Remember (5m)** **Review** • What have we learnt about dinosaurs? • Can you remember any dinosaur names? • Did dinosaurs use these names for themselves? Use Sentence Stems to support children to answer in full sentences.	**Word Time (5m)** Review Green Words, using Stretch and Read and Finger Detective where appropriate. Review Red Words by revisiting how to decode the phonetically regular parts of the word (if applicable) and identify the 'tricky' grapheme. Then use Say-Spell-Say to spell the entire word. Partners practise Green Words and Red Words together.	**Partner Read (15m)** Children Partner Read pages 10–15. If necessary, use these questions to support comprehension. • How are dinosaurs the same as other reptiles that live today? • How are they different from other reptiles that live today? Review the skill of 'chunking' the names of the dinosaurs in order to pronounce them.	**Discussion Time (5m)** **Summarise** • What sorts of dinosaurs have we learnt about? • What kinds of things did different dinosaurs eat? • What is an omnivore? What is special about their teeth? Use Think-Alouds to encourage children to extend their answers.
Day 3	**Review (5m)** • What dinosaurs did we learn about yesterday? • What do we know about dinosaurs that ate meat? • What do we know about dinosaurs that ate plants? Use Think-Alouds to encourage children to extend their answers.	**Word Time (5m)** As appropriate, review Green Words and Red Words. Encourage Fast Blending of Green Words and targeted Red Word practice using Say-Spell-Say where appropriate. Partners practise Green Words and Red Words together.	**Partner Read (15m)** Children Partner Read pages 16–20. Review the skill of 'chunking' the names of the dinosaurs in order to pronounce them.	**Discussion Time (5m)** • Talk about the concept of 'evolution'. Remind children that our modern birds and reptiles are descended from the dinosaurs. Show some pictures (e.g. a crocodile and a vulture) to make comparisons with the dinosaurs we have seen. Use Think-Alouds to encourage children's thought processes about any similarities they can spot.
Day 4	**Echo Read (5m)** Choose a section from the Shared Reader to model a target skill, e.g. *to read about the extinction of the dinosaurs on page 17.* Children repeat after you chorally to practise reading fluently.	**Spelling Time (10m)** Choose a selection of Green and Red words from the Shared Reader that require consolidation. Partners check each other's work as they write. Address any common spelling errors.	**Partner Question Time (15m)** Using one of the questions, model creating a Sentence Stem to answer in a complete sentence. Make sure you identify the question type and where to look in the text to find the answer. For example: Q3. Dinosaurs had a different hip joint from other lizards and their legs went downwards instead of out to the sides. (Copycat – page 8) Select a few questions for the children to work on with their partners. Children to write answers individually before you review them together as a class.	
Day 5	**Reading Celebration (7m)** Children are given one minute each to read in turn with their partners. Their goal is to read a section of the text as accurately as possible using previously learnt strategies. Celebrate success together and recognise progress. WCPM End of Term 3 Goal: 65	**Writing Time (15m)** Use the Writing Time process to model the following sentence using the word 'if' to introduce the first idea: If dinosaurs were alive today, it would be very scary to go outside. Children compose their own sentences orally to follow on from the first idea ('If dinosaurs were alive today, …') before telling their partner and writing them down individually.	**Reflection Time (8m)** Revisit the Learning Objectives for the week with the children. Children discuss their achievements and next steps. Ask children to apply 1–2 new vocabulary words by orally composing a sentence. Note any aspects the children will need to consolidate next week: • GPCs, Red Words, word reading/comprehension • Fluency/expression, letter formation, sentence writing	

During the **1:1 graduated reading** sessions, teachers work one to one with each child at least once a fortnight to support the development of both their reading and decoding skills and their comprehension skills using a book that is developmentally appropriate for them (level set by Star Reader Assessments). During this one-to-one session with the pupil, misconceptions are addressed along with introducing any new learning or vocabulary that may be appropriate. A traffic light system used in school means those learners who are more vulnerable to falling behind, or those who are struggling with their reading, are heard more regularly to ensure that progress continues, and this system is reviewed regularly within each classroom as assessment data is collected.

In EYFS & KS1, **Phonics** is taught using the *FFT Success for All* programme. The format for these sessions follows the recommended revisit/review, teach, practise, apply format which is laid out in the scheme guidance documents. Whole class teaching takes place with all learners accessing the new GPCs and common exception words together. Continuous assessment takes place and when learners are assessed as at risk of falling behind their peers, small tutoring groups take place each day. These have a focus on revisit and review of previously taught GPCs and CEWs and then re-teaching the morning's new learning. 3-4 new GPCs are taught each week with time for consolidation at the end of the week. There are allocated weeks within our long-term plan for consolidation and application of newly taught skills. When learners have gained the phonetic skills to blend, fully decodable books are read in school and sent home to practise each day. When learners have completed their Phonics learning in Year 2, they use this timetabled session to practice their spelling. Learners that join Explorers at Redbrook Hayes before their statutory schooling starts have access to SfA teaching which can be found outlined in the guidance and our *Pre-School and Nursery Phonics* document.

There are repeated opportunities throughout all elements of reading to learn and recap the grammatical conventions required for each year group in context, as well as opportunities to develop and extend their spoken and written vocabulary.

Delivery in Y1:

The Phonics and Reading curriculum in Year 1 is delivered each week through:

- Daily Phonics sessions (5 x 45 mins)
- Daily Shared Reader Sessions (5 x 25 mins)
- 3 x 1:1 Graduated Readers (15 minutes each)
- Daily links to reading skills learnt through writing sessions
- Daily Story Time (5 x 10 minutes)
- Weekly Poetry Time (15 minutes)
- Interventions for phonics and reading are provided to individual students as required (see Pupil Premium Policy and SEND Local Offer).

Delivery in Y2:

The Phonics and Reading curriculum in Year 2 is delivered each week through:

- Daily Phonics/Spelling sessions (5 x 30 mins)
- Daily Complete Comprehension Sessions (5 x 25 mins)
- 4 x 1:1 Graduated Readers (15 minutes each)
- Daily links to reading skills learnt through writing sessions.
- Daily Story Time (5 x 10 minutes)
- Weekly Poetry Time (15 minutes)
- Interventions for phonics and reading are provided to individual students as required (see Pupil Premium Policy and SEND Local Offer).

Delivery in Y3:

The Reading curriculum in Year 3 is delivered each week through:

- Daily Complete Comprehension Sessions (5 x 25 mins)
- 3 x 1:1 Graduated Readers (15 minutes each)
- Daily Story Time (5 x 10 minutes)
- Daily links to reading skills learnt through writing sessions.
- Weekly Poetry Time (15 minutes)
- Interventions for reading are provided to individual students as required (see Pupil Premium Policy and SEND Local Offer).

Delivery in Y4:

The Reading curriculum in Year 4 is delivered each week through:

- Daily Complete Comprehension Sessions (5 x 25 mins)
- 4 x 1:1 Graduated Readers (15 minutes each)
- Daily Story Time (5 x 10 minutes)
- Daily links to reading skills learnt through writing sessions.
- Weekly Poetry Time (15 minutes)
- Interventions for reading are provided to individual students as required (see Pupil Premium Policy and SEND Local Offer).

Delivery in Y5:

The Reading curriculum in Year 5 is delivered each week through:

- Daily Complete Comprehension Sessions (5 x 25 mins)
- 3 x 1:1 Graduated Readers (15 minutes each)
- Daily Story Time (5 x 10 minutes)
- Daily links to reading skills learnt through writing sessions.
- Weekly Poetry Time (15 minutes)
- Interventions for reading are provided to individual students as required (see Pupil Premium Policy and SEND Local Offer).

Delivery in Y6:

The Reading curriculum in Year 6 is delivered each week through:

- Daily Complete Comprehension Sessions (5 x 25 mins)
- 1:1 graduated reader session x 25 mins per week (Friday of CC structure)
- Regular Story Time (4 x 15 minutes)
- Weekly Poetry Time (15 minutes)
- Daily links to reading skills learnt through writing sessions.
- Interventions for reading are provided to individual students as required (see Pupil Premium Policy and SEND Local Offer).

Organisation

Complete Comprehension is taught to the full class and includes all learners, regardless of their previous or current attainment levels. This allows all learners the exposure and opportunity to attain the highest standards in reading and to achieve success in applying their skills accurately, reading for both purpose and pleasure. Phonics is also delivered to the whole year group and flexible intervention groups are taken out as and when gaps in knowledge are identified.

Progression

To ensure progression in word reading and comprehension, our curriculum is organised to focus predominantly on word reading in Reception and Year 1 and comprehension and fluency skills in Years 2-6. Although, as noted above, both elements feature in all year groups to a greater or lesser extent.

The Teaching of Comprehension:

- Understanding Vocabulary
- Inference
- Prediction
- Explanation (contribution to meaning, authorial intent, making comparisons)
- Retrieval
- Summarising and Sequencing

The school's reading skills progression document is utilised, alongside the Complete Comprehension guidance, when planning to ensure that each of the above reading skills are taught at an appropriate level in every year group. This is monitored through regular book scrutinies and moderation activities, both in-house and externally.

The Teaching of Decoding (Word Reading):

To ensure progression in word reading, the *Success for All* progression map is adhered to in Reception and Year 1 to ensure all learners are enabled to decode accurately and fluently by the end of Year 1.

All teachers plan with the National Curriculum expectations for their year group in mind. The content of the 1:1 graduated reading sessions are truly bespoke to each learner, are decided in the moment and build on previous progress made. To ensure this, along with the *Complete Comprehension*, is pitched correctly, specific progression statements for each year group are used across the school to ensure that teachers and support staff have a secure understanding of the expected standard and the greater depth standard for their year group. Alongside this, there is document that outlines the expectations in terms of verbal and written responses from learners and the progression of these across the school.

The National Curriculum 2014 is used by Curriculum Leads to ensure coverage and pitch in line with the statutory requirements. Regular moderation, book and evidence scrutinies, data analysis and lesson observations help us to ensure that children make a good rate of progress in Reading. In addition to this, class teachers review the progress being made by every learner formally following each data checkpoint. This information is then fed into the creation of Responsive Improvement Plans in Pupil Progress Meetings for each class so that any pupil identified as not making pleasing progress within Reading, or not on track to meet their end of year target, are targeted and supported through Quality First Teaching and appropriate interventions.

Assessment, Recording and Reporting

Assessment

All teachers in Key Stages 1 and 2 formatively assess learners reading on a daily basis. They use professional judgement to identify where learners are individually, as a group and as a class and plan learning episodes which build upon this and take learning forward. Verbal feedback is the most powerful tool we have for improving learners' reading and as such, our teaching of reading centres primarily around discussion as a starting point. Learners engage regularly in dialogue with the teacher about their reading, individually, as a group or as a whole class. Feedback is also given to learners and their parents and guardians through comments in their reading diary.

Other methods of summative assessment include *Complete Comprehension* Assessment Points, NFER tests and practice SATs which are taken termly by Years 1-6 along with Star Reader assessments. These are used as a diagnostic tool to assess the learner's reading age and ensure that the reading book they are taking home is age appropriate and will challenge them sufficiently. Once learners have finished their book, they access the Accelerated Reader quiz linked to the book they have read within school to assess their comprehension skills.

Fluency assessments are carried out regularly with our bottom 20% of learners to ensure that accuracy and speed of reading is improving. From these, tailored actions are set to support learners in closing this gap and ensuring they become more confident readers. These gaps inform fluency intervention groups.

Evidence collected from 1:1 graduated readers and *Complete Comprehension* also feed into the summative data collected at the end of every term. This summative assessment is used by teachers to inform planning for the next learning episode, as well as to identify learners who are in need of additional support or challenge in order to meet the aspirational targets set.

Children in Year 6 will undertake statutory assessment tests (SATs) during the first half of the Summer Term. As a school, we also opt in to take the Year 2 SATs. Throughout the year, learners in these year groups will have frequent opportunities to further hone the skills they need in order to access these examinations successfully. Teacher assessment with a robust moderation system is used to formally assess reading for the other year groups.

Reporting

Children's achievements in Reading are shared with parents and carers on a termly basis, through Parents' Evenings. Learning targets are also discussed and parents/ carers are given a copy of their child's targets so that they can support their child at home.

In the Summer term, a formal written report of children's learning is sent to parents/carers. On this report, children's attainment is reported alongside their achievements in Reading over the academic year.

The school reports assessment data to the Local Authority at the end of Foundation Stage, Year 2 and Year 6 for Reading and at the end of Year 1 for the Phonics Screening Check. This data is used to compare the school with other schools in the locally and nationally.

Supporting Equal Opportunities

At Redbrook Hayes we are committed to tackling discrimination through every area of the curriculum. We recognise that teaching and learning in writing can support pupil's spiritual, moral, social and cultural development.

We actively promote the exploration of texts and stories which reflect the diversity of Modern Britain, learners explore texts which promote fundamental British Values; reflect the cultural context of our school and country and which celebrates literature from other cultures.

This reading curriculum statement is supported by the schools Equality and Diversity policy, Safeguarding policy and SMSC provision map.

Policy into Practice

The following serves as a list of supporting documents and resources which support this policy in practice at Redbrook Hayes:

- Reading Long Term Plan
- Reading Assessment Grids
- Reading Progression Maps & Language Document
- National Curriculum 2014
- *Complete Comprehension* Teaching Expectations Document
- *Complete Comprehension* Manuals (Y1-6)
- Phonics Long Term Plan

- *FFT Success for All* Programme Guide
- Pre-School and Nursery Phonics Document
- Early Reading and Phonics Curriculum Document
- Teacher Assessment Frameworks