



RATIONALE

Reading is fundamental to education. Proficiency in reading, writing and spoken language is vital for pupils' success. Reading is given the highest priority at Northfield School, enabling pupils to become enthusiastic, independent and reflective readers. Success in reading has a direct effect upon progress in all other areas of the curriculum and is crucial in developing pupils' self-esteem, confidence and motivation.

AIMS

Ref: Reading Framework July 2023

By the end of Year 6, pupils' reading and writing should be sufficiently fluent and effortless for them to manage the general demands of the curriculum in year 7, across all subjects and not just in English.

Northfield Primary and Nursery School is committed to raising standards of literacy for all.

TEACHING STRATEGIES

The strategies used by staff to support pupils reading are as follows:

- Language Comprehension
- Teaching Word Reading and Spelling through e.g. Reading Planet Rocket Phonics
- Key Word recognition
- Guided reading lessons
- Individual reading (1:1)
- Independent or shared reading
- Reading for fluency
- Vocabulary development
- Reading for pleasure
- Reading for Comprehension
- Targeted Academic interventions e.g. Pupil Premium reading interventions

Across EYFS, Key Stage One and Two

Reading Planet Rocket Phonics is a validated SSP programme that is taught in EYFS and KS1. Daily lessons concentrate on two phonemes per week in F2, Y1 and Y2. F1 will concentrate on one phoneme a week. Tricky words will be taught on a Friday in F2 and Y1. Any child at risk of not achieving each phonics phase will receive targeted academic support to close the gap.

Precision teaching booster sessions are available for children (in Key Stage two) who still need support through Phonic Phases.

Guided Reading

Children in KS1 and KS2, will have daily guided reading lessons. Guided reading is taught as a whole class so all groups of learners are exposed to the same age related, quality texts. An emphasis is placed on the 5 pillars of reading (phonics, phonemic awareness, fluency, vocabulary and knowledge). Reading skills and strategies should be clearly modelled and discussion will help children to have a deeper understanding of the text. Year 1 pupils will be introduced to guided reading, using the Rocket Phonics scheme, in the second half of the Autumn term, once independent reading has become more established.

Hearing books read aloud

This builds enthusiasm and enjoyment. It influences independent reading and tunes children into book language. Teachers of all age groups should find time to read aloud to their class on a regular basis.

Reading for Pleasure

Reading for pleasure is given a high priority and promoted and developed across the school. All classes from F2 upwards will have the opportunity to visit the local library on a termly basis. All pupils will be able to take home a reading for pleasure book, alongside their school reading book. Parents/carers are encouraged to share these books with their children.

Reading Environment

Classrooms and all school areas must provide a print rich environment. Each classroom should have access to a reading area with a diverse range of class reading books. Relevant vocabulary should be clearly on display. Reading is encouraged and celebrated to ensure children maintain and develop a positive attitude towards this fundamental part of education.

Online learning

The school website contains links to support reading at home. If children are unable to attend school due to potential lockdown procedures being implemented, staff will provide opportunities to read through TEAMS or Dojo.

ASSESSMENT AND RECORD KEEPING

Pupils are assessed during the year using a combination of formative and summative assessments and records are kept in line with the school's assessment policy. Reading assessment data is collected and collated by the English leader(s), in conjunction with the Senior Leadership Team, which informs whole school development and future actions.

Formative assessments are completed during one to one reading sessions. Constructive comments and next steps are recorded in the reading files so other adults in school who might also read with the children know what support to provide next, as well as being shared with parents/carers in the reading diaries. Summative assessments are completed termly using NFER reading papers (Y2 to Y5), NFER spring and summer term assessments in Y1, previous SATS papers (Y2 and Y6) or phonics assessments at the end of each phonic phase.

The data from these assessments is used to:

- identify pupils who need targeted academic support and action support
- identify pupils who may need targeted academic support through special needs provision
- identify the most able pupils to ensure greater challenge e.g. through questioning
- discuss pupils who are deemed at risk of not achieving age related expectations in pupil progress meetings and agree next steps to support reading progress

The Role of the Class Teacher

All teaching staff:

- will implement strategies to create a whole school approach to reading, including choral and echo reading
- will model accurate, fluent and expressive reading
- will provide a print rich learning environment with books that reflect different cultures, British values and protected characteristics
- will provide texts that are relevant to ages and abilities
- will complete gap analysis by using reading fluency tests, ScholarPack statements or Comprehension assessment
- will ensure reading opportunities are provided across the curriculum
- will read to all pupils e.g. class story

WORKING IN PARTNERSHIP WITH PARENTS / CARERS

Excellence and enjoyment in reading develops if there is strong partnership between home and school therefore co-operation and support from parents/carers are paramount if a child is to become a successful and competent reader. It is the school's policy to send reading books home regularly and to encourage parents and carers to contribute to their child's reading development by listening to them read at least three times a week. This progress can then be tracked in their reading diaries, which are checked weekly to monitor home/school reading.

Parents/carers are invited into school at the beginning of the Autumn term in F2 and year 1 (and again in year 2 if required) for a phonics meeting which outlines the format of the school's phonic lessons so they feel informed and can support their child at home.

Open evenings give teaching staff the opportunity to share the progress and attainment of pupils and demonstrate to parents /carers how to support their child. All parents/ carers receive an annual report to inform them about progress and attainment in reading based on teacher assessment and / or statutory assessments.

SEN and EQUAL OPPORTUNITES

The curriculum is adapted for pupils with special educational needs using the Northfield Curriculum Adaptations in an Ambitious Curriculum document.

The SENCo uses tracking data and professional dialogues with class teachers at SEND reviews, to identify pupils who may need targeted academic support in reading.

Our policy is monitored and reviewed to ensure that all pupils have equality of access to a range of reading opportunities and experiences and that all pupils achieve to the best of their potential regardless of gender, race or culture. This policy will be followed in line with the Equality Policy.

Policy written by Nicola Corrigan June 2025

To be reviewed June 2026