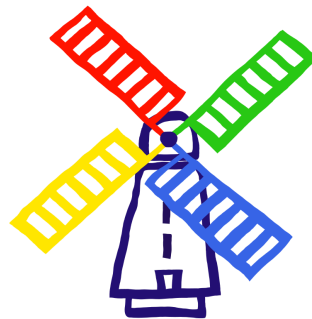


Reading Policy

Unity
Trust
Courage
Curiosity
Respect
Kindness



A community for learning. Raising expectations. Fulfilling high standards.

Policy Revised: **September 2026**

Policy Review Date: **September 2027**

Headteacher: **Mrs Gemma Hillier**

Reading Leader: **Mrs Liezl Van der Merwe**



Widmer End Community Combined School & Pre-School

Reading Policy

Vision

At Widmer End, we are passionate about ensuring all children become confident, effective, and enthusiastic readers who can read fluently to understand their world. Our aim for Reading at Widmer End Community Combined School is to provide an environment that encourages children to ask questions and explore the world around them through adventure, story and language. We aim to provide excellent learning opportunities to enable all of our readers to develop a love for reading that will last a lifetime and inspire children to read for pleasure and enjoyment. We want our children to be confident readers with a thirst for knowledge, who have good independent thinking skills and can develop their own interests through reading.

Our reading curriculum has been precisely designed and developed.





Widmer End Community Combined School & Pre-School

Reading Policy

Phonics and Early Reading

At Widmer End, we use Read Write Inc Phonics (RWI) to give our children the best possible start with their Literacy development. RWI is a systematic synthetic phonics programme that helps all children learn to read fluently and at speed so that they can focus on developing skills in comprehension, vocabulary and spelling.

We believe that phonics provides the foundations of learning to make the development into fluent reading easier. In direct reference to the National Curriculum and Ofsted expectations, we will ensure that:

- direct, focused phonics is taught every day in Reception and Key Stage 1
- children read from books with the sounds they know, while they are learning to read
- teachers and teaching assistants provide extra practice throughout the day for the children who make the slowest progress (the lowest 20%)
- all children in Year 3 and above can read age-appropriate books
- teachers instil in children a love of literature

Once children have completed the Read Write Inc programme, they move on to our reading VIPERS skills curriculum. The diagram below shows the progression of our reading curriculum:



Whole Class Reading

During Read Write Inc sessions, children will read and comprehend a book which is carefully matched to their phonics knowledge.

In EYFS and Year 1, guided reading is referred to as “book talk”. Year 1 children are introduced to whole-class reading during the Summer term. For most children in Year 2 - Year 6 whole class reading happens a minimum of three times per week for 30 – 40 minutes and is delivered across all classes. The weekly whole class reading structure adds two further sessions, which include discussion around the current class novel and reading comprehension.



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As a school, we ensure our children are exposed to a wide range of high-quality texts to nurture a love of reading. Through quality texts, we promote an understanding of the value of diversity in our school community and in wider society, exploring ethnic, cultural, religious and linguistic diversity. These texts will provide children with the opportunity to explore beyond the popular authors of the current day and broaden their literary horizons. All texts have been carefully selected to provide a high level of challenge for all our children, stimulating their aspirations and supporting their own reading journey.

The Reading Overview document outlines the texts we use from Pre-School to Year 6. During whole-class reading sessions, all children access the same text. To ensure all children access and enjoy reading and listening to the book, reading skills and strategies are clearly modelled; questions are scaffolded and discussions are planned to help children deepen their understanding of the text. Choral and echo reading helps build children's fluency, self-confidence, and motivation, because they are reading aloud together. Children who may ordinarily feel self-conscious or nervous about reading aloud have built-in support.

VIPERS – reading skills lessons

When children complete the Read Write Inc phonics programme, they progress to take part in a daily guided reading session. We explicitly teach reading skills, including vocabulary, inference, prediction, explanation, retrieval, sequence and summarise. VIPERS reading skills lessons are taught using a range of strategies. Children practise and apply their learning through a wide variety of texts and genres, which are linked to our English curriculum. Teachers support progression and challenge through the use of modelled examples, targeted questioning, scaffolded resources and prompts, directing their focus and deploying Learning Support Assistants according to the needs of the children. Planning slides may be used and include learning objectives, vocabulary, examples of strategies and worked examples required for teaching lessons. Teachers have access to FRED's Teaching. This provides a huge range of high-quality whole-class guided reading resources, using extracts to support teachers to deliver quality-first reading lessons.

Accelerated Reader

Children need to be given the opportunity and encouragement to read independently to build confidence, stamina and fluency, as well as develop their experience and enjoyment of a range of books and authors.



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Accelerated Reader (AR) is a whole-class reading management and monitoring programme that aims to foster the habit of independent reading. The online-based reading software baselines pupils according to their reading level and suggests books that match their estimated reading age and interest. Children take termly AR assessments to determine their reading age and book level. Children complete quizzes to measure their understanding and earn AR points as they progress. Teachers and the Reading Lead in the school track the word counts, successful passes of quizzes and ZPD across the school and feed back to teachers. Children know and understand their AR level / ZPD range and choose books based on their score.

Supporting the lowest 20% of readers

We are informed of our bottom 20% of readers through e.g. RWI assessments, mock phonics screening, Rising Stars data, STAR reading tests and through our professional teaching judgments. The bottom 20% of readers are heard reading daily.

In Key Stage 1, children are supported through 1:1 or small group work with a RWI-trained member of staff. The identified children receive daily tuition to help them “keep up, not catch up”. This intervention is specific to each individual child, depending upon their reading ability and next steps. For those children who leave Key Stage 1 having not achieved the statutory phonics screening pass mark, daily phonics sessions continue into Year 2, 3 and 4. In Upper Key Stage 2, children whose reading age is significantly below Age-Related-Expectations (more than 2 years) are placed on our Fresh Start reading programme, providing them with the opportunity to further develop their speed, accuracy, expression and phrasing by reading with a teacher daily.

Assessment of Reading across the school

Assessment for learning underpins teaching and learning in English. Children’s work is regularly assessed through observation, discussion, scrutiny of work and evaluating outcomes.

- Termly Pupil Progress Meetings are used to track the progress of each child in reading across the year
- Tracking in reading against targets
- End-of-year screening in Reception
- Baseline in Foundation
- Phonics screening check in Year 1
- Year 2 and Year 6 NC tests
- PiXL assessments
- Accelerated Reader (AR) data
- Half-termly Read Write Inc assessments



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- Reading records are checked by TAs and comments are written in the Reading files during daily and weekly reading

Monitoring

During the course of the year, reading is monitored by all staff at different levels. This data is analysed and discussed in Pupil Progress meetings to ensure key marginal pupils are identified and planned for accordingly. All data is then reported to governors. The Senior Leadership Team looks at data for KS1 and KS2 every half-term.

Reading for pleasure

All classrooms and all school environments provide a print-rich environment. We have a fantastic school library that librarians run across the school to ensure children have an opportunity to read for pleasure with a book of their choice. Each class has their own class book corner. At the end of every day, the whole class read a quality and age-appropriate text. Other texts can also be chosen from the Widmer End Reading Spine.

Home reading

Our aim is for all children at Widmer End CC School to read regularly, for enjoyment. Children are expected to read at home, and this is recorded in their Reading Records.

In EYFS/KS1, each child takes home a RWI Book Bag book if they are still on the RWI programme. These books are given out and changed each week. This book matches the phonetic ability of the child and the book that they are reading in school. This gives the child familiarity with the book and supports confidence when reading at home. They will also have a school book that they can share with their adult at home. Once children have finished the RWI programme, they have a school reader chosen within their ZPD.

In Key Stage 2, children have access to a wide range of texts and are guided and supported by their Accelerated Reader level in making appropriate choices in selecting their reading book.

Writing linked to reading



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We firmly believe that reading is the key focal point of good writing – it encourages curious writers who have a range of ambitious vocabulary and written techniques to create purposeful final written pieces. The children will be immersed in high-quality texts during their English writing lessons. Each block of writing is based on a high-quality text, stimulus or experience that is possibly linked to the class topic, covering a wide range of genres.

Equal Opportunities

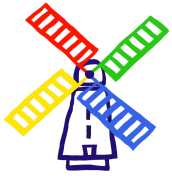
At Widmer End, we are committed to ensuring equality of education and opportunity for all children, staff, parents and carers.

We aim to develop a culture of inclusion and diversity in which all those connected to the school feel proud of their identity and able to participate fully in school life.

To ensure this, our library and classroom book corners have texts that reflect the realities and experiences of our children, and this, in turn, encourages empathy, understanding and tolerance. These books prove to be an invaluable aid in helping to teach our children about different cultures and experiences. They provide our children opportunities to learn about all aspects of diversity and feel empowered to discuss what makes us unique, valued and respected in terms of race, culture, ethnicity, gender, disability, nationality, identity, religion, sexuality, neurodiversity, socio-economic background and beliefs.

Cultural Capital

At Widmer End, we take every opportunity possible to enhance the cultural capital of our children and equip them with the knowledge and experiences needed for society. One way in which we promote cultural capital via reading is by providing and exposing our children to a range of texts, from different genres, that have been written by authors from a wide range of backgrounds. We spend time looking and learning about authors of the books we read in English lessons so that our children have the opportunity to either see themselves as a character in a book, or see themselves as a possible future author.



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Enrichment

Enrichment activities are planned throughout the year and offer a range of reading-related experiences to our children, e.g. National Poetry Day, World Nursery Rhyme Week, World Book Day, Non-fiction November, Summer Reading Challenges, Extreme Reading Challenge, National Storytelling Week and Multicultural Children's Book Day.

