

Kingshurst Primary School

Reading Policy 2025-26



Approved by:	A Dawes	Date: September 2025
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Governor approval:	Date:
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Last reviewed on:	September 2025
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Next review due by:	September 2026
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Reading Policy

Rationale

At Kingshurst Primary School, we are committed to developing a strong reading culture that ensures every child becomes a confident, enthusiastic, and lifelong reader. We place high priority on reading across the curriculum and believe that reading is the key to unlocking learning in all subjects.

We promote a love of reading by:

- Creating welcoming and engaging book areas in classrooms.
- Maintaining a well-stocked school library offering a diverse range of genres and authors.
- Embedding reading within a print-rich environment that celebrates and promotes the written word.
- Providing access to high-quality texts across all year groups.
- Ensuring all staff model a love of reading and articulate its importance as a lifelong skill.
- Reading is not only a skill to be taught—it is a culture to be nurtured.

Intent

By the time children leave Kingshurst Primary School, we want them to be:

- Fluent, confident, and motivated readers.
- Able to read a wide variety of texts and express preferences and informed opinions.
- Equipped to read for both pleasure and purpose.
- Inspired by exposure to a rich and varied literary curriculum that reflects the wider world and develops empathy, imagination, and understanding.

Through our reading curriculum, we aim to:

- Instill a lifelong love of reading, sharing our enthusiasm for children's literature and encouraging pupils to value reading as a vital life skill.
- Promote a habit of reading widely and often, introducing children to high-quality books from a range of genres, cultures, and formats.
- Develop pupils' understanding of different text types, including fiction, non-fiction, poetry, and drama.
- Ensure children become fluent, confident, and independent readers who can read for a range of purposes.
- Encourage reflection and discussion about texts, helping pupils understand and appreciate authorial choices in language, structure, and punctuation.
- Use drama and role-play to deepen understanding and engagement with texts, where appropriate.

- Embed a strong foundation in systematic phonics, ensuring every child develops secure decoding skills and early reading confidence.
- Raise standards of achievement and attainment in reading across all groups of learners.

Early Reading (EYFS)

Reading is embedded into all aspects of learning in the EYFS. Provision includes:

- Enthusiastic staff sharing their love of books.
- Stimulating and accessible indoor/outdoor book areas.
- Weekly focus texts to build familiarity and language.
- Regular opportunities to read 1:1 with adults using levelled books.
- Home reading books supported by reading records for teacher–parent dialogue.
- A wide range of quality books across all classroom areas.
- Reading-linked independent activities across the provision.
- Use of story props, story sacks, and immersive role-play to enhance stories.
- Well-planned shared reading sessions led by confident practitioners.
- Modelling early reading behaviours (e.g. directionality, punctuation).
- Parent engagement through workshops, newsletters, and reading sessions.
- Exposure to a range of genres, including poetry and digital texts.
- Story retelling through props and story maps.

Phonics

We follow the Read Write Inc. (RWI) programme, taught with fidelity and consistency from Reception to Year 2 (or beyond if necessary).

Key features of our phonics provision include:

- Daily RWI sessions in ability-based groups.
- Decodable reading books matched to phonic knowledge.
- Regular assessment to inform group placement and track progress.
- Ongoing reading practice beyond the Phonics Screening Check.
- All staff, including TAs and KS2 teachers, trained in RWI and phonics delivery.
- A phonics and early reading lead who provides ongoing support and training.
- Targeted intervention for pupils falling behind (e.g. Fast Track Tutoring).
- Fresh Start for Year 5 and 6 pupils still requiring phonics support.

Implementation

Phonics

At Kingshurst Primary School, phonics is taught through the Read Write Inc. (RWI) program. This systematic, synthetic phonics approach is delivered with fidelity and consistency from Reception through to Year 2—or beyond if needed. Children are grouped according to ability and taught daily, with regular assessments used to ensure they are matched to the correct level and reading books that align with their phonic knowledge.

All books used in the RWI program are fully decodable and build cumulatively on what pupils have been taught. The program ensures that pupils develop confidence, fluency, and a love of reading from an early age. Staff across the school, including teaching assistants and Key Stage 2 teachers, are trained to deliver phonics effectively, ensuring consistency of approach and high standards across all phases.

Pupils continue to practise reading using decodable texts until they are confident, fluent readers who can decode unfamiliar words effortlessly. Those needing further support access targeted interventions, ensuring no child is left behind.

Accelerated Reader

When pupils move beyond the RWI program, they begin using the Accelerated Reader (AR) system to continue developing their reading. Pupils select books that match their reading ability and complete comprehension quizzes to assess understanding. This supports reading for both fluency and comprehension and helps develop independence and motivation. Year 2 pupils who have completed the phonics program begin accessing AR as part of their transition to more complex reading.

Whole Class Reading

As part of whole class reading, we implement 'Book Talk', an programme that begins in Reception and continues throughout the school years. This initiative allows children to follow a reading journey of carefully selected books as they progress. Delivered twice a week in the classroom, teachers read compelling stories and utilise thought-provoking prompts to facilitate engaging class discussions. This approach not only enriches students' comprehension and analytical skills but also encourages them to articulate their thoughts and opinions, thereby deepening their appreciation for literature. At Kingshurst, we believe that nurturing a passion for reading is essential for academic success and personal growth.

Shared Reading

Shared reading is used throughout the school as a way to model reading fluency and comprehension strategies. It typically occurs within English or guided reading sessions. During shared reading, teachers act as expert readers, drawing attention to features of the text such as language, structure, punctuation, and authorial intent.

This approach immerses children in the rhythm and patterns of language, building familiarity with various text types and deepening their understanding of content and style.

Guided Reading

At Kingshurst Primary School, Guided Reading is delivered through a whole class approach to ensure that all pupils have access to high-quality texts and benefit from shared discussion and teaching. This method allows teachers to model reading strategies to the entire class while providing structured opportunities for pupils to practise and apply these skills with increasing independence.

Guided Reading sessions are supported by the consistent use of our Reading Toolkits, which help pupils to develop and deepen their comprehension. These toolkits provide a clear framework for teaching key reading skills such as retrieval, inference and vocabulary understanding. The approach enables pupils to become confident in recognising different question types and equips them with strategies to respond accurately and thoughtfully.

We use a guided practice model to scaffold learning, following an "I do, we do, you do" structure. The teacher first models the thinking process and reading skill ("I do"), then works through examples collaboratively with the class ("we do"), before pupils apply the skill independently ("you do"). This gradual release of responsibility helps pupils internalise effective reading behaviours and respond to texts with increasing independence and fluency.

This whole-class approach ensures equity of access, high expectations for all learners, and the development of confident, skilled readers across the curriculum.

Independent Reading

Independent reading is a vital part of our reading culture. All pupils read for a minimum of 15 minutes daily. For those still following the RWI program, three books are taken home: a Book Bag Book, a black-and-white version of their reading group text, and a free-choice book. These are changed regularly by teachers or teaching assistants and are closely aligned to the pupil's current level.

Once off the phonics program, children choose from a range of books matched to their reading ability through Accelerated Reader. Some pupils in KS2 are also provided with scheme books for additional support. Independent reading is further encouraged through access to attractive reading areas, book recommendations, and teacher modelling of positive reading behaviours.

Targeted Support and Interventions

For pupils not keeping pace with the phonics program, Fast Track Tutoring is provided. This daily intervention targets specific gaps in phonic knowledge and supports rapid progress. It is timetabled consistently and prioritised to ensure impact.

In Upper Key Stage 2, pupils still requiring support with reading access the Fresh Start program. This age-appropriate intervention reinforces key phonics skills and helps accelerate progress for older readers.

The Reading Environment

Classrooms and communal spaces are designed to promote reading. Each classroom features a print-rich environment, including labels, signs, book displays, and reading corners that are attractive and accessible. Reading areas are stocked with a range of high-quality fiction and non-fiction books.

Displays celebrate pupils' reading and writing outcomes and encourage engagement with texts. Children also have access to the Reading Shed at break and lunchtimes to further promote reading for pleasure.

School Library

Our school library is a central hub for reading and is accessed weekly by all classes. It is well-stocked with fiction, non-fiction, and curriculum-linked texts, all organised clearly to support independent exploration. Books are age-appropriate and carefully selected to promote a love of reading and support curriculum learning.

The library environment is calm and inviting, giving children the space and resources to enjoy literature and develop research skills.

Reading Incentives and Initiatives

To further promote reading at home and school, we run a range of reading initiatives. In Reception to Year 2, the Red Ted Reading Challenge encourages home reading through the use of reading records. Pupils earn stamps, certificates, and rewards for every 30 reads.

In Years 3 to 6, pupils take part in the Accelerated Reader Challenge, which rewards progress through certificates and prizes. The Reading Buddy scheme also runs throughout the year, with older and younger pupils paired together to promote shared reading experiences and peer-led learning.

Inclusion

More Able Learners

At Kingshurst Primary School, more able learners are identified through both formative and summative assessments. Their needs are met through high-quality first teaching that is consistently challenging and engaging. Lessons are designed to promote deeper thinking, reasoning, independence, and creativity. Tasks encourage reflection, enquiry, and the development of cross-curricular links, ensuring these pupils are stimulated and motivated.

Opportunities for open-ended questioning, problem-solving, and high-level discussion are embedded into daily teaching. The progress of more able learners is regularly tracked to ensure they are continually stretched and supported to reach their full potential.

Pupils with SEND

All pupils, including those with Special Educational Needs and Disabilities (SEND), are expected to access and make progress through our phonics program. For some learners, this provision may need to be broken down into smaller, more manageable steps, or revisited with greater frequency to secure understanding.

Phonics and early reading are prioritised as key components of learning for all. Where pupils experience difficulties in areas such as auditory processing or visual memory, they are supported through targeted, evidence-based teaching strategies that are carefully adapted to meet their individual needs. Our inclusive approach is underpinned by the belief that with the right support, all children can learn to read confidently and successfully.

Impact

At Kingshurst Primary School, our aim is for all children to become fluent, confident readers by the end of Key Stage 1, and to leave Key Stage 2 reading with understanding, expression, and genuine enjoyment.

We measure the success of our reading curriculum through:

- Strong performance in the Phonics Screening Check and end-of-key-stage statutory assessments.
- Evidence of accelerated progress from each child's individual starting point.
- High levels of engagement in reading for pleasure, both in school and at home.
- Pupils' ability to access and interpret texts independently across all areas of the curriculum.

However, the true impact of our approach goes beyond academic outcomes. Our reading curriculum equips pupils with the skills and confidence to succeed across subjects, and fosters a lifelong love of reading, literature, and learning.

Disability Equality Impact Assessment

This policy has been written in line with our school's Disability Equality Scheme. The implementation of our reading curriculum is regularly reviewed to ensure it reflects the views and needs of disabled pupils, staff, and parents. Data collected through ongoing assessments and consultations informs how we adapt our provision to remove barriers and ensure accessibility for all.

We are committed to ensuring that reading is inclusive, equitable, and empowering for every member of our school community.

