



Torkington Primary School

Reading Policy

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Reviewed: Aril 2026

Reading 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,
www.gov.uk/government/collections/national-curriculum

Through reading in particular, pupils have a chance to develop culturally, emotionally, intellectually, socially and spiritually. Literature, especially, plays a key role in such development. Reading also enables pupils both to acquire knowledge and to build on what they already know.

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/335186/PRIMARY_national_curriculum_-_English_220714.pdf

Torkington Primary school has a clear, consistent, whole school approach to reading. We recognise that competence in reading is fundamental to many aspects of life and is central to independent learning. We recognise the significance of proficient reading skills as being a key factor in the academic and social success of our children both during their time at primary school and beyond into their adult lives.

Intent:

At Torkington we believe that all children should:

- Read with confidence, fluency, and understanding
- Be taught the full range of reading strategies including: phonic knowledge (visual information), grammatical knowledge (structural information), word recognition and graphic knowledge (visual information), contextual knowledge (meaning)
- Have an interest in words and their meanings, developing a varied, rich and aspirational vocabulary
- Read a range of genres in fiction and poetry
- Understand, use and be able to read a range of non-fiction texts
- Use conventions of library organisation access texts to locate information
- Through reading and writing, develop their own powers of imagination, inventiveness and critical awareness
- Discuss books with reference to author, illustrator, genre, theme and characters; to express personal responses with increasing fluency, enthusiasm, passion and critical analysis
- See the reading process being effectively modelled by their teacher participate regularly in reading activities with the whole class, as a member of a smaller group or individually
- Understand the sound and spelling system and use this to read and spell simple and complex sounds accurately through the daily, systematic teaching of phonic skills in KS1 (and KS2 as necessary) using the Super Sonic Friends programme.
- Have a suitable technical vocabulary through which to understand and discuss their reading, linked to the assessment focuses
- Be interested in books, read with enjoyment and evaluate to justify their preferences



Reading for Pleasure

'Evidence suggests that there is a positive relationship between reading frequency, reading enjoyment and attainment (Clark 2011; Clark and Douglas 2011).'

Reading enjoyment has been reported as more important for children's educational success than their family's socio-economic status (OECD, 2002).

Other benefits to reading for pleasure include: text comprehension and grammar, positive reading attitudes, pleasure in reading in later life, increased general knowledge (Clark and Rumbold, 2006).

Research evidence on Reading for Pleasure; Education Standards Research Team, May 2012

At Torkington we actively promote Reading for Pleasure through:

- **School Library Sessions**

The children use our well-resourced School Library to stimulate and support their reading through:

- Individual book selection – KS2
- Reading Buddies Programme – a timetabled programme that allows older children to be paired with younger children to read and enjoy books together
- Displays that promote a love of books (e.g. via book review displays, displaying topic books / information, class book covers).
- Teacher recommend reads displayed in the classroom.
- Reading pets sent home weekly with the reading star certificate.

- **World Book Day**

A yearly celebration of books and authors including:

- Author visits
- Children dressing up as favourite characters
- Joint class projects

- **Regular times spent reading aloud by the teacher**

Teachers discreetly model their enthusiasm for books and reading them and discuss their reading preferences through a variety of subjects.

Each class have a class novel which the teacher will read for at least 10 minutes a day.

- **Classroom Environments**

Reading and language are promoted through:

- EYFS / Key Stage 1 - Book corner/ areas that have a selection of books, fiction, non-fiction and poetry that the children will be encouraged to read independently and 'know off by heart'
- Learning Walls which encourage children to explore new vocabulary and text types.

Implementation

Foundation Stage

At Torkington Primary School we believe that developing children's positive attitudes to literacy from the earliest stage is of paramount importance. We strive to foster these attitudes by using play, story, songs and rhymes and provide lots of opportunities and time to talk with children about their experiences and feelings. The role of adults in supporting children is crucial to fostering their positive attitudes towards reading we believe strongly that parents are our partners.

Reading in the EYFS is about children developing an interest and enjoyment of reading. Initially, they will be encouraged to develop reading behaviours, such as handling books carefully, holding books upright, turning pages and showing an interest in illustrations, understanding and joining in with stories, books, poetry and



rhymes, recognising that print carries meaning, in both books and the environment. Through this children should develop a competency to read, a range of familiar words and simple sentences.

In the EYFS phonic skills are developed through highly focussed, short daily sessions using the recommended synthetic phonics programme 'Super Sonic Phonics Friends.' Staff will use the programme to ensure the children use appropriate strategies to decode, blend, segment and read for meaning. We offer opportunities for parents to attend phonics workshops in order to further increase understanding of the strategies used in school.

Staff will:

- Recognise and value the role of parents/carers as prime educators in the pre schooling years and work together to develop their child's reading skills through the EYFS
- Build on the child's prior knowledge and early literacy experience
- Use a variety of stimulating books including big books and IWB story books to engage and enhance the child's reading experiences. Staff will model reading behaviours and encourage children to discuss, comment, question and predict
- Make creative use of puppets, music, media and objects of reference to bring stories and themes to life.
- Create inviting and stimulating book areas, which pupils freely choose to access
- Develop an ethos for reading for pleasure through high quality daily story sessions, using a story telling approach, as well as IT and sensory Drama
- Environments will be rich in print and books, which will be used to creatively support and develop understanding of current themes, through continuous provision across topics, linking to areas of the classroom, inside and out, and displays
- Teach pupils to become confident and independent who read from a range of texts for pleasure and information
- Identify pupils who require additional targeted support and intervene at an early stage
- Use the Super Sonic Phonics Friends to provide daily lessons in the systematic teaching of phonics. Children will learn strategies to decode, blend, segment and read for meaning.
- Introduce simple Guided Reading sessions from Term 3.

Key Stage 1

The principles applied in Foundation Stage for reading are viewed as being building blocks on which to develop the reading skills of children further. As such, many of the structures also apply in Year 1 and 2.

Phonics

The evidence is clear that children learn to read best when they are taught using a robust programme of systematic synthetic phonics.

Reading: the next steps. Supporting higher standards in schools March 2015

Staff will continue to use the synthetic phonics programme 'Super Sonic Phonics Friends' to provide daily lessons in the teaching of phonics to ensure the children use appropriate strategies to decode, blend, segment and read for meaning. Children across Year 1 and Year 2 will be set for phonics to ensure they are working at their appropriate level of challenge and expectation. The groups and staff leading them will change regularly due to ongoing assessment and the identification of gaps in the children learning.

In 2012 a phonics screening check was introduced for pupils at the end of year 1. The check asks pupils to read 40 words, of which 20 are pseudo-words. This allows teachers to identify those pupils with a genuine grasp of decoding, and those in need of further support.

Key Stage 1 and 2

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

- Word reading
- Comprehension (both listening and reading).



It is essential that teaching focuses on developing pupils' competence in both dimensions; different kinds of teaching are needed for each.

- 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.*
- 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*

English programmes of study: key stages 1 and 2 National curriculum in England September 2013

Guided Reading

Guided Reading sessions put into practise their developing reading skills and understanding in a structured of texts. At Torkington, reading VIPERS are used to support children with their reading comprehension skills. VIPERS are a range of reading prompts based on the 2016 reading Content Domain Areas (CDAs) found in the National Curriculum Test Framework. Each classroom will have the Reading VIPERS displayed in the reading area of their classroom and the class teacher will make explicit links to the skill the children will be learning about. This gives all children across the school a common language to discuss their reading knowledge and understanding. All children will be working on VIPERS during class reading, whether it is reading as a class, in a small group, or one-to-one with an adult.

Key skills/ Content Domains

In Key Stage One children reading skills are taught and practised using the VIPERS during whole class reading sessions.

KS1 Content Domain Reference	VIPER
1a draw on knowledge of vocabulary to understand texts	Vocabulary
1b identify/ explain key aspects of fiction and non-fiction, such as characters, events, titles and information.	Retrieve
1c identify and explain the sequences of events in texts	Sequence
1d make inferences from the text	Infer
1e predict what might happen on the basis of what has been read so far	Predict

Key Stage 2



In Key Stage Two children reading skills are taught and practised using VIPERS during whole class reading sessions.

KS2 Content Domain Reference	VIPER
2a Give/explain the meaning of words in context	Vocabulary
2b retrieve and record information/ identify key details from fiction and non/fiction	Retrieve
2c summarise main ideas from more than one paragraph	Summarise
2d make inferences from the text/ explain and justify inferences with evidence from the text	Infer
2e predict what might happen from details stated or implied	Predict
2f identify/explain how information/ narrative content is related and contributes to meaning as a whole	Explain
2g identify/explain how meaning is enhanced through choice of words and phrases	Explain
2h make comparisons within a text	Explain

Before the Guided Reading session the teacher must:

- Ensure the children have a Reading Assessment Framework at the front of their Guided Read books.
- Complete the Guided Reading planning sheet which gives a brief outline of each VIPER skill they are focusing on that session, possible questions and the related statutory programmes of study.
- Copies of VIPERS texts using the appropriated differentiated level.
- Highlight the programmes of study covered on a group National Curriculum tracker for each group – in this way ensuring coverage over the year.

The Guided Reading session will have most of these parts:

1. Text introduction
2. Sharing the Learning Intention for the session and a brief discussion of VIPERS skills that is the focus of the session.
3. Walk through the text
4. Reading strategy check
5. Independent reading
6. Returning to the text for teaching points and if model how to answer VIPER questions.
7. Responding to the text independently using VIPER questions.

Class read



Every class across the school is read to by an adult on a regular basis, fostering a love for reading through exposing the children to high quality literature. Teachers are encouraged to choose challenging texts that will uncover new vocabulary and themes, opening up discussions around the language of books.

Phonics

As of Autumn 2013 we follow the 'Super Sonic Phonics Friends' phonics scheme. All children are assessed and then grouped according to phonetic ability. Children who take part in phonics receive a 30 minute sessions on a daily basis and are assessed regularly. A learning support phonic intervention programme is used as an intervention programme in KS2.

Independent Reading

Children engage in independent, sustained reading. It provides an opportunity for pupils to read and enjoy a range of texts and to apply reading strategies. Each class has a dedicated, exciting reading area containing a range of books and text types for children to access independently.

Every class should have a range of books including:

- Poetry / plays
- Fiction – the choice of books reflects the spread of interest and reading abilities across the class, for example picture books, graphic novels, etc
- Non-fiction – as wide a range as possible, including plenty linked to the subject areas being studied
- Books from a range of cultures and in a range of languages interwoven through all collections – it may be appropriate to have some 'focus' boxes of books too

Individual Readers

We use various reading schemes which are colour coded according to reading age, each child should progress steadily through the colour codes reading material, which is appropriate to age, and ability. The teacher decides upon the most suitable colour band and when to move to alternative colour bands by using the schools' agreed assessment criteria. The reading schemes are supplemented by 'real books' which are stored in the school library. EYFS, KS1 and KS2: Children are heard reading independently by an adult or their peers on a regular basis, changing their books when required. Children work their way through the stages according to their ability, progressing to reading literature of their choice (checked for suitability by an adult where necessary)

Communication with Parents

Each child has a reading record appropriate to the child's Key Stage. The reading record gives guidance on strategies to look out for and encourage. It also allows parents to record positive comments to encourage their child, and to make a note of words children had difficulty reading or understanding. When children read to adults in school, these comments and notes will be referred to and will provide useful information to teachers in planning children's next steps in reading.

Interventions to Accelerate Learning

In addition to the provision in class for all children (quality first teaching), the school provides interventions for targeted and individualised support. targeted provision is the responsibility of the class teacher. Individualised provision is the responsibility of the Special Needs and Disability Co-ordinator (SENDCO). The precise interventions are guided by the needs of the child concerned and are organised as part of the overall 'provision map' in school.

Targeted interventions could include:

- Grammar for Writing
- Phonics Intervention

Impact

Assessment with specific reference to reading, children are assessed regularly by the class teacher through guided reading sessions and through more formal assessments. This assessment is used to inform planning, set targets and monitor progress made by both the class teacher, English Leader and assessment coordinator.



Monitoring

The monitoring and evaluating of the Reading policy is the responsibility of the English Team who are responsible to the Governors for the development of Reading throughout the school. This is to be achieved in a variety of ways outlined in our Teaching and Learning Policy. Regular audits also take place of the quality, range and types of reading materials in the library and used for Guided and Individual Reading.

This policy will be reviewed every two years as part of our policy review cycle.