



EAST MORTON CE PRIMARY SCHOOL

Reading Policy

Reading Policy

Vision Statement

All are inspired to achieve their full potential in our loving community of life-long learners, where:

- Everyone is valued;
- Every chance is provided for all to flourish in the security of God's love; and
- Every day brings the enjoyment of life in all its fullness.

School Values

At East Morton, 'Love' is our core value and it is from love which all of our six key values flow:

- Hope
- Peace
- Generosity
- Community
- Wisdom
- Justice

Aim

At East Morton CE Primary School, we are committed to teaching our pupils to become skilled readers who develop a comprehensive understanding of words, language and texts as they move through school. They learn to read and then read to learn. Through using a range of strategies, our aim is to ensure that pupils develop a love of reading so that they can read for purpose and for pleasure throughout their lives. We provide pupils with a range of strategies in order to do this.

Reading through school

All children at East Morton are given a variety of reading opportunities, including:

- ✓ Whole Class Reading lessons (Reciprocal Reading)
- ✓ Regular independent reading (ERIC)
- ✓ Regular reading time with an adult
- ✓ Class reader time
- ✓ Timetabled allocations for the use of the school library
- ✓ Cross curricular reading

Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Little Wandle phonics sessions							
	Group reading sessions						
	Whole class reading lessons weekly (Reciprocal Reading)						
	Individual reading books						
Class reader time*							

*Adults read regularly in EYFS and use high-quality books to enhance areas of provision.

Discrete Phonics Teaching

To support the teaching of phonics across school, all teachers and class-based staff have annual phonics training. New to school staff, who work within Reception and KS1, have the appropriate phonics training on arrival in their new role.

Reception and Year 1

Systematic synthetic phonics is taught using the *Little Wandle Letters and Sounds Revised* programme throughout Reception and Year 1. The teaching of this programme starts in Reception and follows the [Little Wandle Letters and Sounds Revised progression](#), which ensures children build on their growing knowledge of the alphabetic code, mastering phonics to read and spell as they move through school.

Daily phonics lessons are taught for 30 minutes a day. In Reception, it is built up from 10-minutes lessons, with additional daily oral blending games, to the full-length lesson as quickly as possible. At the end of each week, the new learning is reviewed to support children in becoming fluent readers.

Following the *Little Wandle Letters and Sounds* progression, children in Reception are taught to read and spell words using Phase 2 and 3 GPCs, and words with adjacent consonants (Phase 4) with fluency and accuracy. Children in Year 1 review Phase 3 and 4 and are taught to read and spell words using Phase 5 GPCs with fluency and accuracy. Formative assessment takes place during all phonics lessons, quickly identifying any child who needs additional support. Any child who is identified, has regular keep-up practice sessions. Keep-up sessions match the structure of class teaching, and use the same procedures, resources and mantras, but are in smaller steps with more repetition to support every child with securing their learning.

Summative assessment takes place every six weeks using *Little Wandle Letters and Sounds Revised* assessment materials. These assessments help identify gaps in learning, identify any children needing additional support and support the planning of the keep-up session if needed. The results of the assessments are input into an assessment tracker, which is monitored by SLT to inform pupil progress. Children in Year 1 also take the Phonics Screening Check in the Summer term.

Year 2

For those children in Year 2 who have completed the Little Wandle phonics programme, their skills are developed further through the Little Wandle Fluency Programme. This is broken down into a series of lessons and group reading sessions where children can access a wide range of engaging, Big Cat Collins, chapter books. The programme builds on existing knowledge of decoding, prosody and comprehension with an increased focus on fluency, enabling them to become confident, fluent readers.

Children who did not pass their Phonics Screening Check in Year 1, or who are not yet fluent at reading, continue to receive regular phonics intervention sessions following *Little Wandle Letters and Sounds Revised* programme.

Nursery

In Nursery, early language skills and literacy development are developed through provision areas and during carpet sessions. We use 'Little Wandle' Foundation for Phonics programme to support this. The learning is split into 'Foundations for Phonics', 'Foundations for a Love of Reading' and 'Foundations for Language'.

Discrete Reading Skills Teaching

Group reading practice sessions

Group reading practice sessions happen in Reception and Year 1 three times a week. Each session has a clear focus so that the demands of the session do not overload the children's working memory. In the sessions, books matched to the children's secure phonics knowledge are used and the sessions have been designed to focus on decoding, prosody and comprehension.

Whole Class Reading lessons

Whole class reading lessons are taught weekly in Reception to Year 6. During these lessons, the 'Reciprocal Reading' approach is used. Reciprocal Reading involves dialogue between the teacher and children for the purpose of jointly constructing the meaning of a text. The teacher models a number of effective reading strategies, which the children learn to use for themselves. This then equips them with the necessary skills to be successful readers.

The strategies practised in Reciprocal Reading are: predicting, clarifying, questioning and summarising.

Key Strategies	
	What are we going to read about in the text?
	Which words and phrases do we need to find the meaning of?

Question 	Can we ask questions to help us learn more about the text?
Summarise 	What are the main ideas of the text?

Pupils are explicitly taught each reading skill through a range of high-quality texts chosen by the class teacher, often linking closely with the English focus text or the topic within their class. The consistent approach, when using terminology, helps to ensure pupils have a strong understanding.

The lesson begins with **predicting**. When predicting, the children anticipate what a text will be about or what might happen next, based on prior knowledge or the structure and content of the text. This encourages engagement of the text and allows the children to think ahead.

Following on from prediction, the children **read** the text. The reading stage of the lesson follows a three-step approach: children reading the text for the first time at their own pace, the teacher reading the text to model reading and the children re-reading the text to begin clarifying. Support for weaker readers can be in the form of a higher-ability peer or an adult. By reading the text three times in this way, it allows the children to gain fluency.

When **clarifying**, the children will identify any unfamiliar vocabulary or difficult concepts. These are then discussed as a class or group to allow the children to learn 'fix-it' strategies including re-reading the sentence, using the context of the text or using any similar vocabulary. Once these strategies have been modelled and used, the use of dictionaries are encouraged to allow the children to widen their vocabulary.

The next stage of the lesson is the **questioning** stage. This is when questions can be generated to allow the reader to explore the text in more depth and the answer to any questions that arise can form further class discussion. In KS1, children may find generating their own questions more challenging, and therefore teachers model questions to support discussion.

The final stage is **summarising**. A summary allows children to identify the main or most important information in the text. It allows the children to consider which are the most relevant and least relevant ideas or information.

It is expected that during the Reciprocal Reading lesson, the children complete a written task. This task will be linked to one of the four Reciprocal Reading skills.

Individual Reading Opportunities

1:1 Reading

To allow for regular reading with an adult, every class from Reception to Year 6 has a daily timetabled slot when adults listen to children read. Any children that have been identified to be working below the expected standard in reading, will read with an adult daily. All other children in each class are expected to read with their class teacher at least once a fortnight, and other adults in school as regularly as possible. Children can choose which book they read from their phonics book, skills book or library book (see below). Reading records are kept in school for every child, which allow us to monitor regular in-school reading with a teacher, TA or volunteer. Only Teachers and TAs make comments on the record as volunteers are not expected to do this. These records clearly track learners' progress in reading by dating when children have progressed onto the next level of phonics or skills books.

Reading books

Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Phonics books						
		Fluency books				
			Skills books			
Library books						

Children in Reception, Year 1, Year 2 and any other children who are still receiving phonics or fluency teaching, receive two reading books that are taken home every evening. These are a 'phonics book' (or a 'fluency book' in Year 2) and a 'library book'. Children in Year 3 – Year 6, who have a secure phonics knowledge, receive a 'skills book' and a 'library book'.

Phonics books

Phonics books are decodable reading practice books that can be read both in school and at home. The phonics books used in school are published by 'Big Cat Collins' and they follow the *Little Wandle Letters and Sounds Revised* progression.

Fluency books

Fluency books are book written specifically to support children accessing the Little Wandle Fluency Programme. These books build on existing phonics knowledge, but they are longer chapter books that allow children to develop their fluency skills. There are five levels of fluency books, and children are regularly assessed to ensure they are accessing the correct book.

Skills books

Skills books progress through coloured stages from Pink through to Rainbow (see appendix 1). These books are aimed to provide learners with opportunities to practise their wider reading skills, including fluency, with a wider variety of vocabulary. The skills books are kept in coloured baskets in shared areas to allow the children to have free choice of which book to choose from the coloured level they are currently working at. Teacher assessment in reading is used to assign the coloured skills book level to each child.

Library books

Children in all classes are encouraged to take an additional book(s) from the school library and/or their class library to promote reading for pleasure. This is a 'free choice' book which children self-select and are able to take home. Children in Reception class start to access the school library after Christmas half term. These books are not matched to phonics, or skills levels, but are for children to enjoy either individually or with a parent/ carer at home.

Creating an effective reading culture within our school community

Reading time

Across school, regular reading time is timetabled and prioritised. During reading time, the children will read their phonics, skills or library book and during this time, classroom staff will listen to children read out loud.

In Reception and Year 1, ERIC is used during reading time. ERIC stands for; Everyone Reads in Class and Eric the Elephant is used to promote reading for pleasure during these sessions and to promote independent reading.

Reading areas

Reading areas are in place in every classroom across school, to provide an inviting place to enjoy a book. This area includes the class library in which there is a wide range of texts including fiction, non-fiction, poetry and magazines. The children are able to access and enjoy the corner in timetabled reading time.

Class Reader

Years 2-6 has a 'Class Reader': a book which is shared with the class at regular times throughout the week. Each 'Class Reader' book will have a link to classroom learning or have been chosen by the cohort.

Book Baskets

A 'Books we have Read' basket is in place in every classroom, which contains a copy of any book that the class has shared together, either in lessons or class reader time. This provides children with a reference point of books they know and have enjoyed together and access to familiar books that they could read again to develop reading fluency.

Cross Curricular Reading

Books are used through many curriculum areas at East Morton. Topic specific books are available for the children to access in the classroom curriculum areas. Books are also often used as a stimulus in Collective Worship and Real time sessions.

Reading book suggestions

A reading book suggestion list for each year is available on the school website for parents and children to access. This gives some suggested books and authors that they could read at home.

Celebrating Reading

In order to encourage both reading at home and at school, children may be awarded individual class reading awards e.g. dojos. 'Page Turner' certificates are also awarded during our regular 'stars' assemblies for children who have shown excellence in reading lessons or their individual reading. Children will be chosen for these awards by teachers and the children's parents are informed and invited to the celebration assembly.

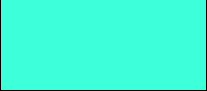
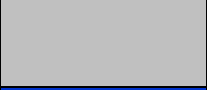
Family Involvement

At the start of the academic year, 'open classrooms' are held for all classes in school. Parents in Reception, and Year 1 are also invited to phonics information evenings in the Autumn term every other year.

Reviewed February 2026 by K.Borrill This policy is to be reviewed every 2 years.

Headteacher: A. Proctor
Governor Approval: A. McGonigle
Date: 12/03/2026
Next review: Spring 2028

Level	
Lilac	
Pink	
Red	
Yellow	
Blue	

Green	
Orange	
Turquoise	
Purple	
Gold	
White	
Lime	
Brown	
Grey	
Dark Blue	
Dark Red	
Rainbow	