



# ‘Where Stars Shine’

*Belonging, Ambition, Respect, Kindness*

# READING POLICY

Ratified By:	<b>Local Academy Committee</b>	In consultation with:	<b>Senior Leadership Team</b>
Approved by:	 R. Johnson, Chair of Committee	Date:	<b>30<sup>th</sup> April 2026</b>
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## 1. Aims and Objectives

At Severnbanks, we strive to develop a culture of reading from an early age through the strategic teaching of decoding and comprehension skills, whilst creating a whole school ethos of reading for pleasure. We know that reading is the key to success for children and that if a child reads fluently and enjoys reading and reads widely, a whole world will open for them. They will improve their vocabulary, sentence structures and knowledge of the world.

All classrooms have a comfortable and inviting reading area with a range of texts teacher-curated for quality and accessibility. All children are encouraged to value books and reading, and to access a reading for pleasure book to take home, as well as any ability checked scheme book assigned by the class teacher weekly. Through this strategy, we aim to create a school of readers who enjoy maximum exposure to a full range of texts, designed to widen and deepen cultural capital and experience.

## 2. Early Reading

From the Nursery class and through into Reception, we provide opportunities for children to orally discriminate between different sounds, to hear, say and link sounds to their corresponding letter to begin to learn to read. We use a validated scheme (Rocket Phonics) and all children having daily Phonics sessions delivered by the class teacher and then with a follow up activity to consolidate/extend the learning.

Children are encouraged to use their phonic knowledge to decode regular words and to read them aloud accurately. From the start of Reception, we systematically introduce a bank of High Frequency Words, some of which are decodable whilst others are irregular. These are displayed and practised daily in school as well as being sent home for the children to rehearse and consolidate. Alongside these, the children take home books that are phonetically decodable and are in line with their phonic knowledge.

In EYFS and KS1 the books are sorted according to the phonic scheme and are fully decodable. This process enables the children to begin to read simple sentences during their reception year. We ensure that a range of genres are accessed by the children, including poetry and non-fiction texts. We promote a love of reading through shared and individual reading. Children in EYFS and KS1, share their love of reading further by taking sharing books home that are in line with their current development and where possible, their interests to share with their parent / carer.

Learning and development within the Reading strand of this area of learning is implemented through planned purposeful play and a mix of adult led and child-initiated activity. Planned learning opportunities are informed by the Development Matters Statements (the developmental continuum from birth to 60+months) and the Early Learning Goals (the end of year statements which are used to define attainment at the end of the Early Years Foundation Stage). We recognise that some of our children will not readily choose to read a book, so the adults ensure all children have regular reading and phonic opportunities both through our 'In the Moment' approach and with planned adult led writing tasks.

The enabling environment promotes rich opportunity for children to develop a love of reading and demonstrate their reading skills. The EYFS classrooms have dedicated Reading Areas, as well as access to various texts and print around the environment to ensure reading is high profile, accessible and reflects the children's interests and needs. Opportunities to develop the Characteristics of



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Effective Learning (Play and Exploration, Active Learning and Creating and Thinking Critically) are implicit in all reading activities through playful teaching and learning where children enjoy a range of experiences in both the indoor and outdoor environment.

### **3. Types of Reading**

#### **3.1 Shared Reading**

Class or group based, working with appropriate texts for interest and ability. All classes have timetabled daily 'reading for pleasure' sessions where a class quality text is selected as a class read. Teachers are encouraged to select texts that have been recognised as quality literature e.g., through organisations such as Book Trust, Centre for Literacy in Primary Education, Cheltenham Literature Festival, as well as being focused on expanding cultural capital.

#### **3.2 Guided Reading**

Whole class Guided Reading is used regularly from Years 1-6. This exposes children to age related expectations for reading through a wide genre of text type specifically selected to develop comprehension skills. Children are introduced to the Tony Whatmuff reading skills approach to help support their comprehension. The Cracking Comprehension scheme follows a structured approach by teaching key comprehension skills through a whole class text with individual assessment of taught skills through a practise text. This approach is combined with whole class visualisation strategies where children are taught to specifically visualise the content of text to support their deeper level understanding, through a range of images, film and text extracts.

#### **3.3 Partner Reading**

Children, at times, are given the opportunity to read with a partner either with matched ability or paired, more able with less able either in class or with a different year group.

#### **3.4 One-to-one Reading**

We know that one to one reading with an adult is a powerful method of improving reading fluency, vocabulary and comprehension. We encourage regular one to one reading in school for all children through the use of class teachers, teaching assistants and reading volunteers who are trained to engage children in discussion about what they have read.

#### **3.5 Independent Reading**

Children are encouraged to read independently in class daily and to develop browsing and other library skills.



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### 3.6 Home School Reading

At Severnbanks School we believe that parents/carers play a key role in developing children's reading skills. Every child is encouraged to take home reading books – liaison between home and school is in the form of a Home Reading Record. Books for home reading in KS2 are colour coded according to the Book Bands Scheme and there is a fiction library. Books for home reading in EYFS and KS1 are sorted according to the Rocket Phonics scheme. Within each level, there are fiction and non-fiction books to support all reading strategies being taught across EYFS, KS1 and KS2.

All children can take home a 'Shared Reading book' to read with a parent or carer. These books cover a wide variety of genre, including non-fiction and poetry.

### 3.7 Library

Books are coded according to the Dewey system. Children have access to the library during lessons.

### 3.8 Book Nook

There is a dedicated shared reading area in Poplar Class. Children are encouraged to use this area as often as possible. Children in Year 6 take groups of children in EYFS, KS1 and LKS2 and read to them in this area daily. This activity has proven to encourage the sharing of books between pupils, develop a 'buzz' around reading, as well as raise the self-confidence of the older children.

At Severnbanks School children are encouraged to value books. Children are able to buy from 'Books for Bugs' each term when book fairs are held. Events such as 'World Book Day' are used to promote a love of reading throughout the school community. Fundraising events are held in order to purchase new texts for each classroom and to keep the range of books for pleasure available as wide and as up-to-date as possible. Key Stage Two classes visit the Cheltenham Literature Festival for author events. All classes plan author visits or webinars to promote reading.

## 4. Support

Where children are falling below age related expectations, this is identified at an early stage through standardised testing and the school tracker system. This allows to provide targeted interventions to address the needs of child which are assessed and adapted where necessary.

**This policy is available on the school website: [Severnbanks Primary School - Policies](#)**

*Paper copies are available on request from the School Office*