



Reading Policy



**Park Road Academy
Primary School**

2025-2026



Rationale:

At Park Road Academy Primary School, we hope that all children develop a life-long love of reading. We believe that all pupils can achieve in reading, both for pleasure and in their comprehension and fluency. To ensure pupils at Park Road are given the best opportunity to succeed we ensure that pupils are immersed in daily reading opportunities that build their skills to become a competent reader.

We believe through reading, pupils will have a chance to develop culturally, emotionally, intellectually, socially and spiritually. We feel that reading enables pupils both to acquire knowledge and to build on what they already know. It is essential that our approach to teaching phonics and reading is accessible to all learners, regardless of background.

Intent

Phonics (reading and spelling)

At **Park Road Academy Primary School**, we believe that all our children can become fluent readers and writers. This is why we teach reading through *Little Wandle Letters and Sounds Revised*, which is a systematic and synthetic phonics programme. We start teaching phonics in Nursery/Reception and follow 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.

As a result, all our children are able to tackle any unfamiliar words as they read. At **Park Road Academy Primary School**, we also model the application of the alphabetic code through phonics in shared reading and writing, both inside and outside of the phonics lesson and across the curriculum. We have a strong focus on language development for our children because we know that speaking and listening are crucial skills for reading and writing in all subjects.

Comprehension

At **Park Road Academy Primary School**, we value reading as a crucial life skill. By the time children leave us, they read confidently for meaning and regularly enjoy reading for pleasure. Our readers are equipped with the tools to tackle unfamiliar vocabulary. We encourage our children to see themselves as readers for both pleasure and purpose.

Because we believe teaching every child to read is so important, we have a Reading Leader who drives the early reading programme in our school. This person is highly skilled at teaching phonics and reading, and they monitor and support our reading team, so everyone teaches with fidelity to the *Little Wandle Letters and Sounds Revised* programme.



Implementation

Foundations for phonics in Nursery

- We provide a balance of child-led and adult-led experiences for all children that meet the curriculum expectations for 'Communication and language' and 'Literacy'. These include:
 - sharing high-quality stories and poems
 - learning a range of nursery rhymes and action rhymes
 - activities that develop focused listening and attention, including oral blending
 - attention to high-quality language.
- We ensure Nursery children are well prepared to begin learning grapheme-phoneme correspondences (GPCs) and blending in Reception.

Daily phonics lessons in Reception and Year 1

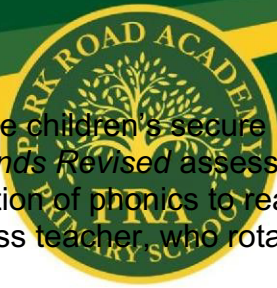
- We teach phonics for 30 minutes a day. In Reception, we build from 10-minute lessons, with additional daily oral blending games, to the full-length lesson as quickly as possible. Each Friday, we review the week's teaching to help children become fluent readers.
- Children make a strong start in Reception: teaching begins in Week 2 of the Autumn term.
- We follow the *Little Wandle Letters and Sounds Revised* expectations of progress:
 - 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 Phases 3 and 4 and are taught to read and spell words using Phase 5 GPCs with fluency and accuracy.

Daily Keep-up lessons ensure every child learns to read

- Any child who needs additional practice has daily Keep-up support, taught by a fully trained adult. Keep-up lessons match the structure of class teaching, and use the same procedures, resources and mantras, but in smaller steps with more repetition, so that every child secures their learning.
- We timetable daily phonics lessons for any child in Year 2 and above who is not fully fluent at reading or has not passed the Phonics screening check. These children urgently need to catch up, so the gap between themselves and their peers does not widen. We use the Rapid Catch-up assessments to identify the gaps in their phonic knowledge and teach to these using the Rapid Catch-up resources – at pace.
- These short, sharp lessons last 15-20 minutes daily and have been designed to ensure children quickly catch up to age-related expectations in reading.

Teaching reading: Reading practice sessions three times a week

- We teach children to read through reading practice sessions three times a week. These:
 - are taught by a fully trained adult to small groups of approximately six children



- use books matched to the children's secure phonic knowledge using the *Little Wandle Letters and Sounds Revised* assessments and book matching grids on pages 11–20 of 'Application of phonics to reading'.
- are monitored by the class teacher, who rotates and works with each group on a regular basis.
- Each reading practice session has a clear focus, so that the demands of the session do not overload the children's working memory. The reading practice sessions have been designed to focus on three key reading skills:
 - decoding
 - prosody: teaching children to read with understanding and expression
 - comprehension: teaching children to understand the text.
- In Reception these sessions start in Week 4. Children who are not yet decoding have daily additional blending practice in small groups, so that they quickly learn to blend and can begin to read books.
- In Years 2 and 3, we continue to teach reading in this way for any children who still need to practise reading with decodable books.

Reading Fluency – Year 2 onwards

Little Wandle Fluency is for children who have completed *Little Wandle Letters and Sounds Revised* and are secure at reading the final level of books. Please see guidance Little Wandle Fluency Scheme Overview.

Home reading

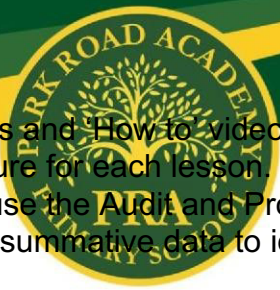
- The decodable reading practice book is taken home to ensure success is shared with the family.
-
- Reading for pleasure books also go home for parents to share and read to children. We share the research behind the importance and impact of sharing quality children's books with parents through workshops, leaflets and the [Everybody read!](#) resources.
- We use the [Little Wandle Letters and Sounds Revised parents' resources](#) to engage our families and share information about phonics, the benefits of sharing books, how children learn to blend and other aspects of our provision, both online and through workshops.

Additional reading support

- Children in Reception and Year 1 who are receiving additional phonics Keep-up sessions read their reading practice book to an adult daily.
-

Ensuring consistency and pace of progress

- Every teacher in our school has been trained to teach reading, so we have the same expectations of progress. We all use the same language, routines and resources to teach children to read so that we lower children's cognitive load.
- Weekly content grids map each element of new learning to each day, week and term for the duration of the programme.



- Lesson templates, Prompt cards and 'How-to' videos ensure teachers all have a consistent approach and structure for each lesson.
- The Reading Leader and SLT use the Audit and Prompt cards to regularly monitor and observe teaching; they use the summative data to identify children who need additional support and gaps in learning.

Ensuring reading for pleasure

'Reading for pleasure is the single most important indicator of a child's success.' (OECD 2002)

'The will influences the skill and vice versa.' (OECD 2010)

We value reading for pleasure highly and work hard as a school to grow our Reading for Pleasure pedagogy.

- We read to children every day. We choose these books carefully as we want children to experience a wide range of books, including books that reflect the children at **Park Road Academy Primary School** and our local community as well as books that open windows into other worlds and cultures.
- Every classroom has an inviting book shop that encourages a love for reading. We curate these books and talk about them to entice children to read a wide range of books.
- In Nursery/Reception, children have access to the reading corner every day in their free flow time and the books are continually refreshed.
- Children from Reception onwards have a home reading record. The parent/carer records comments to share with the adults in school and the adults will write in this on a regular basis to ensure communication between home and school.
- As the children progress through the school, they are encouraged to write their own comments and keep a list of the books/authors that they have read.
- Children across the school have regular opportunities to engage with a wide range of Reading for Pleasure events (book fairs, author visits and workshops, national events etc).
- We use the Everybody read and Book for topics resources to grow our teachers' knowledge of current books, the most recent research and to grow our own Reading for Pleasure practice.
- Every class presents their published Young Author writing for others to read.
- During English lessons, a whole class book is used to engage all children's interests and inspire a love of learning across the curriculum. Additionally, all classes share a class story with their teacher at the end of each day so that the children have the chance to listen to someone reading to them.
- Book Club helps to promote the importance of books to a child's education.
- Reading Sheds are currently running at playtime and after school to enable children to have access to a wide range of genres.
- Parents are regularly invited into school to take part in reading workshops to develop good home-school links.



Whole school reading

We have a home – school colour banded book approach to our reading books which is based on the Reading Recovery system and is fully aligned with Little Wandle Letters and Sounds progression. This approach at Park Road is taken to ensure our offer identifies a child's reading ability, provides a text that suits their needs and supports children's individual reading development. The books are of a variety of genres, text sizes and authors, which are banded in colours from Lilac (R) up to Black plus (Y6).

Reading Practice sessions (Y3 - Year 6)

Reading practise takes place 3 times per week, children are exposed to a wealth of texts that are presented the form of whole class teaching with a direct link to Complete Comprehension. The complete comprehension programme to secure ownership and confident application of comprehension skills.

All KS2 classes have access to Reading Plus 3 per week and for homework.

Reading Plus provides an integrated reading intervention program for all learners. The program includes an adaptive assessment, personalised instruction and practice, and easily accessible resources that enable teachers to meet the needs of every student.

Intervention Programmes for Reading

Regular and rigorous assessments take place throughout lessons and at various points throughout the year to ensure the children are accessing the correct level of reading for them. If children are not working within the expected standard, they will receive extra support and targeted intervention from one or more of the following programmes:

- Little Wandle Reading Fluency
- Little Wandle Keep up group/individual
- Little Wandle Rapid Catch up
- Little Wandle SEND programme using Graduated Approach.
- Reading Plus



Shared reading

The whole class shares a text, which is beyond their independent reading levels. Shared reading provides a context for teacher modelling, teaching and applying reading skills (word, sentence and text level). Children are encouraged to read aloud, with speed, accuracy and fluency.

Reading practice book R to Y2

A reading practice book - This will be at the correct phonic stage for the child. They should be able to read this fluently and independently. This book has been carefully matched to the child's current reading level based on most recent assessments.

Sharing Book R to Y2

A sharing book - This book is for children to read with an adult and enjoy together. In order to encourage children to become lifelong readers, it is important that they learn to read for pleasure. The sharing book is a book they have chosen to enjoy together with an adult at home. We share with parents that they shouldn't expect their child to read this alone. It should be read to or with them. We ask that they discuss the pictures, enjoy the story, predict what might happen next, use different voices for the characters, explore the facts in a non-fiction book. The main thing is that they have fun!

Reading Challenge

A reading challenge runs for all children in Year 1 to 6. The challenge is to read 10 books across the course of the year and children are rewarded with a prize for completing this. These books have been carefully selected and are favourites of staff and children aimed at developing reading for pleasure. They can be read independently or shared at home with an adult

Reading opportunities in the wider curriculum

Stop, Drop and Read - Over the course of the week, children are encouraged to Stop and Drop everything, pick up a book and begin reading. We believe this approach emphasises the importance of reading and in order for children to read, no preparation is required.

Learning to read so we can read to learn and gain pleasure is at the heart of all areas of the curriculum. Fiction and non-fiction books are used to support our key drivers and big question.



Books are a wonderful way of supporting what a child understands and are a great way of escaping into other worlds, times, places and situations.

We embrace a wealth of opportunities to celebrate books over the course of the year through events, such as Bedtime story and Lets Read together sessions for parents, grandparents, carers and children, Scholastic book fair, Author sessions, Poem in your pocket day, Roald Dahl day and Book Buddies lunchtime club.

Our class teachers on a weekly basis share/recommend a book to read based on the children's interests, educational topics or for enrichment.

Each year group has their own class-reading journal Bonding Over Books. In this journal, each child is invited to take the book home, have it for the duration of one week and produce a double page review using a combination of pictures and writing which they shared with an adult in their family.

Story time takes place daily. Teachers carefully select a text that exposes a child to different realities and is a reading experience that they will enjoy!

In our whole school reading book area the Reading Forest, we have our reading tree house. Here children are welcomed to use this area to take some time out, relax and read. In addition to this, all classrooms have their own personalised to the interests of the children designated book shop.

Impact

Assessment

Assessment is used to monitor progress and to identify any child needing additional support as soon as they need it.

- **Assessment for learning** is used:
 - daily within class to identify children needing Keep-up support
 - weekly in the Review lesson to assess gaps, address these immediately and secure fluency of GPCs, words and spellings.

- **Summative assessment** for Reception and Year 1 is used:
 - every six weeks to assess progress, to identify gaps in learning that need to be addressed, to identify any children needing additional support and to plan the Keep-up support that they need.



- The English Lead oversees the *Little Wandle Letters and Sounds Revised* assessment tracker data in coordination with the teachers to narrow attainment gaps between different groups of children and so that any additional support for teachers can be put into place.
- **Fluency assessments** measure children's accuracy and reading speed in short one-minute assessments. They are used:
 - in Year 1, when children are reading the Phase 5 set 3, 4 and 5 books
 - with children following the Rapid Catch-up programme in Years 2 to 6, when they are reading the Phase 5 set 3, 4 and 5 books
 - to assess when children are ready to exit their programme. For Year 1 children, this is when they read the final fluency assessment at 60–70+ words per minute. Older children can exit the Rapid Catch-up programme when they read the final fluency assessment at 90+ words per minute. At these levels, children should have sufficient fluency to tackle any book at age-related expectations. After exiting their programme, children do not need to read any more fully decodable books.
- A **placement assessment** is used:
 - with any child new to the school in Reception and Year 1 to quickly identify any gaps in their phonic knowledge and plan and provide appropriate extra teaching.
- The **Rapid Catch-up assessment** is used:
 - with any child new to the school in Year 2 and above to quickly identify any gaps in their phonic knowledge and plan and provide appropriate extra teaching.

Statutory assessment

- Children in Year 1 sit the Phonics screening check. Any child not passing the check re-sits it in Year 2.

Ongoing assessment for Rapid Catch-up in Years 2 to 6

- Children in Year 2 to 6 are assessed through:
 - the Rapid Catch-up initial assessment to quickly identify any gaps in their phonic knowledge and plan appropriate teaching
 - the Rapid Catch-up summative assessments to assess progress and inform teaching
 - the Rapid Catch-up fluency assessments when children are reading the Phase 5 set 3, 4 and 5 books for age 7+.
- The fluency assessments measure children's accuracy and reading speed in short one-minute assessments. They also assess when children are ready to exit the Rapid Catch-up programme, which is when they read the final fluency assessment at 90+ words per minute.



Additional assessments in Years 2 to 6

FFT – we assess all children using FFT's Progress Assessment Programme. This is simple and effective online assessment tool designed to assess pupils on their GPC Accuracy, Decoding Accuracy and Fluency Levels (Words Correct Per Minute) which produces a scaled score for all children to inform next steps through whole class teaching.

Assess fluency in reading - provides ready-to-use assessment sheets that can be administered by a teacher or TA to assess pupils' speed, accuracy, expression and understanding. The resource contains 60 fluency assessments mapped against age-related expectations.

Assess fluency in reading supports teachers to:

Identify gaps so they can be targeted and closed in relation to book band for home reading book.

Measure and record pupil progress in fluency

Match pupils to an appropriate-level reading coloured book band.

PIRA assessments - Termly tests enabling teachers to reliably benchmark performance and track progress against national averages in reading.

Written by: L Taylor

Review date: September 2026