Reading Policy

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Type of Policy:	School level policy

Revision Number	Date Issued	Prepared by	Approved	Personalised by school	Comments
4	17/11/25	SLT	SLT	N/A	Conversion to DCAT
5	01/11/26	SLT	SLT	N/A	No updates to report

Type of Policy	*Tick* ✓
DCAT Statutory Policy	
DCAT Non-statutory Policy	
DCAT Model Optional Policy	
Academy Policy	✓
Local Authority Policy	

1. Intent

1.1.1 Our intent at Dudley Infant Academy is for all children, irrespective of their backgrounds or starting points, to develop good phonics knowledge to enable them to become confident, fluent, independent readers. At Dudley we encourage pupils to build and develop a range of strategies for decoding, such as using pictorial cues, to read on to see if they can make sense of the text, to read back to check for meaning, using logical clues as well as reading for learning and pleasure to build their comprehension skills as they progress throughout the academy. This is to ensure that they are in the best possible position, not only for transitioning to a junior school but for life within the wider community.

1.1.2 At Dudley Infant Academy, all staff, including senior leaders, are committed to developing an environment which actively supports and encourages reading for pleasure as we believe this is a core part of every child's educational entitlement. We are firmly rooted in the belief that exposure to a wide range of high-quality texts both during and outside of our formal English and English activities lessons will play a pivotal role in shaping our children's educational and personal development.

1.2 We aim to ensure that children and staff at Dudley:

i.) Develop a love of books and reading.
ii.) Develop a wide range of reading strategies and skills: fluency, accuracy, understanding and response to different texts.
iii.) Read and enjoy a variety of texts from a variety of sources: library, class book corners, ICT.
iv.) Create a strong, embedded reading culture through a rich language environment within classrooms and the wider school environment.
v.) Deliver a structured and consistent whole school approach to reading.
vi.) Recognise the value of parents / carers as essential components in supporting and developing children's reading skills and love of reading.
vii.) Rigorously monitor and assess children's progress in reading and identify those who require extra support and intervene at an early stage.
viii.) Embed a whole school approach to the teaching of reading.
ix.) Ensure that a wide range of reading strategies will be taught throughout all classes that reflect the requirements of the National Curriculum and EYFS Development Matters programme.

2. Implementation

2.1.1 These aims are embedded across our curriculum, particularly within the weekly English Activities and ongoing English planning. We have a rigorous and well organised English curriculum that provides many purposeful opportunities for reading development. Further to this, children from Reception to Year 2 develop a sound knowledge of reading strategies as part of the Little Wandle Revised Letters and Sounds Phonics programme, as outlined in the Phonics and Spelling Policies. Differentiated groups and regular assessment, ensure that children progress through the programme at a rate appropriate to their level of understanding.

2.1.2 We are committed to ensuring that children have access to high quality texts and reading resources, including texts that are matched appropriately to their developing phonics knowledge and wider reading abilities. Adults are consistently involved in developing a love of reading with the children they work with. We believe that all staff, as well as any visitors to our academy, should be role models for reading.

3. Impact

3.1.1 First and foremost, the children at Dudley Infant Academy are given opportunities to explore and investigate the English language and its patterns through speaking and listening. As pupils move through EYFS to KS1, they develop, consolidate and secure the skills needed to read, share, enjoy and interpret a wide variety of literature. This is supported by the daily 'Dudley Bookworms' where high quality, engaging texts are shared by the teacher with the children and where high quality texts have been carefully selected within our English lessons. Our pupils acquire the knowledge and learn the skills to apply their phonics and reading skills through a variety of experiences in a range of thematic, cross-curricular contexts.

3.1.2 Reading contributes significantly to the teaching of spiritual, moral, social and cultural development. By being exposed to a wide range of texts, children develop self-confidence and self-awareness by having the opportunities to develop and explain their views on the different events brought up. For example, dealing with disappointment and setbacks whilst reading *The Most Magnificent Thing* and the moral issues explored when reading traditional tales such as *The Little Red Hen* and *The Three Little Pigs*.

3.1.3 By reading stories from different countries and cultures, children at Dudley Infant Academy develop a respect and knowledge of the lives of others. Reading non-fiction books across different topics is a valuable way of teaching children about different people, places, religions and challenges others have faced.

4. Inclusion Statement

4.1.1 At Dudley Infant Academy we ensure that every child is given the opportunity to be included in all aspects of school life and in all areas of the curriculum. Teaching and learning in the school ensures that all children are set suitable learning challenges. A broad range of teaching styles are adopted in response to the learning needs of individuals. We make every effort to overcome potential barriers to learning for individuals and for groups of children.

5. Phonics and Early Readers

5.1.1 Dudley Infant Academy offers a coherent and systematic phonics programme, following the principles outlined by the 2014 National Curriculum, through the Little Wandle, Revised Letters and Sounds scheme. Phonemes are introduced by a range of stories, actions, songs and mnemonics. Phonics teaches children what sound each letter represents and is the first step in children learning how to read. Children will begin to recognise letters and the sounds they make, which they then use to blend sounds together for reading, and segmenting them when writing.

5.1.2 The application of phonics is taught as the primary strategy in the teaching of reading. Opportunities are provided for children to practice these skills through a wide range of activities including games, small group tasks, whole class teaching and individual challenges. Children's progress through the phonics phases is closely monitored and tracked through the Little Wandle termly assessments which enable all staff to ensure that early readers are assigned phonetically decodable books that are closely matched to their developing skills. Further information can be found within our Phonics Policy.

6. Book Bands

6.1.1 Once the children are secure in their application of phonics strategies they move on to the universal Book Band system devised by the University of London. To ensure that children have access to a wide range of texts we have books from a number of different, high quality, schemes including Little Wandle, Oxford

Reading Tree, Project X reading books, Rigby Star and well-known picture books. Books from different schemes are organised so that those at a similar level are grouped together. This means that children can access a wide variety of books on different subjects and develop fluency using a range of texts.

6.1.2 The following table shows coloured book bands, how they relate to the Year the child is in.

Stage	Guide to Average Year Group	Bug Club Books	Phonics Phase
Lilac	FS	Phonics	Phase 2
Pink	FS	Phonics	Phase 3
Red	S/Y1	Phonics	Phase 3
Yellow	FS/Y1	Phonics	Phase 4
Blue	Y1	Phonics	Phase 5
Green	Y1	Phonics	Phase 5
Orange	Y1/Y2	Orange	Phase 5
Turquoise	Y2	Turquoise	Phase 6
Purple	Y2	Purple	Phase 6
Gold	Y2	Gold	Phase 6
White	Y2	White	Phase 6
Lime	Y2/3	Lime	Phase 6
Rainbow	Y2/3	Brown	Phase 6

6.1.3 All children at Dudley also have personalised and secure access to Bug Club online and Little Wandle Ebooks at school and at home. Staff can assign books based upon the phonics stage or book band that the pupils are currently working on.

7. Planning

7.1.1 The teaching of reading is differentiated for children's needs throughout the school via group reading, specific phonics phased groupings and differentiated reading tasks during our English and Wider Curriculum sessions. Children who require extra support with reading are identified and receive bespoke support from our highly skilled, reading intervention Teaching Assistants.

7.1.2 All teachers have and maintain a Guided Reading file containing any guidance, assessments, and planning using the Guided Reading record sheets.

i.) All pupils will be grouped for guided reading on the basis of their reading ability.
ii.) Reading observations and assessments will be used to inform these groupings.
iii.) Groups should ideally contain up to a maximum of 6 children.
iv.) The learning objectives for each group will be identified and will link directly with The National Curriculum.
v.) Texts will be selected to help deliver the learning objective which will also be at the appropriate book band for that particular group of children.

7.1.3 Each class will have a daily English Activities session in their timetable. Each child must have at least one Guided Reading session a week with the teacher and one by the Teaching Assistant. The planning and assessment of progress for Guided Reading is the responsibility of the class teacher for *all* children.

7.1.4 The carousel of activities should have English based tasks and groups could include, but are not limited to:

i.) Guided reading with the teacher;
ii.) Guided reading with the teaching assistant;
iii.) Independent follow up work following guided reading session;
iv.) Reading for pleasure activities including book corner and/or ICT texts;
v.) Phonics based activities;
vi.) Fine motor skills;
vii.) Reading different genres, including magazines and annuals;
viii.) Book reviews;
ix.) Reading comprehension.

8. What is Guided Reading?

8.1.1 Guided Reading is the method used to teach children to become fluent in reading and comprehension skills of inference and deduction. Children are taught in small groups set according to ability. Guided Reading is principally the class teachers' responsibility and must be planned and evaluated for all children by the class teacher.

8.1.2 We teach children to read through reading practice sessions twice a week.
These are:
i.) Taught by a fully trained adult to small groups of approximately six children.
ii.) Use books matched to the children's secure phonic knowledge using the Little Wandle Letters and Sounds Revised assessments and book matching grids or book banded, depending on the children's reading ability.
iii.) Are monitored by the class teacher, who rotates and works with each group once a week..

8.1.3 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:
i) Decoding
ii.) Prosody: teaching children to read with understanding and expression
iii.) Comprehension: teaching children to understand the text.

8.1.4 In Reception these sessions start in Term 2. Children who are not yet decoding have regular additional blending practice in small groups, so that they quickly learn to blend and can begin to read books.

9. RAG Readers

Each class has a list of 'Red Readers', children who are reading below age related expectations, have made limited progress or who fall in to a disadvantaged category. In order to support these children with their development there is an expectation that they will be read with an adult, individually or as part of a group, at least three times a week. During these sessions, developmental feedback and support is given. For fluent 'Amber and Green' readers the focus of a Guided Reading session should be firmly upon challenging questions generated from the teacher plus opportunities for reflective independent study of a text. It is the expectation of all teachers that Amber and Green readers will read with an adult at least twice a week.

10. 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)

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

10.1.2 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 Dudley Infant Academy and our local community as well as books that open windows into other worlds and cultures.

10.1.3 Every classroom has an inviting book corner that encourages a love for reading. We curate these books and talk about them to entice children to read a wide range of books. Reception children have access to the reading corner and reading shed every day in their free flow time and the books are continually refreshed.

10.1.4 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.

10.1.5 As well as the use of our well stocked school library, each class visits the local library throughout the year.

10.1.6 Regular assemblies dedicated to reading are held throughout the year where staff share their favourite books with the children. In addition to this we have regular visits and workshops from authors.

11. Assessment and Recording

11.1.1 Children's reading development is regularly assessed. In addition to the Little Wandle assessments, the PM benchmarking scheme is used to establish suitable levels for children's reading books. Teachers are encouraged to update pupil information on our assessment system, Target Tracker on a regular basis. The final assessment information must be updated in line with the Assessment Policy. Assessment notes should be made on planning and record sheets during guided reading sessions. Children are grouped according to this assessment information, but groupings should remain flexible according to individual need and progress.

11.1.2 At the end of the Foundation Stage, pupils will be assessed against the Early Learning Goals for reading in line with the new EYFS Framework.

11.1.3 The phonics screening check is taken individually by all children in Year 1 in the Summer Term. The statutory phonics screening check will assess whether children are able to apply their phonics knowledge to read real and pseudo words. This is repeated in Year 2 for children who have not reached the required grade or for children who were no eligible at the time of the time of the screening check. Senior leaders use this information, along with ongoing phonics assessment, to identify children who are in need of additional support so that they do not fall behind in this vital early reading skill.

11.1.4 At the End of Key stage 1, Year 2 pupils undertake the non-statutory SATs assessments to support teacher assessments before transitioning to junior school.

11.1.5 Progress in reading will be communicated to parents through the use of individual reading logs, at parent consultation meetings and written reports throughout the year.

12. Ensuring consistency and pace of progress

12.1.1 Every teacher and teaching assistant 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.

12.1.2 Little Wandle Revised Letters and Sounds provide lesson templates, prompt cards and 'How to' videos to ensure adults all have a consistent approach and structure for each lesson.

13. The Role of Parents

13.1.1 We see parents as important partners in the process of developing children's reading skills.

i.) They have an important influence on children's language before they come to school.

ii.) They provide valuable support at home in helping children to become confident readers.

iii.) They offer a useful audience for children in their development as speakers and listeners, readers and writers as the children move through the school (e.g. phonics, reading, SAT's revision).

13.1.2 We therefore encourage parents to play their full part in their children's education by:

i.) Involving parents in the school's reading programme from the moment their child starts school.

ii.) Giving parents termly outlines of the curriculum areas in English that each year group will be studying.

iii.) Welcoming offers of help from parents to assist in school by listening to children read in line with our Volunteers procedure.

iv.) By asking parents to read with their child on a regular basis.

14. Leadership and Management

14.1.1 The English coordinator, with responsibility for reading, is responsible for reviewing and improving the standards of teaching and learning of reading throughout the school by:

i.) Analysing data;

ii.) Developing and Action Plan for continued development;

iii.) Pupil progress through lesson observations;

iv.) Book looks;

v.) Pupil interviews;

vi.) Auditing and supporting professional development;

vii.)Purchasing and organising resources.