



“Creating excellence, embracing all.”

SUBJECT POLICY FOR READING 2025-2026

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Botley School Vision statement

A high-quality education in a positive and happy school, where everyone is included, celebrated and encouraged to be a creative lifelong learner.

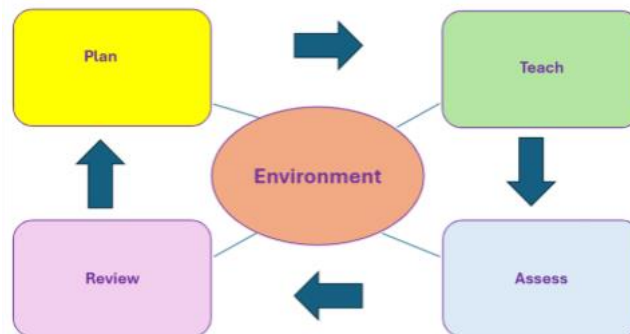
Botley School Values

Inclusivity Teamwork Kindness Respect Resilience Creativity

Intent:

Pedagogical Principles

The Intent, implementation and impact of the Art and Design curriculum is rooted in the pedagogical principles as set out in the Botley Teaching and Learning Policy.



At Botley School, we are passionate about developing a love of reading. Reading lies at the heart of our curriculum, and we approach reading in a wide range of ways, in order to ensure that no child misses out on the pleasure of books and reading.

We believe that reading is an essential life skill and it is our intent to empower our children to become lifelong readers by fostering a love of reading through listening to and interacting with a variety of literature, genres and authors.

We aim for children to be absorbed in as many opportunities to enjoy and celebrate reading as this skill enables children to develop their learning across the wider curriculum. By enriching children's experiences through imaginative stories and thought-provoking texts, we aspire to lay the foundations for academic success.

We recognise the importance of taking a consistent whole school approach to the teaching of reading in order to close any gaps and to target the highest possible number of children attaining the expected standard or higher.

Our aim is to enable pupils to:

- develop positive attitudes towards reading so that it is a pleasurable and meaningful activity;
- use reading skills as an integral part of learning in all curriculum areas;
- foster an interest and enjoyment in words and their meanings and to gain an appreciation of books from a variety of genres;
- read and respond to a variety of texts whilst gaining increased level of fluency, accuracy, independence and understanding;
- develop different strategies for approaching reading and to be able to orchestrate the full range of strategies;
- develop reading skills in tandem with those of writing, so that they may function in society, as literate adults and readers for life.

SEND and Inclusion

We are an inclusive school. All children receive Quality First Teaching. We aim to raise the standards for all children and provide access to learning to read for all pupils. Where appropriate, resources will be tailored to the needs of the individual pupil to support interest and access to reading. Pupils who receive 1:1 support will have access to support during reading lessons where appropriate to their needs. Teaching and learning will be ambitious for all and adapted to the individual needs of pupils where appropriate, however, the school recognises that not all pupils with identified special needs will automatically need additional support in reading and where pupils can access the learning and demonstrate their knowledge independently, this will be encouraged. For pupils with English as an Additional Language, teachers will ensure key vocabulary is clearly defined and understood and provide additional support where appropriate. All classes have an Inclusion Action Plan which includes general teaching strategies for different groups within the class based on teacher assessment.

Implementation

Embedding reading throughout our children's learning across all areas of the curriculum and their personal experiences is how we implement our vision. By engaging with parents and organising book-based activities and events throughout the year, including author visits and trips to the local library, our aim is to build a community of engaged readers who turn to reading for meaning and pleasure.

Our Systematic Phonics Programme is Monster Phonics. Monster Phonics is distinctive in its multisensory approach, using colour-coding, character cues, and engaging visuals to make phonics instruction accessible, inclusive, and memorable for all pupils. This method not only supports decoding skills but also builds enthusiasm and enjoyment around learning to read.

Our nursery phonics provision is not about introducing formal reading too early—it is about laying the vital foundations that ensure children are ready to thrive when they begin phonics instruction in Reception. Based on 'Phase 1' phonics, the Monster Phonics Nursery Programme supports early literacy by fostering rich, engaging learning experiences. Its flexible approach ensures these experiences are developmentally appropriate and play based. It is in line with Development Matters and the EYFS statutory framework and is part of our broader commitment to early language and literacy development.

The programme is designed to:

- Develop children's phonological and phonemic awareness, including rhyme, alliteration, syllable segmentation, and sound identification.
- Nurture a love of stories and rhymes.
- Boost confidence in speaking and the ability to express ideas clearly.
- Improve listening skills and conversational turn-taking, essential for classroom readiness.

Key features of our implementation include:

- Providing activities that build focused listening and attention, including oral blending and sound discrimination.
- Prioritising rich, high-quality vocabulary and back-and-forth conversational opportunities across all areas of provision.
- Sharing high-quality, stories, nursery rhymes and action rhymes to support rhythm, memory, and language play.

By establishing these early foundations, we ensure that children are well prepared to begin learning grapheme-phoneme correspondences (GPCs) and blending in Reception. Research consistently shows that strong phonological and phonemic awareness in the early years are among the strongest predictors of future reading success. Through this carefully structured but playful approach, we help close learning gaps before they appear, giving every child the opportunity to succeed from the very start.

In Reception and Key Stage 1 (KS1), phonics is taught with full fidelity to the Monster Phonics progression, ensuring clarity, consistency, and secure development for all pupils, including those with Special Educational Needs and Disabilities (SEND). By following the programme's carefully sequenced structure, we provide every child with the best possible start in reading. Daily Monster Phonics lessons are delivered from Reception through to Year 2, using a highly structured and systematic synthetic phonics approach. This consistent delivery creates a predictable and secure learning environment, which promotes pupil confidence, engagement, and success.

Using a single, unified programme across all classes ensures that phonics instruction is clear and coherent, avoiding confusion that can arise from the use of multiple methods. This shared approach enables pupils to build a strong and connected understanding of phonics, forming the foundation for fluent, independent reading.

Skills are taught in a systematic, cumulative sequence, with each lesson building directly on previously taught content. This allows children to move through the stages of reading development with confidence and accuracy, deepening their understanding at each step.

Lessons are designed to be engaging, well-paced, and responsive, supporting all pupils in mastering key reading skills, including grapheme–phoneme correspondences (GPCs), blending and segmenting for reading and spelling, and decoding fluently and accurately. This structured and consistent approach ensures that all pupils, regardless of starting point, are given the tools they need to become proficient and enthusiastic readers.

Intervention & Support

Regular and rigorous assessment underpins our phonics provision. We are committed to ensuring that every child makes strong progress in early reading, and we use ongoing formative assessment to closely monitor each pupil's development, identifying gaps in learning as soon as they emerge.

Assessment outcomes are used to:

- Inform and adapt daily teaching, ensuring lessons are tailored to the needs of the class and individuals.
- Track the progress of all pupils, including vulnerable groups and those with SEND.
- Guide same-day interventions and rapid catch-up sessions, so that misconceptions are addressed immediately and children can continue learning without falling behind.

Our approach is designed to be both proactive and responsive, ensuring that all children receive the targeted support they need, at the right time. Teachers use precise assessment data to plan tailored interventions, helping each child to consolidate key phonics knowledge and skills with accuracy and confidence.

This model of continuous assessment and intervention ensures that all learners are supported effectively and without delay. It enables us to maintain strong momentum in learning while promoting equity in outcomes across the cohort, so that no child is left behind in their journey to becoming a fluent and independent reader.

Teaching Reading using Decodable Books

Children take part in three reading practice sessions per week, working in small, adult-led groups to develop essential reading skills. These sessions are a core component of our phonics implementation and are designed to provide structured, focused, and meaningful reading experiences.

We use Monster Phonics decodable books, carefully matched to each child's secure phonic knowledge using the Monster Phonics Placement Procedure Chart. This ensures that all children read texts that are fully decodable for them, enabling success, fluency, and confidence.

Each session focuses on one specific reading skill, to avoid cognitive overload and to embed learning effectively:

- Decoding – applying phonics knowledge to accurately read words
- Prosody – reading with expression, intonation, and understanding
- Comprehension – using rich, interactive discussion to explore the meaning of the text

Children read each book three times across the week. This repetition supports the development of phonemic awareness, vocabulary acquisition, comprehension, and positive reading behaviours. Through this repeated exposure, children build fluency and deepen their understanding of texts.

All sessions are delivered by fully trained adults, ensuring high-quality instruction and the ability to respond to individual needs within the group. This consistent, focused support helps to close gaps quickly and ensures that every child has the opportunity to succeed.

By Year 2, we ensure that all pupils have completed the core decodable reading programme, equipping them with the skills and confidence required to access a broader range of texts as they transition into more advanced reading.

Targeted support is also prioritised for children who need additional help, including those with limited access to reading materials or adult support at home. These pupils are given additional one-to-one or small group reading time to develop fluency, vocabulary, and confidence.

Within KS2 we deliver whole class Guided Reading sessions three times a week based on the Ashley Booth scheme of work. High quality texts and passages rich in language and challenge have been selected, appropriate to the expectations of the year group and ability of the children. Teachers use these to develop high quality vocabulary; model the application of word reading and comprehension skills. Guided Reading sessions are characterised by explicit teaching of core reading strategies, oral response and collaboration. Strong links are made between reading and writing. Children read and enjoy high quality fiction and non-fiction texts, which (where possible) are linked to their topics across the curriculum. All children read aloud during group/whole class reading, throughout all subjects.

We ensure that children are offered high-quality books that reflect the diversity of our modern world. Every class, each year, will benefit from a curriculum which is centred on high quality texts. These are used to teach the different reading skills, but also to understand others' points of view, to expand horizons, and to be a shared experience for the class to discuss. All teachers are responsible for providing a stimulating reading environment, promoting book ownership and recommending books to pupils. Classroom and central displays are language-rich, and special displays promote authors and books. All classrooms have a well-stocked book area with a range of fiction and non-fiction. Pupils also have opportunities to read magazines, information leaflets and ICT texts.

We recognise the importance of reading at home to develop and embed reading skills. We expect children to read at home every day for ten minutes. Children are provided with an appropriately challenging book, and a reading record, to support this. Titles are banded to closely match children's reading age, with appropriate challenge. Books are read both in school and for home-reading to ensure that children experience a wide breadth of reading opportunities across different genres.

Impact

Assessment is central to the success of our phonics and early reading provision. We implement a robust and responsive system of formative and summative assessment to track progress, identify learning gaps early, and ensure that no child is left behind on their journey to becoming a confident, fluent reader.

Formative assessment is embedded in daily classroom practice and is used to:

- Monitor pupil understanding during and after phonics lessons
- Identify children who require same-day intervention or additional support with specific grapheme-phoneme correspondences (GPCs) or tricky words
- Inform the adaptation of teaching in real time, ensuring children receive timely reinforcement and repeated practice as needed

Teachers assess through observations, oral responses, and short review tasks, using these insights to guide their instruction and address individual needs throughout the school day.

Summative assessments are conducted regularly using the Monster Phonics assessment tracker across all year groups. These provide:

- Heatmaps and summary reports for individuals, classes, and cohorts.
- Insight for teachers, Reading Leaders, and senior leaders to analyse progress and identify specific gaps.
- Evidence to guide targeted interventions and adjust teaching strategies.
- Data to support strategic monitoring by SLT, ensuring that trends in attainment are addressed and that vulnerable learners receive appropriate support.

Children who are not meeting expected milestones are reassessed every three weeks to monitor their response to intervention. Placement assessments are used to accurately baseline new starters and ensure they are supported at the right level from the outset.

Statutory Assessment – Year 1 Phonics Screening Check

Children in Year 1 sit the national Phonics Screening Check, which assesses their ability to decode using GPC knowledge. Children who do not meet the expected standard resit the check in Year 2. To prepare children and track readiness:

- We use both formative classroom assessments and scheduled summative assessments to evaluate progress.
- Data is used to ensure pupils are on track and to implement additional support where necessary.
- Regular tracking allows teachers and leaders to monitor cohort performance and adjust planning or provision strategically.

We believe that reading is key to all learning; the impact of our reading curriculum goes beyond the result of statutory assessments. Children have the opportunity to enter the wide and varied magical worlds that reading opens up to them. As they develop their own interest in books, a deep love of literature across a range of genres, cultures and styles is encouraged. Children develop their reading accuracy and fluency as well as their knowledge and understanding of word meanings and vocabulary. Above all, children develop a love of reading, showing excitement and interest, inspiring them to be lifelong readers.

Linked policies:

English policy

Curriculum policy

Learning and Teaching Policy

Assessment policy

Health and Safety Policy

Equal Opportunities policy

SEND policy

Appendix:

Key Document Links:

[Reading progression map](#)

