



“Creating excellence, embracing all.”

**SUBJECT POLICY
FOR
READING
2024-2025**

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Curriculum Action Team: Languages

Headteacher: Jo Reid

Chair of Governors: Sue Miller

Renewal date: September 2025



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:

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.

Early Years Foundation Stage

In Early Years Foundation Stage (EYFS) we provide the pupils with lots of opportunities to develop their communication and language skills which feed into their early phonics. We dedicate time to absorb the children in stories where we support the pupils in book talk opportunities and engaging them in discussions about what is happening in the stories they have heard. The pupils take part in listening and attention games, musical and singing activities and early phonic games which support the pupils in distinguish between the sounds they hear in the environment and in their experiences. The language rich environment provides opportunities for pupils to develop their communication and language skills as well as their Literacy skills.

Phonics

In Reception and Key Stage 1 (KS1) we use a systematic synthetic phonics programme called 'Read Write Inc' (RWI) which is supported by their comprehensive scheme of reading books. All pupils have daily phonics lessons where they participate in speaking, listening, spelling and reading activities that are matched to their current needs. We recognise that systematic, high quality phonics teaching is essential to secure pupil's understanding. We assess the pupils at the end of each short-term using the RWI assessments and place them in the corresponding group to match their attainment.

We use the RWI Book Bag Books to support pupil's individual reading and these are used in school on a 1:1 basis and are also sent home for the pupil to read with their families.

When the pupils have completed the RWI programme, they move onto guided reading sessions where they develop their fluency and comprehension skills.

KS1

In KS1, the pupils have lots of opportunities to have a variety of stories read to them. Most days end with a story being read to the children which they can talk about as a class, developing their understanding of the content and features in books. Within Year 2, there are three mornings per week in which pupils will come in and read to themselves or an adult. Within Year 1, the pupils have daily opportunities to read to an adult. By observing and assessing their reading progress teachers can provide support for those who need further support through small group or one to one intervention. The pupils can also access reading during continuous provision, whether they choose to read in the reading area, or access one of the English challenges.

KS2

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.

Additional support

For those children requiring additional phonics intervention, KS2 included, this is carefully planned for by assessing their individual gaps and using the RWI programme planning to support. In Key Stage 2 (KS2), those children still not secure in their phonics, year 4 and above, we are using the RWI Fresh Start Scheme to ensure that all gaps are filled in children's knowledge before they leave primary school. In addition, any children working below Age Related Expectations (ARE) are given further opportunities to read, either in small group interventions and/or one-to-one sessions. This with either their class teacher, teaching assistants or reading volunteers.

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

Impact is measured through ongoing RWI assessments (Reception/KS1) and termly NFER assessments (KS1 and KS2). In addition, we use the Salford Reading Test to measure age related progress for children using Fresh Start or other reading group interventions.

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](#)

[English in the Early Years](#)