

YARDLEY WOOD COMMUNITY PRIMARY SCHOOL



Embedded Reading Policy

Spring 2025

To be reviewed Spring 2026

Introduction

At Yardley Wood Community Primary School, we believe in encouraging an ethos of enjoyment, challenge and understanding of texts. Reading is fundamental in allowing children to access a rich and varied curriculum, whilst providing them with a strong foundation to build their academic and life successes: reading provides the opportunity to develop not only academically, but culturally, socially and emotionally too. We want children to immerse themselves in the exciting world of fiction to spark their imagination, to get lost in the magical world that is created, to lose themselves in the plot of a novel and let their imagination run wild. Providing them with a range of non-fiction texts evokes their curiosity and quenches their thirst for facts and knowledge. Through regular comprehension sessions and exposure to high quality texts, we aim to: deepen children's understanding; extend their knowledge of a wider range of vocabulary; and equip them with a range of skills necessary to become independent and active readers.

The aim of this policy is to instil passion and achievement in reading in all pupils, which they will carry on into subsequent phases of education, and into later life.

Aims and objectives

- To ensure that all pupils can read easily, fluently and with good understanding
- To develop the habit of reading widely and often, both for pleasure and information
- To ensure that all pupils acquire a wide vocabulary, with a knowledge of linguistic conventions for reading that go on to support a good level of writing
- To express opinions, articulate feelings and formulate responses to a range of texts, both fiction and non-fiction, using appropriate technical vocabulary
- To be effective, competent communicators and good listeners
- To ensure that all pupils appreciate our rich and varied literary heritage
- To ensure that all pupils use discussion in order to learn; they should be able to elaborate and explain clearly their understanding and ideas
- To meet the requirements of the National Curriculum
- To monitor and evaluate the quality of teaching and learning across the school
- To ensure that all children achieve their full potential in reading

Approach

Reading is taught in line with objectives set out in the Programmes of Study from the National Curriculum.

Accelerated Reader

Children from Years 2-6 are assessed using our Accelerated Reader scheme to ensure that the books that they are reading are tailored specifically to their ability. Accelerated Reader enables teachers to target and accelerate reading growth for students of all ability levels. Accelerated Reader encourages differentiated reading practise to create strong readers. Based on each student's independent reading level, Accelerated Reader helps teachers set personalised goals for each student, and guide students to books that are difficult enough to keep them challenged, but not so difficult as to cause frustration. In addition, Accelerated Reader helps teachers monitor students' vocabulary growth, literacy skills development, and other reading skills.

- Children will complete a STAR Reader assessment once each half term
- Each student should be reading on their ZPD, or reading level, as determined by the STAR Reading assessment
- This is kept as a record on children's individual bookmarks
- Children must maintain an 85% correct average on comprehension within a minimum of three AR quizzes before moving onto the next level. However, teachers will maintain a degree of 'flexibility' when working with the children in their class to determine if they require further consolidation within a level or are ready for the challenge of the next level within their ZPD.
- Diagnostic reports from STAR Reader assessment will be used by teachers to inform individual reading requirements, including those who are working below benchmark and require intervention
- Progress reports will be produced for each student to inform teacher assessment
- Accelerated Reader time will be timetabled four times per week for 20 minutes
- During this time, teachers will read on a 1-1 basis with targeted children to close gaps in attainment
- Reading with children is recorded and uploaded onto our online learning platform Seesaw, with evidence for every child a minimum of once per half term.

Comprehension

Our comprehension sessions are timetabled twice per week for children in Years 3-6, with a focus upon one text every two weeks. These are focused, teacher-led sessions that deepen children's understanding of a text. We use Schofield & Sims Complete Comprehension Scheme which provides children with a range of fiction and non-fiction texts that are age appropriate but also challenge. They follow the structure of: read and discuss the text; introduction and application of vocabulary; a specific skill focus; and an opportunity to provide their own response to a text. Supplementary resources are also Schofield & Sims and CGP, including stretch texts.

During their time in EYFS and Year 1, our pupils learn to read and write effectively and quickly using the Read Write Inc. Phonics programme using daily focused phonic sessions to develop their word recognition and reading fluency and also to develop writing and spelling skills. The children are organised into groups based on their phonic ability relating to each phase of the phonics programme. As they move into Year 2, children who are secure in their phonics knowledge follow the same structure as Years 3-6 for comprehension. Those who still require phonics intervention, continue to receive phonics and complete an appropriate comprehension session once per week. In addition to this, any children in year groups further up the school who have been assessed as working below national expectations in phonics will receive further intervention to support their development in reading and writing. Our aim is for pupils to complete the phonics programme as quickly as possible.

Reading for pleasure

Our school library is well stocked with a range of fiction and non-fiction books, newspapers and magazines that children can access. Each class has access to the library a minimum of twice per week where they can change both their library and their AR books. Children are encouraged to take their books home to read also.

Every year, the school takes part in World Book Day, where children are encouraged to dress up as their favourite characters and share their love of books. We celebrate world book day across a week of reading, where assemblies, artwork and competitions/challenges take place.

Twice per year we hold a Scholastic book fair, where children have the opportunity to purchase new books. The school receives rewards for purchases made and is able to exchange these for books to add to our library.

Assessment

Children's reading will be assessed on entry to school using the Accelerated Reader STAR quiz. Any child working below age related expectations will be given immediate support. Where children's reading skills are weak, an assessment of their phonic knowledge should take place and then placed in a RWInc group matched to their reading ability.

Reading ages should be monitored and any child raising concern should be picked up quickly and support put in place. Reading interventions need to be put in place for children of high concern or with SEN needs.

Information from their STAR Reading Test (Accelerated Reader) can be shared with parents. It is expected that all children should be making improvements in their reading and where this is not happening this is being monitored carefully and strategies/support are in place.

Every child in KS1 and KS2 will complete a PIRA Assessments at the end of each term as formal summative assessment. Teachers will make their judgements based PIRA, class work and reading age. These judgements will be uploaded on to iTrack every half term to monitor and analyse whole school progress and attainment.

Monitoring and evaluation

The Reading Subject Leader will be responsible for monitoring the quality of teaching and learning through various means:

- Pupil book studies
- Moderation of assessments
- Monitoring of AR progress and attainment

Evidence gathered is used to form an action plan as part of the School development plan for reading, including training requirements, support materials/resources and supporting staff and year groups in the development of teaching and learning in reading.

Equal opportunities and special educational needs

It is expected that all children will be given the opportunity to learn in a creative and encouraging learning environment which encompasses a range of learning and teaching styles. All children are entitled to this. It is hoped that this approach will motivate and support children's learning at all levels including the Able and Talented, EAL and children identified with a Special Educational Need (SEN)

- All pupils are encouraged to read books that are suitable for their reading ability.
- Pupils with special educational needs and disabilities (SEND) receive additional support from teaching assistants to enable them to develop a passion for reading. This can be delivered through 1-1 sessions or reading interventions designed around closing gaps in fluency skills.
- Evidence of individual assessment and monitoring supports the early identification of pathways for SEND pupils and their transition through key stages.
- The special educational needs and disabilities coordinator (SENDCO) makes reading for pleasure part of the individual learning plans for pupils with SEND.
- Academically more able pupils are provided with reading materials which challenge them and keep them interested in reading new material.

Yardley Wood Community Primary School is fully committed to ensuring the equal treatment of all its pupils and staff, and this is reflected in the reading materials which it uses, the school is committed to guaranteeing that nobody is victimised or discriminated against any protected characteristics.

Communication

Governors are kept informed of developments and priorities through regular feedback and termly update reports written by the Embedded Reading Leader. Governors hold leaders accountable for the progress and outcomes in Reading across school and have links with the Reading/Writing governor

Policy approved by the Governing Board:

Signed **Chair of Curriculum Committee**

Date