



Reading Policy

Our Vision:

At Ferndale, we want to foster a lifelong love of reading regardless of ability or background. Carefully selected texts including stories, poems and non-fiction are shared with children to develop vocabulary, language comprehension and most importantly, a love of reading. Our reading spine incorporates books which deal with real life issues, have differing main characters or which reinforce the curriculum studied. We aspire for our children to be able to talk about a range of authors' work using it for inspiration in their own writing. As children move from developing to more confident and independent readers, our reading curriculum reflects the skills required to do this.

We are determined that every pupil will learn to read, regardless of their background, needs or abilities. All pupils, including the weakest readers, should make sufficient progress to meet or exceed age-related expectations. Through our phonics programme and a rigorous approach to the teaching of reading, we will enable our pupils to become successful, fluent readers who go on to developing their love of reading into Key Stage 2 and beyond. Being able to read is the most important skill children will learn during their early schooling and has far-reaching implications for lifelong confidence and well-being. Reading is high-priority throughout all curriculum areas at Ferndale. **(Taken from Phonics and Early Reading Policy)**

Implementation:

Reading is taught through structured two-week cycles, with high-quality texts carefully selected to align with each year group's writing curriculum. This ensures that pupils develop a deep understanding of language, vocabulary, text structures and authorial intent while making meaningful connections between reading and writing. Throughout each cycle, pupils engage in close analysis of the chosen text, exploring its themes, characters, language choices and organisational features. This approach supports the development of both reading comprehension and the ability to apply these skills within their own writing.

During each reading cycle, pupils are encouraged to explore texts in depth through a range of speaking and listening opportunities, discussion activities and drama-based approaches. Children are taught to "unpick" and interrogate texts, make comparisons across a variety of genres and authors, and justify their ideas using evidence from the text. They are also provided with regular opportunities to answer a range of comprehension questions, including retrieval, inference, vocabulary and authorial intent questions. As pupils progress through the school, question types increasingly reflect the end of Key Stage 2 reading domains and question stems, enabling children to become familiar with the skills and expectations required for statutory assessments. Each two-week cycle concludes with an application task using an unseen text, allowing pupils to independently demonstrate and transfer the reading skills they have developed.

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Our reading curriculum is designed in line with the Department for Education's Reading Framework, which emphasises the importance of explicit comprehension instruction, rich discussion and exposure to high-quality texts. Lessons are carefully planned and adapted to ensure that all pupils, including those with Special Educational Needs and Disabilities (SEND) and those working below age-related expectations, can access the curriculum and make progress. Adaptations may include scaffolded questioning, pre-teaching of vocabulary, additional modelling, targeted adult support and carefully selected resources. Through this inclusive approach, all pupils are supported to develop fluency, comprehension, language skills and a lifelong enjoyment of reading, in line with the principles and recommendations outlined in the Reading Framework.

Staff know who the lowest 20% are in their classes and put in place additional opportunities for reading and interventions.

Impact:

Reading in our school is progressive and planned to meet the needs of all children.

Assessments are carried out regularly to ensure children are accessing books at the right level and are being challenged in their reading. At the same time, we provide books to ensure that children read for pleasure and learn to love reading. When children are keeping up with the curriculum, they are deemed to be making expected or more than expected progress. In addition, we measure the impact of our curriculum through the following methods:

- Phonics assessment;
- Phonics screening results;
- Book band colour – assessed using Collins Reading Fluency assessments;
- Teacher assessment through the reading cycle;
- Fortnightly assessment of skills through an unseen text;
- Termly Headstart assessments;
- End of Key stage SATs results.

For children who are making less than expected progress, Salford reading tests are used to identify reading ages to support specific interventions which are run in half termly cycles.

What do we expect attainment to look like?

By the time children leave our school, we expect them to communicate through speaking and listening, reading and writing, with confidence, fluency and understanding in a range of situations. We will make every effort to encourage our children to foster a love of literature.

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The aims of teaching reading in our school are to develop pupils who:

- show high levels of achievement and exhibit very positive attitudes towards reading;
- rapidly acquire a secure knowledge of letters and sounds and make sustained progress in learning to read fluently;
- read easily and fluently with good understanding across both fiction and non-fiction;
- acquire a wider vocabulary;
- participate in the teaching of phonics knowledge, skills and understanding in a systematic and enjoyable way;
- develop their reading in all subjects to support their acquisition of knowledge;
- develop a love of reading;
- read for pleasure both at home and school on a regular basis;
- through their reading develop culturally, emotionally, intellectually, socially and spiritually;
- develop good comprehension drawing from their linguistic knowledge.

By the end of Key Stage One, the majority of children should be working at the expected standard as defined by the now non-statutory Teacher Assessment Framework documentation.

By the end of Year 4, children will have been exposed to the National Curriculum for Years 3 and 4. The majority of children will be developing or secure. Most pupils should be secure by the end of Year 4.

By the end of Key Stage Two, the majority of pupils should be working within the range of developing to secure. Most pupils should be classified as working at the expected standard. Some children will be working at the expected standard with greater depth.

What do Reading lessons look like?

In KS1, Children in Reception and Year 1 receive daily, discrete phonics sessions. In Year 2, phonics teaching and revision is incorporated within sessions focusing on developing grammar. Depending upon the cohort of children, phonics sessions may be delivered to the whole class or to smaller groups. In Year 2, pupils are introduced to reading comprehension through the use of short, carefully selected extracts accompanied by age-appropriate questions that develop key comprehension skills, including retrieval, vocabulary, sequencing and inference. This approach allows children to build confidence in understanding and responding to texts while developing the foundational skills required for more sustained reading activities. From the Spring Term onwards, Year 2 pupils transition to the whole-school reading approach, engaging in the same two-week reading cycle as other year groups. Texts are closely linked to their writing journey, enabling pupils to explore texts in depth through discussion, drama, comparison and comprehension activities before applying

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their skills independently to an unseen text at the end of each cycle. This gradual progression supports the expectations of the Reading Framework by ensuring that pupils develop fluency, language comprehension and confidence as readers through explicit teaching and regular opportunities to discuss and respond to high-quality texts.

KS2:

With support from staff, specific slides have been created to support the planning and teaching of writing.

Each lesson starts with a skills-based objective linked to a specific reading domain. Each lesson has the same structure: Modelling- where a teacher supports children in accessing the skill for that lesson, Doing- children have a go at age-appropriate questions linked to the skill of the day, Proving- a reasoning style question linked to the skill. This may be a true or false question or prove me right or wrong. Extending- extending learning through thought-provoking questions which need evidence and an explanation to support their explanation, Connecting- a strand for our GDS readers where they can make links across texts, between characters or genres they have read. Staff work closely with their year group teams to adapt and alter lessons based on the needs of their individual children and to use the planning document as a working and changeable document to suit the needs of the children.

Teach Like a Champion (TLAC)

Reading lessons are delivered using principles from *Teach Like a Champion (TLAC)* to promote high levels of engagement, comprehension and academic achievement. Teachers use *Everybody Writes* to ensure that all pupils regularly write at length and develop the quality, depth and accuracy of their responses to texts. Sentence parameters are provided to support pupils in constructing clear, well-developed answers using appropriate vocabulary and evidence from the text. Children are actively encouraged particularly in KS2 to assess their answers and develop them further in green pen through the use of Show Calls and exemplar answers. The *What to Do* cycle is used to establish clear routines and expectations, enabling pupils to deepen their knowledge and understanding of texts while developing effective strategies for answering questions. Opportunities for discussion are embedded through *Turn and Talk*, *Call and Response*, and *ABC (Agree, Build and Challenge)*, which encourage pupils to articulate their thinking, listen actively to others and extend their understanding through collaborative dialogue.

Early Reading and Phonics:

Phonics:

We follow the Little Wandle Letters and Sounds Revised systematic, synthetic phonics programme. The learning of phonics is the beginning of children's body of knowledge, skills and understanding that are an essential part of learning to read.

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In order to read and understand texts, children must learn to recognise and decode words on a page. Children should be taught four skills:

- grapheme–phoneme correspondences (that is, the alphabetic code) in a clearly defined, incremental sequence
- to synthesise (blend) phonemes (sounds) in order all through a word to read it
- to segment words into their constituent phonemes for spelling
- that blending and segmenting are reversible processes.

It is generally accepted that English has 44 sounds (although this number varies slightly, depending

on regional accents). The way the 26 letters of the alphabet are used in English (singly or in combination) to represent the 44 sounds is referred to as the alphabetic code.

In the alphabetic code in English:

- a single phoneme can be represented (spelt) in different ways, using one, two, three or four letters. For example, the sound /aw/ can be represented as 'or', 'saw', 'haul', 'lore', 'fraught' and 'sought'
- one grapheme (that is, a letter or combination of letters) can represent different sounds. For example, the digraph (two letters) 'ow' sounds different in 'crowd' and in 'low'; the four letters combined in 'ough' are pronounced differently in 'through', 'rough' and 'bough'; the letter 'c' represents a /s/ sound at the beginning of 'circus' and a /k/ sound in the middle, and so on.

Good quality phonics teaching allows the child to be secure in the skills of grapheme/phoneme correspondence, word recognition and decoding which allows children to read fluently.

This will result in children being able to read for pleasure and will allow them to move onto developing higher order reading for meaning skills. Ongoing, regular and detailed assessment of children's phonic knowledge enables class teachers to identify, and provide immediate support, to any pupils falling behind the programme's pace. This is where children may receive additional phonics practice in addition to their usual phonics session.

(More information linked to phonics can be found in the Phonics and Early Reading policy.)

What should Reading books look like?

Staff should work alongside children throughout a journey providing instant feedback to children. Verbal feedback should be evident in identifying and correcting any mistakes or misconceptions and to move children's learning on within a lesson. Modelling may be provided to support children in making progress during the lesson. In some lessons, Everybody Writes may be used to support children in writing extended answers with teachers providing children with sentence parameters and modelled answers to support this.

Evidence of pupils' reading learning is recorded in reading books and demonstrates the progression of comprehension skills across the curriculum. Children respond to a range of application questions linked to vocabulary, characterisation, inference and authorial intent, encouraging them to justify their thinking using evidence from the text. A variety of strategies are used to deepen understanding, including 5 Finger Summaries, KWI (Know, Wonder, Infer) grids, hot-seating, conscience alley, freeze frames and other speaking, listening and drama

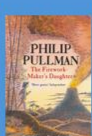
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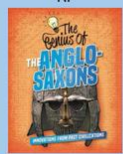
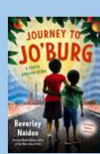
activities. These approaches enable pupils to explore texts from multiple perspectives, develop oral language skills and engage critically with what they read. Teachers use the school's "Guide It, Do It, Deepen It and Diving Deeper" approach to scaffold and extend questioning. This structure supports pupils in developing confidence with familiar texts before moving on to make comparisons across a range of texts and independently applying their reading skills to unfamiliar texts. Through this graduated approach, children are given regular opportunities to demonstrate retrieval, inference, vocabulary and evaluative skills, preparing them for the demands of end of Key Stage 2 reading assessments while fostering thoughtful, engaged and reflective readers.

Reading Spine:

EYFS and KS1 reading Spine 2026-2027			
Term:	Autumn	Spring	Summer
EYFS			
Year 1			
Year 2			

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Lower KS2 Reading Spine 2026-2027			
Term:	Autumn	Spring	Summer
Year 3	  	  	  
Year 4	  	  	  

Upper KS2 Reading Spine 2026-2027			
Term:	Autumn	Spring	Summer
Year 5	  	 	  
Year 6	  	  	  

Ferndale's Reading Spine is based on Pie Corbett's principle that children should receive a wealth of engaging, quality texts as part of regular class story time. The texts selected are from recommended reads for each year group or because they are linked to a particular topic for that year group. Every year group has a non-fiction text within their spine to supplement their learning journeys. Throughout class story time, PSHE/ SEMH issues that occur within the texts, such as loss, can be explored in an age-appropriate manner. The books are subject to change, depending upon changes to topic, new releases or issues we feel year groups may need to explore. Each class also has access to a range of books promoting diversity to supplement their reading diet within class.

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To promote a love of reading and ensure regular access to high-quality literature, every phase maintains a dedicated library or reading area that is welcoming, engaging and reflective of the school's reading culture. Each reading area contains carefully curated reading crates filled with age-appropriate texts linked to significant figures, diversity and inclusion, curriculum topics and emotional wellbeing. These collections are regularly reviewed and updated to ensure that pupils encounter a wide range of authors, characters, experiences and viewpoints that both reflect and broaden their understanding of the world.

The reading crates support pupils in making meaningful connections between their reading and wider learning across the curriculum while also fostering empathy, curiosity and cultural awareness. By providing access to texts that celebrate diversity, explore important historical and contemporary figures, and support emotional literacy, pupils are encouraged to develop as confident, informed and reflective readers. This approach aligns with the principles of the Reading Framework, which highlights the importance of exposing children to a rich and varied literary diet and creating environments that nurture reading for both pleasure and purpose.

Home Reading:

Children's reading journeys continue at home through rich and varied range of banded texts and free home readers. Reading records support this journey and are part a child's opportunities to answer a range of skills and develop their wider reading. Parents and carers are supported by staff using questions in their reading records to model how to share a text and check for understanding. Those children who are identified as not having read at home will be identified by the class teacher and will have additional sessions where they read to class teacher or support staff to ensure equal opportunities for all children.

Staff are expected to hear each child in their class read over a two-week cycle. Through the use of our reading assessment ladders and Collins words per minute assessments, staff can assess children's reading against their book band and ask questions which relate to their assessed reading level. To foster a love of reading, children have been set a target of reading at home with their parents- reading three times at home results in children earning five dojos. In addition to this, children have an additional reading book supplementary to their banded book to enjoy with their parents at home.

Reading Sheds:

To further promote reading for pleasure and widen access to high-quality books, Reading Leaders and pupils across the school have actively fundraised for the installation of reading sheds around the school grounds. These reading sheds operate in a similar way to the

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community 'Little Libraries' found across the country, providing pupils and families with free access to a range of books that can be borrowed, shared and enjoyed at home. The initiative reflects the school's commitment to ensuring that all children have opportunities to engage with quality texts beyond the classroom, regardless of circumstance.

The reading sheds support the development of positive reading habits, encourage family engagement with reading and help to foster a culture where books are valued and readily accessible. By increasing opportunities for children to read for pleasure and discover new authors and genres, the sheds contribute to the school's wider aim of developing lifelong readers. This approach aligns with the Reading Framework's emphasis on creating a strong reading culture, promoting reading for pleasure and ensuring that children have regular access to a broad and diverse range of high-quality texts.



Monitoring:

The quality of teaching and learning in reading is monitored through learning walks, SLT book looks and through the monitoring of books by the English Lead. Home diaries and class Reading Records are also monitored by subject lead termly. In addition, continuity and progression across the school is monitored by the subject leader in moderation and 'progression' staff meetings. Staff meetings are planned for to support 'gaps' in subject knowledge or provide support and CPD to improve writing across school.

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A named member of the governing body is briefed to oversee the teaching and learning of English. The link governor meets, at least termly, with the subject leader to review progress.

Staff Development:

Through monitoring and evaluation, areas of development and training are identified. With support from the English Co-ordinator and SLT, teachers are expected to keep up to date with subject knowledge and make use of materials within school and materials provided during staff training.

English and Inclusion:

At our school, we believe that every child is entitled to a rich, ambitious and inclusive English curriculum. We recognise that pupils arrive with different experiences, needs, strengths and levels of prior attainment, and our teaching is adapted to ensure that all children can access high-quality texts and develop as confident readers, writers and communicators. High expectations are maintained for all pupils, including those with SEND, pupils working below age-related expectations and those who require additional support with language and communication.

Teachers use a range of adaptive approaches to remove barriers to learning while maintaining the integrity and ambition of the curriculum. This may include pre-teaching and revisiting vocabulary, explicit modelling, scaffolding, visual and practical resources, targeted questioning, oral rehearsal, additional adult support and carefully selected texts or extracts. Reading activities provide opportunities for children to develop their ideas verbally before recording them independently, with speaking, listening and drama strategies such as hot-seating, conscience alley and freeze frames supporting pupils to develop language, comprehension and confidence. The school's *Guide It, Do It, Deepen It and Diving Deeper* approach enables teachers to scaffold learning and provide appropriate challenge, ensuring that pupils can work towards the same ambitious curriculum goals at an appropriate level of support.

Our English curriculum also reflects and celebrates the diversity of our school and wider society. Through our reading areas, reading crates and whole-school texts, children encounter a broad range of authors, characters, cultures, experiences and perspectives, including texts linked to diversity, significant figures, emotions and curriculum learning. This enables pupils to see themselves represented in literature while also developing empathy, curiosity and an understanding of experiences different from their own. We are committed to ensuring that reading is both a tool for academic success and a means of helping children understand themselves, others and the wider world.

Parental and Community involvement:

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We value our parent involvement in children's development of their reading and promote a home school partnership in the following ways:

- Sharing information through the Ferndale App
- Celebrations: assemblies, school performances, sharing stories on World Book Day and displays
- Homework: in-line with our homework policy and home/school agreement
- Home Reading Records and sharing a story with their children.

Assessment, Reporting and Recording:

Assessments are made in line with the school assessment policy. Teachers report to parents three times a year in parents' evenings, interim report in the Spring term and in the annual report to parents. Children are assessed on entering, and this is on-going throughout their school life. Termly assessments are completed using the HeadStart reading assessment. This provides staff with a raw and scaled score which relates to working towards, working at or working at greater depth within the expected standard. This supports staff in their moderation of pupil's reading levels. Reading data is tracked through Insight, discussed in pupil progress meetings and moderated by SLT. Teachers are provided with learning ladders, with objectives linked to the National Curriculum, to support their judgements and planning next steps for their children. A robust and developing system of moderation and monitoring, ensures the accuracy of judgements in line with national standards.