



CLIFFORD ALL SAINTS PRIMARY SCHOOL

Reading Policy

Date of Policy review September 2026

“Reading is the skill.

Teaching students to unlock the full meaning of the texts they read is the single most powerful outcome a teacher can foster.

If your students can read well, they can essentially do anything.”

Doug Lemov

Rationale

A whole school reading review undertaken during the Autumn Term of 2024 has led to the review and updating of the following policy, which we feel now reflects our current position in terms of a progressive and cohesive reading offer. The review centred around the Active View of Reading (explained in more depth within this policy) and has led to significant investment, from the school, JMAT and the PTA, who have pooled funding to purchase brand new sets of texts which are all part of a progressive series called Big Cat, published by Collins, and designed in conjunction with Little Wandle; the scheme we use to teach phonics in Reception, Year 1 and Year 2.

This means that we now have:

- Over 200 Collins Big Cat for Little Wandle Phonics books for children at the initial stages of their reading journey.
- 40 Collins Big Cat Little Wandle Fluency books bridging the gap between Phonics books and Reading books, for children who need some support in being able to read with pace, accuracy and expression.
- Over 330 Collins Big Cat Banded Reading books for children to work their way through progressively once they have completed our phonics programme (Little Wandle).

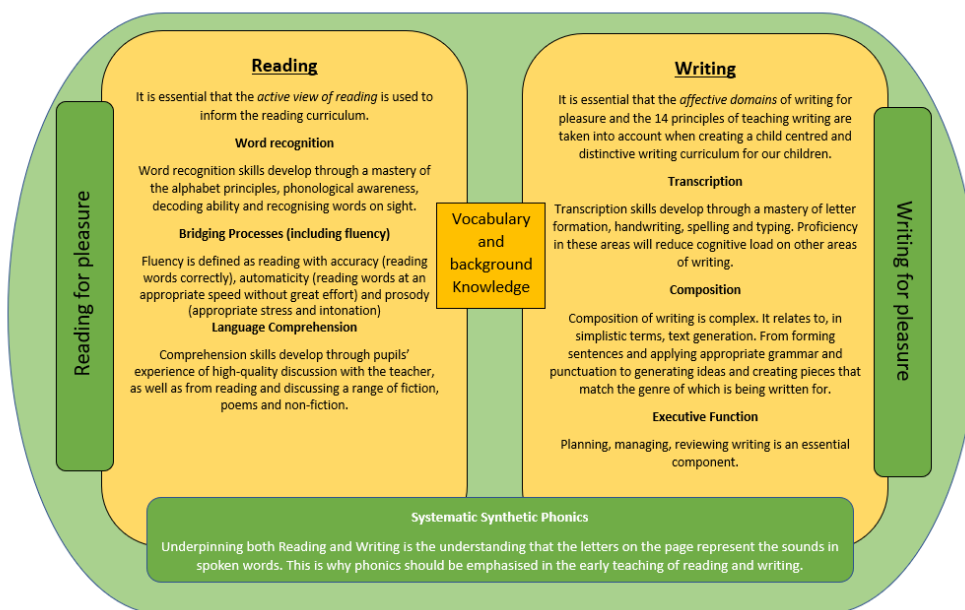
Intent

At Clifford All Saints Primary, reading is our key endeavour: driving our purpose, linking together our entire curriculum, encompassing all our teaching and learning. Our aim is to equip every child with

the knowledge, drive and character necessary for success at every stage of their development from their individual starting points and as they move on to secondary school and beyond. In order for every child to meet their challenging targets and reach our high aspirations, they must become highly proficient, fluent readers, able to read effectively and productively. Our ambition is to systematically cultivate in our children the habit of reading, to develop their confidence in reading, and to ensure that they acquire a love of reading that will last a lifetime. It is our moral purpose to give the gift of reading to future generations, and so it is to this end that the staff at Clifford All Saints are relentless in realising this for our children. Owing to its importance, reading is rightfully placed at the centre of our curriculum.

Reading is *the* keystone of our English Curriculum Model, providing opportunities for our children to ignite their imaginations and fan the flames of their curiosity. We aim to underpin the strength of high-quality texts and our children’s response to reading them by building in opportunities for reading into writing and applying the use of taught vocabulary. Our English Curriculum Model has been carefully designed to combine our cohesive approach to the teaching of English as a whole, whilst recognising the various component strands. All the strands complement each other and support our children’s development and success. The diagram below illustrates how the teaching of systematic synthetic phonics and reading for pleasure are woven around writing for purpose:

Reading into writing, writing into reading, reading as a writer, writing as a reader



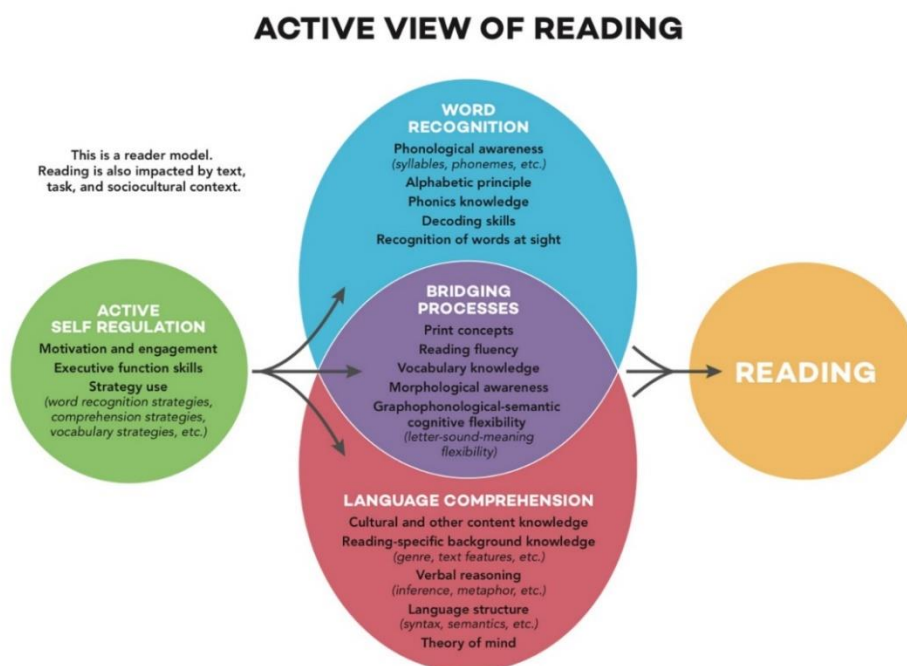
At Clifford All Saints we will provide **every child** with opportunities to:

- Decode and read fluently, with prosody, accuracy and automaticity

- Read with enjoyment and engagement
- Achieve at least expected standards that match, or exceed, their individual targets from their starting points
- Have access to a wide range of high-quality texts across genres and curriculum areas
- Have access to classic and contemporary texts using a variety of medium (books and online material)
- Have access to reading material that is representative of their culture, heritage and community
- Develop a lifelong love of reading

Implementation

Reading is a core subject in the National Curriculum and we use the English Programmes of Study as the basis for implementing the statutory requirements of the programme. The National Curriculum informs what we teach in the long-term in reading and supports the planning of the reading skills and content domains to be taught and assessed against. Furthermore, all the staff at Clifford All Saints recognise that the *science of reading* is complex, and so, the curriculum offer for reading takes account of all the nuanced behaviours and components as identified in the model below. This theoretical model informs our day-to-day practice in reading and all professional development pertaining to it.



Timetabling

The reading curriculum at Clifford All Saints takes the following form in terms of timetable:

Reading Timetable

	8.45	9.00-9.30	9.30-10.30		11:45 – 12:15		1:00-1:15	1.00 -1.30	1.30-2.00	2.00-2.30	3.00 - 3.15
Monday	Register	Reception Phonics		Break	Y1 Phonics	Lunch	Reception Guided Reading	Y1 Guided Reading	Phase 5.5 Guided Reading	Whole School Story time	
	Morning work task	Y2/3 Fluency			Y2-6 Whole Class Reading		Register and Reading for pleasure	Reading within the wider curriculum			
Tuesday	Register	Reception Phonics		Break	Y1 Phonics	Lunch	Reception Guided Reading	Y1 Guided Reading	Phase 5.5 Guided Reading	Whole School Story time	
	Morning work task	Y2/3 Fluency			Y2-6 Whole Class Reading		Register and Reading for pleasure	Reading within the wider curriculum			
Wednesday	Register	1:1 Readers – Reception/Y1		Break	Y1 Phonics	Lunch				Whole School Story time	
	Morning work task	Reception Phonics			Y2-6 Whole Class Reading		Register and Reading for pleasure	Reading within the wider curriculum			
Thursday	Register	Reception Phonics		Break	Y1 Phonics	Lunch	Y2 Phonics		Phase 5.5 Guided Reading & Reception Guided Reading	Whole School Story time	
	Morning work task	Y2/3 Fluency			Y2-6 Whole Class Reading		Register and Reading for pleasure	Reception Guided Reading			
Friday	Register			Break	Rec/Y1 Phonics	Lunch			Y1 Guided Reading	Whole School Story time	
	Morning work task				Y2-6 Whole Class Reading		Register and Reading for pleasure	Reception Guided Reading			

Little Wandle: phonics and early reading

We are committed to ensuring that every child has the best foundation for reading success through the development of decoding strategies. We aim for every child to keep up from the start, whilst recognising that some children, for example those requiring the provision of special education, may require more time, support, adaptations and practise. We teach phonics through the Little Wandle scheme every day across the Early Years and KS1, and in Key Stage Two depending on the children’s needs. Children take home a decodable book, which matches the Little Wandle level they are learning in class and encourages them to practise reading at home. We ensure fidelity to our phonics programme by only using Little Wandle strategies and resources to provide consistency for our children, thereby maximising the likelihood of their success. See Appendix One which outlines our phonics progression, for more details.

Reading Curriculum and Whole Class Reading

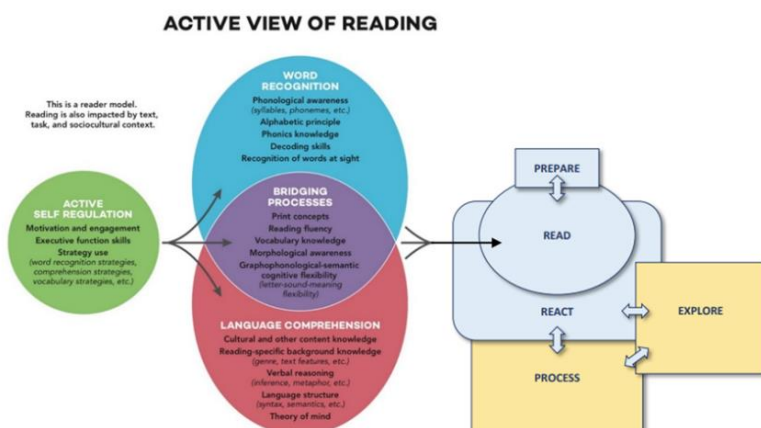
All of our teaching staff are ‘reading leaders’; they work extremely hard to provide the most effective teaching strategies and equip children with the tools to succeed. When children successfully complete the Little Wandle phonics programme, they progress to our

reading curriculum. We recognise that for a child to be able to access comprehension questions, they must first have a strong level of fluency when reading the text. Children practise and apply their learning through a wide variety of texts and genres, which are linked to our English curriculum. Each class will have a specific focus text but others could be shared during whole class reading lessons.

Every half term, these high quality, challenging texts will provide a rich range of discussion points and will develop children’s wider general knowledge alongside developing empathy and understanding of different cultures and contexts. During whole class reading, teachers will model reading with fluency and will choose children to read extracts from the text. Teachers deliberately adjust levels of difficulty and reading duration alongside supporting all children to access more complex vocabulary through concise clarification.

We explicitly teach reading skills, including vocabulary, inference, prediction, explain, retrieval, sequencing and summarising. We recognise that these skills are interlinked and cannot be taught in isolation of one another but there may be times when the teacher’s planning has a more specific focus on one skill. Reading skills lessons are taught daily, using a *range of strategies*. Teachers support progression and challenge through the use of modelled examples, targeted questioning, scaffolded resources and prompts. Whilst examples of ‘VIPERS’ questioning allows us to focus questions around content domains for reading, a variety of strategies and techniques are drawn upon to develop comprehension alongside the ‘bridging’ elements to reading as identified in the above model of reading.

Teaching and Learning Strategies and techniques



Such strategies could be, but are not limited to:

Preparation

- Recap on previous reading
- Pre-teach selected Tier 2 and Tier 3 vocabulary
- Pre-teach cultural/historical/geographical context
- Use illustrations or other images to talk about context, or about themes, characters and settings
- Make predictions from (closely read) fragments or from the title
- Discuss questions or statements about related topics/themes/issues/feelings/dilemmas
- Make a semantic map around a topic

Read

- Read aloud to pupils, modelling comprehension
- Echo reading, choral reading, repeated reading
- Explicit vocabulary instruction
- Using readers theatre
- Reciprocal reading
- Explain, clarify and work with vocabulary
- Reinforce recently learned words or ideas
- React- throughout the reading of the text
- Model active reading with 'I wonders'
- Annotate the text with questions, feelings, thoughts
- Formulate questions about the text using question stems
- Pick out favourite/most effective/most interesting word/phrase/line; explain
- Discuss agree/disagree statements

Explore

- Use follow-up questioning to explore any of the pupils' reactions
- Discuss open questions about the text, asked as genuine 'What do you think...' questions
- Discuss agree/disagree statements
- Label moments in a text with moods, emotions, characteristics...
- Allocate small chunks of the text to pairs/groups, to answer questions on and to talk about to rest of the class

- Find quotations to match ideas
- Sum up and summarise in one word/three words/one sentence
- Identification of VIPERs skills and how to respond to questions based on these

Process

- Response to a range of comprehension questions linked to VIPERs skills
- Reading journal: pupils keep a running account of what has been discussed, as well as their own reactions to the text
- Make flow-charts, maps, graphs and diagrams of the story; map links, connections and resonances with other texts or topic
- Respond through linked writing tasks

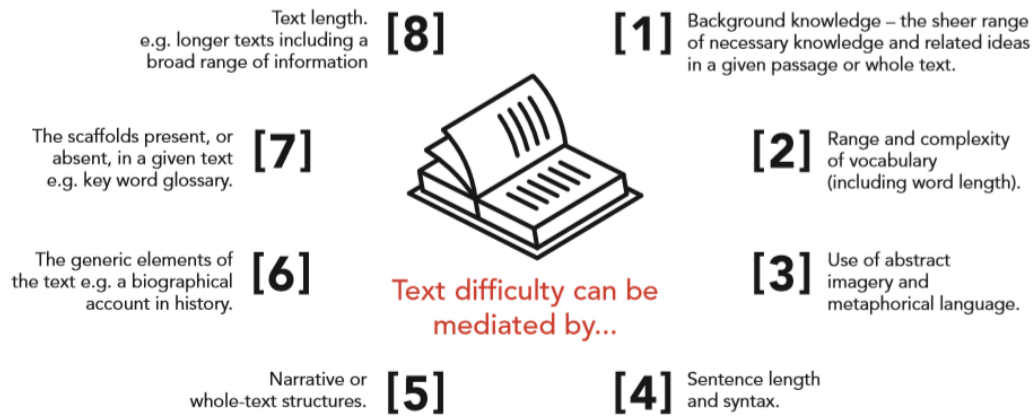
When we refer to questions based on 'VIPERS' reading skills these reference a focus on:

- Vocabulary
- Inference
- Prediction
- Explanation
- Retrieval
- Sequencing or Summarising

Text selection

The selection of the texts for the teaching of reading and writing will take account of what is a driving text / theme within the writing English curriculum or other areas of the curriculum being taught. Writing centres around high-quality, age-appropriate texts that are carefully sequenced by their increasing complexity, themes and potential to inspire children's creativity, curiosity and opportunity. These texts provide the springboard for learning from which our reading diet and curriculum has been meticulously designed and developed.

Consideration of texts for teaching reading skills explicitly take account of the following aspects:



Reading for Pleasure

We have two school libraries and a wide range of titles stored within each classroom, either on shelves or in reading areas. They are rotated regularly to keep maintain a flow of choice for our children. Whether through a weekly visit to the school library for Reception and KS1 or through access to the class library, we encourage every child to choose texts that will enable them to ‘read for pleasure’ and support their development as a reader. For our early readers, reading for pleasure comes through shared reading of texts that wouldn’t otherwise be accessible. Children take home a library book each week, which they are encouraged to read with an adult and have a daily story time in school when texts are read aloud to the children with enthusiasm and joy.

To help facilitate ‘reading for pleasure’, from Y2 (when most children have completed the Little Wandle SSP) every class has a daily independent reading session as well as a Story Time. During Story Time, as in Reception/Y1, children are read to. This could be from a class novel or other texts that link and build on age-appropriate themes, topical issues or to follow interests. This provides children with opportunities to listen to the writing of key authors, stories, articles, reports, poetry, interviews, blogs - the possibilities are endless!

During our daily independent reading sessions, children are given access to a wide range of reading resources. Those who are assessed as reading beyond Lime in our book band progression can independently choose books of interest which they read independently for 15 minutes. Other children who are not yet proficient at reading self-selected texts will need the teacher’s support to be directed towards an appropriate text. They will also have

opportunities to practise reading their banded book 1:1 with an adult, read their banded book to themselves, or listen to an audio reading on a laptop.

Reading practise

All our children are given opportunities to practise reading in school, but this is not likely to be with the teacher. Teachers teach reading skills, during whole class reading and group reading sessions, so practising reading or hearing children read is something that we ask parents and carers to support with. We have a small group of Reading Volunteers, who are focused on supporting our youngest readers and those who are struggling most with reading, so the more time parent/carers can give to hearing their child read, the better.

For children on our phonics programme (Little Wandle), the books we send home are short and only contain words that are made up using the letters that the children have learnt the sounds for in their phonics lessons. We believe that early readers should be able to be successful and therefore give them books that they can read to build their confidence. We ask parent/carer to follow the same 3-read model as is used in school:

- Read 1: decoding – this has a clear focus on applying phonic knowledge to word reading.
- Read 2: prosody – support and model to your child reading with pattern and rhythm, so that they learn from you how to read aloud with appropriate meaning and expression.
- Read 3: comprehension – the final read explores comprehension, so ask your child some simple questions about what they've read to check they've understood the text.

Teachers use the same strategies as this in the daily phonics lesson, so children should be used to reading the same book more than once.

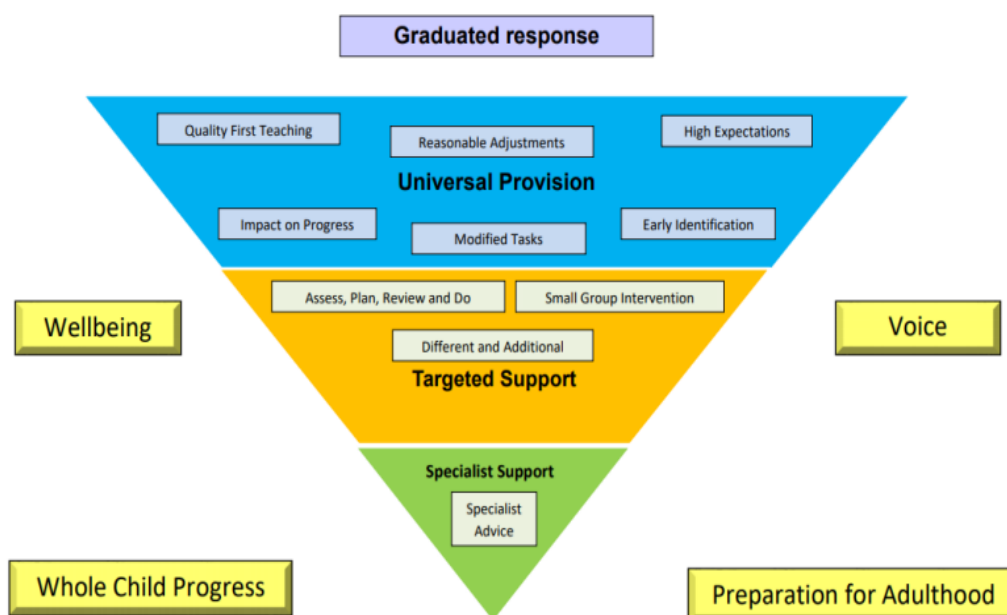
For children that are reading the new book banded books, reading some of their book 3 times a week (particularly reading aloud to someone) not only impacts on their reading ability but also has the following benefits:

1. Builds concentration
2. Improves memory
3. Teaches about the world
4. Develops empathy
5. Expands vocabulary
6. Boosts critical thinking
7. Helps build positive self-image
8. Better performance in school

SEND

At Clifford All Saints, every child will have the highest expectations made of them and can gain success in reading. Every teacher is a teacher of SEND, and in being so, make appropriate adaptations and plans so that the children in their classrooms make progress from their starting points. In all cases, children are included within the classroom environment when subjects are taught, and this includes the English curriculum. There will be occasions where specific grouping is made for children who meet their needs better, however, in the main, all children learn alongside their peers.

The following diagram outlines our approach to SEND provision at Clifford All Saints School and underpins our whole curriculum approach, including reading.

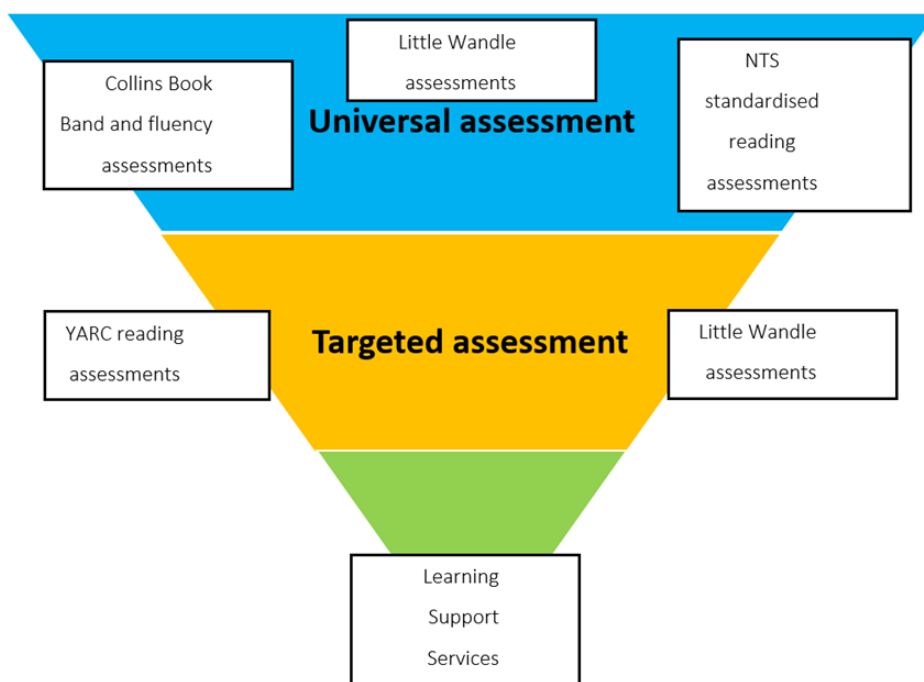


Children make progress through access to high-quality teaching in the first instance.

Children are supported by the teaching staff to access whole class learning. In all classes children have a wide range of abilities and we seek to provide learning opportunities for all children by matching the challenge of the task to the ability of the child. We achieve this through a range of strategies and adaptations. Teachers and Teaching Assistants support children and help to remove barriers to learning. If a child's needs require the provision of special education, the class teacher is responsible for identifying and providing this, together with support from the SENDCo and Fusion Consultants, our Learning Support Service. If a child is reading below the expectations for their age, we investigate whether this is a difficulty with word reading (decoding), language comprehension or both of these. We use the Active view of reading (outlined above) as an initial means of identification of need and provide the right support to suit what the children need to learn to read, through discussions with families, teachers, SENDCo and other professionals as appropriate. Please see our SEND policy for more information.

Impact

The tracking and monitoring of children's reading are both robust and comprehensive. Our process to assessment and tracking is designed to improve our practice whilst capturing what a child can and cannot do and planning accordingly. It is aimed to be an inclusive model of assessment that reflects the children's starting points and are stage and age relevant.



This process supports the school in identifying the extent the children are keeping up with expectations, and identifying quickly those that are not so immediate action can be taken.

Half termly Little Wandle assessments enable us to capture if children are keeping up with the expectations of the programme (see appendix) or whether they need additional support. Termly standardised assessments, using the NTS and Collins assessments, further indicate the performances of children in reading. Teachers interrogate the standardised scores and chronological reading ages and analyse the skills strands in order to respond to need, adapting and developing planning as required. This is in addition to the daily formative assessments teachers make and use during lessons in order to adapt teaching to support children's needs, remove barriers, provide scaffolds and ensure progress. Progress and attainment in reading is monitored through termly Pupil Progress meetings involving the SENDCo, English Leader and head teacher whereby actions are implemented.

Appendix 1: Clifford All Saints Reading Progression Chart

Little Wandle Phonic Phase or Book Band	Expected Year Group	Fluency bridging phases for children with slower reading rates	Term 1	Term 2	Term 3
Phase 1	Nursery		ARE Nursery	WTS Nursery	Below Nursery
Phase 1	Nursery		Below Reception	ARE Nursery	WTS Nursery
Phase 1	Nursery		WTS Reception	Below Reception	ARE Nursery
Phase 2	Reception		ARE Reception	WTS Reception	Below Reception
Phase 3	Reception		Below Year 1	ARE Reception	WTS Reception
Phase 4	Reception		WTS Year 1	Below Year 1	ARE Reception
Phase 5	Year 1		ARE Year 1	WTS Year 1	Below Year 1
Phase 5	Year 1		Below Year 2	ARE Year 1	WTS Year 1
Phase 5	Year 1		WTS Year 2	Below Year 2	ARE Year 1
Purple 22 titles to read	Year 2	Fluency 1 for less than 60 word per minute (wpm)	ARE Year 2	WTS Year 2	Below Year 2
Gold 22 titles to read	Year 2	Fluency 2 for less than 70 wpm	Below Year 3	ARE Year 2	WTS Year 2
White 18 titles to read	Year 2	Fluency 3 for less than 80 wpm	WTS Year 3	Below Year 3	ARE Year 2
Lime 18 titles to read	Year 3	Fluency 4 for less than 85 wpm	ARE Year 3	WTS Year 3	Below Year 3
Copper 32 titles to read	Year 3	Fluency 5 for less than 90 wpm	GD Year 3	ARE Year 3	WTS Year 3
Topaz 32 titles to read	Year 3	Fluency 6 for less than 95 wpm		GD Year 3	ARE Year 3
Ruby 32 titles to read	Year 4	Fluency 7 for less than 100 wpm	Children reading Ruby banded books will be able to interpret more sophisticated word-play and understand a range of narration styles. Children should now be able to discuss the characters and narrator in much more detail. Children at this level may enjoy silent reading more, so allow time for regular quiet reading sessions.		

			<p>Features a teacher would expect to see in the reader:</p> <ul style="list-style-type: none"> • Develop own opinions of characters in a story • Explain a character’s motivations • Understand the use of word-plays and puns • Understand the use of figurative and literal language • Make notes and highlight the key events in a story • Talk in different voices to represent each character and narration • Have a wider knowledge of narration styles
<p>Emerald 32 titles to read</p>	<p>Year 4</p>	<p>Fluency 8 for less than 110 wpm</p>	<p>Emerald books provide a selection of stories and non-fiction books, including a range of content, narrative styles and points of view. This level encourages readers to form opinions and discuss their own reading tastes. These books will have more complex text features, such as an overarching plot, deeper structures of character relationships and themes.</p> <p>Features a teacher would expect to see in the reader:</p> <ul style="list-style-type: none"> • Understand how the use of chapters and paragraphs are used to build up ideas • Compare and discuss the work of an author whilst discussing the positives and negatives of a book • Read more elaborate descriptive vocabulary • Challenge themselves when reading and learn new things from texts • Observe and explain the purpose, audience and viewpoints of different texts
<p>Sapphire 28 titles to read</p>	<p>Year 5</p>	<p>Fluency 9 for less than 115 wpm</p>	<p>Sapphire books encourage children to synthesise information from different places in a text. Children are beginning to recognise how layers of meaning allow for the build-up of humour or tension, and can discuss how the author has achieved the effects. Books at this level are written in a much subtler way, meaning that the reader will need to fully engage with a book in order to understand it.</p> <p>Features a teacher would expect to see in the reader:</p> <ul style="list-style-type: none"> • Explain and discuss the key features of a text • Describe how and why the author has written their book and discuss the impact it has on the reader • Identify how the author conveys messages, moods and attitudes • Challenge themselves when reading and learn new things whilst reading longer books <p>Make own decisions about the types of books they are interested in and want to read</p>

<p>Diamond 28 titles to read</p>	<p>Year 6</p>	<p>Fluency 10 for less than 120 wpm</p>	<p>Diamond books are longer reads to develop children’s sustained engagement with texts that are more complex syntactically. More complex, underlying themes give opportunities for children to understand causes and points of view offering fluent readers a complex, substantial text with challenging themes to facilitate sustained comprehension.</p> <p>Features a teacher would expect to see in the reader:</p> <ul style="list-style-type: none"> • Demonstrate a good level of competence in both decoding and comprehension • Regularly read long chapter books for pleasure • Read a variety of texts and genres, including a wide range of poetry, plays and textbooks • Select their own reading books by using skills, such as reading the blurb and reading a small section of text • Recommend books to their peers • Read poems and plays aloud to show understanding through intonation, tone and volume • Distinguish between statements of fact and opinion
<p>Pearl 32 titles to read</p>	<p>Year 6+</p>		<p>Pearl banded books are the final level of the Book Band grading system. Children reading at this level are strong, confident readers who tend to be at the high-ability end of Year 6. They are able to select a book by personal choice and often read for pleasure. Pearl books will have very little or no illustrations, and have complex text features found in ‘real’ or non-scheme books. Children at this stage are considered free readers.</p>