MABLETHORPE PRIMARY ACADEMY

'Be inspired'

Reading Policy

'Once I learn to read, I can read to learn.'

Statement of Intent

At Mablethorpe Primary Academy, reading is at the heart of our curriculum and underpins success across all areas of learning. We believe that every child has the right to become a fluent, confident and enthusiastic reader who develops a lifelong love of reading.

Our reading curriculum is designed to ensure that pupils learn to read with accuracy, automaticity, fluency and understanding whilst developing the knowledge, vocabulary and cultural awareness needed to succeed in education and beyond. Reading is taught as both a subject in its own right and as the key that unlocks learning across the curriculum.

Through high-quality teaching, carefully chosen texts, explicit vocabulary instruction, structured discussion and regular opportunities to read for pleasure, pupils develop the skills required to become thoughtful, reflective and independent readers.

Our approach is informed by the National Curriculum (2014), the Department for Education Reading Framework and current evidence-informed research.

Aims

We aim to:

- Ensure every child becomes a fluent and confident reader through the systematic teaching of phonics and early reading.
- Develop pupils' reading fluency, including accuracy, automaticity, pace, expression and prosody.
- Build strong comprehension skills through explicit teaching of retrieval, vocabulary, inference, prediction, explanation and summarising.



- Develop pupils' vocabulary and understanding of morphology through the teaching of root words, prefixes and suffixes.
- Foster a love of reading through exposure to high-quality, engaging and diverse texts.
- Enable pupils to discuss, analyse and evaluate texts with confidence.
- Support pupils to access increasingly challenging texts across all curriculum subjects.
- Ensure all pupils, including disadvantaged pupils, pupils with SEND and pupils learning English as an additional language, achieve success as readers.
- Promote reading as a lifelong source of enjoyment, learning and personal development.

Reading Curriculum

The reading curriculum consists of five interrelated strands:

Word Reading

Pupils develop secure decoding skills through high-quality phonics teaching. As pupils become fluent decoders, they continue to develop accuracy, automaticity and confidence when reading increasingly complex texts.

Reading Fluency

Reading fluency is taught explicitly across the school. Teachers model fluent reading and provide opportunities for pupils to participate in:

- Echo reading
- Choral reading
- Partner reading
- Repeated reading
- Performance reading



- Shared reading

Pupils are supported to develop fluency through increasing accuracy, appropriate pace, expression and prosody, enabling them to focus on understanding meaning.

Vocabulary and Morphology

Vocabulary development is central to our reading curriculum.

Pupils are explicitly taught the meaning of unfamiliar vocabulary encountered in texts and across the curriculum. Teachers support pupils to understand how words are constructed through the study of:

- Root words
- Prefixes
- Suffixes
- Word families
- Morphology
- Etymology

This helps pupils make connections between reading, spelling and writing and develops their understanding of increasingly sophisticated language.

Reading Comprehension

Comprehension skills are taught explicitly through high-quality fiction, non-fiction and poetry.

Pupils learn to:

- Retrieve information
- Explain the meaning of words and phrases
- Infer meaning from texts
- Make predictions



- Summarise information
- Explain authorial intent
- Analyse language and structure
- Evaluate texts and viewpoints

Reading for Pleasure

Reading for pleasure is fundamental to our curriculum. We aim to create enthusiastic readers who choose to read independently and regularly.

Pupils are exposed to a diverse range of authors, genres, cultures and viewpoints through carefully selected texts and reading experiences.

Early Reading and Phonics

Read Write Inc.

Early reading is taught through fidelity to the Read Write Inc. synthetic phonics programme.

Children participate in daily phonics lessons and are grouped according to their assessed phonics knowledge. Lessons enable children to:

- Learn and practise new sounds
- Blend sounds to read words
- Segment words for spelling
- Develop reading fluency
- Read accurately matched decodable texts
- Apply phonics knowledge in reading and writing

Children read books that are fully matched to their current phonics stage to ensure success and confidence.



Staff receive regular training and coaching to ensure high-quality and consistent delivery of the programme.

Assessment

All pupils accessing phonics are assessed at least every half term.

Additional assessments may take place when pupils are making accelerated progress or where concerns arise. Assessment information is used to ensure pupils are placed in the most appropriate teaching group and receive timely intervention where necessary.

Whole-Class Reading

Whole-class reading forms a key part of reading provision from Key Stage 1 through to Key Stage 2.

Teachers use high-quality texts to model expert reading behaviours and explicitly teach reading skills.

Lessons provide opportunities for pupils to develop:

- Retrieval
- Vocabulary understanding
- Inference
- Prediction
- Summarising
- Explanation
- Author's language choices
- Understanding of themes and viewpoints

Teachers model fluent reading and facilitate high-quality discussion to deepen understanding.



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Reading Fluency

Reading fluency is recognised as a key bridge between decoding and comprehension.

Across the school, teachers support pupils in developing:

- Accuracy
- Automaticity
- Pace
- Expression
- Intonation
- Prosody

Fluency is regularly assessed through observation, oral reading and targeted assessment to identify pupils requiring additional support.

Where required, pupils receive targeted fluency intervention to accelerate progress.

Key Stage 2 Reading

As pupils become fluent readers, greater emphasis is placed on comprehension, vocabulary development and reading independence.

Accelerated Reader supports independent reading by:

- Matching pupils with appropriately challenging books
- Monitoring reading engagement
- Supporting reading stamina
- Developing comprehension
- Tracking progress



Pupils complete Star Reader assessments termly to identify reading ranges and support book selection.

Accelerated Reader complements, but does not replace, high-quality teaching of reading through whole-class reading and curriculum lessons.

Reading Across the Curriculum

Reading is a central component of learning in every subject.

Teachers explicitly teach pupils how to access and understand increasingly complex texts within:

- History
- Geography
- Science
- Religious Education
- Personal Development
- The wider curriculum

Pupils learn to interpret information, understand subject-specific vocabulary, evaluate evidence and make links between texts and their learning.

This approach ensures that reading supports both literacy development and knowledge acquisition.

Oracy and Book Talk

Talk is an essential component of reading.

Pupils are regularly given opportunities to:

- Discuss texts



- Share opinions
- Justify responses
- Debate ideas
- Build upon the contributions of others
- Support viewpoints with evidence

These opportunities develop comprehension, vocabulary, confidence and communication skills.

Reading for Pleasure

Reading for pleasure is actively promoted throughout the school.

Pupils participate in:

- Daily story time
- Author studies
- Library visits
- Book recommendations
- Reading reward initiatives
- World Book Day celebrations
- Reading assemblies
- Reading ambassador activities

The school encourages pupils to explore a wide range of texts and develop personal reading preferences.

Classrooms provide attractive reading environments that celebrate books, authors and reading achievement.



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Reading Rewards

Reading at home is celebrated and encouraged through our 'Read for the Stars' reward chart.

Pupils receive:

- Rewards for every five recorded reads
- Reading certificates for every twenty-five reads
- Recognition during assemblies and celebration events

Assessment

Reading attainment and progress are monitored through:

- Ongoing formative assessment
- Teacher assessment
- Whole-class reading discussions
- Read Write Inc. assessments
- Accelerated Reader data
- Star Reader assessments
- Reading fluency assessments
- Termly summative assessments
- Statutory assessments

Assessment information is used to:

- Identify gaps in learning
- Inform planning
- Monitor progress



- Evaluate interventions
- Support pupil achievement

Intervention and Inclusion

All pupils are entitled to achieve success as readers.

Disadvantaged Pupils

Disadvantaged pupils receive targeted support and access to high-quality texts to ensure barriers to reading are removed and achievement gaps are reduced.

Pupils with SEND

Pupils with SEND receive personalised support which may include:

- Adapted resources
- Additional adult support
- Assistive technology
- Targeted interventions
- Individual reading provision

Pupils Learning English as an Additional Language

Vocabulary development is prioritised to enable pupils to access learning successfully and participate fully in reading activities.

Reading Interventions

Interventions may include:

- Read Write Inc. interventions
- Fresh Start programmes
- Reading fluency interventions



- Vocabulary interventions
- Small-group comprehension support
- One-to-one reading support using the Bookmark Trust reading programme
- Speed reading intervention

Interventions are carefully monitored to ensure they have a measurable impact on pupil outcomes.

Parental Engagement

We recognise that parents and carers play a vital role in supporting reading development.

The school works in partnership with families by:

- Providing phonics workshops
- Offering guidance on supporting reading at home
- Sharing reading resources
- Promoting home reading through reward systems
- Hosting family reading events

Regular communication ensures parents are informed about their child's progress and how they can support reading development.

Leadership, Monitoring and Evaluation

The Reading Leader is responsible for monitoring the quality and effectiveness of reading provision across the school.

Monitoring activities include:

- Lesson observations



- Learning walks
- Book scrutiny
- Assessment analysis
- Reading data reviews
- Pupil voice activities
- Coaching and professional development

Findings are used to inform future priorities and drive continuous improvement.

Roles and Responsibilities

Principle

The Headteacher will ensure that reading remains a strategic priority and that sufficient resources and training are available to support high-quality provision.

Reading Leader

The Reading Leader will:

- Monitor teaching and learning
- Analyse reading outcomes
- Support staff development
- Ensure fidelity to Read Write Inc.
- Oversee Accelerated Reader implementation
- Promote reading for pleasure across the school

Teachers

Teachers will:

- Deliver high-quality reading instruction



- Accurately assess pupil progress
- Promote reading for pleasure
- Provide timely intervention where required
- Maintain high expectations for all pupils

Parents and Carers

Parents and carers will be encouraged to support regular reading at home and engage positively with the school's reading initiatives.

Review

This policy will be reviewed annually by the Reading Leader and Senior Leadership Team to ensure continued alignment with national guidance, research and best practice.

Principle Signature: _____

Date: _____

