

## Clee Hill Academy Reading Policy

Date: September 2025

Review date: September 2027

Author: Donna Richardson – English lead



### Aims

At Clee Hill Community Academy, we believe that achieving a good standard of reading is fundamental in preparing children for life as successful citizens in Modern Britain.

The national curriculum programmes of study states that 'schools should do everything to promote wider reading', Teachers should develop pupils' reading and writing in all subjects to support their acquisition of knowledge and pupils should be taught to read fluently, understand extended prose (both fiction and non-fiction) and be encouraged to read for pleasure.

"It is essential that, by the end of their primary education, all pupils are able to read fluently, and with confidence, in any subject in their secondary education." NC

We are committed to ensuring that this happens and this policy clearly states the way that reading is taught in our school.

The simple view of reading Research has shown (the Rose review and 'Reading by six'), that children learn best when schools follow this model of teaching reading. Therefore this is the structure that we follow in the teaching of reading in our school.

1. Word reading - Children need to be taught the 'route to decode words' by following a structured phonics programme.
2. Comprehension (both listening and reading) - When children become proficient at this they need to read appropriately challenging books, with a focus on developing comprehension skills.

### Implementation - What does reading look like at CHCA?

At Clee Hill Community Academy, every child experiences high quality reading teaching through:

- Little Wandle practice reading books. These will be well-matched to the child's understanding.
- individual 1-1 reading to another person. (This could be a teacher, teaching assistant or a volunteer)
- guided reading sessions lead by a teacher or teaching assistant
- whole class guided reading.

Specifically, we intend for our pupils to develop the two dimensions of reading: Word reading and comprehension (see planning in appendix 1).

In lower years across the school, the main focuses are decoding, prosody and comprehension. Later on, the main focuses are fluency, prosody and comprehension. When the children move up the school, the balance of decoding and comprehension changes.

### **Word reading/ decoding**

#### **Little Wandle**

At Clee Hill we teach the children the skills needed for reading and spelling by following the Little Wandle scheme. We believe that all our children can become fluent readers and writers. This is why we teach reading through Little Wandle Letters and Sounds Revised, which is a systematic and synthetic phonics programme. We start teaching phonics in Nursery/Reception and follow the Little Wandle Letters and Sounds Revised progression up to year 1, which ensures children build on their growing knowledge of the alphabetic code, mastering phonics to read and spell as they move through school.

#### **Teaching reading: Reading practice sessions three times a week**

- We teach children to read through reading practice sessions three times a week. These:
  - are taught by a fully trained adult to small groups of approximately six children
  - use books matched to the children's secure phonic knowledge using the *Little Wandle Letters and Sounds Revised* assessments and book matching grids on pages 11–20 of ['Application of phonics to reading'](#)
  - are monitored by the class teacher, who rotates and works with each group on a regular basis.
- Each reading practice session has a clear focus, so that the demands of the session do not overload the children's working memory. The reading practice sessions have been designed to focus on three key reading skills:
  - decoding
  - prosody: teaching children to read with understanding and expression
  - comprehension: teaching children to understand the text.
- In Reception these sessions start in Week 4. Children who are not yet decoding have daily additional blending practice in small groups, so that they quickly learn to blend and can begin to read books.
- In Year 2, we continue to teach reading in this way for any children who still need to practise reading with decodable books.

**Refer to early reading and phonics policy**

### **Guided reading**

In year 2, when children are deemed to be ready, every pupil will take part in Guided Reading sessions with his or her teachers, on a daily basis. These are focused small group sessions with texts matched to the children's reading ability. There continues to be a high focus on decoding, prosody and comprehension.

### **Comprehension**

In years 3 – 6 reading is taught through whole class reading. High-quality texts are chosen to expose children to a range of genres. During reading sessions, children will be asked a range of questions to embed their understanding of the text. During the whole class reading sessions, all children access the same text. To ensure all children access and enjoy reading and listening to the book, reading skills and strategies are clearly modelled; questions are scaffolded and discussions are planned to help children to deepen children's understanding of the text. There continues to be a focus on decoding, prosody and comprehension. Reading is taught through the reading domains and there is a clear progression grid.

Vocabulary focus • Inference focus • Summarising focus • Predicting focus • Retrieval focus  
• Authorial intent focus • Comparison focus

### **Daily Keep-up lessons ensure every child learns to read**

- Any child who needs additional practice has daily Keep-up support, taught by a fully trained adult. Keep-up lessons match the structure of class teaching, and use the same procedures, resources and mantras, but in smaller steps with more repetition, so that every child secures their learning.
- We timetable daily phonics lessons for any child in Year 2 or 3 who is not fully fluent at reading or has not passed the Phonics Screening Check. These children urgently need to catch up, so the gap between themselves and their peers does not widen. We use the *Little Wandle Letters and Sounds Revised* assessments to identify the gaps in their phonic knowledge and teach to these using the Keep-up resources – at pace.
- If any child in Year 3 to 6 has gaps in their phonic knowledge when reading or writing, we plan phonics 'catch-up' lessons to address specific reading/writing gaps. These short, sharp lessons last 10 minutes and take place at least three times a week.
- 

### **Individual reading books**

As a school, we ensure that children will read **phonetically decodable** texts which are matched to the child's ability when learning to read. When children have mastered the phonic code, they will move on to banded books which are also matched to the children's reading ability and then move on to free reading.

## **Sharing book**

In reception and key stage 1, children will also have a range of narratives, non-narratives, poetry and plays to take home to read for pleasure. The books will be labelled as a sharing book and children may need adult support to read these books.

## **Reading levels**

Up to the end of Little Wandle phase 5, each child takes home a phonetically decodable book which is closely matched to the children's phonics ability.

Reading books and guided reading books up to lime level are levelled according to book bands.

Each book band is fully decodable



The book band chart shows progression. Once children are finding 'lime' books easy with good understanding, they become a 'free reader', choosing books from their class book corner. Teachers monitor these children to ensure that the books they are choosing are suitably challenging and age appropriate. Each key stage 2 classroom has a levelling system to ensure children are reading books at an appropriate level.

## **Reading journals**

The children are provided with a home / school reading record. In year 5 and 6, these are reading journals in which children are encouraged to respond to the books they are reading.

Parents and carers are strongly encouraged to be actively involved in their children's reading at all ages, by listening to them read, reading to their children, and by promoting a home environment in which books are valued. They are encouraged to write in their child's reading record when they have heard them read, to support the communication between home and school. School fill in one side of the reading record and parents the other.

Children need to read at least 5 times weekly at home in order to reach the minimum requirement and therefore complete their reading miles. PPG children and the lowest 20% of children are heard to read every day in school.



## **Impact**

## **Assessment**

Assessment is used to inform planning and teaching.

In reception and year 1, children are assessed each half term to create a heat map of reading abilities. Termly assessments (rising stars) are used to monitor children's reading ability and progression.

The children complete termly rising stars assessments which provide standardised scores to monitor progress.

In years two and six, the teacher assessment framework and end of key stage 2 SATs are used to assess reading.

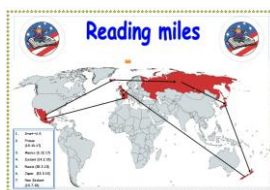
Reading data is entered on to arbor termly.

Children who are identified as being below age related expectations are quickly identified using assessments and are heard to read daily. These children are identified on reading sheets in classes. Children who are on the SEND register / PP children have clearly identified provision plans detailing interventions.

### **Reading Miles**

Reading miles is a scheme to actively promote children reading frequently at home. Children can collect reading miles by reading for 10 minutes to an adult at home at night. The adult must sign and date the children's reading records to confirm that reading has taken place. The children can read any material e.g. newspapers, magazines, books, websites as long as it is for 10 or more minutes and to an adult. When children read 5 times at home each week, they collect a 'spotted reading 5 times at home'. award. If ten are collected, the child receives a treat in school.

We hope that all children complete their reading miles at home. However, for pupils who are not managing to read at home at least five times a week, they will be an expectation for them to read for 5X 10 minutes the following week in their break/lunchtime, hence collecting signatures to achieve their reading miles. This will be reviewed every week so once a child is reading regularly at home again, they will no longer require additional reading in school. As a result, all pupils should reach their reading miles and this can be a whole school celebration. This is a 'treat' day in school where they complete activities relating to the country.



## **Reading for pleasure and learning**

### **Cross curricular reading**



Books are displayed in the classroom for children to access which relate to the current topic. Incidental reading also takes place such as reading questions in lessons, instructions in DT, a language rich environment signs and prompts around the school.

### **Book fair**

Each year, we run a book fair to give parents the opportunity to buy current reading material for the children to enjoy at home.

### **School Library**

The purpose of the Library:

Is to provide children with a stimulating, yet relaxing environment, in which they feel comfortable in selecting texts and learning materials of their choice and to celebrate reading, both within our school and the wider community.

The main library is situated in a central area of the school and is utilised on a daily basis by classes, small groups and individuals. Year 6 children are chosen each year to become Pupil Librarians. These children give up their lunchtimes once a week to provide the library service to other children. They liaise with and are supervised by Mrs Richardson.

Children are permitted to borrow one book/resource from the library at any one time, thus promoting equal opportunities for all children within our school. Children are responsible for looking after and returning their library books. The librarian is efficient at ensuring that these loans are returned by the end of term.

A book barrow is provided and wheeled out at playtimes to enable children to have access to reading materials to read when they choose.



### **Community links:**

- Teaching staff and Governors work together to arrange fun after school events to promote a love of reading and its importance in lifelong learning. These events include a 'Dads and Lads' and 'Bedtime Stories' evenings.
- Links with Ludlow Library are promoted with good success, such as can be seen by the summer reading programme run by Shropshire Libraries.
- We liaise with our local secondary school and together run a reluctant readers programme.
- We invite members of the community in to say how reading helps them in their career
- Mystery reader programmes take place where a 'surprise' adult reads a story to the class at the end of the day.

### **Book corners**

All classrooms have an attractive, comfortable and inviting book area. There is a range of books, fiction and non-fiction, in a variety of genres and styles. The fiction books are selected to include quality texts and authors.



Children also recommend books for other children to read.

Reading for pleasure



At Clee Hill Community Academy, we love to read for pleasure. Here is a selection of some of the wonderful things we do.....



**Extreme reading.** Children are encouraged to read in different places at home and in school. Children are encouraged to share pictures of them reading in unusual places.

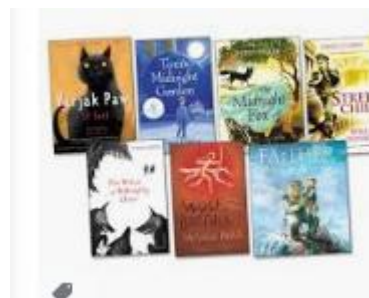


**Book barrow.** At playtimes, we have a book barrow that is wheeled out at playtimes and lunchtimes so that children can enjoy books.

**Book swaps.** We run regular book swaps/

**Staff reading library.** Staff are encouraged to show children that they love reading too!

**Reading and poetry spine.** Each class has a reading spine which are read aloud to the children at our 10 minute daily story time. <http://chcacademy.co.uk/reading-and-phonics/reading-and-poetry-spines>



**Reading in assembly.** We display song words and signs in assembly for the children to read.

**Open the book assemblies.** Members of the community come in to read bible stories to the children and the children join in to act out the story.





**Requesting books for the library.** Children can request books they would like to read. PTA fund buying these books.



**Reading miles days.** Once every half term, the children are rewarded for reading 5 times a week at home by having a country themed day in school where they do fun activities based on that country and of course lots of reading for pleasure!

**DEAR (Drop everything and read).** A bell is rung – the children must stop what they are doing immediately and read.



**Reading competitions.** We run regular reading competitions to encourage a love for reading. Prizes are in the form of book tokens



**World book day.** We celebrate world book day in style!



**Nursery reading den in a bag.** Children get to choose a story from the reading basket and a related non-fiction story to take home in the den bag. The bag contains lovely fabric and pegs to make a den. Children are encouraged to build the den and spend time sharing the book with parents.



**Mystery reader.** Parents, grandparents and members of the community come into school to read to our children. Sometimes they even dress up!



**Comfy reading.** During quiet reading times, children are able to sit, lie or stand to read their books.

## Support for parents

We hold a Phonics Workshop for all Parents who have a child in Reception and year 1 during the autumn term in school in order for parents to become familiar with the Little Wandle scheme.

We have a separate early reading and phonics policy which explains phonics and the way we teach these to parents.

A reading workshop is also held in the autumn term to inform parents of how to help their child with reading at home.

A termly reading review newsletter is sent out to inform parents of reading activities taking place in school. There are also recommendations for books and helpful links.



A guide to supporting reading at home is available on our school website.

<http://chacademy.co.uk/parent-workshops/encouraging-and-supporting-reading>

## Equal opportunities

We aim to give all our pupils the opportunity to succeed and reach the highest level of personal achievement and to promote the individuality of all our pupils, irrespective of ethnicity, attainment, age, disability, gender or background.

To achieve this, we will ensure that all reading materials (including library books, home-school reading books, guided reading books, classroom reading books, big books, magazines, newspapers and online reading materials) in school:

- Are from a range of cultures, countries and religions;
- Are not stereotypical in their depiction of different cultures, countries, religions, race, gender, age and beliefs;
- Reflect accurately a range of cultures, identities and lifestyles.

There is story time every day in all classes, so that children can hear how a good reader sounds. It is a time for children to enjoy books, while providing language rich experience and opportunities to develop vocabulary and comprehension skills. We use a reading and poetry reading spine to ensure that children are exposed to a wide variety of texts throughout their schooling.

An example...

The collage displays 15 book covers from the 'Who Let the Gods Out?' series by Louis Sachar. The covers are arranged in a grid-like fashion, with some overlapping. The titles and authors visible on the covers include:

- WHO LET THE GODS OUT?** by Louis Sachar
- LOUIS SACHAR**
- THEY'RE A BIT OF THE GREAT OUTDOORS** by Louis Sachar
- THE VIKING BOY** by Louis Sachar
- SKELLIE** by Louis Sachar
- THE PUMPKIN** by Louis Sachar
- THE TREE** by Louis Sachar
- THE CAT** by Louis Sachar
- THE BOY** by Louis Sachar
- THE DRAGON** by Louis Sachar
- THE BUTTERFLY** by Louis Sachar
- THE PUMPKIN** by Louis Sachar
- THE TREE** by Louis Sachar
- THE CAT** by Louis Sachar
- THE BOY** by Louis Sachar