



**KIMBOLTON AND ORLETON PRIMARY SCHOOLS
& ORLETON C of E PRIMARY SCHOOL**

READING POLICY

Date signed off by Full Governing Body: 7th July 2026

Our vision is rooted in 1 Corinthians 16:13-14: 'Keep alert, stand firm in your faith, be courageous, be strong. Let all that you do be done in love.'

At Kimbolton and Orleton Primary Schools, we believe that literacy and communication are key life skills. Through the English curriculum, we help children develop the skills and knowledge that enable them to communicate effectively and creatively through spoken and written language and equip them with the skills to become lifelong learners. We want children to enjoy and appreciate literature and its rich variety.

English has a pre-eminent place in education and in society. A high-quality education in English teaches pupils to speak and write fluently so that they can communicate their ideas and emotions to others and, through their reading and listening, others can communicate with them. Through reading in particular, pupils develop culturally, emotionally, intellectually, socially and spiritually. Literature plays a key role in this development. Reading also enables pupils both to acquire knowledge and build on what they already know. At Kimbolton and Orleton, our intent is to ensure that all pupils become confident, fluent readers who develop a lifelong love of reading and literature.

Aims

- To ensure every child is given the best opportunity to become a fluent reader and leave our school achieving at least age-related expectations.
- To provide children with a rich and varied curriculum that takes account of their interests as well as curriculum requirements.
- To foster and instil a love of reading and a curiosity to explore and discuss a wide range of texts and authors.
- To develop an understanding and command of the English language through experience of and exposure to increasingly challenging texts.
- To recognise that reading comes in many forms and is essential to everyday life.
- To develop children's fluency, vocabulary and comprehension so that they can read for purpose, pleasure and learning.
- To enable children to become enthused and stimulated by what they read and to use the ideas, language and techniques they encounter as readers to inform their own writing

What reading looks like at Kimbolton and Orleton Primary Schools

Early reading - EYFS

Early reading is taught through the Read Write Inc. (RWI) phonics programme, which is delivered with fidelity from Reception onwards.

From the first full week in Reception, children are introduced to phonic sounds daily in an engaging and systematic manner. Children are sent home with sound and word keyrings to support the sounds they are learning in school. Children read fully decodeable books that are closely matched to the progression of sounds they have been taught and are able to decode independently. Books sent home are matched precisely to children's phonic knowledge so that they can apply and practise taught grapheme-phoneme correspondences successfully.

Children are assessed regularly and grouped according to their stage within the programme. Any child who falls behind receives additional keep-up support to ensure they make rapid progress.

The Early Years uses carefully selected core texts as a basis for learning. These texts are chosen for their literary quality, vocabulary and potential to develop children's understanding of the world. Learning often begins with an exciting hook to engage children in both the topic and the book.

Children are given daily opportunities to access a range of texts from the book corner and topic areas. The class teacher reads aloud to the whole class every day to develop language, vocabulary, comprehension and a love of reading.

Key Stage 1 (Years 1 and 2)

Children in Year 1, and identified children in Year 2, continue to learn to read through the RWI programme. They are taught daily in groups informed by regular assessments in order to support rapid progress. Children continue to read fully decodable books that are matched to their phonic knowledge and stage within the programme. They are encouraged to re-read texts to develop accuracy, automaticity, fluency and confidence. Children are explicitly taught to decode unfamiliar words using their phonic knowledge and are not encouraged to guess words from pictures, context or initial letters.

Children have access to a range of high-quality texts in their classroom book corners and the school library. They are able to borrow books to share with an adult at home in order to promote a love of reading. These books are changed regularly during reading-for-pleasure sessions where children can explore and share books with their peers.

Once children have completed the RWI phonics programme and are reading accurately and fluently, they are introduced to whole-class reading through the use of *Cracking Comprehension* and *Reading with RIC*. These approaches continue to develop fluency whilst explicitly teaching comprehension skills such as retrieval, inference and author's choice. Children choose reading books from the class library or school library, with reading choices supported by staff where appropriate.

Key Stage 2 (Years 3-6)

As children progress through the school, we aim to build upon the reading knowledge, skills and experiences they have already acquired. Our aim is to develop independence, fluency, resilience and enjoyment in reading. A wide variety of high-quality texts are made available to children to allow for depth, choice and enjoyment. Children continue to receive support in selecting appropriately challenging books, whilst also having opportunities to read widely for pleasure.

Each class has a carefully curated collection of texts appropriate to both the age and reading attainment of the children. We aim to provide opportunities to engage with a diverse range of fiction, non-fiction, poetry and digital texts.

Teachers provide whole-class reading sessions using a combination of *Cracking Comprehension* and *Reading with RIC*. Reading with RIC is a whole-class reading approach that develops fluency, vocabulary and comprehension through direct teaching.

RIC stands for:

- Retrieve
- Infer
- Choice

Texts are selected carefully to support the development of reading knowledge, vocabulary and comprehension while providing suitable challenge for all pupils. Activities and levels of support are adapted to enable all children to access

learning and make progress. Teachers explicitly teach vocabulary before, during and after reading to support understanding of increasingly complex texts.

Where teachers identify a need for additional support, they may provide targeted small-group teaching, particularly in Years 3 and 4, to further develop fluency, decoding, vocabulary and comprehension.

Any pupil in Key Stage 2 who is not yet a fluent decoder will continue to receive systematic phonics teaching and intervention through the RWI programme until they can read accurately and fluently.

Developing Reading Fluency

Once children can decode accurately, teaching focuses on developing fluency.

Children are given regular opportunities to:

- Re-read familiar texts.
- Listen to adults model fluent reading.
- Read aloud with expression and understanding.
- Participate in partner reading and discussion.
- Develop automaticity, reading rate and prosody.

We recognise that fluent reading is essential to successful comprehension and therefore prioritise fluency development throughout the school.

Children who are below age-related expectations

At Kimbolton and Orleton, we are determined that every pupil will learn to read, regardless of their background, needs or abilities. The lowest 20% of readers in each class are identified and monitored closely. These pupils receive additional reading practice and targeted support, including regular reading with an adult, to help them make accelerated progress and keep pace with their peers.

Children who have not completed the RWI phonics programme continue to receive daily phonics teaching and intervention where required.

Provision for pupils with SEND is adapted appropriately to ensure that all children can successfully access reading instruction and make progress.

Wider curriculum

At Kimbolton and Orleton, we maximise opportunities for reading by ensuring that children are exposed to a variety of texts across the curriculum. Teachers plan opportunities for children to read, discuss and learn from increasingly complex subject-specific texts. Explicit teaching supports pupils in understanding vocabulary, language structures and reading demands across subjects.

We aim to develop confident readers who can successfully access learning in all curriculum areas.

How we assess progress in reading

Assessment for Learning takes place continuously throughout the year and informs future teaching.

Formal summative assessment points are made in December, March and June. The school's tracking system is used to monitor attainment, diagnose needs and support intervention planning. Pupil progress is discussed regularly with senior leaders to ensure that all children are making appropriate progress.

EYFS and KS1

Formal assessments take place termly.

EYFS

- Teacher Assessment
- RWI Assessment Materials

Year 1

- Teacher Assessment
- RWI Assessment Materials
- Practice Phonics Screening Checks

Year 2

- Teacher Assessment
- RWI Assessment Materials
- Optional SATs and past assessment materials as appropriate

KS2

Years 3, 4 and 5

- Teacher Assessment
- NFER Reading Assessments

Year 6

- Teacher Assessment
- Past KS2 SATs Papers
- Statutory KS2 Assessment Materials

Assessment information is used to identify children requiring additional support and intervention.

Reading Diaries

Every child is provided with a reading diary to support home-school communication.

Our home-school agreement makes it clear that children are expected to read at home at least four times each week. This is recognised and celebrated in class.

Teachers and teaching assistants record purposeful and constructive feedback in reading diaries to support children's development as readers.

We are fortunate to have reading volunteers from the school and local community who give their time to hear readers regularly. Volunteers receive phonics training so that they can support children consistently and effectively.

Subject Leadership

Our Reading lead is Mrs Hyde.

The Reading lead is responsible for:

- Ensuring all staff are familiar with and follow the Reading Policy.
- Supporting colleagues with all aspects of reading teaching and assessment.
- Communicating updates and developments in reading pedagogy.
- Monitoring assessment information and tracking pupil progress.
- Monitoring reading provision across the school and providing feedback.
- Ensuring fidelity to the school's chosen phonics programme.
- Supporting staff development through training and coaching.
- Maintaining up-to-date subject knowledge through professional development.

- Liaising with the Headteacher and Literacy Governor.
- Reporting developments and outcomes to the Curriculum Committee.

Review

This policy will be reviewed regularly.

Its effectiveness will be monitored through:

- Analysis of assessment outcomes.
- Monitoring of reading provision.
- Pupil voice.
- Discussions with staff.
- Evaluation of planning and teaching.
- Review of reading outcomes across the school.

The outcomes of this review will inform future school improvement priorities and ensure the continued development of reading provision at Kimbolton St. James' CE Primary School.