Abbey Hey Primary Academy
The best in everyone™
Part of United Learning

Reading Policy

At Abbey Hey, we value reading as a key life skill and are dedicated to enabling our pupils to become lifelong readers.

Phonics

- Children begin to learn phonics in the Nursery.
- All children have access to speaking and listening taught sessions daily (15 mins approximately). In the Spring term (or when the child is ready) children will begin Read Write Inc Set 1 sounds.
- They will learn new sounds each week, linked to the speed sound chart displayed in each classroom.
- Phonics is taught using the Read Write Inc programme daily and consistently throughout EYFS and Key Stage 1, until the child is ready to progress onto more formal Read Write Inc comprehension sessions.
- Children will be placed in groups that meet their phonic need, and this will be regularly reviewed by the phonics leaders through regular assessments,
- Wherever phonics is taught, a Read Write Inc display which includes the speed sound chart must be displayed.
- Phonics is taught by all members of EYFS and KS1 staff and will be regularly observed. Examples of good practice can be found on the Read Write Inc School Portal.
- Reading Leaders are released during phonics time to coach other reading teachers which ensure a high quality of teaching and fidelity to the Read Write Inc phonics scheme.
- All phonic practitioners should be in constant communication regarding children's needs. Early intervention is essential, especially in Reception. 1:1 fast track tutoring may be necessary for some children to keep up with the programme.
- Reading Leaders are in weekly contact with the Head of School to ensure everything is place for children who have gaps in their phonics knowledge.
- All Read Write Inc resources will be given to staff.
- It is expected that children will complete the Read Write Inc phonics programme by the end of Autumn term in Year 2 and then children in Year 2 will move onto the Read Write Inc Comprehension programme.
- After Read Write Inc is complete, children will be fluent readers who can decode, therefore comprehension skills will become a focus.
- Children in Years 3 and 4 who didn't pass the phonics screening check (PSC) and are working below the level expected for their age, will have daily 1:1 fast track tutoring.

Phonics and Reading in Reception, Year 1 & 2

- Texts are a mixture of phonically decodable books and 'real' books.
- Teachers familiarise children with books, including modelling handling. Children are taught about layout, structure, reading from left to right and using pictures.
- Although Phonics sounds will be referenced in RWI Comprehension sessions, the focus of the sessions should mainly be on understanding.
- Sessions should have a reading learning objective that provides focus for learning.
- Depending on the book used, reading the whole book may take more than one session.

- All teachers in EYFS and KS1 will follow the Reading Long Term plan, developed by reading leaders and teachers. Each book has a focused reading learning objective, and each book is suitable for the particular year group.
- Additional texts are provided for each term giving teachers and children a wide range of texts to choose from.
- Book talk is a huge aspect for reading in EYFS and KS1 and oracy questions stems are used in each lesson to support with this.

Guided Reading Timetable Year 3 – 6

Lesson 1							
Review and Recap	**Share Reading Objective**	**Prosody**	**Key Vocabulary**	**Teacher Reads the Text**	**Book Talk**	**Fluency Strategies**	**Text Marking**

Lesson 2				
Prosody	**Exploring New Words**	**Re-read the text with fluency**	**Fluency Strategies**	**Reading Games**

Lesson 3				
Prosody	**Exploring New Words**	**Re-read the Text with fluency**	**Question Time (Modelled/ Independent)**	**Whole Class Feedback**

Lesson 4				
Prosody	**Exploring New Words**	**Re-read the Text with fluency**	**Question Time (Independent)**	**Whole Class Feedback**

Lesson 5				
Prosody	**New Words Quiz**	**Library Time**	**Online Reading Platforms**	**Book Club**

Review and Recap	Children will Review and recap previous taught reading objectives and text.
Share Reading Objective	The reading objective is shared with children and purpose of the lesson is identified.
Prosody	Children complete a range of prosody fluency activities which help develop their fluency skills.
Key Vocabulary and Exploring Words	Key vocabulary from the text is shared. This vocabulary is dual coded using pictures and displayed on our reading working wall. Children will use a word wizard and the Frayer Model to explore new vocabulary in details.
Teacher Reads the Text	Teacher models reading the text for the first time. Teacher models how to respond to a new text.

Book Talk	Book talk allows for children to respond to a text. Children are asked a range of questions to think about and answer.
Paired Reading	Children work with their shoulder partner to read the text again.
Text Marking	Children read the text again, adding text marks. This will support children in how to read and respond to the text.
Reading Games	Children will have a chance to explore a range of reading skills through the use of activities and games.
Fluency Strategies	Fluency Strategies are used to help develop children's fluency skills. This may include echo reading and choral reading.
Question Time	Children will answer a range of questions based on the text they have been exploring that week. Children will practise using the reading skill they have been taught that week.
New Words Quiz	Children recap new vocabulary that has been covered during the week in the form of a quiz.
Book Club	Children have an opportunity to develop their love for reading and this may be celebrated in many ways. Children have a chance to visit the library, share ideas about their favourite books, get involved in book discussions and share their favourite authors.

Accelerated Reading

- Children complete Star Reading Tests on Accelerated Reader at the beginning of each half term.
- When children have completed reading an AR book, they must take an online quiz.
- When children have completed 3 quizzes and scored 80% or higher, they then move onto the next level.
- Children should be read to by an adult every day. All classes will have a class text that is shared with the class at the end of every day for 15 minutes as a minimum.

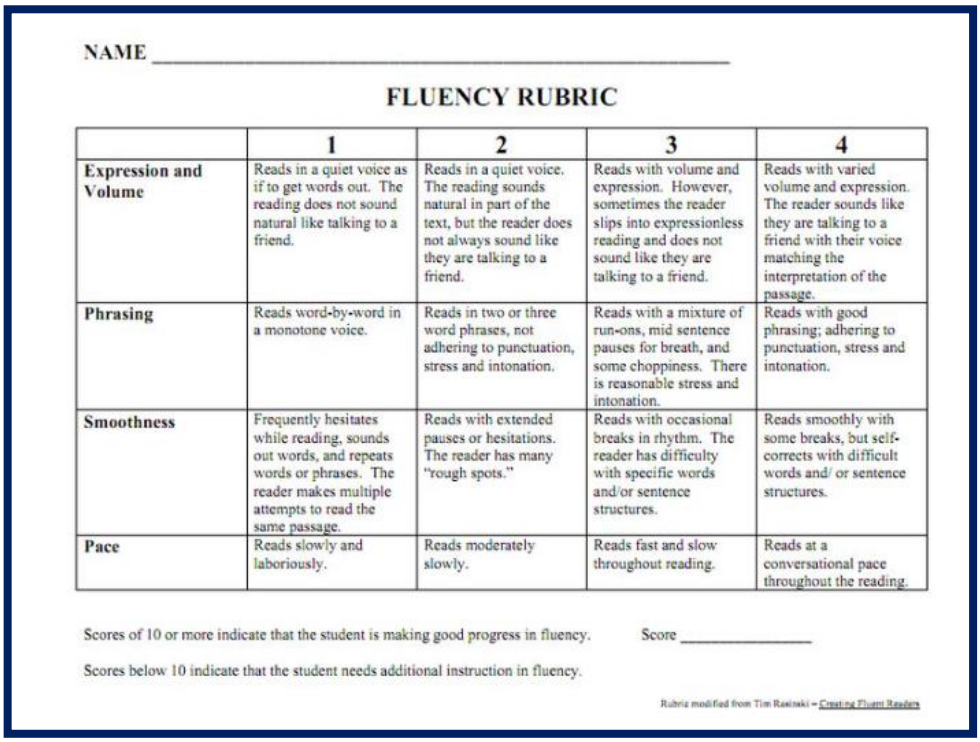
Learning with Parents

- We use learningwithparents.com as an online platform for reading.
- While using this our vision is to ensure that every child is supported at home to fulfil their potential.
- Learning with parents supports all families to have a positive learning interaction together. They drive inclusive parental engagement by partnering with schools to ensure successful reading at home for all children.
- This is an online website which will allow parents and teachers to community about their child's reading.
- Children can record voice notes of their child reading and share photos.
- Reminders will be sent to parents so that all children keep up with reading at home.
- Teachers in school will use this platform to record when they have listened to a child read in school.
- Class Dojo points are awarded to recognise reading at home.

Fluency Rubric

- Bottom 20% readers complete a Fluency Rubric weekly with an adult to develop fluency.
- This rubric is used by the teacher and student to assess reading fluency.

- The rubric will help students and teachers pinpoint the reader's strengths and areas for development so that they can practise, grow, and become better readers.
- When children become fluent readers, they are able to focus on the meaning of the text.



NAME _____

FLUENCY RUBRIC

	1	2	3	4
Expression and Volume	Reads in a quiet voice as if to get words out. The reading does not sound natural like talking to a friend.	Reads in a quiet voice. The reading sounds natural in part of the text, but the reader does not always sound like they are talking to a friend.	Reads with volume and expression. However, sometimes the reader slips into expressionless reading and does not sound like they are talking to a friend.	Reads with varied volume and expression. The reader sounds like they are talking to a friend with their voice matching the interpretation of the passage.
Phrasing	Reads word-by-word in a monotone voice.	Reads in two or three word phrases, not adhering to punctuation, stress and intonation.	Reads with a mixture of run-ons, mid sentence pauses for breath, and some choppiness. There is reasonable stress and intonation.	Reads with good phrasing; adhering to punctuation, stress and intonation.
Smoothness	Frequently hesitates while reading, sounds out words, and repeats words or phrases. The reader makes multiple attempts to read the same passage.	Reads with extended pauses or hesitations. The reader has many "rough spots."	Reads with occasional breaks in rhythm. The reader has difficulty with specific words and/or sentence structures.	Reads smoothly with some breaks, but self-corrects with difficult words and/ or sentence structures.
Pace	Reads slowly and laboriously.	Reads moderately slowly.	Reads fast and slow throughout reading.	Reads at a conversational pace throughout the reading.

Scores of 10 or more indicate that the student is making good progress in fluency. Score _____

Scores below 10 indicate that the student needs additional instruction in fluency.

Rubric modified from Tim Rasinski – Creating Fluent Readers

Taking Books Home

- Children take home three books each week. (AR book/Phonics Book, Non-Fiction/Curriculum Book and Library Book)
- Children are expected to take these books home every night and return it to school every day.
- Children must change their reading books weekly; however this may vary depending on the length of the text.
- If a child forgets their book bag 3 times, a letter must be sent home, reminding the parents of the expectations.
- A meeting with a parent may be arranged if this is a regular occurrence.
- Lost or damaged books will be charged for. This will be the cost of replacing the book.

Reading Areas.

- All classrooms must contain a reading area.
- Reading areas need to be bright, warm, comfortable places that promote a love of books and reading.
- They must contain age-appropriate books, which are in good condition.
- Books needs to be outward facing and clearly labelled.
- Each class has a reading ambassador to care for the reading area and promote a love for reading within their class.

Assessment

- Children will be assessed using PIRA assessments termly.
- Teachers will use PIRA analysis to gap fill and to inform planning at the beginning of each term.
- Teachers will identify bottom 20% readers to be targeted for reading interventions and fluency rubric.
- Teachers will regularly update the reading long term plan with texts, genres, and reading skills/objectives. Teachers will ensure there is a balance of fiction, non-fiction and poetry.
- Children complete Star Reading Tests on Accelerated Reader at the beginning of each half term.
- Using assessments gaps in learning are identified. Shine interventions are used to ensure these gaps are being taught.

Review

The policy will be reviewed annually by the English subject leader(s) and the leadership team and shared with all stakeholders.

Policy last reviewed: September 2026

Policy to be reviewed: September 2027