

# Primary Reading Policy



Our Vision  
**RESPONSIBILITY**  
**RESPECT**  
**RESILIENCE**

**A shining light in our community**

You are the light of the world. A city on a hill cannot be hidden. - Matthew 5:14b

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| Version             | 1                           |
| Last reviewed on:   | October 2026                |
| Next review due by: | October 2027                |

Intent

At Bradford Academy we know that reading is fundamental to our children's education. For the child, it is essential to their cultural, emotional and academic development and therefore provides them with the tools they need to participate fully as a member of society. We believe that a quality reading curriculum should develop fluent, confident readers as well as igniting curiosity and a love of reading. Because of this, we have a rigorous and well organised reading curriculum that provides many purposeful opportunities for reading and exploring high-quality texts. It is broad and ambitious, rich in skills and knowledge and builds on their understanding of the importance of Christian and British values. Reading is at the forefront of everything we do, and we are committed to providing a reading curriculum that means our children become lifelong, attentive, skilled readers who thrive in wider society.

Our curriculum closely follows the aims of the English programmes of study in the 2014 National Curriculum to enable all children to:

- read easily, fluently and with good understanding
- develop the habit of reading widely and often, for both pleasure and information
- acquire a wide vocabulary for reading and spoken language
- appreciate our rich and varied literary heritage
- use discussion in order to learn; they should be able to elaborate and explain clearly their understanding and ideas

These aims are embedded across all reading focussed lessons and the wider curriculum. We provide the means for children to develop secure knowledge and skills in reading, which follows a clear pathway of progression as they advance through the primary curriculum. Rigorous assessment ensures that we are able to provide targeted support so that all children experience success in reading.

## **Implementation**

### **1. Early Reading and Phonics**

At Bradford Academy we aim to teach the skills of reading and a love of reading so that our children:

- From EYFS to the end of Key Stage one children will make good or outstanding progress in reading to close the gap and meet end of Key Stage One expectations.
- Children fluently read books matched to their phonic knowledge.
- Children will continue to make progress in reading accuracy and fluency beyond Key Stage One.
- Children demonstrate a love of reading in a range of ways across the curriculum.
- Children demonstrate confidence and a deep understanding when talking to their peers and adults about texts they have read.

Our strategy encompasses these key areas:

- Prioritising the teaching of early reading and phonics.
- Fostering a lifelong love of reading.

- The consistent use of Read Write Inc throughout EYFS and Key Stage one to ensure good and outstanding pupil progress.
- The use of Read Write Inc home reading books ensures children read books which match their taught sounds and current reading ability.
- The rising Reception cohort will be exposed to Read Write Inc in the summer term of Nursery and begin formal phonics teaching in Reception.
- The use of on-going assessment and targeted support through interventions to ensure that any pupils who fall behind are given the opportunity to catch up quickly.
- Staff regularly attend training to ensure they have the expertise needed to effectively deliver high-quality phonics and early reading.
- Parents and carers are encouraged to support their child's reading by attending workshops and meetings.

We achieve this through:

| Key Area                                                | How we achieve this (strategies)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
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| Prioritising the teaching of early reading and phonics. | <ul style="list-style-type: none"> <li>• Phonics and early reading continue to be a whole school priority.</li> <li>• The school have worked with the English hub who supported us to ensure our phonics and early reading teaching was good.</li> <li>• We continue to work with the Read Write Inc consultant who visits us twice a year delivering development days. During these days, she observes teaching, provides coaching and mentoring and models good practice.</li> <li>• We have invested a significant amount of money into phonics and early reading resources to ensure fidelity to the Read Write Inc program.</li> <li>• When undertaking learning walks and lesson observations, leaders look for phonics and early reading strategies clearly unpinning all subjects and curriculum areas.</li> </ul> |
| Fostering a lifelong love of reading.                   | <p>All children are read to daily in a timetabled whole class shared reading time. Children in KS1 also have a daily poetry/rhyme/singing session.</p> <p>All classes are named after a class author, and this author is prominent within the classroom. Therefore, children have a good knowledge of books by their current class author and previous ones.</p> <p>In Reception classrooms, a daily vote takes place to choose the book to be shared with the class.</p> <p>Texts linked to Read Write Inc guided reading texts are shared and explored on a weekly basis to ensure children have the context and understanding they need to fully understand the story.</p> <p>EYFS fully participate in whole school reading events such as World Book Week. Children also enjoy other events and activities that</p>   |

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|                                                                                                                                             | <p>help foster their love for reading such as storytelling workshops and library visits.</p> <p>Developing a love for reading is one of the EYFS curriculum action points.</p> <p>Classroom reading areas contain core texts for each year group for children to enjoy. Books are displayed at children's eye level. Books children have previously read and enjoyed are also available.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
| The consistent use of Read Write Inc throughout EYFS and Key Stage one to ensure good and outstanding pupil progress.                       | <ul style="list-style-type: none"> <li>• All staff throughout EYFS and KS1 use the same planning formats to ensure that the organisation of lessons is consistent and meet the expectation of the RWInc handbook.</li> <li>• Regular, high-quality training takes place for all EYFS and KS1 staff, ensuring they have up to date working knowledge of best practice.</li> <li>• A terminology document has been written to ensure staff are consistently using the same wording within phonics sessions.</li> <li>• Resources are well organised and are consistently used in all phonics lessons.</li> <li>• Classroom environments include Read Write Inc phonics resources.</li> <li>• The phonics leader conducts learning walks and/or observations every half term to ensure high-quality teaching and learning.</li> </ul>                                                     |
| The use of Read Write Inc home reading books ensures children read books which match their taught sounds and current reading ability.       | <ul style="list-style-type: none"> <li>• Children take home a RWInc book bag book every Thursday, matching the sounds they have been taught in Phonics sessions. This is always linked to previous sounds that children have been taught, ensuring they are able to read in a confident and fluent manner. Children also take home a paper copy of their RWInc guided reading text every Monday. This could be in the form of either a photocopied ditty sheet or a story book.</li> <li>• This ensures children are fluent and confident when reading books matched to their phonics ability, enabling maximum progress moving into Year Two.</li> <li>• Children are read with at least once a week. Children at risk of falling behind are targeted and read with more often.</li> <li>• Home reading and 1-1 reading at school is recorded in a child's reading record.</li> </ul> |
| The rising Reception cohort will be exposed to Read Write Inc in the summer term of Nursery and begin formal phonics teaching in Reception. | <ul style="list-style-type: none"> <li>• In the Summer term of Nursery, children will be taught and exposed to up to the first 25 single letter sounds (time/progress allowing). This will be alongside orally blending CVC words containing taught sounds.</li> <li>• In Reception, once all children have started school (staggered start), phonics teaching will begin at Set 1. This will allow BA Nursery children to consolidate and review their existing knowledge. Whilst new to BA children will be exposed to RWInc from the beginning. Teaching will be whole class until all set 1 has been taught (Until the end of the Autumn term). Children will be assessed through a baseline prior to teaching beginning, and again at the end of the Autumn 1 and Autumn 2</li> </ul>                                                                                             |

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|                                                                                                                                                                   | terms. In the Spring term, children will move into ability groups based on the results of their assessment.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
| The use of ongoing assessment and targeted support through interventions to ensure that any pupils who fall behind are given the opportunity to catch up quickly. | <ul style="list-style-type: none"> <li>• We assess all pupils following Read Write Inc. Phonics using the Entry Assessment. We use this data to assign them to a phonics group. We do this for all pupils, whenever they join us, so we can track all of them effectively, including those eligible for the pupil premium.</li> <li>• We record their starting date and entry point on the tracker to monitor the rate at which they are making progress. We re-assess children regularly to ensure they are in the correct phonics group and to identify any children at risk of falling behind. We also use the sound tracker to ensure all staff are aware of which specific sounds children know and don't know.</li> <li>• The lowest 20% of pupils are given a 3 times weekly 1:1 intervention with a RWInc trained member of staff in EYFS and KS1. In Reception and KS1 those who are at risk of falling behind are identified quickly through formative assessment in phonics lessons and are given 1-1 interventions with a RWInc trained member of staff. Children who attend interventions are regularly formatively assessed within these sessions with the aim of moving them on.</li> </ul> |
| Staff regularly attend training to ensure they have the expertise needed to effectively deliver high quality phonics and early reading.                           | <ul style="list-style-type: none"> <li>• All EYFS and KS1 staff are fully trained in delivering RWInc phonics and guided reading sessions. All EYFS and KS1 staff are also trained in the 1-1 tutoring interventions. Updated formal training is given termly in key stage meetings.</li> <li>• Support and coaching is given weekly from the phonics leader.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
| Parents and carers are encouraged to support their child's reading by attending workshops and meetings.                                                           | <ul style="list-style-type: none"> <li>• Workshops are delivered to parents twice in each academic year. These will ensure parents understand both the importance of reading with their children and how to do this successfully.</li> <li>• Parents are shown strategies of how to read with their child. Parents are also shown how to effectively use the reading record.</li> <li>• Parents are kept regularly informed about their child's progress in phonics through parent's evenings, letters and informally through discussions with their child's teacher.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |

## 2. Core Texts

EYFS and KS1:

Tiny Seeds, Nursery, Year 1 and Year 2 have twelve core texts for the year (two per half term) chosen by the English Lead. These texts are read to the children during dedicated story times and are also the focus of their writing in English lessons and provision-based learning. Reception follow the Drawing Club programme meaning their texts change weekly. Texts for drawing club are mapped out half termly and these texts are also the focus of provision-based learning.

KS2:

Each year group have six core texts for the year (one text per half term) chosen by the Literacy Lead. These texts are read to the children daily during dedicated class book time and are also the focus of their writing in English lessons. There is an expectation that each book is finished before the end of half term. All core texts, story time texts and poems are listed in the long-term English plans written by the Literacy Lead.

### 3. Whole Class Guided Reading

Guided reading is the primary approach used to develop reading fluency and comprehension at Bradford Academy. Pupils in **Year 2 who have completed the RWI Phonics programme** and all pupils in **Years 3 to 6** participate in **three guided reading lessons each week** using *Fluency Shed* from Literacy Shed.

The Fluency Shed programme places reading fluency at the heart of teaching, recognising that fluency is the essential bridge between word reading and comprehension. Through explicit teacher modelling, carefully planned questioning and frequent opportunities for repeated reading, pupils develop the key components of fluency: **accuracy, automaticity and prosody**. A wide range of high-quality texts, including fiction, non-fiction, poetry, contemporary literature and other rich texts, are studied throughout the year. Pupils explore one text each week, allowing them to engage deeply with the content and develop a secure understanding. All lessons follow a consistent structure and are delivered with fidelity to the Fluency Shed scheme, ensuring a coherent and progressive approach to reading development.

Across the week, pupils study the same text through three fluency-focused lessons, each targeting a different component of fluent reading:

- **Lesson 1: Accuracy** – pupils focus on reading words correctly and securely. Through teacher modelling, vocabulary exploration and supported reading, children develop confidence in decoding unfamiliar words and reading the text accurately.
- **Lesson 2: Automaticity** – pupils revisit the text to increase reading speed, confidence and stamina. The focus is on developing effortless word recognition so that cognitive energy can be directed towards understanding the text.
- **Lesson 3: Prosody** – pupils read with appropriate expression, pace, phrasing and intonation, demonstrating an understanding of the text's meaning. This helps pupils to read more naturally and supports deeper comprehension.

Teacher modelling is central to every lesson. Teachers explicitly demonstrate fluent reading and model the thinking processes used by proficient readers. Carefully planned questioning is woven throughout each session to check understanding, deepen thinking and support pupils in making meaning from the text. This ensures that comprehension is developed alongside fluency rather than taught as a separate skill.

Pupils are provided with numerous opportunities for repeated reading using strategies such as assisted reading, whisper reading and echo reading. These approaches enable children to hear high-quality reading, rehearse fluency independently and receive timely support and feedback. Through

repeated exposure to the same text, pupils become increasingly accurate, automatic and expressive readers.

The consistent focus on fluency allows pupils to devote more cognitive effort to understanding what they read. As fluency develops, children are better equipped to retrieve information, make inferences, explain vocabulary in context, summarise key ideas, predict outcomes and respond thoughtfully to a range of texts. Through high-quality texts, explicit instruction and purposeful discussion, guided reading equips pupils with the skills required to become confident, enthusiastic and successful readers.

#### **4. Book Corners**

All classrooms at Bradford Academy feature dedicated book corners designed to foster a love of reading and promote independent exploration of high-quality literature. These spaces are carefully curated, containing only high-quality, age-appropriate books that we believe are worthy of being read aloud to children. At Bradford Academy, we are intentional about the texts we make available; we limit the number of books on display to ensure they are front-facing and can be rotated regularly to showcase a range of themes, genres, and linked texts.

Each book corner is considered a mini-library, with clearly organised sections, including books by the class author, teacher-recommended reads, and genre or theme-based collections. In addition to this, core texts that support oracy in History and Science are displayed prominently in the relevant classroom areas, alongside texts that link directly to provision in EYFS and KS1.

To keep the space purposeful and inviting, reading buddies and puppets are stored nearby in a designated box, but the book corner itself is reserved exclusively for books. This ensures a calm, uncluttered environment that focuses attention on the texts themselves.

Book corners are kept neat, tidy, and well-stocked, with enough books for every child to be able to select a new one when needed. Teachers regularly replenish and refresh the books to maintain pupil engagement and support evolving learning themes. Forward-facing books displayed on top of shelves are updated often to promote seasonal stories, current learning, and so are seen as highly valued areas within the classroom. Children are encouraged to take ownership of their book corner, helping to keep it organised and respected. All book corners are regularly monitored by the Reading Ambassadors with support from the Literacy Lead to ensure they meet the academy's expectations and remain effective in instilling a positive reading culture.

#### **5. Our Library Space**

At Bradford Academy, the library is a vibrant and welcoming space that promotes a love of reading and provides pupils with access to a wide range of high-quality texts. The library plays a central role in supporting our reading culture and encourages children to read for both pleasure and purpose.

The library is stocked with a broad and diverse collection of books, including fiction, non-fiction, poetry, graphic novels, picture books and texts that reflect a range of cultures, experiences and perspectives. Careful consideration is given to ensuring that pupils can see themselves represented in books while also developing an understanding of the wider world.

Pupils have regular opportunities to visit the library to browse, choose and borrow books that match their interests and reading preferences. Staff actively promote reading through book recommendations, author spotlights, themed displays and the celebration of new and popular titles.

Reading for pleasure is valued and encouraged, with pupils supported to make informed choices about what they read.

Our team of Reading Ambassadors plays an important role in promoting the library across school. They help to develop and maintain engaging displays, recommend books to their peers and support school-wide reading initiatives. The library is regularly refreshed to ensure it remains an inviting space that inspires curiosity and encourages children to explore a wide variety of texts.

Through our library provision, we aim to nurture enthusiastic, independent readers who develop positive reading habits that will support their learning and enjoyment of reading throughout their lives.

## **6. Assessment**

At Bradford Academy, we use both formative and summative assessment to monitor pupils' progress in reading and phonics. Assessment is used to identify strengths, pinpoint areas for development and ensure that all pupils receive the support they need to become successful readers.

Every term, pupils complete summative assessments which enable teachers to evaluate what has been learned and identify any children who may require additional support. Assessment information is carefully analysed and used to inform teaching, intervention and future planning. Where pupils are identified as being at risk of not meeting age-related expectations, targeted support is implemented promptly.

We use summative assessment to assess:

- Phonics (see Early Reading section and Fresh Start intervention information)
- Reading fluency
- Reading comprehension

At the beginning of each term, all pupils complete the FFT Reading Assessment to assess reading fluency. This assessment evaluates both decoding skills and overall reading fluency, enabling teachers to identify specific strengths and areas of need. The data gathered allows staff to monitor progress over time and ensure that pupils receive the appropriate support to develop into confident, fluent readers.

In addition, pupils complete termly NFER Reading Assessments to assess their comprehension skills. These assessments provide valuable information about pupils' ability to understand, interpret and respond to a range of texts. Assessment outcomes are used to identify trends, inform whole-class teaching and provide targeted support for pupils who require additional intervention.

FFT fluency assessment data is also used to identify pupils in Years 5 and 6 who require further phonics support. These pupils are quickly identified and begin Fresh Start Phonics sessions. Pupils are assessed using Fresh Start assessments to ensure they are grouped according to their phonetic knowledge, allowing teaching to be targeted and responsive. This process is also followed for any pupil joining the school in Years 5 and 6 to ensure that no child misses out on essential early reading support.

For pupils in Years 5 and 6 who demonstrate secure fluency but experience difficulties with comprehension, the Reciprocal Reading intervention is provided. This targeted approach develops

pupils' understanding of texts through structured strategies including predicting, clarifying, questioning and summarising.

Alongside summative assessment, teachers use ongoing formative assessment during phonics and guided reading lessons. Through observation, questioning, discussion, pupil responses and assessment for learning strategies, teachers continuously evaluate pupils' understanding and adapt teaching accordingly. This responsive approach ensures that misconceptions are addressed promptly and that all pupils are appropriately challenged and supported in their reading journey.

## **Impact**

As we believe that reading is key to all learning, the impact of our reading curriculum goes beyond the result of statutory assessments. Children have the opportunity to enter the wide and varied magical worlds that reading opens for them. As they develop their own interest in books, a deep love of literature across a range of genres cultures and styles is enhanced.

Through the teaching of systematic, synthetic phonics and reading comprehension, our aim is for children to become fluent and confident readers who can apply their knowledge and experience to a range of texts through the primary curriculum.

As a Year 6 reader, transitioning into secondary school, we aspire that children are fluent, confident and able readers, who can access a range of texts for pleasure and enjoyment, as well as use their reading skills to unlock learning and all areas of the curriculum. We firmly believe that reading is the key to all learning and so the impact of our reading curriculum goes beyond the results of the statutory assessments.

In addition to this:

- Parents and carers will have a good understanding of how they can support reading at home and contribute regularly to their child's progress in reading.
- The % of pupils working at age related expectations and above age-related expectations within each year group will be at least in line with national averages and will match the ambitious targets of individual children.
- There will be no significant gaps in the progress of different groups of pupils (e.g. PPG vs non PPG and boys vs girls)