



Reading Policy – Parklands Primary School

Reviewed: January 2026

Next Review: September 2027

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INTENT

At Parklands Primary School, our primary objective is to ensure that every child becomes an independent, confident and fluent reader. By the end of Key Stage Two, our goal is for all pupils to read with fluency and understanding so that they can successfully access the demands of the Year 7 curriculum, across all subjects.

We recognise that reading is a pivotal life skill. Children who engage with a wide range of texts develop enhanced vocabulary, richer sentence structures and a deeper understanding of the world around them. Beyond academic success, we are dedicated to instilling a genuine love of books and fostering lifelong enjoyment of reading. Our aim is simple:

Every child will leave Parklands Primary School a confident, fluent reader who loves reading.

IMPLEMENTATION

1. Phonics and Early Reading (EYFS and KS1)

The journey to reading begins in Reception through the Read Write Inc. (RWI) phonics programme. Children receive daily, structured phonics lessons following the sequence: revisit – teach – practise – apply

Lessons focus on:

- Phoneme-grapheme recognition
- Blending sounds to read words
- Learning common exception words
- Developing fluency, expression and basic comprehension

Teaching is lively and interactive, with regular assessment ensuring children are placed in accurately matched groups. Small-group interventions are delivered by trained staff to complement whole-class teaching.

At the end of Year 1, children complete the ~~national~~ Phonics Screening Check. Any child who requires further support continues to access phonics into Years 3 and 4 through targeted intervention, including RWI Fresh Start where appropriate.



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Language Comprehension and Vocabulary

We understand that reading requires both word recognition and language comprehension. At Parklands, talk is central to learning. Across all subjects, we deliberately plan opportunities for children to:

- Develop and rehearse ambitious vocabulary
- Engage in discussion and debate
- Listen to high-quality stories, poetry, rhymes and non-fiction
- Build background knowledge that supports comprehension

A language-rich environment enables children to think deeply, articulate ideas and transfer vocabulary into their writing.

3. Whole Class Reading (Key Stage 2)

In KS2, reading instruction moves from decoding towards depth, fluency and understanding. Children take part in daily 45-minute Whole Class Reading lessons, which include:

- Teacher modelling of expert reading
- Pupil reading aloud
- Partner talk and collaborative discussion
- Explicit teaching of vocabulary, retrieval, sequencing, prediction and inference

Each week:

- Two sessions link to the class novel
- Three sessions link to the wider curriculum

This approach ensures children are learning to read through reading to learn. Texts and extracts are carefully chosen to provide challenge, represent diverse voices and build knowledge across subjects such as History, Geography and Science.

4. Reading for Pleasure

At Parklands, developing a love of reading is at the heart of our provision.

- Teachers read aloud with passion for at least 15 minutes every day
- Every classroom has a mini library with diverse, high-quality books
- Children enjoy independent reading time and regular library access

We work with external partners including Beanstalk Readers and volunteers from GSAL, and welcome visits from inspirational authors such as Kate Pankhurst and Phil Earle.



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Reading at Home

Families play a vital role in reading success.

- EYFS/KS1 children take home their RWI book and a library book weekly
- KS2 pupils choose books from class or school libraries
- Children are encouraged to read at least 10 minutes, three times per week
- Reading Records support dialogue between home and school

We actively promote shared reading and provide guidance through termly reading mornings and Parents' Evenings.

5. Reading Across the Curriculum

Reading is integral to all learning. Children read as:

- Historians, geographers and scientists
- Researchers using non-fiction texts
- Digital readers following instructions in computing
- Critical thinkers in RE and PSHE

Skills such as skimming, scanning and reading for information are explicitly taught.

6. Additional Support and Inclusion

We are committed to ensuring that no child is left behind.

Support includes:

- One-to-one reading
- Small group fluency practise
- RWI tutoring and RWI Fresh Start
- Targeted comprehension interventions

Throughout school reading progress is tracked closely and interventions adapted swiftly.

IMPACT

Pupils at Parklands will:

- Read with fluency, confidence and understanding
- Access the full curriculum through strong literacy skills



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- Talk knowledgeably about books and authors
- Demonstrate a genuine enjoyment of reading

Assessment is both formative and summative. Data is used to plan next steps including:

- Personalised reading support
- Adaptations to whole-class planning
- Small group intervention

Leaders, governors and external partners regularly moderate assessments to ensure all pupils make at least expected progress from their starting points. Where this is not the case, rapid action is taken.

Working Together

We value strong partnerships with families and the wider community. Through workshops, author visits, library links and daily reading routines, we ensure that reading is celebrated across Parklands.

At Parklands Primary School, we open doors through reading - building confident, curious children ready for their future.