



WELLSPRING

We Make A Difference



Reading Policy/Procedure

Approval Date:	January 2026
Approved by:	SLT Approved
Date for review:	January 2027

Rationale

At Coomb Briggs Primary School, we know that reading is the key to success for children. If a child reads fluently and enjoys reading and therefore reads widely, a whole world will open for them. They will improve their vocabulary, sentence structures and knowledge of the world. We aim to teach the children to read fluently and with understanding. We promote a love of books and an enjoyment of reading.

The school aims to:

- Provide the children with the skills and strategies necessary to develop into competent and fluent readers
- Encourage the enjoyment of books and reading so that the children develop a life-long love of books
- Develop study skills so that the children can find appropriate fiction and non-fiction books from the library
- Teach a critical appreciation of the work of authors, poets and illustrators in order to emulate these skills in their own writing
- Encourage care and ownership of books
- Make sure children are familiar with a large bank of rhymes and stories including nursery rhymes, traditional tales and stories from other cultures
- Provide a rich and varied diet with a range of authors and books to suit different interests.

Procedures

To achieve the above, we do the following:

Phonics- *See separate policy*

General class teaching

As a school we recognise that speaking and listening is a big part of understanding texts. In our Literacy lessons and in all curriculum areas we try to give pupils opportunities to talk and listen in a wide range of contexts.

We understand the importance of language comprehension and this is built in alongside simple decoding. We have a lot of picture books in school and sometimes use these for whole class or group teaching so that all children can discover what is happening in a book and be able to use skills of inference and deduction even if they struggle to decode.

Foundation stage

- All children bring a book bag into school each day
- The teacher provides every child with a reading book and a reading home/school diary
- Daily Supersonic Phonic Friends work and interventions
- Children access the Supersonic Phonic Friends area of provision
- Individual reading – The teacher/TA will hear each child read 1.1 on at least a weekly basis, the teacher records progress made in the whole class reading folder and children's individual reading diary.
- Children learn a story a week so that they start to build up a bank of stories that they are very familiar with or know by heart.
- All children visit the library once a week.
- Classes have a story time every day where they listen to the teacher model fluent and expressive reading.

KS1

- The teacher provides every child with a reading book and a reading home/school diary which they take home every night. The expectation is that they read to an adult at least 3 times a week.
- Daily Supersonic Phonic Friends lessons and interventions.
- Formal guided reading following the VIPERS approach happens 3 times a week from Year 2.
- KS1 children engage in whole school choral reading daily.
- Bottom 20% readers are identified early and read 1:1 with an adult every day. The rest of the children are heard individually once per week.
- Teachers read aloud to children every day.
- Throughout the year, children become familiar with well known stories, which they can use as models to support writing.
- All children visit the library once a week.

KS2

- Whole class Guided Reading sessions teaching VIPERS skills take place 4 times per week.
- The teacher provides every child with a reading book and a reading home/school diary which they take home every night. The expectation is that they read at least 3 times a week. Children will either take a reading book home at their level or choose a book from the class or school library.

- Bottom 20% readers are identified early and read 1:1 with an adult every
- Teachers read aloud to children every day to ensure they hear a wide range of high quality, diverse fiction each year.
- Bottom 20% readers who still require phonics support access phonics interventions weekly.

Resources

As a school, we invest heavily in books and adult support with reading including providing new and appealing books – whole class sets, reading scheme and guided reading.

We prioritise reading in terms of adult support in school which includes teachers, TAs and volunteers who give extra support to small groups or 1:1.

Books: Promoting the enjoyment of reading – getting children choosing to read.

- Read aloud to children (every day if possible) and then let them take the book home to read for themselves
- Ask the children what they like to read and order those books for the classroom
- Take the children to the library in school weekly
- When we have a school book fair money is allocated to classes so that children can choose books they would like to read
- Reading assemblies where the whole school has a chance to celebrate and promote a love of reading

Assessment

Assessment using the NFER materials are done termly and are recorded using the school's assessment tracker which the Leadership Team accesses to analyse. This data, alongside AOL is discussed in half termly pupil progress meetings.

Bottom 20%

Children who are falling behind age-related expectations are identified early by the school tracking systems and the regular pupil progress meetings, and support is put into place. Bottom 20% readers read every day with a member of staff and are closely tracked by the class teacher and SLT. Evidence for this is available in all class reading folders.