



Reading Policy



There is no such thing as a child who hates to read. There are only children who have not found the right book.

Reviewed by governors: Spring 2026

Next review: Spring 2028

Rationale and Intent

At Dohill Primary School, we recognise the vital role reading plays in fostering a lifelong passion for learning. We believe that reading is not only a fundamental right but also an essential skill for effective communication and personal growth.

Our curriculum is designed to immerse children in a rich variety of texts, enabling them to explore diverse authors, genres, and perspectives. Through this, pupils develop a love of reading while gaining opportunities to research, deepen their knowledge, and broaden their understanding of the world around them.

Curriculum Statement for Reading

Our principal aims, in line with the National Curriculum for Reading in England, are to:

- **Place reading at the heart of our curriculum**, ensuring it underpins all areas of learning.
- **Enable all children to appreciate our rich and varied literary heritage**, fostering cultural awareness and a love of literature.
- **Inspire pupils to develop a lifelong habit of reading for pleasure**, promoting enjoyment and engagement with texts.
- **Provide opportunities for pupils to discuss, interpret, and apply their understanding of what they read**, encouraging them to articulate ideas clearly and confidently, and to elaborate on their thinking.

Curriculum Statement for Reading – Implementation

The core of our Reading curriculum is based on the National Curriculum for England and is supported by **Read Write Inc.**

Read Write Inc. is a systematic, synthetic phonics programme validated by the Department for Education. It equips children with the phonics knowledge and skills they need to become fluent, confident readers. Once pupils have successfully completed the programme, our Reading curriculum continues through a bespoke approach that uses high-quality texts and a range of strategies informed by the latest research and guidance.

The subject leader provides regular professional development for teachers and support staff to ensure consistency and excellence in delivery. Texts are carefully selected to offer pupils a broad and balanced reading experience, encompassing a variety of genres, authors, and themes, while promoting cultural capital and a deep appreciation of literature.

Curriculum Design and Ambition

Our Reading curriculum is carefully sequenced from Early Years through Year 6 to ensure a logical progression of knowledge and skills. Each new concept builds on prior learning, enabling pupils to **know more and remember more**. Clear end points are identified for every year group, and time allocations are structured to allow children to master key concepts effectively.

All pupils have access to a **high-quality, ambitious Reading curriculum** that is both challenging and enjoyable, raising aspirations and fostering a love of reading. We broaden horizons through a **context-rich curriculum** that gives purpose to learning and promotes high expectations for every child to succeed.

Teaching and Learning

The National Curriculum for Reading identifies two key dimensions:

- **Word Reading**
- **Comprehension**

In addition, at Dohill Primary School we place **Reading Fluency** at the heart of our curriculum aims.

In the Early Years, we prioritise word reading through the systematic introduction of phonemes and graphemes. As pupils progress into Key Stage 1 and develop their word reading skills, we focus on building fluency: the ability to read text accurately, quickly, and with appropriate expression. Once pupils achieve sufficient fluency, we begin to place greater emphasis on comprehension through targeted questioning and structured programmes such as **Read Write Inc.**

Throughout Key Stage 2, while fluency continues to be supported as pupils encounter more complex vocabulary and sentence structures, the focus shifts towards developing deeper comprehension skills. Pupils are encouraged to discuss and analyse texts, articulate their ideas clearly, and engage with increasingly sophisticated themes and concepts.

VIPERS in Reading

VIPERS (Vocabulary, Inference, Prediction, Explanation, Retrieval and Summary) is an approach designed to support the recall of the six key reading domains within our Reading curriculum. These domains focus on the **comprehension** aspect of reading rather than the mechanics such as decoding, fluency, or prosody.

VIPERS is not a reading scheme; rather, it is a structured approach that ensures teachers ask a broad range of question types and that pupils become familiar with these. This method allows teachers to monitor the types of questions asked and track pupils' responses, enabling targeted questioning and focused support to strengthen comprehension skills.

Teaching and Learning – Reading

Reading is taught five days a week through a carefully structured approach:

- **Two comprehension lessons** focusing on discussion and written responses to texts, enabling pupils to develop deeper understanding.
- **One fluency lesson** using a range of reading strategies—such as teacher modelling, paired reading, echo reading, and choral reading—to help pupils read accurately, with expression, and at an appropriate pace.
- **One lesson on decontextualised texts**, supporting pupils in applying comprehension skills to unfamiliar material.

- **One library session**, where pupils and teachers engage in discussions about book preferences, make recommendations, and explore different authors, themes, and genres. This session also provides opportunities for pupils to change books and practise fluency with a variety of texts.

Our aim is to ensure that all children **enjoy reading**, experience a wide range of high-quality texts, and understand what makes literature rich and engaging. Pupils learn to identify key features of genres and text types, building a strong foundation of vocabulary, language patterns, and literary structures to support future reading and writing.

Throughout lessons, teachers check understanding effectively and address misconceptions promptly. The curriculum is designed to enable pupils to **know more and remember more**, embedding key concepts in long-term memory so they can apply them fluently and confidently.

Foundation Stage

The EYFS curriculum provides rich opportunities for children to listen to stories, join in with their favourite books, and explore reading creatively. Children are encouraged to handle books, develop curiosity, and engage in imaginative reading experiences. Throughout the Foundation Stage, pupils build and apply their early reading skills both indoors and outdoors, laying the foundations for lifelong literacy.

Key Stage 1 and Key Stage 2

In Key Stage 1, staff are fully trained to deliver high-quality teaching through the **Read Write Inc.** programme. The Reading Leader is released during RWInc sessions to provide regular monitoring, modelling, and coaching, ensuring teaching standards remain consistently high and pupils develop secure phonics knowledge and early reading fluency.

As pupils transition into Key Stage 2, reading is taught using carefully selected whole-class texts, chosen for their quality and progression. Lessons follow the school's progression document to ensure systematic development of reading skills. A consistent approach across Key Stage 2 enables pupils to deepen comprehension, broaden vocabulary, and engage critically with a wide range of genres and authors.

Curriculum Documents for Reading can be found on the following pages of the school website:

<https://www.dothillprimaryschool.co.uk/key-information/curriculum>

- Reading Curriculum Statement
- Reading Progression Document EYFS/KS1
- Reading Progression Document Lower KS2
- Reading Progression Document Upper KS2

Planning

Each year group has a **Curriculum Map** which outlines the key areas of Reading to be taught throughout the year. This ensures appropriate time allocation and coverage across all year groups and key stages.

Detailed **medium-term planning** supports teachers in designing sequences of progressive weekly lessons, allowing pupils sufficient time to master new concepts. Progression documents and the Reading Policy underpin these plans, ensuring consistency, challenge, and high expectations across the school.

Assessment

Assessment is embedded throughout the Reading curriculum and is used by staff to check pupils' understanding of key concepts. **Discussion of reading** forms a significant part of both teaching and assessment, with time built into lessons for pupils to articulate their ideas. This approach helps identify gaps in knowledge and understanding, enabling teachers to respond promptly and effectively.

We also recognise assessment as a valuable learning tool, providing opportunities for pupils to strengthen memory and deepen understanding through deliberate practice.

- **Phonics and Fluency (EYFS & KS1):** Pupils on the **Read Write Inc.** programme have their phonics knowledge (and fluency, when appropriate) assessed every half term. This ensures accurate group placement and targeted next steps.
- **Comprehension (KS1 & KS2):** For pupils in Years 2–5, **NFER Reading Assessments** are carried out termly. Question Level Analysis is used to identify strengths and areas for development, informing planning for the following term.
- **Year 6:** Past SATs papers are used in a similar way to guide planning and interventions for individuals and groups.

At the start of each lesson, teachers share a **clear learning objective**, covering key areas such as fluency, inference, retrieval, and broader comprehension. These objectives are aligned with national curriculum expectations and progression documents.

Daily **formative assessment** takes place through class discussion, questioning, practical activities, and written responses where appropriate. At all stages, reading attainment is monitored to ensure gaps are addressed swiftly so that pupils' progress is accelerated.

Early readers are taught by skilled staff through the **Read Write Inc.** programme, ensuring that reading books match their current phonetic knowledge and support fluency development.

Recording

Daily phonics work is recorded in **Read Write Inc.** books as appropriate. Once pupils have completed the phonics programme, responses to reading are recorded in **reading journals**.

Typically, three lessons per week include written responses to texts, alongside one lesson focused on **reading fluency** and one dedicated to **reading choices** in the library. Teachers have some flexibility to adapt this structure to meet the specific needs of their class.

Resources

Each classroom has its own **class library**, designed as a mini version of the whole-school library. To keep selections fresh and engaging, teachers and pupils choose new books each half term during library time.

Each class library includes:

- **Author Focus**
- **Books to Re-read**
- **Class Favourites**
- **Current Non-Fiction**
- **Previous Non-Fiction**

The **main school library** offers a wide range of fiction books, organised by genre (including poetry), series, and author, and displayed in attractive front-facing baskets. Books are colour-coded for easy location and return. A broad selection of non-fiction texts is also available, enabling pupils to explore topics beyond their year-group curriculum. Additionally, the library includes a collection of **Big Books**, many of which are classic children's titles, ideal for shared reading in pairs or groups.

Each class has a **timetabled weekly library session**, acting as a 'book club' where teachers and pupils share recommendations, discuss authors, themes, and genres, and broaden reading choices.

Children in Years 2–6 can also access the library during one lunchtime per week. These sessions are run by **Year 6 librarians**, who:

- Hear selected pupils read (identified by teachers for additional support)
- Help pupils choose and change books
- Facilitate book-related activities such as:
 - Story writing
 - Bookmark making
 - Book reviews
 - Puzzles and colouring linked to books or characters
 - Storytelling sessions

The school also subscribes to the **Schools Library Service**, borrowing non-fiction books each term that match the reading age range of classes and complement curriculum topics.

Role of the Subject Leader

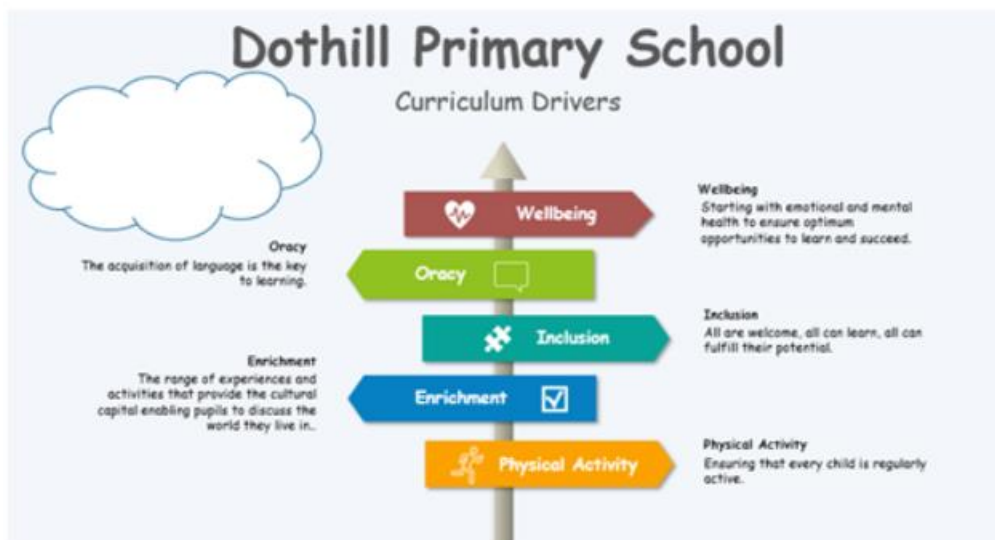
The subject leader is responsible for:

- **Resource Management:** Auditing, identifying, purchasing, and organising all reading resources, ensuring they are well maintained and readily available. This includes whole-class reading texts and maintaining a broad, balanced range of materials in the library.
- **Policy and Documentation:** Developing and reviewing the Reading Policy and scheme of work to ensure agreed approaches are clearly documented.

- **Staff Support and Development:** Advising and supporting staff in planning and teaching reading and developing subject knowledge in line with current research and best practice.
- **Monitoring and Evaluation:** Monitoring teaching and learning through learning walks, work scrutiny, planning reviews, and pupil voice.
- **Tracking Outcomes:** Monitoring pupil progress and outcomes, including for disadvantaged pupils, SEND, and EAL learners.
- **Action Planning:** Using feedback from monitoring to create an action plan with realistic, developmental targets for improvement.
- **Reporting:** Providing regular updates to SLT and Governors on progress, priorities, and impact.

Curriculum Drivers

At Dothill Primary School, we have five curriculum drivers that are central to our vision and ethos. These drivers shape and influence every aspect of our curriculum, ensuring it reflects our core values and prepares pupils for life beyond school. They are embedded across all subjects and themes, providing a consistent framework that underpins teaching and learning.



Enrichment

A wide range of visits and visitors are planned across the curriculum to provide pupils with experiences that broaden their understanding, enrich learning with real-life contexts, and help embed and retrieve knowledge.

In Reading, enrichment includes:

- **Regular visitors** who listen to pupils read, supporting fluency and confidence.
- A **whole-school approach to World Book Day**, celebrating authors, genres, and the joy of reading.

- **Assemblies dedicated to reading success**, where pupils share achievements and recommendations, fostering a culture of reading for pleasure.

These experiences enhance engagement, deepen comprehension, and promote a lifelong love of reading.

Wellbeing

We place strong emphasis on a curriculum that develops the whole child. The wellbeing of every member of our school community is central to our ethos and is key to raising academic success. Our pupils gain a secure understanding of their own value and purpose, alongside the ability to make informed choices and decisions.

In Reading, wellbeing is promoted through opportunities for pupils to discuss books they enjoy and share their reasons with peers, fostering confidence and positive relationships. Pupils have the freedom to choose books they love from class reading areas, encouraging autonomy and enjoyment.

The texts selected for reading lessons are chosen to nurture empathy and explore moral and ethical issues. Through these, pupils consider different perspectives, reflect on characters' experiences, and engage with themes of self-esteem and wellbeing in a safe and supportive environment.

Oracy

Our curriculum aims to develop learners who can think critically, reason collaboratively, and use a rich vocabulary to express their knowledge and understanding.

In Reading, oracy is fostered through:

- **Discussion of texts** pupils have read, encouraging them to articulate ideas and interpretations.
- Opportunities to **explore and explain comprehension**, deepening understanding through dialogue.
- **Termly poetry units**, which provide pupils with the chance to perform to an audience, building confidence and expressive skills.

These experiences ensure pupils develop both the language and confidence to communicate effectively in a range of contexts.

Physical Activity

Research from the Sport England Survey shows that active children are happier, more resilient, and more trusting of others. Physical activity is positively associated with higher levels of mental wellbeing, individual development, and community engagement.

At Dothill, we integrate physical activity into Reading by:

- Incorporating **drama and role play** into lessons where appropriate, bringing texts to life through movement and expression.

- Encouraging pupils to **move around the classroom** during certain activities to share resources and work in flexible learning groups.
- Using **Calm Brain** throughout the school day to support smooth transitions and provide brain breaks when needed.
- Including **actions and movement** as part of termly poetry performances, helping pupils engage physically and creatively with language.

This approach supports wellbeing, engagement, and deeper understanding of texts while promoting an active, healthy learning environment.

Inclusion

All pupils participate fully in Reading. We recognise that every learner is unique, and we adopt a **child-centred approach** to adapt teaching to meet individual needs.

We make the following adaptations to ensure inclusivity:

- **Differentiating the curriculum** through grouping, 1:1 support, teaching style, and lesson content.
- **Adapting resources and staffing** to provide targeted support.
- Using **recommended aids** such as laptops, coloured overlays, visual timetables, and larger fonts.
- **Differentiating teaching strategies**, including extended processing time, pre-teaching key vocabulary, reading instructions aloud, and using visual cues alongside verbal instructions.

Our inclusive practice is further informed by the **NASEN 'Teacher Handbook: SEND' (2021)**, ensuring specific adaptations for each curriculum area.

In EYFS and KS1, pupils access the **Read Write Inc.** programme at the stage appropriate to their needs. Inclusion is also supported through targeted interventions such as **Fresh Start** in Years 4–6 and additional RWInc groups for Year 3 pupils who have not fully secured phonics knowledge by the end of Key Stage 1.

Spiritual, Moral, Social and Cultural Development

We recognise that the personal development of pupils—spiritually, morally, socially, and culturally—plays a significant role in their ability to learn and achieve. Through our Reading curriculum, we aim to provide opportunities for pupils to explore and develop their own values while fostering a positive and caring attitude towards others.

Carefully chosen texts enable pupils to encounter contexts in which they can see themselves represented, while also broadening their experiences of different cultures, beliefs, and perspectives beyond their own lived experiences. This approach promotes empathy, respect, and understanding, supporting pupils in becoming thoughtful and responsible members of society.

Use of ICT

Information and Communication Technology is used to enhance the teaching of reading across all key stages wherever appropriate. Teachers use films and images to support the development of visual literacy and stimulate pupils' imagination. ICT is also employed to record drama and performance work, allowing pupils to reflect on and improve their expressive skills.

When appropriate, and according to individual needs, pupils may use technology to assist with responses to reading or to adapt texts to meet specific visual or accessibility requirements. This ensures that ICT is used purposefully to support engagement, inclusion, and creativity within the reading curriculum.

Online Safety

As part of our commitment to safeguarding, all online access during lessons is carefully planned and monitored. Pupils may use specific content such as videos, models, or images on computers, but these resources are always carefully selected by teachers to ensure they are appropriate and safe.

To maintain a secure digital environment, SENSO software is used across the school to monitor and manage computer activity on all devices. This proactive approach ensures that pupils can benefit from technology in a safe and controlled setting.

Equal Opportunities

We are committed to ensuring equal opportunities for all pupils in every aspect of teaching and learning. When planning our curriculum and selecting teaching strategies and resources, we take into account the diverse cultural, religious, and personal backgrounds of our pupils.

Our approach guarantees that every pupil has fair and inclusive access to:

- All areas of the curriculum and extracurricular activities
- School grounds, equipment, and learning resources
- Opportunities to engage with staff and participate in whole-class and group work

Through these measures, we aim to create an environment where every pupil feels respected, valued, and supported in achieving their full potential.

Impact

The impact of our reading curriculum is evident in the following outcomes:

- **Inclusive success:** Pupils of all abilities thrive because they have regular opportunities to read widely and frequently.
- **Strong decoding skills:** Pupils use phonetic knowledge as their primary strategy for decoding words.
- **Fluency and comprehension:** Pupils develop the fluency to read age-appropriate texts confidently, at a pace that supports understanding.
- **Curriculum access:** Fluent readers can fully engage with all areas of the curriculum.

- **Literary awareness:** Pupils gain an appreciation of a wide range of authors, genres, and texts, developing understanding and forming their own opinions.
- **Preparedness for learning:** Pupils are equipped and confident to read across all subjects throughout their educational journey.
- **Reading identity:** Pupils know what they enjoy reading and can articulate their preferences with confidence.