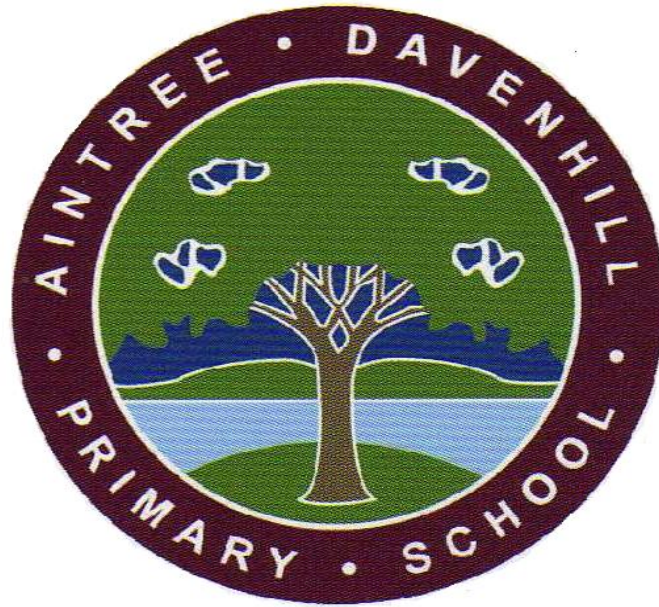


Aintree Davenhill Primary School



Reading Policy

Approved by the Headteacher
June 2026

Review date June 2027

Aintree Davenhill Reading Policy

Reading Curriculum Intent

Aintree Davenhill Primary School understands the importance of reading in the process of developing pupils into independent learners.

Reading is central to our ability to understand, interpret and communicate with one another. Furthermore, pupils who read on a regular basis, in school and at home, have a higher chance of fulfilling their potential.

Our school motto is Excellence and Enjoyment meaning that we want children to enjoy reading and have a positive attitude towards it. Our vision is also for our pupils to achieve excellence in reading and in every aspect of school life. We believe that successful learning enables children to develop the confidence to meet the challenge of new work. Our vision is for our pupils to develop a love of literacy, in particular a love of reading and books – having an extensive understanding of vocabulary. To use examples of good literature to inspire them as writers and to use information gained from books to develop their subject knowledge but also to develop their knowledge of the diverse nature of society and to support them to make good moral choices.

Aims

For every pupil we aim to:

- instil a passion for reading in pupils, which they will carry on into subsequent education and their later life.
- encourage
- value and to build on each pupil's prior learning
- raise pupils' levels of attainment/achievement in reading throughout the school
- include all pupils no matter their ability
- teach pupils the skills of interpreting an author's craft and to reflect on the content
- enable the pupils to locate and use relevant information
- encourage pupils to make and utilise the link between reading, writing, speaking and listening
- allow pupils to appreciate, through reading, the feelings and cultural experiences of others
- develop an awareness of different genres

In partnership with parents we aim to:

- value and promote parental involvement in supporting their children in reading at home within a range of contexts, including reading for enjoyment and reading for information

Reading Curriculum Implementation

Whole School

- All children are expected to read their reading book at least 3 times a week. The children who do this are rewarded a sticker on our class sticker charts.
- Reader of the Week – every class chooses a reader of the week and this is celebrated in key stage assemblies. The pupil who achieves this is invited to choose a reward from a list displayed in the classroom.
- Every year we will celebrate World Book Day in order to help instil a passion for reading.
- Extra activities linked to reading, such as school trips and talks from guest speakers, will be organised sporadically throughout the academic year.
- All pupils will have access to books from the school library.
- Pupils will be encouraged to join their local public libraries and develop a lifelong enjoyment of reading. The school will work in partnership with local library services to promote reading opportunities, including participation in the **Summer Reading Challenge**, which is launched annually through a library-led assembly.
- Staff provide opportunities for all pupils to show they are developing an understanding of words, sentences, grammar and information they are using.
- All staff should be aware of the specific requirements of their subject and should prepare pupils where necessary. This could mean, for example, producing a knowledge organiser or word bank to be used for a particular topic
- Pupils will, in groups or as a whole class, read texts linked to their topic work.
- All texts and books read with classes are to be specific and planned for from our school reading spine of books we plan to teach / read during the children's time in Aintree Davenhill.

Early Years and Key Stage 1

At Aintree Davenhill, our approach to teaching early reading and phonics throughout the EYFS (Early Years Foundation Stage) and KS1 (Key Stage 1) is through the Read Write Inc. (RWI) phonics programme. In RWI phonics lessons, children learn to read accurately and fluently with good comprehension. They learn to form each letter, spell correctly and compose their ideas step-by-step.

The RWI approach is taught considering the 5 Ps:

Praise – Children learn quickly in a positive climate.

Pace – Good pace is essential to the lesson.

Purpose – Every part of the lesson has a specific purpose.

Passion – This is a very prescriptive programme. It is the energy, enthusiasm and passion that teachers put into the lesson that bring the teaching and learning to life!

Participation – A strong feature of R.W.I. lessons is partner work and the partners 'teaching' each other (based on research which states that we learn 70% of what we talk about with our partner and 90% of what we teach).

Throughout the programme, children learn English alphabetic code: the 150+ graphemes that represent 44 speech sounds. They rapidly learn sounds and the letter, or groups of letters, they need to represent them, in three sets of Speed Sound Letters. Simple and enjoyable mnemonics

help all children to grasp the letter sound correspondents quickly, especially those who are at risk of making slower progress or those who are new to learning English. This knowledge is taught and consolidated every day. High frequency words that are not phonically regular are taught as 'tricky' words (we call them Red Words) and are practised frequently.

Lively phonic books are closely matched to children's increasing knowledge of phonics and 'tricky' words so that, early on, they experience plenty of success. Repeated readings of texts support their increasingly fluent decoding. A thought-provoking introduction, prompts for thinking out loud and discussion help teachers ensure that children comprehend what they are reading. Teachers read aloud and discuss picture books with similar themes to those in the Storybooks, so children build up background knowledge ready for the next Storybook.

Key Stage 2

From Years 2 to 6, we encourage a love of reading, using Ready Steady Read Together by Literacy Counts.

INTENT

Our shared reading curriculum is built around a sequence of high-quality, age-appropriate texts, using Literacy Counts' **Ready Steady Read Together** units of learning. This resource provides dynamic and inclusive lessons that integrate metacognitive strategies and feature diverse literature from exceptional authors. It aims to inspire children and families to develop a lifelong love of reading for pleasure, knowledge and information.

The intent is that all pupils, from year 2 to year 6, regardless of their needs, abilities or background, have opportunities to meet, and where possible exceed, the National Curriculum expectations for reading comprehension. **Ready Steady Read Together** gives every pupil access to high-quality texts, enabling them to experience literature that develops fluency, vocabulary and understanding. Through teacher modelling of expression, pace, intonation and prosody, children learn how skilled readers bring meaning to a text and how these features support comprehension. Shared reading also creates opportunities for discussion, questioning, drama and exploration of language, which deepen comprehension whilst enhancing oracy skills. Crucially, it ensures that every child, regardless of their decoding ability, can engage with ambitious texts and develop the habit of reading widely and often for both pleasure and learning.

IMPLEMENTATION

Organisation and Curriculum Coverage

Ready Steady Read Together units are built around engaging, vocabulary-rich texts and provide a wealth of opportunities for reading, discussion and metacognition. Each unit follows a clear sequence of learning episodes, supports vocabulary development in context and includes structured opportunities for retrieval, fluency and strategy modelling and discussion. Gamification elements and interactive low-stakes quizzes link directly to the KS1 (Year 2) and KS2 (Years 3–6) reading content domains, reinforcing understanding while ensuring progression through the National Curriculum. Progression is actively embedded within teaching to build

comprehension skills, word reading, understanding of terminology and knowledge of the content domains step by step, ensuring consistency and clarity across the year groups.

Management and Staff Development

The school has implemented **Ready Steady Read Together** by establishing a clear management structure with involvement from the Senior Leadership Team and the Reading Coordinator. All staff have received specific **Ready Steady Read Together** training and the principles of successful implementation are applied consistently across the school. Senior leaders draw on the leadership materials to monitor, review and evaluate strengths and identify next steps. Timetables are reviewed regularly to ensure the effective deployment of support staff. The school ensures the environment supports shared reading, provides scaffolding for all children to succeed and fosters a positive reading culture. Five explicit **Ready Steady Read Together** lessons are delivered each week, each lasting 40 minutes.

Information from the *Teacher Reading Audit*, *Pupil Voice* and other leadership documentation is used to identify further CPD needs and is reviewed regularly to maintain staff confidence in delivering the highest quality shared reading lessons.

Resources and Planning

Each class has specific **Ready Steady Read Together** vehicle texts with suggested supplementary books to support the themes and encourage reading for pleasure. Lesson plans, resources and leadership guidance are provided through the online membership homepage. Teaching is supported with structured questions and answers that enable teachers to model, scaffold and extend pupils' understanding so that all children can access and engage with texts effectively. The shared reading curriculum is mapped through the *Progression Overview* documents and units include all resources required to deliver dynamic and inclusive lessons.

Assessment

Teachers use daily formative assessment through observation, questioning and feedback to stretch and challenge pupils and to identify those who need additional support. A checklist at the bottom of the *Pupil Practise and Apply* booklet allows teachers to indicate specific areas of difficulty. In addition to this feedback, a low-stakes quiz is completed in the fifth lesson each week, giving children the opportunity to apply the strategies and skills they have been developing.

Throughout the academic year (2026 - 27), three assessments are carried out in each year group, supported by Excel breakdowns that enable gap analysis. The data highlights strengths and weaknesses across the content domains. By identifying next steps, the tool helps teachers and leaders target teaching and explicitly model the required skills and strategies in subsequent lessons. Subject leaders analyse termly data and address areas for development. Attainment, progress and barriers to learning are reviewed in half-termly pupil progress meetings, where clear actions are agreed to close gaps, particularly for pupils in the bottom 20%.

Inclusion

'If you get it right for the most disadvantaged and vulnerable, you get it right for everyone.' (Sir Martyn Oliver, *His Majesty's Chief Inspector at the Office for Standards in Education, Children's Services and Skills*, March 2025).

Ready Steady Read Together is aspirational for every child. It ensures that all pupils, including those with barriers such as dyslexia who may struggle with fluency and independent reading, are given opportunities to develop their comprehension of challenging texts with scaffolded support. Children who face language barriers, such as those with English as an additional language, benefit from accurate English modelling, peer collaboration, dual coding, scaffolded speaking and listening activities and the use of technology to aid comprehension. For pupils with special educational needs, the programme provides guidance and advice through suggested intervention, scaffolds and breakdown strategies.

Ready Steady Read Together: Go includes scaffolding for fluency and comprehension, explicit instruction in breakdown reading strategies and guidance on flexible groupings to ensure appropriate challenge and peer support. It also advises on activities and interventions at Wave Two and, where necessary, Wave Three interventions.

Confident readers are encouraged to deepen their understanding, explore a wide range of literature and develop higher-order thinking, with units adapted to provide additional challenge where appropriate.

Other Opportunities for Reading

Story Time:

Texts, recommended for the year group, appropriate to topic work or objectives covered in English lessons, are read aloud by the teacher at the end of the day. We believe that giving children the opportunity to hear an adult/teacher read to them, promotes a love of reading, immerses them in rich vocabulary and also models expression and intonation.

Library:

Classes can freely access the library for enjoyment or research purposes, (developing skills needed to locate and effectively use information) choose books to borrow and read independently, share in a story time etc.

We have an outdoor reading space called 'The Book Bus'. The children can use this space supervised for whole class reading sessions or smaller group sessions. It is a special place where the children can enjoy a book in calm and unique surroundings.

Home/School Reading:

Aintree Davenhill believes that parental involvement and encouragement can play a crucial part in pupils' reading development and we promote a home-school reading partnership by:

- Communicating with parents and sharing information with them through parent meetings, newsletters, reading records and curriculum evenings.

- Giving pupils a book to read at home each day to further the skills they have learned during guided reading.
- Encouraging parents to make notes in the pupils' reading records about reading progress made at home.

All EYFS and KS1 children will be given a copy of the RWI book they read the previous week in class, so they are confident reading it at home. Alongside these, children take home a 'book bag book' which is a RWI book specifically matched to the sound/s the children have been working on in their phonics lesson and the 'red words'. Both the RWI phonics book and the 'book bag book' are changed once per week. Additional to this, the children choose weekly library books to read for enjoyment with their families.

Once children reach orange RWI books they will read the corresponding 'book band' books as an additional home read. Most children move onto ACR during Year 3. They are assessed using the 'Star Tests' and are given a level and a reading age. The children then select books from the appropriate level and on completing the book do a quiz. Teachers and TAs monitor their progress on a weekly basis.

Parents are urged to share books with their children and hear their children read at home. Parents are encouraged to make a written comment in the school reading record or sign (at least five times a week), to show how their child read or their understanding of the text.

Special Educational Needs (SEND)

Children with special educational needs are encouraged to take full part in reading sessions, both inside and outside the Literacy sessions. All pupils with special educational needs will follow the same educational curriculum as their peers, adapted where necessary to meet their individual needs. Pupils who need it, are withdrawn for short periods, to participate in individual and small group programmes, based on their Provision Map. Care is taken not to disadvantage pupils by this withdrawal. The lowest 20% readers in KS2 are assessed three times per year using the Salford Reading Assessment. Results are fed back to teachers so that these can be utilised as intervention targets where necessary.

Strategies for Recording and Reporting

In the summer term, children's reading skills will be assessed through a formal reading assessment. Each teacher will then be able to gauge the child's strengths, areas for development and the progress made, and use this to plan future provision. Reading is also monitored through lesson observations, learning walks/ drop-ins, monitoring books and reading records, pupil interviews and talking to teachers.

Impact of the Reading Curriculum

Monitoring and Evaluation

Reading at Aintree Davenhill is monitored by the Head teacher, the Reading Subject Leader along with the English Team and the Leadership Team through:

- observation of lessons – feedback to teachers
- monitoring the planning of the reading curriculum
- looking at work in the children's work booklets and talking to children
- Key Stage 2 SATs results, reading assessments, tracking of the bottom 20% of children
- tracking and monitoring of RWInc teaching and assessments
- curricular targets and targets set for the school
- resources being used
- courses and INSET attended by staff
- evaluation of the maths action plan for the SIP
- talking to pupils and staff

The Reading Subject Leader uses information gathered from the above plus knowledge of National and LEA initiatives to develop the action plan for reading for the School Improvement Plan.

Reading Policy – Revised July 2025

S. Clarke – Reading Subject Leader