



CORBY PRIMARY ACADEMY

Reading Policy

REVIEW PROCESS	
Reviewed	September 2025

Reading at Corby Primary Academy

Our Aims:

- For our children to read with fluency, accuracy and understanding.
- To provide our children with prompts to support independent reading and the understanding of texts.
- To support the children with the understanding of new technical vocabulary.
- To create opportunities for reading across our curriculum.
- To allow the children to read for pleasure and have access to a wide range of genres.
- To develop reading skills alongside writing to support our children to become literate adults and readers.

The teaching of reading

The teaching of reading in Corby Primary Academy allows the children to become avid readers, who enjoy reading for pleasure as well as being able to comprehend a variety of texts through reading lessons. We strive to offer a stimulating environment, where children can access different genres of text and be able to share and discuss books. Furthermore, we use our English lessons to explore books and create an environment where reading and writing work alongside each other.

Modelling proficient reading is an important part of our teaching of reading. As teachers, we ensure children are read to regularly so we can demonstrate skills to become affluent readers.

Early reading is taught through Little Wandle Letters and Sounds Revised, which is a systematic and synthetic phonics programme. We start teaching phonics in Nursery/Reception and follow the progression, which ensures children build on their growing knowledge of the alphabetic code, mastering phonics to read and spell as they move through the school.

Reading Strategies used throughout Corby Primary Academy

Individual reading – This is where a child shares a book with an adult, individually, whether it is their reading book or a book for pleasure.

Reading practice sessions – This is group reading. We share books (matched to the children's secure phonics knowledge) within a group and focus on key reading skills – decoding, prosody, and comprehension.

Whole class reading – This is sharing texts as a whole class, where all children access the same text, and all children answer the same questions. This allows children to be supported by their peers and still have access to challenging texts.

Shared reading – This is where the adult models strategies and skills to the children and demonstrates how to be a fluent reader.

Paired/Buddy reading – This is sharing books with a partner. This could be through reading for pleasure or as a support for each other.

Word reading – This is the reading of words in a text. This is supported through different strategies e.g. phonic, graphic, syntactic, contextual.

Comprehension – This is the understanding of texts and becoming familiar with something.

Phonics

We ensure Nursery children are well prepared to begin learning grapheme-phoneme correspondences (GPC's) and blending in Reception.

Phonic lessons are taught daily in Reception and Year 1. We teach phonics for approximately 30 minutes a day. In Reception, we build from 10-minute lessons with additional daily blending games, to a full-length lesson as quickly as possible.

We follow the Little Wandle Letters and Sounds Revised expectations of progress. Any child who needs additional practise has daily Keep-up support, taught by a fully trained adult.

In Year 2, daily phonics lessons are provided for any child who is not fully fluent at reading or has not passed the Phonics Screening Check, so the gap between themselves and their peers does not widen.

EYFS (F1 – Nursery/F2 – Reception)

Across all EYFS, reading is an important part of the children's provision. They are exposed to books in a variety of ways. The children are taught in a stimulating environment, where reading is included throughout their provision.

In Reception (F2), reading is taught alongside daily phonic sessions. The children take part in practise reading sessions three times a week, reading books matched to their secure phonic knowledge. These sessions are taught by a fully trained adult to small groups and are monitored by the class teacher. Each reading practise session has a clear focus and explores three key reading skills – decoding, prosody (reading with expression) and comprehension (understanding the text). In Reception, these sessions start in Week 4. The book from these reading practise sessions is taken home to ensure success is shared with the family. The children also take home a shared reading book (not matched to their secure phonic knowledge), which can be shared for pleasure with parents/carers.

Also, children in EYFS (F1 and F2) have the opportunity throughout the day to share books in small groups, where they read and discuss together. Children have stories read to them daily as part of shared reading. Lots of opportunities to explore vocabulary is a regular part of the reading as well. The children take part in vocabulary sessions frequently, where they are exposed to several types of words.

Key Stage 1

In Year 1, reading follows the same process as Reception. Any children in Year 2, who are not fully fluent at reading will be provided with Catch-up sessions for phonics lessons and reading practice sessions. These will follow the same structure of class teaching but are taught in smaller groups.

Additionally, adults will read books to children throughout the day in groups as well as whole class. Children have a reading session daily, which is timetabled for the end of the day and explore a variety of books through English/Foundation subject lessons.

Key Stage 2

In Key Stage 2, children are assigned 1 or 2 reading books from our coloured scheme, which children take home to read. In Key Stage 2, we aim to hear every child read weekly. All children are given the opportunity to change their reading books regularly.

Most reading in Key Stage 2 takes place in whole class reading sessions. The structure of the lessons follows an in-depth focus on an extract where vocabulary is unpicked as well as other reading domains. A session is allocated 4x a week to reading from the start of the school year. These sessions focus on the understanding of texts and gives the children the opportunity to explore questions and have discussions together. The texts used in these sessions are challenging and generally above the children's reading age. This is so the children are exposed to a higher level of vocabulary.

Children are modelled proficient reading through English lessons as well as reading lessons. Children may also be given copies of books, which are a focus in class, so they have their own access to the text. A daily story session is also timetabled where children are read to by an adult from a shared class book. This may be a book which is not related to texts they are exploring in English lessons or reading sessions. It is an opportunity for teachers and children to enjoy some reading for pleasure.

Reading environments

Library

Classes and groups of children make as much use of the library as possible. Children have regular visits to the library, whether it is changing books or enjoying reading for pleasure. This will allow them to familiarise where different types of books are and have the chance to explore a variety of books.

Classrooms

In EYFS each class has a designated reading area offering a range of fiction and non-fiction books. This area is a comfortable area, which is engaging and promotes a love of reading. In addition, each class has a lower-case alphabet displayed within the room, introducing upper case when appropriate and support the teaching of phonics by displaying relevant phonemes and tricky words. Throughout the learning environment, there are many opportunities for children to engage with reading, for example in the role play and outdoor area. Books associated with the class theme of learning are displayed and shared with the children throughout each half term.

In the KS1 classrooms, each class has a designated reading area offering a range of fiction and non-fiction books, which may also relate to current learning. This area is a comfortable area and support the learning of phonics, high frequency words and/or curriculum words. Upper- and lower-case letters of the alphabet are displayed in the classrooms. Encouraging questions may also be displayed.

In the KS2 classrooms, each class has an area which offers a variety of fiction, non-fiction and poetry texts which may also relate to current learning. Children are encouraged to access these throughout the day at the teacher's discretion.

Corridor reading spaces.

The corridor spaces are used to continue a love for reading across the whole school. The corridor outside Year 5 and 6, has a selection of books aimed at their reading age, which children can use when changing their reading books or read at their leisure.

There are seating areas throughout the corridors, which can be used for when children are reading with adults or sharing books with their peers.

Parental involvement

Home

Staff teach children how to read and how to develop as readers. However, children will also develop reading within their own environment. Parents are encouraged to listen to their children read with more able readers reading independently as well.

We ask our parents to sign and make a comment in their child's reading diary each time they hear them read. In Key Stage 2 as appropriate, children should begin taking responsibility for recording comments in their own reading diary. Parents can be provided with some guidance on how to help their child read at home e.g. questions they could ask before, during or after their reading session from the class teacher.

A reading diary is seen as a link between home and school where comments are valued.

SEND

Children with Special Educational Needs and Disabilities have extra provision in place to support their progress with reading. Class teachers identify children who may require some extra support with reading and at their discretion organise intervention support. In Key Stage 1, this may be extra reading sessions to support word reading and phonic support. In Key Stage 2, extra 1:1 reading sessions are a way to support word reading and/or guided sessions, which are extra to class teaching to support comprehension skills.

EAL

Children who have English as an additional language are encouraged to read books in English as well as read books in their own language. Children can have access to books in English as well as other languages in the school library.

Assessment

Regular, ongoing and accurate assessment is essential to inform planning and ensure that all children make progress. Assessment of phonics and early reading is carried out by the class teacher, using resources/guidance from Little Wandle Letters and Sounds Revised.

Throughout the school, class teachers use recording sheets when listening to children read or during group reading sessions.

Teachers and Teaching Assistants can record relevant comments and observations during any reading session. It is the class teacher's responsibility to move children up (or down) a level appropriately.

Assessment data is collected by the end of each half term.

From Year 2 upwards, the children complete termly reading assessments from PiXL, which is used to identify gaps and support the teacher with future planning and complete a reading speed assessment. This also allows key children, who may require additional intervention to be identified and provision to be put into place.

Leadership and monitoring

Monitoring of the teaching and learning of reading takes place in many ways:

- Observations of reading lessons and phonics teaching
- Monitoring of planning and record keeping
- One to one reading where the Reading Leader or another Senior Leader listens to a child read. They will look at the reading level and ask appropriate questions related to this stage.
- Learning walks (displays, book corners, reading spaces around school)