

Fairburn View Primary School

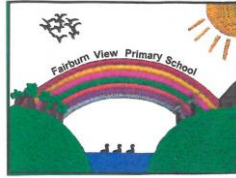
Reading Policy

May 2026

Signed by: _____

Chair of Governors

Review Date: May 2027



Reading Policy

Aims

At Fairburn View Primary School, we are committed to ensuring that every child becomes a confident, fluent, and enthusiastic reader. Reading lies at the heart of our curriculum and underpins success across all areas of learning. Through a structured and progressive approach, we foster a lifelong love of reading while equipping pupils with the essential skills needed to thrive both academically and personally.

At Fairburn View Primary School, we recognise that reading is fundamental to pupils' success across the curriculum and in later life. Our intent is to ensure that every child becomes a confident, fluent, and enthusiastic reader who is equipped with the skills, knowledge, and cultural understanding needed to thrive. We aim to foster a lifelong love of reading through exposure to a rich and diverse range of high-quality texts that promote curiosity, imagination, and critical thinking.

Structure

Early Reading and Phonics

Early reading at Fairburn View is underpinned by the consistent and rigorous teaching of phonics through the Little Wandle Letters and Sounds Revised programme. In Nursery, children begin their reading journey by taking home a weekly picture book to develop early storytelling skills, an understanding of narrative structure, and a love of books. As children move into Reception, they continue to engage with high-quality picture books while beginning formal phonics teaching. They take home fully decodable reading practice books, carefully matched to the sounds and tricky words they are learning in school.

Key Stage 1

In Key Stage 1, pupils continue to progress through the Little Wandle programme, taking home fully decodable books that are closely aligned to their current phonics stage. These books are revisited over the course of a week to build fluency, confidence, and comprehension. Once pupils have secured the phonics programme, they transition to a carefully structured colour-banded reading system. Books are organised according to phonic knowledge, vocabulary, sentence structure, and overall text complexity to ensure that each child is appropriately supported and challenged. Progression through the bands is determined through regular teacher assessment and formal benchmarking, recognising that earlier stages progress more rapidly while later stages require increased depth of understanding and stamina.

Key Stage 2

In Key Stage 2, pupils continue to access a wide range of banded fiction and non-fiction texts that build on prior learning and offer age-appropriate challenge. Alongside this, pupils are encouraged to select books independently from classroom libraries or the school library to promote reading for pleasure and personal choice. Once pupils complete the banded system, they become free readers and are given access to a broad and regularly updated collection of longer, more demanding texts that further develop independence, stamina, and sustained engagement with reading.

Reading is taught through a structured and consistent approach across the school. Teachers plan using Reading Progression Documents aligned with the National Curriculum and focused on key reading domains. Each reading lesson follows a clear structure, including the introduction of the learning objective, a warm-up activity, explicit teaching and shared reading, opportunities for discussion, and targeted comprehension practice, including SATs-style questioning. This ensures that pupils develop fluency, vocabulary, and comprehension in a systematic and progressive way.

Voyage into Reading

All pupils at Fairburn View take part in Voyage into Reading sessions — a carefully sequenced approach designed to develop fluency, comprehension, and confidence across a wide range of texts. There is a daily focus on developing fluency and prosody through a range of strategies including echo reading, choral reading and paired reading. Each session focuses on a specific content domain drawn directly from the National Curriculum and builds the essential skills children need to become thoughtful, analytical readers.

The Voyage into Reading Journey

The Voyage into Reading journey is structured around four progressive stages:

The Anchor – Building the foundations of reading. Pupils focus on decoding, fluency, and basic comprehension to ensure they are securely grounded in core reading skills.

The Compass – Pupils navigate the text by retrieving key information and exploring vocabulary, structure, and meaning with increasing independence.

The Telescope – Pupils delve deeper into the text, analysing the author's intent, exploring themes, and making inferences supported by evidence.

The Captain's Challenge – A reflective and critical-thinking task that encourages pupils to form their own opinions and respond to higher-order questions using evidence-based reasoning.

The 5-Day Voyage Cycle

Each week, children take part in a structured reading cycle that develops fluency, stamina, and comprehension through repeated and supported reading experiences.

Vocabulary, retrieval, explain / explore, inference, summarise

We are committed to ensuring that all pupils, including those who find reading challenging, receive the support they need to succeed. Targeted interventions are delivered through the Little Wandle Fluency and Rapid Catch-Up programmes. These short, focused, and personalised sessions address specific gaps in phonics, fluency, and comprehension, enabling pupils to make accelerated progress and build confidence.

Reading at home is an integral part of our approach. Pupils are expected to read at least three times per week to reinforce learning and develop fluency. This is supported through a consistent reward system, including the school Dojo reward system.

Reading Spine

At Fairburn View, we believe that high-quality literature is at the heart of developing confident, enthusiastic, and lifelong readers. Our Reading Spine – named Fairburn Favourites - is a carefully curated collection of core texts that all children experience throughout their time in school. These texts provide a rich literary diet and ensure that every child is exposed to a wide range of authors, genres, themes, and styles.

Our Reading Spine draws upon recommended high-quality literature, including texts inspired by Pie Corbett's Reading Spine, alongside contemporary and diverse literature that reflects the world in which our children live. The spine has been designed to promote a love of reading while also extending children's vocabulary, comprehension, cultural understanding, and imagination.

The chosen texts include:

Classic and contemporary fiction

Books that reflect a range of cultures, backgrounds, languages, and family experiences

Texts featuring diverse authors, characters, and perspectives

Stories that promote empathy, inclusion, resilience, and aspiration

We are committed to ensuring that children see themselves represented within the books they read, while also providing windows into the lives and experiences of others. Through this inclusive approach, pupils develop respect, curiosity, and a broader understanding of the world around them.

The Reading Spine is carefully mapped across each year group to ensure progression in challenge, vocabulary, themes, and literary understanding. Core texts are revisited through whole-class reading, story time, writing lessons, and independent reading opportunities, enabling children to develop familiarity with rich language patterns and deepen their comprehension over time.

Teachers use the Reading Spine to:

Model fluent and expressive reading

Develop vocabulary and language comprehension

Encourage discussion and critical thinking
Foster a love of stories, poetry, and reading for pleasure
Introduce children to significant authors and illustrators

By the end of their primary journey, we aim for every child to leave Fairburn View with a strong literary foundation, a genuine enjoyment of reading, and the confidence to explore a wide range of texts independently.

A virtual version of our reading spine is available here: <https://canva.link/tdkahbqujha5u6p>

Daily Readers

Children who have successfully completed the Little Wandle Letters and Sounds Revised phonics programme will be benchmarked to determine the appropriate colour-banded reading book level.

The lowest attaining 20% of pupils will be identified through a combination of reading age data, phonics assessments and ongoing teacher assessment.

Identified pupils will participate in daily reading sessions to provide additional practice, fluency development and reading support.

Daily reading records will be maintained to monitor progress, engagement and consistency of reading practice.

Reading Areas

Every classroom will provide a designated reading corner or reading area to promote reading for pleasure and independent book choice.

Reading areas will be attractive, inviting and organised to reflect the presentation of a high-quality bookshop or library environment.

Books will be clearly displayed and easily accessible to encourage pupil engagement and independence in selecting texts.

Reading spaces will be kept tidy, well-organised and free from unnecessary clutter to create a calm and purposeful reading environment.

The Fairburn Favourites books (reading spine) will be displayed outside of each classroom.

Assessment

The assessment of reading happens in accordance with the school's annual assessment calendar.

Phonics

Assessment is used to monitor progress and to identify any child needing additional support as soon as they need it.

- **Assessment for Learning (AfL)** is used:
 - daily within class to identify children who require Daily Keep-up support, as well as words and GPCs that need additional teaching
 - to plan repeated practice throughout the day to ensure all children secure learning
 - weekly in the Friday review lesson to assess gaps, address these immediately and secure fluency of GPCs, words and spellings.
- **Summative assessments** are uploaded onto the Assessment tracker for Reception, Year 1 and Year 2. These are used:
 - to generate visual reports (pupil heatmaps, pupil trends and books levels, and a summary analysis) for individual children, classes and whole year groups
 - by teachers, Reading Leaders and SLT who drill down and look at the data at GPC, word, tricky word and sentence level
 - by SLT to scrutinise and plan how to narrow the attainment gaps between different groups of children and to put in place any additional support for teachers.

We assess:

- every six weeks to assess progress and to identify gaps in learning that need to be reviewed or retaught
- to establish if learning is secure for more than 70% of children before new content is taught
- to identify any children needing additional support and to plan the Daily Keep-up support that they need.
- Every three weeks, we reassess every child who is not on track.

Fluency assessments measure children's accuracy and reading speed in short one-minute assessments. They are used:

- in Year 1 and Year 2, when children are reading the Phase 5 Set 3, 4 and 5 books
- with children following the Rapid Catch-up programme in Years 2 to 6, when they are reading the Phase 5 Set 3, 4 and 5 books
- to assess when children are ready to exit their programme

KS1 and KS2

Pupils in Years 1–6 complete termly standardised reading assessments using Testbase materials. These assessments are used to monitor pupils' progress in reading comprehension, vocabulary development and inference skills over time. Outcomes are recorded on the Insight data tracking system and analysed by senior leaders and reading leaders to identify individual attainment, progress across cohorts and whole-school trends.

Assessment information is used to:

- identify pupils who may require additional support or intervention;
- monitor the progress of disadvantaged pupils, pupils with SEND and other key groups;
- inform teacher planning and targeted guided reading provision;

- evaluate the impact of reading interventions and curriculum delivery; and
- support discussions during pupil progress meetings.

Teachers also use ongoing formative assessment during daily reading lessons, guided reading sessions and individual reading activities to monitor fluency, comprehension and engagement with texts. Assessment outcomes are shared and discussed with class teachers in pupil progress meetings to ensure that teaching is responsive to pupils' needs and that appropriate challenge and support are provided.

Reading Assessment and Book Banding

The school uses the Collins *Assess Fluency in Reading* assessment system to assess pupils' reading fluency, accuracy and comprehension. These assessments help teachers to identify each pupil's current reading ability and ensure that they are matched to an appropriately challenging coloured book band.

Assessments are carried out regularly throughout the academic year and may include teacher observation, timed fluency reads and comprehension discussions. Teachers consider a pupil's accuracy, pace, expression and understanding of the text when determining whether they are secure within a particular book band or ready to progress to the next level.

The Collins fluency assessments support staff in:

- matching pupils to books that are closely aligned to their reading ability;
- identifying gaps in fluency and comprehension skills;
- ensuring pupils experience both success and challenge in reading;
- monitoring progress over time; and
- identifying pupils who may benefit from targeted reading intervention or additional practice.

Book bands are reviewed regularly to ensure that pupils continue to access texts that are appropriate for their developing reading skills. Teachers use assessment information alongside their professional judgement and ongoing classroom observations to support accurate book band placement and progression.