



Hamsey Green Primary School and Acorns Nursery

Reading Policy 2026/27

Reviewed by: Mr Andrew Poulloin

Review Date: July 2026

Date of next review: July 2027

Intent

At Hamsey Green Primary School and Acorns Nursery, we believe that reading is the foundation of all learning. Our aim is to develop confident, fluent and enthusiastic readers who read widely for both pleasure and purpose. Through high-quality teaching, carefully selected texts and a rich reading culture, we ensure that every child develops the knowledge, vocabulary and comprehension skills needed to succeed across the curriculum and beyond.

Aims

- Develop fluent, confident and independent readers.
- Foster a lifelong love of reading.
- Teach children to decode, comprehend and respond critically to texts.
- Expose pupils to diverse, ambitious and high-quality literature.
- Use reading to enhance knowledge across the wider curriculum.

Reading Culture

Reading is celebrated throughout the school. Every classroom contains an attractive reading area with fiction, non-fiction and poetry. Teachers regularly recommend books, read aloud daily and model enthusiasm for reading. Annual events, author studies and Book Week further promote reading for pleasure.

Reading Curriculum

Each year group plans the academic year around a carefully designed reading spine. These high-quality class texts are read together as a whole class and underpin English learning. Wherever possible, texts are chosen to complement history, geography, science and other foundation subjects, allowing pupils to deepen their knowledge through meaningful curriculum links.

Early Reading

Children develop early reading through a systematic synthetic phonics programme, alongside daily story sessions and language-rich activities. Decodable books are matched closely to pupils' phonic knowledge and additional support is provided promptly where required.

Whole Class Reading

From Key Stage One through to Key Stage Two, children participate in regular whole class reading lessons using ambitious, high-quality texts. Teachers explicitly model fluent reading, vocabulary, comprehension strategies and thinking processes.

Whole class reading lessons are structured using the VIPERS framework (Vocabulary, Inference, Prediction, Explanation, Retrieval and Sequence/Summarise). This consistent approach ensures progression in comprehension skills across the school. Lessons include teacher modelling, echo reading, partner discussion, retrieval practice and written responses.

Reading for Pleasure

Every class enjoys a daily story and dedicated opportunities for independent reading. Children are encouraged to recommend books, discuss authors and explore a wide range of genres to develop positive reading habits.

Assessment

Reading is assessed through ongoing formative assessment, pupil discussion, teacher judgement and standardised assessments. Assessment information is used to identify next steps, inform planning and provide timely intervention where needed.

Intervention

Children requiring additional support receive targeted intervention focused on phonics, fluency, vocabulary or comprehension. Progress is reviewed regularly to ensure all pupils achieve their potential.

Partnership with Parents

Parents and carers play a vital role in developing confident readers. Children are expected to read regularly at home and families are supported through reading workshops, guidance materials and opportunities to share reading in school.

Monitoring

The English Lead monitors the quality of reading through lesson visits, pupil voice, planning scrutiny, assessment analysis and work sampling. The policy is reviewed regularly to ensure it reflects current research and best practice.