

Granby Junior School



Reading and Early Reading Policy

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1. Vision and Intent

At Granby Junior School, we believe that reading is the foundation of learning and the key to unlocking success across the curriculum and beyond. Reading enables children to access knowledge, develop language, think critically, understand the world around them and participate fully in society. We are committed to ensuring that every pupil becomes a fluent, confident and enthusiastic reader who leaves our school with a lifelong love of reading.

Our reading curriculum is underpinned by the belief that every child can become a successful reader. Through high-quality teaching, systematic assessment and timely intervention, we ensure that all pupils, regardless of their starting point, receive the support and challenge they need to achieve their full potential. Reading is not viewed solely as a subject but as the gateway to learning in every curriculum area.

The curriculum is designed to develop the interconnected elements of reading identified within the Department for Education's Reading Framework:

- accurate word reading
- reading fluency
- vocabulary knowledge
- language comprehension
- reading comprehension
- reading for pleasure

These elements are explicitly taught through a carefully sequenced curriculum that provides pupils with regular opportunities to read, discuss, analyse and enjoy a wide range of high-quality texts.

Reading is central to our curriculum and school culture. We foster a community of readers by celebrating books, authors and storytelling, encouraging pupils to recommend texts, participate in reading events and develop positive reading identities. Through daily reading experiences, carefully chosen class novels and exposure to diverse literature, we aim to inspire curiosity, empathy and a lifelong appreciation of books.

We recognise that reading success depends upon excellent teaching. Staff receive ongoing professional development to ensure they understand current research and evidence-informed approaches to teaching reading. This includes the explicit teaching of vocabulary, modelling of fluent reading, structured discussion, comprehension strategies and adaptive teaching that enables all pupils to access the same ambitious curriculum.

For pupils who require additional support, we provide timely, evidence-informed intervention. Children who have not yet secured fluent decoding receive daily teaching through Little Wandle Letters and Sounds Revised. Reading interventions are carefully matched to pupils' needs, regularly reviewed and designed to complement, rather than replace, high-quality classroom teaching.

Our reading curriculum also reflects our commitment to inclusion. We believe that every child should experience success as a reader regardless of SEND, disadvantage, English as an additional language or any other potential barrier to learning. Teachers identify barriers early and use adaptive teaching, reasonable adjustments and the graduated approach to ensure every pupil can participate fully while maintaining consistently high expectations.

Reading extends beyond the classroom. We work in close partnership with parents and carers to promote reading at home and recognise the vital role families play in developing confident, enthusiastic readers. Through regular communication, workshops and home reading guidance, we support families to nurture positive reading habits.

Ultimately, our vision is that every pupil leaves Granby Junior School as a fluent, thoughtful and enthusiastic reader who has the knowledge, confidence and motivation to access the wider curriculum, embrace future learning and enjoy reading throughout their lives.

2. Aims

At Granby Junior School we aim to ensure that every pupil:

- becomes a fluent, accurate and confident reader;
- develops strong language comprehension and an increasingly rich vocabulary;
- reads with expression, automaticity and understanding;
- develops the knowledge and strategies needed to comprehend increasingly complex texts;
- experiences a rich and diverse range of high-quality fiction, non-fiction and poetry;
- develops positive attitudes towards reading and chooses to read for pleasure;
- applies reading skills successfully across the curriculum;
- receives timely support through evidence-informed intervention where required;
- is challenged appropriately and supported through adaptive teaching;
- leaves Year 6 fully prepared to access the demands of secondary education.

3. Statutory Framework

This policy has been developed in accordance with:

- National Curriculum for England
- Department for Education Reading Framework
- Little Wandle Letters and Sounds Revised guidance
- Special Educational Needs and Disability (SEND) Code of Practice: 0–25 years
- Equality Act 2010
- Department for Education's Inclusive Education Framework
- Education Endowment Foundation (EEF): Improving Literacy in Key Stage 2

The policy reflects the school's commitment to ensuring that every pupil receives high-quality reading provision that enables them to become confident, fluent readers who can access the full curriculum.

Reading is recognised as a whole-school priority and a shared responsibility. Every member of staff contributes to developing pupils' reading knowledge, language and enjoyment.

4. Roles and Responsibilities

Governing Body

The Governing Body is responsible for ensuring that:

- reading remains a strategic priority within the School Improvement Plan;
- sufficient funding is allocated to maintain high-quality reading provision;
- leaders are held accountable for standards in reading;
- statutory requirements are met;
- reading outcomes are monitored regularly;
- policies are reviewed in line with national guidance.

Governors receive regular reports on:

- attainment
- progress
- reading fluency
- intervention impact
- reading for pleasure
- pupil voice
- disadvantaged pupils
- pupils with SEND

Headteacher

The Headteacher will:

- champion reading across the school;
- ensure reading remains central to curriculum development;
- provide sufficient staffing and resources;
- support professional development;
- monitor standards;
- ensure reading is prioritised within school improvement planning.

Deputy Headteacher

The Deputy Headteacher will:

- lead curriculum implementation;
- ensure consistency in teaching and assessment;
- monitor teaching quality;
- analyse reading data;
- support staff development;
- oversee intervention impact;
- ensure reading is embedded across the wider curriculum.

Reading Leader

The Reading Leader is responsible for strategic leadership of reading throughout the school.

This includes:

Curriculum Leadership

- developing and reviewing the Reading Policy;
- ensuring curriculum progression;
- maintaining high expectations;
- ensuring fidelity to Little Wandle Letters and Sounds Revised (where used);
- promoting evidence-informed practice.

Quality Assurance through monitoring including:

- lesson observations
- learning walks
- book scrutiny
- pupil voice
- fluency observations
- assessment analysis
- intervention monitoring
- library monitoring
- classroom reading environments

Professional Development of staff to include:

- coach teachers;
- deliver CPD;
- model effective practice;
- support new staff;
- disseminate current research;
- ensure consistency across year groups.

Reading Culture promotion including:

- reading for pleasure;
- author events;
- reading competitions;
- World Book Day;
- Millionaires' Club;
- library development;
- class reading displays;

SENDCo

The SENDCo will:

- support identification of reading needs;
- advise teachers on adaptive teaching;
- oversee reading interventions for pupils with SEND;
- liaise with external agencies;
- monitor progress;
- support staff in implementing reasonable adjustments.

Class Teachers

Teachers are responsible for ensuring that every pupil receives excellent reading teaching every day.

Teachers will:

- teach reading explicitly;
- model fluent reading;
- develop vocabulary;
- teach comprehension;
- promote discussion;
- foster reading for pleasure;
- assess regularly;
- identify pupils requiring intervention;
- communicate with parents;
- maintain high expectations for every pupil.

Teachers recognise that every teacher is a teacher of reading and explicitly develop disciplinary reading within their subject.

Teaching Assistants

Teaching assistants play a vital role in supporting reading.

They will:

- deliver interventions with fidelity;
- support guided practice;
- promote independence;
- provide feedback to teachers;
- contribute to assessment;
- encourage reading confidence.

Teaching assistants receive ongoing training to ensure interventions remain evidence-informed and consistent.

Parents and Carers

Parents are valued partners.

The school encourages parents to:

- hear children read regularly;
- discuss books;
- model positive reading habits;
- celebrate reading achievements;
- communicate concerns promptly;
- attend reading workshops;
- support home reading expectations.

5. Reading Curriculum

Curriculum Intent

Reading sits at the heart of our curriculum.

Every pupil is taught to:

- read accurately;
- read fluently;
- understand increasingly complex texts;
- discuss literature confidently;
- develop rich vocabulary;
- think critically;
- read widely and often;
- enjoy reading.

Reading is planned progressively from Year 3 to Year 6 and builds upon pupils' learning from Key Stage 1.

The Six Elements of Reading

Our curriculum develops six interconnected aspects of reading:

1. Word Reading

Pupils:

- decode accurately;
- develop automaticity;
- read unfamiliar words confidently.

Where decoding is not yet secure, pupils receive Little Wandle catch-up teaching.

2. Reading Fluency

Fluency teaching develops:

- accuracy
- automaticity
- pace
- prosody

Strategies include:

- echo reading
- choral reading
- repeated reading
- paired reading
- performance reading
- teacher modelling

Fluency is assessed regularly.

3. Vocabulary

Vocabulary is explicitly taught through:

- pre-teaching
- morphology
- etymology
- contextual teaching
- rich discussion
- repeated exposure

Tier 2 vocabulary and subject-specific vocabulary are planned carefully.

4. Language Comprehension

Children develop language through:

- discussion
- questioning
- storytelling
- drama
- oral rehearsal
- Book Talk

Teachers model sophisticated language throughout the curriculum.

5. Reading Comprehension

Teachers explicitly teach pupils to:

- retrieve information;
- infer meaning;
- summarise;
- predict;
- explain;
- evaluate author choices;
- compare texts;
- justify opinions.

Children engage with:

- fiction
- non-fiction
- poetry
- plays
- picture books
- graphic texts
- digital texts

6. Reading for Pleasure

Reading for pleasure is central to our curriculum.

Teachers:

- read aloud every day;
- recommend books;
- share favourite authors;
- celebrate reading;
- encourage choice.

Children experience books that:

- reflect themselves;
- broaden horizons;
- introduce new cultures;
- challenge thinking;
- inspire curiosity.

6. Reading Across the Curriculum

Reading is explicitly taught across all curriculum areas.

Teachers carefully select ambitious texts that develop background knowledge and disciplinary literacy.

For example:

Science

- explanation texts
- scientific articles
- biographies

History

- historical sources
- diaries
- newspaper reports
- historical fiction

Geography

- atlases
- maps
- environmental reports

RE

- sacred texts
- stories
- information texts

PSHE

- picture books
- discussion texts
- real-life case studies

This ensures pupils develop the knowledge and vocabulary needed to access increasingly complex texts throughout Key Stage 2.

7. Early Reading and Little Wandle Letters and Sounds Revised

Although Granby Junior School is a Key Stage 2 setting, we recognise that some pupils will require continued systematic phonics teaching to become fluent readers.

Children entering Year 3 who have not yet secured decoding receive daily teaching through Little Wandle Letters and Sounds Revised, delivered with fidelity to the programme.

Teaching focuses on:

- secure grapheme-phoneme correspondence;
- blending for reading;
- accurate word recognition;
- automaticity;
- reading fluency;
- confidence.

Pupils are grouped according to assessment outcomes rather than chronological age and are reassessed regularly to ensure teaching matches their stage of development.

Reading Practice Sessions

Alongside phonics teaching, pupils participate in structured reading practice sessions using fully decodable books that closely match their current phonic knowledge. These sessions focus on:

- Session 1 – Decoding: developing accurate and automatic word reading.
- Session 2 – Prosody: improving expression, phrasing and fluency through repeated reading and teacher modelling.
- Session 3 – Comprehension: discussing vocabulary, meaning and understanding to ensure pupils can make sense of the text they have successfully decoded.

Books are reread to build confidence, fluency and enjoyment, in line with the principles of the Reading Framework.

Transition from Phonics

Pupils exit Little Wandle when assessment demonstrates that they can decode accurately and read with sufficient fluency to access age-appropriate texts independently. Following this, they continue to receive high-quality whole-class reading teaching, with additional fluency support where required.

8. Reading Fluency

Rationale

Reading fluency is a fundamental component of successful reading and is explicitly taught throughout Key Stage 2. Fluent readers can decode accurately, read with increasing automaticity and expression, and devote their cognitive resources to understanding what they are reading. Developing fluency is therefore recognised as the bridge between accurate decoding and successful comprehension.

At Granby Junior School, fluency is taught daily through carefully planned opportunities for pupils to hear, practise and perform fluent reading. Fluency teaching benefits all pupils and is particularly important for those who have recently completed Little Wandle, pupils with SEND, disadvantaged pupils and those whose reading accuracy has developed more quickly than their reading rate or expression.

The Four Components of Fluency

Teachers explicitly develop:

Accuracy

Children read words correctly and confidently.

Teachers support this through:

- teacher modelling
- phonics revision where required
- decoding unfamiliar words
- repeated exposure to challenging vocabulary

Automaticity

Children recognise words effortlessly.

Teachers support this through:

- repeated reading
- familiar texts
- oral rehearsal
- rereading favourite books

Pace

Children read at an appropriate speed that supports understanding rather than racing through text.

Teachers encourage pupils to:

- monitor pace
- pause appropriately
- reread when meaning is lost

Prosody

Children read with expression and phrasing that reflects meaning.

Teachers model:

- intonation
- expression
- phrasing
- punctuation
- dialogue

Prosody is taught explicitly rather than assumed to develop naturally.

Strategies Used

Teachers regularly use:

- echo reading
- choral reading
- paired reading
- repeated reading
- performance reading
- reader's theatre
- modelled fluent reading

These strategies form part of whole-class reading and intervention.

Assessment of Fluency

Teachers assess fluency using:

- accuracy
- pace
- automaticity
- prosody

Assessment informs:

- classroom teaching
- intervention
- grouping
- home reading recommendations

Fluency is monitored throughout the year rather than solely through formal assessment points.

9. Vocabulary Development

Vocabulary is central to reading comprehension and underpins success across the curriculum. Children cannot understand what they cannot language.

At Granby Junior School, vocabulary teaching is explicit, systematic and embedded across all curriculum subjects.

Teachers recognise that vocabulary must be taught repeatedly and in meaningful contexts if pupils are to retain and apply new language.

Principles of Vocabulary Instruction

Teachers:

- explicitly teach new vocabulary;
- revisit vocabulary frequently;
- model accurate language;
- encourage pupils to use ambitious vocabulary orally and in writing;
- connect new vocabulary with prior knowledge;
- explore multiple meanings of words;
- teach word relationships.

Vocabulary instruction begins before reading, continues during reading and is consolidated afterwards.

Tiered Vocabulary

Planning identifies:

- **Tier 1**
Everyday vocabulary.
- **Tier 2**
High-frequency academic vocabulary.
- **Tier 3**
Subject-specific vocabulary.

Teachers ensure pupils understand these words before expecting them to use them independently.

Morphology and Etymology

Teachers support vocabulary growth by exploring:

- prefixes
- suffixes
- root words
- word families
- word origins

This enables pupils to infer the meaning of unfamiliar vocabulary when reading independently.

Vocabulary Across the Curriculum

Every subject leader identifies:

- key vocabulary
- ambitious vocabulary
- disciplinary vocabulary

This ensures consistency across the curriculum.

10. Oracy and Book Talk

Language is the foundation of reading comprehension. Children develop understanding through talk before recording ideas independently. Book Talk is therefore an integral part of reading teaching at Granby Junior School.

Purpose

Book Talk enables pupils to:

- discuss texts
- justify opinions
- explain thinking
- challenge ideas respectfully
- deepen comprehension
- build vocabulary

Classroom Practice

Teachers use:

- think-pair-share
- structured discussion
- partner talk
- whole-class dialogue
- collaborative problem solving
- drama
- hot seating
- conscience alley
- role play

Discussion is carefully scaffolded so every child participates.

Questioning

Teachers ask questions that promote:

- Retrieval
- Inference
- Prediction
- Explanation
- Summarising
- Evaluation
- Connections between texts

Children are expected to justify answers using evidence.

Reading Aloud

Teachers read aloud every day.

Reading aloud provides opportunities to:

- hear fluent reading
- encounter ambitious vocabulary
- experience texts above independent reading level
- develop enjoyment
- build background knowledge

Reading aloud remains important throughout Key Stage 2.

11. Reading Comprehension

Reading comprehension is explicitly taught through carefully structured lessons that enable pupils to understand increasingly complex texts.

Teachers recognise that comprehension depends upon both:

- language comprehension

and

- background knowledge.

Therefore, reading lessons build knowledge as well as comprehension skills.

Strategies

Teachers explicitly teach pupils to:

- Retrieve
- Infer
- Predict
- Summarise
- Explain
- Clarify
- Evaluate
- Compare
- Justify

Teachers model these strategies through think-aloud approaches before expecting pupils to apply them independently.

Text Selection

Texts are carefully chosen to ensure breadth, challenge and representation.

Children encounter:

- classic fiction
- contemporary fiction
- poetry
- non-fiction
- biographies
- speeches
- newspaper articles
- historical sources
- graphic novels
- picture books
- digital texts

Texts progressively increase in complexity across Key Stage 2.

Background Knowledge

Teachers recognise that comprehension improves when pupils possess sufficient background knowledge.

Reading therefore supports wider curriculum learning by building knowledge in:

- history
- geography
- science
- RE
- PSHE
- the arts

Teachers provide contextual information where required to support understanding without reducing challenge.

Responsive Teaching

Assessment during reading lessons enables teachers to:

- identify misconceptions;
- adjust teaching immediately;
- provide additional scaffolds;
- extend learning where appropriate;
- ensure all pupils make progress.

Comprehension teaching is therefore dynamic and responsive rather than following a fixed sequence regardless of pupils' needs.

12. Reading for Pleasure

Rationale

At Granby Junior School, we believe that reading for pleasure is fundamental to developing confident, motivated and successful readers. Research consistently demonstrates that children who choose to read regularly achieve better educational outcomes, develop richer vocabularies and demonstrate improved wellbeing.

Creating enthusiastic readers is therefore a whole-school priority. Reading for pleasure is carefully planned rather than left to chance and is promoted through high-quality teaching, engaging environments and positive reading experiences.

Developing a Reading Culture

Reading is celebrated throughout the school.

Children are encouraged to view themselves as readers through:

- daily teacher read-aloud
- class novels
- library visits
- reading displays
- book recommendations
- author studies
- reading challenges
- World Book Day
- National Poetry Day
- Book fairs
- Millionaires' Club
- celebration assemblies

Teachers act as reading role models by sharing books they enjoy and discussing their own reading habits.

Daily Story Time

Every class enjoys a daily read-aloud session.

Teachers carefully select high-quality texts that:

- extend vocabulary
- expose pupils to sophisticated language
- broaden background knowledge
- stimulate discussion
- encourage empathy
- develop curiosity

These texts are often beyond pupils' independent reading level, allowing children to experience ambitious literature that they may not yet be able to access alone.

Story time is protected and is never withdrawn as a consequence of behaviour or used solely to fill curriculum time.

Choosing High-Quality Texts

Teachers select books that:

- reflect different cultures
- represent diverse communities
- celebrate disability and neurodiversity
- include a balance of male and female protagonists
- challenge stereotypes
- broaden pupils' understanding of the world

Texts are selected for literary quality rather than solely for curriculum coverage.

Reading Environment

Every classroom contains an inviting reading area.

Reading environments:

- are regularly updated;
- include high-quality fiction and non-fiction;
- celebrate authors;
- promote pupil recommendations;
- encourage independent browsing.

The school library provides pupils with access to an extensive range of carefully selected books.

13. Independent Reading

Independent reading enables pupils to apply the reading strategies taught within lessons while developing stamina, confidence and enjoyment.

Teachers ensure that independent reading complements explicit reading instruction rather than replacing it.

Accelerated Reader

Granby Junior School uses Accelerated Reader to:

- encourage regular reading;
- monitor reading practice;
- support book choice;
- celebrate achievement.

Star Reader assessments identify pupils' Zone of Proximal Development (ZPD), enabling them to choose books that provide appropriate challenge.

Teachers recognise that ZPD is a guide rather than a restriction and encourage pupils to broaden their reading experiences through discussion and recommendation.

Accelerated Reader information is used alongside teacher assessment rather than in isolation.

Independent Book Choice

Children are encouraged to read:

- fiction
- non-fiction
- poetry
- graphic novels
- biographies
- magazines
- newspapers
- information texts

Teachers provide guidance to ensure pupils experience breadth and increasing challenge.

Reading at Home

Regular reading at home is actively promoted. Children are expected to read regularly outside school.

Home reading is supported through:

- Boomreader app
- parent guidance
- recommended reading lists
- library books
- appropriate decodable books where required
- communication between home and school

Teachers monitor reading habits and work with families where additional encouragement is needed.

Millionaires' Club

Reading achievement is celebrated through the school's **Millionaires' Club**.

Children reaching reading milestones receive recognition through:

- certificates;
- celebration assemblies;
- special events;
- rewards.

The focus remains on fostering enjoyment and sustained reading habits rather than competition alone.

14. Assessment

Principles

Assessment is integral to effective reading teaching. It enables teachers to identify strengths and barriers to learning, informs adaptive teaching, curriculum planning, targeted intervention and professional judgement, and ensures that all pupils receive the right support at the right time.

Teachers use assessment to:

- identify strengths;
- identify barriers;
- adapt teaching;
- monitor progress;
- evaluate intervention;
- celebrate achievement.

Assessment is continuous rather than confined to formal assessment points.

Formative Assessment

Teachers assess reading during lessons through:

- observation;
- discussion;
- Book Talk;
- questioning;
- oral reading;
- fluency checks;
- written responses.

This informs immediate responsive teaching.

Summative Assessment

Reading assessment includes:

Star Reader

Termly assessment identifies:

- reading age;
- comprehension;
- ZPD;
- progress over time.

Accelerated Reader

Teachers monitor:

- quiz outcomes;
- reading frequency;
- comprehension;
- engagement.

Fluency Assessment

Teachers regularly assess:

- accuracy;
- automaticity;
- pace;
- prosody.

Fluency assessment informs classroom teaching and intervention planning.

National Curriculum Assessment

Pupils complete age-appropriate assessments, including:

- termly comprehension assessments;
- Year 6 statutory assessments.

Assessment outcomes are considered alongside teacher judgement.

Pupil Progress Meetings

Reading progress is reviewed regularly.

Meetings consider:

- attainment;
- progress;
- fluency;
- intervention impact;
- disadvantaged pupils;
- SEND;
- pupils at risk of falling behind.

Actions are agreed and reviewed.

15. Reading Intervention

Rationale

At Granby Junior School, we believe that high-quality first teaching is the most effective intervention and remains the primary means of improving outcomes for all pupils. Reading intervention supplements, rather than replaces, high-quality classroom teaching and is delivered through an inclusive, graduated approach.

We recognise that reading is a complex process requiring pupils to develop secure spoken language, phonics, word reading, reading fluency and comprehension. Difficulties in any one of these areas can create barriers to successful reading. For this reason, interventions are carefully matched to pupils' identified needs rather than selected according to age, year group or available resources.

Assessment is used to identify the precise barrier to reading, enabling staff to provide timely, evidence-informed support while maintaining ambitious expectations for every pupil.

Principles of Effective Reading Intervention

All reading interventions at Granby Junior School are:

- informed by high-quality assessment;
- matched to the pupil's specific reading need;
- delivered by trained staff with fidelity to the intervention programme;
- additional to, and not a replacement for, high-quality classroom teaching;
- time-limited with clearly defined outcomes;
- regularly reviewed for impact;
- adapted or discontinued when evidence indicates this is appropriate.

Where appropriate, parents and carers are informed of intervention programmes and supported to reinforce learning at home.

The Granby Reading Intervention Pathway

Granby Junior School uses a whole-school Reading Intervention Decision Tree to identify barriers to reading and ensure pupils receive the most appropriate support.

The pathway begins only after teachers have implemented high-quality first teaching and followed the Graduated Response (Assess – Plan – Do – Review) to identify and remove barriers through inclusive classroom practice.

If concerns remain, pupils follow the Reading Intervention Decision Tree to identify the primary barrier to reading.

The assessment pathway is followed in the following order:

Step 1 – Underlying Spoken Language

Teachers consider whether the pupil demonstrates underlying spoken language difficulties that may affect reading development.

Where concerns are identified, pupils receive further assessment and targeted intervention focusing on:

- listening and attention
- expressive and receptive language
- vocabulary development
- sentence structure
- narrative skills
- communication and interaction

Where appropriate, advice may be sought from the SENDCo or external professionals.

Step 2 – Phonics

Where spoken language is not identified as the primary barrier, teachers assess whether pupils have secure phonic knowledge using the Little Wandle Letters and Sounds Revised Assessment.

Pupils who have not secured decoding receive daily Little Wandle catch-up teaching delivered with fidelity to the programme.

Teaching focuses on developing:

- secure grapheme-phoneme correspondence
- blending for reading
- segmenting for spelling
- automatic word recognition
- confidence and accuracy

Assessment takes place every six weeks to ensure pupils are taught at the correct stage and exit the programme as soon as they demonstrate secure decoding.

Step 3 – Word Reading

If phonics is secure, teachers assess pupils' automatic recognition of high-frequency words using the school's Common High Frequency Word Assessment.

Where word reading difficulties are identified, interventions focus on improving:

- automatic recognition of common exception words
- rapid word recognition
- decoding of unfamiliar words where appropriate
- reading accuracy
- reading stamina

The aim is to develop increasingly effortless word recognition so that cognitive capacity can be directed towards understanding the text.

Step 4 – Reading Fluency

Where decoding and word reading are secure, teachers assess reading fluency.

Fluency assessment considers the four components identified within the Reading Framework:

- accuracy
- automaticity
- pace
- prosody

Where fluency requires development, pupils receive targeted fluency intervention using evidence-informed approaches including:

- repeated reading
- echo reading
- choral reading
- paired reading
- Reader's Theatre
- teacher modelling

Progress is monitored regularly to ensure pupils develop expressive, automatic reading that supports comprehension.

Step 5 – Reading Comprehension

Where pupils demonstrate secure decoding and appropriate fluency but continue to experience difficulty understanding texts, teachers assess reading comprehension.

Assessment considers:

- vocabulary knowledge
- retrieval
- inference
- prediction
- summarising
- explanation
- evaluation
- background knowledge

Interventions may include:

- explicit comprehension strategy instruction
- vocabulary teaching
- reciprocal reading
- structured Book Talk
- oral language development
- knowledge-building through high-quality texts

Where appropriate, teachers also consider whether additional spoken language support may further improve comprehension.

Reviewing Intervention

All interventions follow the Assess – Plan – Do – Review cycle.

Review meetings consider:

- assessment evidence;
- progress towards intended outcomes;
- pupil confidence and engagement;
- classroom performance;
- teacher observations;
- pupil voice.

Interventions are reviewed at least every six weeks and may be:

- continued;
- adapted;
- intensified;
- replaced;
- discontinued when outcomes have been achieved.

Pupils successfully completing intervention continue to be monitored through high-quality classroom assessment to ensure improvements are sustained.

The Role of Adaptive Teaching

Reading intervention does not replace inclusive classroom practice.

Teachers continue to use adaptive teaching to ensure pupils access the same ambitious reading curriculum through:

- explicit teacher modelling;
- scaffolded questioning;
- pre-teaching of vocabulary;
- visual supports;
- carefully selected texts;
- collaborative discussion;
- additional guided practice;
- appropriate reasonable adjustments.

This ensures pupils continue to participate fully in whole-class reading while receiving any additional support required.

Monitoring Impact

The Reading Leader and SENDCo work collaboratively to monitor the effectiveness of reading intervention through:

- assessment analysis;
- fluency assessments;
- Little Wandle assessment outcomes;
- Common High Frequency Word Assessments;
- pupil progress meetings;
- lesson observations;
- intervention observations;
- pupil voice;
- book scrutiny;
- teacher feedback.

Monitoring ensures interventions remain evidence-informed, responsive and effective, enabling every pupil to become a fluent, confident and enthusiastic reader.

The following Reading Intervention Decision Tree forms the official assessment and intervention pathway used by Granby Junior School to identify reading barriers and match pupils to the most appropriate evidence-informed intervention. All staff involved in teaching reading should use this pathway alongside the Graduated Response when determining next steps for pupils experiencing reading difficulties.



PRIMARY READING DECISION TREE

Phonics, Word, Fluency, Comprehension

A simple guide to help identify primary reading needs and the right next steps for intervention.

OUR VALUES



CARE

We care for ourselves, each other and our school community.



ACHIEVE

We work hard, aim high and celebrate success.



BEST

We are proud of our best efforts and always try to be our best.



Following High Quality First Teaching and Graduated Response to identify barriers:
Does this suggest a reading need?

No

No further action, teaching as usual.

Yes

1



Is there an underlying spoken language need?

Yes



Administer assessment of spoken language.



Indicates intervention targeting spoken language

FOCUS: SPOKEN LANGUAGE

- Listening and understanding
- Expressive vocabulary
- Sentence structure
- Talk and interaction skills

No

2



Is there a Phonics need?

Yes



Administer Little Wandle Phonics assessment.



Indicates intervention targeting phonics

FOCUS: PHONICS

- Phoneme awareness
- Phonics knowledge
- Blending and segmenting
- Grapheme-phoneme correspondence

No

3



Is there a word reading need?

Yes



Administer Common HFW word assessment.



Indicates intervention targeting word reading

FOCUS: WORD READING

- Phonics (decoding)
- Sight word recognition
- Spelling-sound knowledge
- Word recognition accuracy

No



Is there a reading fluency need?

Yes



Administer fluency assessment.



Indicates intervention targeting reading fluency

FOCUS: FLUENCY

- Accuracy
- Automaticity
- Prosody (expression)
- Phrasing and pace

No



Is there a comprehension need?

Yes



Administer comprehension assessment.



Indicates intervention targeting comprehension

FOCUS: COMPREHENSION

- Understanding texts
- Vocabulary knowledge
- Inferencing and summary
- Retrieval and explanation

No



No specific reading need identified.
No further action, teaching as usual.

INTERVENTION PRINCIPLES



TARGET

Interventions are focused on the specific need.



EVIDENCE INFORMED

Use validated assessments to identify and track need.



MONITOR

Review progress regularly and adapt support.



PERSONALISED

Match the right intervention to the right need.



REVIEW AND MOVE ON

Exit intervention when impact is secure.



All interventions should be high quality, evidence based and carefully monitored to ensure the best outcomes for our pupils.



16. Equality, Inclusion and Adaptive Teaching

At Granby Junior School, we believe that every pupil is entitled to experience an ambitious, engaging and inclusive reading curriculum that develops fluent, confident readers with a lifelong love of reading. We believe that every child can become a successful reader and that high-quality inclusive teaching enables all pupils to access, enjoy and make progress in reading. Reading is a fundamental entitlement and the gateway to the wider curriculum. We are committed to ensuring that all pupils, regardless of background, ability or need, develop the knowledge, skills and confidence to become successful, fluent readers.

Teachers recognise the diverse strengths, experiences and barriers that pupils may bring to reading and use ongoing assessment to identify and respond to individual needs. Through the graduated approach of assess, plan, do and review, teaching is adapted to remove barriers while maintaining high expectations for every pupil. Early identification of reading difficulties ensures that timely support is provided to enable pupils to access the full curriculum.

Inclusive reading teaching is rooted in high-quality classroom practice. Lessons are carefully planned so that all pupils access the same ambitious curriculum through adaptive teaching strategies that support learning without reducing challenge. These include explicit teaching of decoding, fluency, vocabulary and comprehension, teacher modelling, guided and shared reading, pre-teaching of vocabulary, scaffolded questioning and carefully selected, high-quality texts that reflect a diverse range of authors, cultures and experiences. Reasonable adjustments, such as adapted texts, visual supports, assistive technology and additional reading opportunities, are provided where appropriate to ensure pupils can participate successfully while promoting independence and confidence.

Assessment is used throughout lessons to identify strengths, address misconceptions and inform responsive teaching. Where additional support is required, evidence-informed interventions are implemented through the graduated approach and are regularly reviewed for impact. Teachers work collaboratively with the SENDCo, families and, where appropriate, external professionals to ensure every pupil receives the support they need to become a successful reader.

Our inclusive approach enables all pupils, including those with SEND, disadvantaged pupils, pupils learning English as an additional language and those requiring additional challenge, to participate fully in the reading curriculum. By removing barriers, fostering a love of reading and maintaining consistently high expectations, we ensure that every child develops the knowledge, skills and confidence to become a fluent, enthusiastic reader who is well prepared for lifelong learning.

17. Diversity and Representation

Granby Junior School values diversity and believes that every child should encounter books that both reflect their own experiences and expand their understanding of others.

Reading provides opportunities to explore different cultures, perspectives and experiences while promoting respect, empathy and curiosity.

Text Selection

Teachers ensure pupils experience books representing:

- different cultures;
- different religions;
- different ethnicities;
- disability;
- neurodiversity;
- different family structures;
- gender equality;
- LGBTQ+ families where appropriate and age-appropriate;
- local communities;
- global communities.

Texts are selected for literary quality and authenticity.

Authors

Children encounter authors from:

- Britain;
- Europe;
- Africa;
- Asia;
- Australasia;
- North America;
- South America.

Children experience both:

- classic literature;
- contemporary literature.

British Values

Reading contributes to pupils' understanding of:

- democracy;
- individual liberty;
- mutual respect;
- tolerance;
- rule of law.

Through literature, pupils learn to appreciate differing viewpoints and develop empathy.

18. Parent Partnership

Parents and carers are children's first educators and play an essential role in developing successful readers.

Granby Junior School values strong partnerships with families.

The School Will:

- provide guidance on supporting reading;
- promote regular home reading;
- communicate progress;
- celebrate achievement;
- provide workshops where appropriate;
- recommend quality texts;
- maintain reading diaries;
- provide suitable home reading books.

Parents Are Encouraged To:

- read regularly with their child;
- discuss books;
- model positive reading habits;
- visit libraries;
- encourage reading for pleasure;
- communicate concerns promptly.

Home Reading

Home reading complements classroom teaching.

Reading at home should be:

- enjoyable;
- regular;
- appropriately challenging;
- celebrated.

Teachers provide guidance to ensure home reading remains a positive experience.

19. Leadership, Monitoring and Quality Assurance

Monitoring ensures the highest standards of reading provision across the school.

Monitoring Activities

The Reading Leader undertakes:

- lesson observations;
- learning walks;
- book scrutiny;
- pupil interviews;
- staff discussions;
- planning scrutiny;
- assessment analysis;
- intervention reviews;
- reading environment audits.

Quality Assurance Focus

Monitoring considers:

- Curriculum
- Teaching
- Assessment
- Fluency
- Vocabulary
- Reading for Pleasure
- Inclusion
- Adaptive Teaching
- Intervention
- Leadership
- Outcomes

Professional Development

Staff receive regular CPD covering:

- Reading Framework updates;
- Little Wandle;
- fluency;
- vocabulary;
- adaptive teaching;
- comprehension;
- inclusion;
- assessment.

New staff receive induction training.

Governor Monitoring

Governors monitor reading through:

- curriculum reports;
- pupil progress;
- visits;
- pupil voice;
- reading data;
- learning walks.

20. Impact

The impact of our reading curriculum is demonstrated through pupils who:

- read accurately;
- read fluently;
- comprehend increasingly complex texts;
- possess ambitious vocabulary;
- discuss books confidently;
- enjoy reading;
- read widely;
- access the wider curriculum successfully.

Children leave Granby Junior School as confident readers prepared for the academic demands of secondary education and equipped with a lifelong appreciation of literature.

Impact is evaluated through:

- attainment;
- progress;
- fluency;
- pupil voice;
- reading engagement;
- intervention outcomes;
- monitoring evidence;
- library use;
- parental feedback.

21. Policy Review

This policy will be reviewed every **two years**, or sooner if required following:

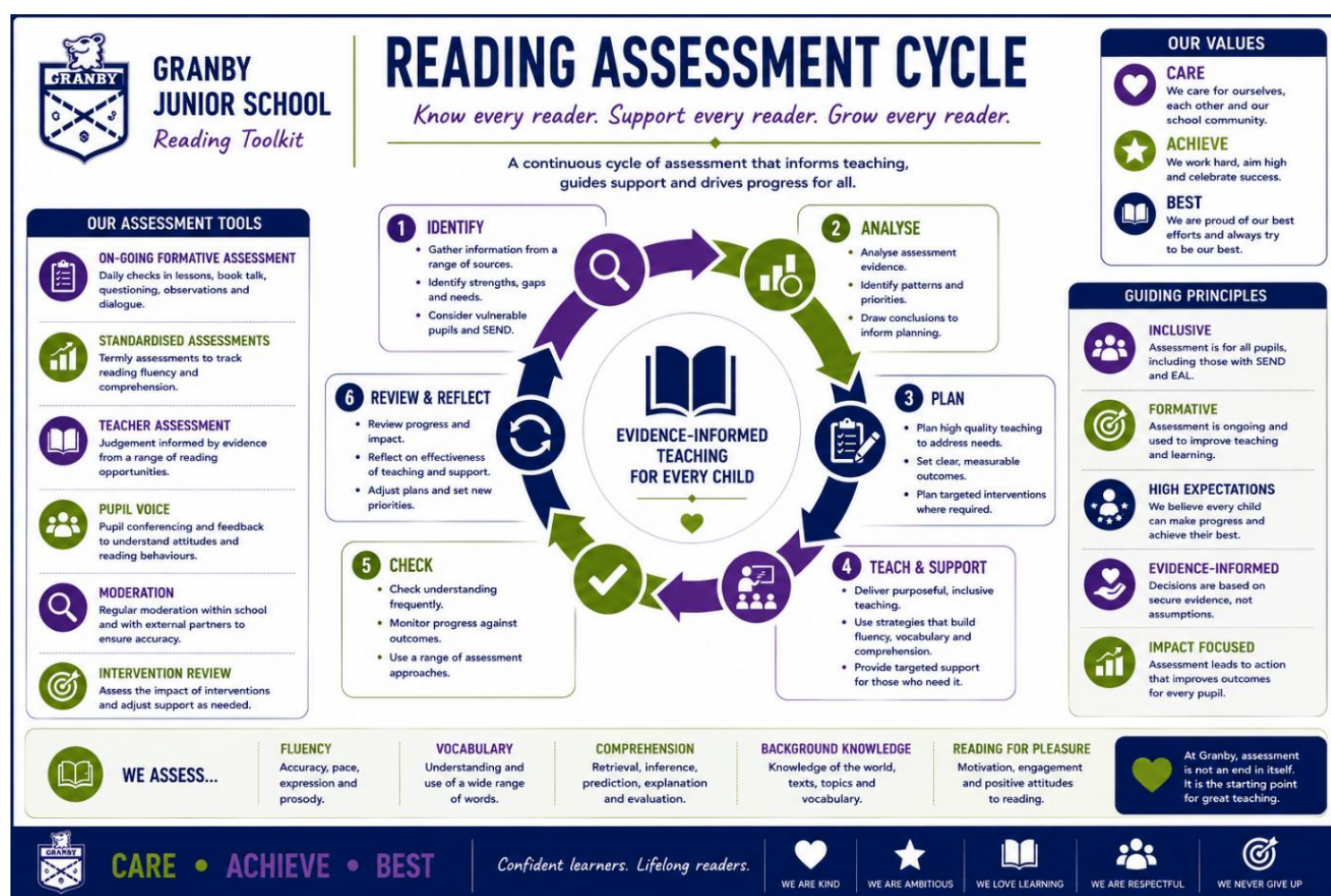
- changes to statutory guidance;
- updates to the Reading Framework;
- changes to Little Wandle guidance;
- Ofsted updates;
- school improvement priorities.

Responsibility for review lies with:

- Reading Leader
- Deputy Headteacher
- Headteacher
- Curriculum Governors

Appendix A – Reading Assessment Cycle

Assessment	Frequency	Purpose
Little Wandle Assessment	Every 6 weeks	Monitor decoding and group placement
Reading Fluency	Half-termly	Accuracy, automaticity, pace and prosody
Star Reader	Termly	Reading age, comprehension and ZPD
Accelerated Reader Quizzes	Ongoing	Monitor comprehension and engagement
Teacher Assessment	Daily	Inform responsive teaching
Summative Assessment	Termly	Monitor attainment and progress
KS2 SATs	Year 6	Statutory assessment



Appendix B – Reading Journey

Year 3

- Little Wandle catch-up (where required)
- Reading fluency
- Vocabulary
- Book Talk
- Independent reading

Year 4

- Increasing fluency
- Reading stamina
- Wider vocabulary
- Retrieval and inference

Year 5

- Reading increasingly complex texts
- Authorial intent
- Critical discussion
- Reading across the curriculum

Year 6

- Advanced comprehension
- Academic vocabulary
- Independent reading habits
- Preparation for secondary school



Appendix C – Reading Leader Monitoring Cycle

Autumn

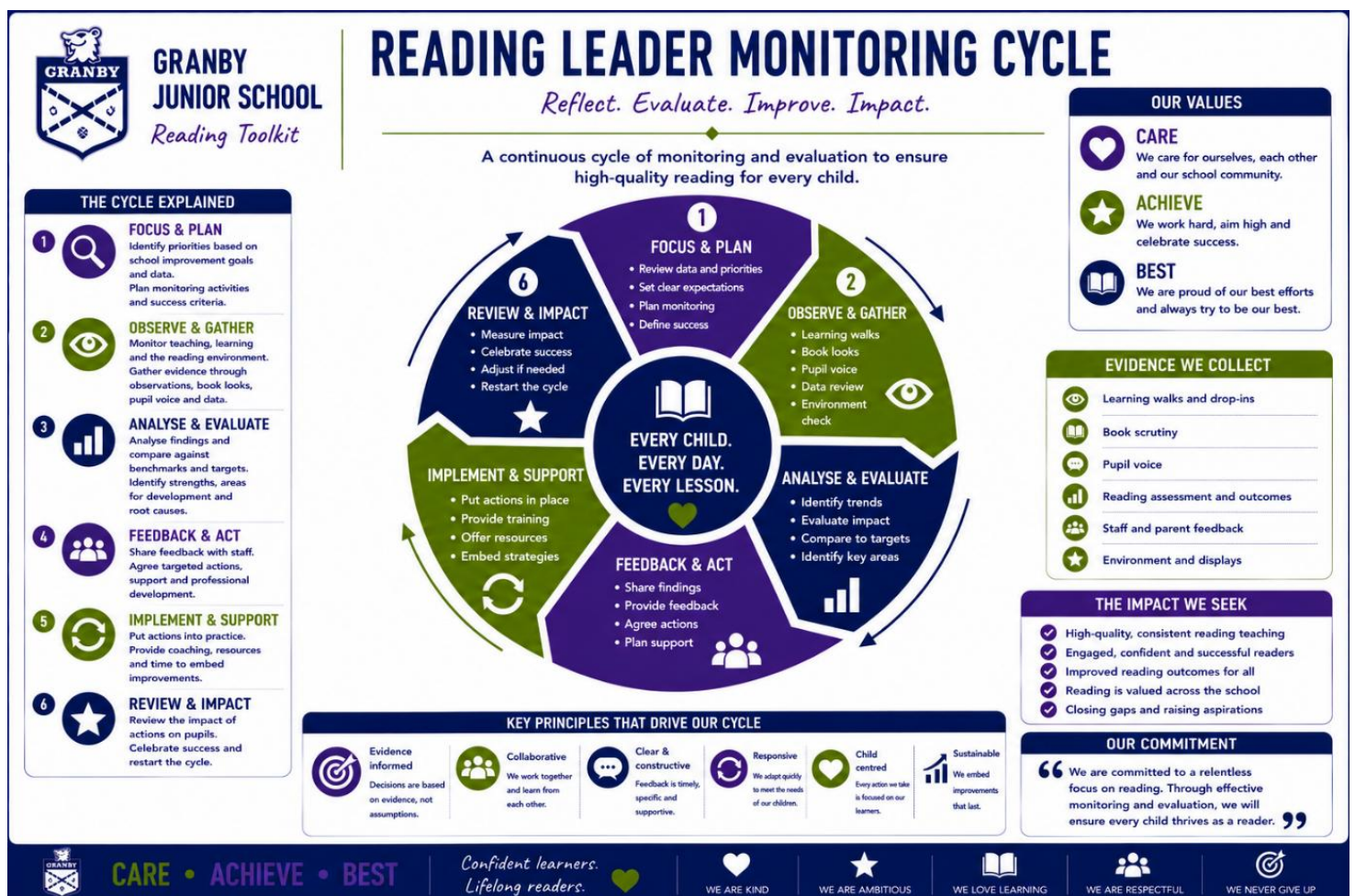
- Learning walks
- Little Wandle fidelity check
- Reading environments
- Assessment analysis

Spring

- Lesson observations
- Book scrutiny
- Pupil voice
- Intervention review

Summer

- Data analysis
- Reading culture audit
- Library review
- Subject report to governors



Appendix D – Governor Monitoring Questions

Governors may ask:

- How do we know pupils are becoming fluent readers?
- How is Little Wandle implemented in Key Stage 2?
- How are struggling readers identified?
- How is reading for pleasure promoted?
- What evidence demonstrates the impact of interventions?
- How are disadvantaged pupils supported?
- How is adaptive teaching embedded?
- How do we know pupils enjoy reading?
- How does reading support learning across the curriculum?
- How are parents involved in supporting reading at home?