



## Yeadon Westfield Junior School Reading Policy

Written in consultation with staff. Reading leaders: Hannah Lockwood and Helen Swallow	February 2026
Review date:	February 2029
Ratified at Governors' Committee:	March 2026

**We welcome our duties under The Equality Act 2010 to eliminate discrimination, advance equality of opportunity and foster good relations in relation to the protected characteristics of all stakeholders including age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race; religion and belief, sex or sexual orientation.**

**We recognise the Public Sector Equality Duty to assess the impact of our policies and practices on staff and pupils and take action to remove any obstacles identified across all areas of school life, including Policies.**

**We believe that every person has a fair and equal opportunity to succeed, regardless of their age, gender, ethnicity, ability or cultural or religious background, sexuality or disability. We embrace all aspects of global citizenship and community cohesion, promoting British Values throughout all aspects of school life, actively tackling prejudice or extreme views.**

**This school is committed to safeguarding and promoting the well-being of all children and expects our staff and volunteers to share this commitment.**

**Yeadon Westfield Junior School is required to keep and process certain information about its staff members and pupils in accordance with its legal obligations under the General Data Protection Regulation (GDPR). The school may, from time to time, be required to share personal information about its staff or pupils with other organisations, mainly the LA, other schools and educational bodies, and potentially children's services. This policy is written in line with our agreed policy for GDPR.**

## **Intent**

The overarching aim for English in the national curriculum is to promote high standards of language and literacy by equipping pupils with a strong command of the spoken and written language, and to develop their love of literature through widespread reading for enjoyment. Our aims are to ensure that all pupils:

- read easily, fluently and with good understanding
- develop the habit of reading widely and often, for both pleasure and information
- acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language
- appreciate our rich and varied literary heritage
- use discussion in order to learn; they should be able to elaborate and explain clearly their understanding and ideas
- have access to a wide variety of quality reading books and material (in addition to their scheme-reading book where appropriate), including the school library.
- are provided with reading material suitable to their ability in order to develop confidence and enthusiasm.
- have access to class libraries which are welcoming, stimulating areas with a consistent approach to the organisation of literature throughout school.

## **Implementation of policy**

### **Teaching of Reading**

The programme of study for reading at key stage 2 consists of 2 dimensions:

- word reading
- language comprehension

At Yeadon Westfield Junior School, teaching focuses on developing pupils' competence in both dimensions; different kinds of teaching are needed for each.

Skilled word reading involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words. Underpinning both is the understanding that the letters on the page represent the sounds in spoken words. This is why phonics is still taught throughout school as an intervention in cases where children are not proficient in word reading. The progression of early reading skills are based upon the school reading system using Ruth Miskin (Read Write Inc) as the key published scheme, with support material from other schemes, for example Oxford Reading Tree. All children are re-assessed on their phonic knowledge on entry to Year 3 and subsequent phonic intervention work is planned depending on need.

Good comprehension draws from linguistic knowledge (in particular of vocabulary and grammar) and on knowledge of the world. During whole class reading sessions, which take place 4-5 times a week, comprehension skills are developed through pupils' experience of high-quality discussion with the teacher, as well as from reading and discussing a wide range of stories, poems and non-fiction. In order for pupils at Yeadon Westfield Junior School to develop as enthusiastic, independent and reflective readers, they are introduced to a wide range of literature and authors across both fiction and non-fiction which helps to develop their knowledge of themselves and the world they live in, to establish an appreciation and love of reading, and to gain knowledge across the curriculum. These texts are chosen in order to cover the wide range stated in the National Curriculum and to link with English writing and topic themes.

## **Resources**

The Oxford Reading Tree books and Treetops books are based in Years 3 and 4 classrooms, additional Treetops books are based in Year 5. The Ruth Miskin phonics scheme is used with all children who require phonic support but primarily in Year 3 in the intervention room in Grassington.

All classes have sets of class books for their half termly main text. These include both fiction and non-fiction texts. In addition, each classroom has a class library.

The majority of non-fiction books are based in the school library. Children are encouraged to use the library system as part of research activities and all classes visit the library at least once a half term. Books can be borrowed from the school library.

## **Impact**

At Yeadon Westfield Junior School we believe that reading is a fundamental life skill which allows pupils to access the whole curriculum as well as the world around them. Reading is central to our ability to understand, interpret and communicate with each other as well as with the society in which we live. We are dedicated and determined to ensure that our pupils have the skills they need to become independent and reflective readers, prepared for the next stage in their education and able to succeed in life.

## **Assessment and Recording**

Children's progress in reading is assessed by teaching staff, in liaison with teaching support staff if applicable. Informally, teachers are assessing pupils' progress in reading on a daily basis. Summative data is collected at three points in the year (Autumn, Spring and Summer) where children complete NTS reading tests (Years 3-5) and past-SAT papers (Year 6). A question level analysis (QLA) is completed and whole class, group and individual areas of need are identified and inform future teaching. QLA is discussed during Pupil Progress meetings and subsequent actions (changes to teaching, interventions etc) are then planned in and reviewed at the next data collection point. Salford Reading tests are also carried out termly to assess fluency for those children who have not met the highest score of 11.3+. Teachers use fluency and reading test data to rank the children in their class for reading on a four point scale (BLW – working below the working towards the expected standard, WTS – working towards the expected standard, EXS – working at the expected standard, GDS – working at greater depth standard). Grades are inputted onto Sonar (an online tracking system) which then allows teachers to monitor attainment and progress (against KS1 targets).

## **Monitoring**

The monitoring of reading is carried out by the English Subject Leader and SLT. The specific monitoring needs are generated from analysis of KS2 SAT results and in-school reading data collated on Sonar. Areas of strength and development are fed-back to staff and then re-monitored and evaluated where appropriate.

## **Reading at home**

We recognise that regular reading at home helps build confidence, fluency and supports a love of reading and so, children are encouraged to read 3 times a week at home and are given a reading record to sign. Whilst a child is still developing reading skills, a scheme book is given (RWI or Oxford Reading Tree) alongside a book from the class library.

## **Inclusion**

At Yeadon Westfield Junior School our curriculum for reading will develop enjoyment of and commitment to stimulating the best possible progress and the highest attainment for all our pupils irrespective of social background, culture, race, gender, differences in ability and disabilities. All of

our pupils have a secured entitlement to participate in reading curriculum and our teaching approaches ensure the avoidance of stereotyping when planning work or organising groups. All the teaching staff agree that when using reference materials, they should reflect social and cultural diversity and provide positive images of race, gender and disability.

Reading material reflects a positive approach to the equal opportunities issues of sex, race and ability and through the context of the reading material and discussion arising from this, equal opportunities are promoted whenever possible. Reading materials are purchased to consistently promote equal opportunities through texts and illustrations.

### Review

This policy was approved by the TLPS governing body in March 2026. It is due for review in February 2029 by the subject leader and governor with the responsibility for English. All staff will be involved with the review and evaluation of the policy and it will be presented to the school governing body.

Name of subject leader: Helen Swallow/ Hannah Lockwood

Name of subject governor: Julie Wear

Appendix 1: Strategies for working out the meaning of unfamiliar words.

# WRAP

*Reading breakdown repair strategies*

## **W** - Word Class

*What type of word is it?*

*noun, adjective, verb, adverb*

## **R** - Root Word

*Is there a word hidden in the word? Suffix/Prefix? Have you heard this word before?*

## **A** - Around the word

*Read the whole sentence it is in and maybe the one before/after to help give the word context.*

## **P** - Picture

*Picture in your mind the sentence the word is in, what is happening?*