



‘A caring Christian community where every child achieves a love of life and learning’

Luke 10: 25-37

Trust, Friendship, Respect, Forgiveness, Courage, Truthfulness

READING POLICY

Policy Lead Committee: Lydney Local Academy Committee **In consultation with:** Senior Leadership Team

Approved by:

A handwritten signature in blue ink, appearing to read 'K. Davey'.

K. Davey, Chair of Committee

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1. Intent

At Lydney Church of England Primary School, we aim to foster a deep-rooted love of reading among all pupils, aligning our reading curriculum with our five curriculum drivers: world awareness, belonging, well-being, spirituality, and possibilities. We believe that reading is a fundamental skill that underpins all areas of learning and personal development, and we are committed to ensuring that every child has the opportunity to become a proficient and enthusiastic reader.

2. Curriculum Drivers

Our specific intents for reading, underpinned by our curriculum drivers, include:

World Aware: To develop children's understanding of diverse cultures and global issues through a rich variety of texts that broaden their knowledge and perspectives.

Belonging: To cultivate a reading environment where every child feels valued and included, encouraging them to engage with literature that reflects their identity and experiences.

Well-being: To promote emotional well-being by providing texts that support social and emotional learning, helping children process their feelings and connect with others.

Spirituality: To inspire curiosity and reflection through literature that explores moral dilemmas, ethical questions, and spiritual themes, fostering a deeper understanding of themselves and the world around them.

Possibilities: To encourage imaginative thinking and aspirations by exposing students to a range of genres, authors, and narratives that inspire creativity and future ambitions.

3. Aims

3.1 Aims of Our Reading Curriculum

At Lydney Church of England school, we strive to ensure that all children become successful, fluent, keen and enthusiastic readers by the end of Key Stage Two and believe this is achievable through a combination of strong, high quality, discrete phonics teaching combined with a whole language approach that promotes a 'Love of reading' with a focus on reading aloud, comprehension skills, vocabulary development and speaking and listening.

3.2 Aims for Our Love of Reading

At Lydney C of E school, we seek to build a culture of reading for enjoyment that will develop a lifelong love of reading which will benefit children in so many ways. We recognise that reading for pleasure will encourage children to succeed both academically and socially.



4. Implementation

To achieve our reading intent, we have developed a comprehensive and engaging reading curriculum that integrates best practices aligned with the most recent Ofsted inspection framework.

4.1 Early Reading and Phonics

We employ a systematic phonics programme, called Little Wandle, that is consistent and structured, ensuring that all children develop strong decoding skills from the outset.

The aims of our phonics and early reading programme is to:

- teach children aural discrimination, phonemic awareness and rhyme to aid reading, writing and spelling development.
- encourage the use of segmenting and blending so that decoding skills provide a sound foundation for reading, writing and spelling.
- ensure the teaching of phonics is lively, interactive and investigative.
- enable children to use phonic awareness across the curriculum.
- ensure that children know the 44 phonemes within the English language.
- teach children to recognise the graphemes within words and associate them with the appropriate phoneme when reading.
- provide children with strategies to identify and decode 'tricky words.'
- provide consistent, high quality phonics teaching that ensures all children have a strong foundation upon which to tackle the complex processes of reading and writing.
- ensure that the teaching of synthetic phonics is systematic and progressive throughout the foundation stage, key stage one and key stage two for those children needing interventions to support phonetic knowledge and understanding.
- ensure that children have sound phonetic knowledge, understanding and skills so that they can decode words confidently and engage with higher order reading and writing skills.

4.2 Features of our Phonics Practice

At Lydney Church of England School, we follow the 'Little Wandle' Letters and sounds revised approach to the teaching of reading. The seven features of effective phonics practice which characterise effective phonics underpin our phonics teaching. Our phonics teaching is organised in the following way:



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Direct teaching in frequent, short bursts:

- Phonics lessons are taught daily
- Daily lessons follow the weekly content grids.
- Each lesson takes 10-30 minutes, depending on the age and stage of the children being taught.
- Learning is reinforced and applied in context throughout the day.

Consistency of Approach to Phonics:

All teachers and teaching assistants are thoroughly trained and have the same:

- knowledge and understanding of phonics
- pronunciation of phonemes
- use of terminology
- expectations of pace and progression of learning
- can-do attitude, promoting high expectations for all
- responses to children's errors.

In lessons, everyone has/uses the same:

- materials — grapheme cards, wall charts, friezes and word cards routines and mantras expectations of behaviour and responses.
- Reading Leaders have been appointed who are sufficiently expert in the teaching of early reading to coach teachers, monitor provision and gather data.
- All teachers watch the 'How to' videos and refer to the 'Prompt cards' in preparation for teaching.

Secure, Systematic Progression in Phonics Learning:

The programme overview is used to map expected progress:

- New GPCs and tricky words are taught in the same order as the progression.
- Children blend to read and segment to spell.
- Weekly planning grids are adhered to.
- Assessment for learning is used by the teachers to ensure adequate review and practice, and to highlight 'focus' children who need additional practice outside the lesson.

This programme overview in [Appendix One](#) shows the progression of GPCs and tricky words that we teach term-by-term. The progression has been organised so that children are taught from the simple to more complex GPCs, as well as taking into account the frequency of their occurrence in the most commonly encountered words. All the graphemes taught are practised



in words, sentences, and later on, in fully decodable books. Children review and revise GPCs and words, daily, weekly and across terms and years, in order to move this knowledge into their long term memory. Children need to learn to read as quickly as reasonably possible, so they can move from learning to read, to reading to learn, giving them access to the treasure house of reading. Our expectations of progression are aspirational yet achievable if schools maintain pace, practice and participation by all children. Children who are not keeping-up with their peers should be given additional practice immediately through keep-up sessions.

Maintaining the Pace of Learning

- The teaching of phonics starts in Reception by Autumn Term Week 2.
 - Children in Reception are taught Phase 2 sounds and begin practising blending these sounds to read simple words almost immediately.
 - Half-termly assessments (usually every six weeks) are used to ensure teachers have detailed knowledge of each pupil's progress.
 - These assessments are used to identify any gaps in the children's secure phonic knowledge.
 - This information is used to plan teaching and review in the assessment week and in subsequent lessons.
 - Assessment weeks are used to assess every child and map their progress to the programme expectations.
 - The termly assessments and daily AfL are used to support planning for class teaching and further support for focus children.

Providing Repeated Practice

- New learning moves into the orthographic store through repeated practice.
 - Repeated practice occurs in all aspects of the lesson.
 - Routines are used to keep the cognitive load low.
 - Children are initially taught to read words with overt blending, but automaticity – blending in their heads — is the ultimate goal.
- Both spelling and reading are practised daily (from the end of Autumn Term 1 in Reception).
- Teachers engage children in learning through:
 - energy and enthusiasm
 - extensive interaction between teachers and children in lessons
 - generous praise and encouragement



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- building on and celebrating success.

Application of Phonics using Matched Decodable Books:

- In Reception, children begin practising reading in matched decodable readers as soon as they can blend.
- Termly assessments are used to match children's secure phonic knowledge to decodable books at 90% fluency.
- Reading practice sessions are:
 - timetabled at least three times a week
 - taught by a trained teacher/teaching assistant
 - delivered in small groups.
- Teachers use the 'three read' model for each book to ensure fluent reading and to develop prosody and comprehension.

Home Reading:

The same book is sent home/provided as an e-book to practise fluent reading. This is sent home at the end of the three reading sessions.

The school provides support for parents in doing this. We hold parents' meetings and staff are available to answer questions and offer assistance with log-ins etc.

The books used:

- are exactly matched to the phonics progression
- present only words made up of GPCs learned to that point
- include tricky words only as they are introduced in the programme

Early identification of children at risk of falling behind is linked to the provision of effective keep-up support.

- Reception children not blending by Autumn term week 3 receive 10 minutes of daily additional blending practice until they are blending confidently.
- Any child not secure with a GPC has informal/formal keep-up that day.
- Daily keep-up sessions are timetabled and used for children who need long-term additional practice, as well as those children who need short-term specific support.
- Teachers are alert to any child not keeping up and instantly provide same-day intervention.
- Termly assessments are used to identify gaps and give precise additional support for those children who need it.
- Teachers organise keep-up sessions, record progress and ensure parents and other staff are informed.



- All keep-up teachers are trained, have watched the 'How to' videos and have referred to the 'Prompt cards' in preparation for teaching.

Assessment:

The Little Wandle Letters and Sounds Revised assessments are carried out by the class teacher or trained teaching assistant every six weeks, after each five-week block of teaching. They are one-to one assessments that give a clear indication of the progress of each child. For consistency, the same person will carry out all the assessments. The assessments do not replace assessment for learning. We do not wait until these progress checks to act if a child is falling behind. It is critical that we ensure the children keep up and get daily additional practice the moment they need it. These assessments will identify the children that will be given immediate, targeted support.

4.3 Rapid Catch-up

Every child in Year 2 or above who cannot read at age-related expectations needs urgent targeted support so that they can access the curriculum and enjoy reading as soon as possible. Little Wandle Rapid Catch-up is a complete programme that mirrors the main phonics programme but has a faster pace. It has been created to help children catch up quickly. By the end of the programme, children should be reading with enough automaticity, accuracy and prosody to access the curriculum in class, and to read with enjoyment and understanding. Children will be assessed, and this will determine which phase they are taught. They can be taught individually or in groups. The children will be taught a daily lesson lasting 15 to 20 minutes.

Rapid Catch-up teaches word reading, spelling and reading in fully decodable books at a fast pace. Please see [Appendix Two](#) for the programme overview of GPC's and Tricky Words covered in each phase of the programme.

Timetabling

Children have two full 20-minute lessons a week that teach phonics and spelling. They have a review lesson and three Reading practice sessions.

- Day 1 – a 20-minute phonics lesson
- Day 2 – a 20-minute phonics lesson
- Day 3 – a quick review of teaching from days 1 and 2. A 10-minute phonics lesson as well as a 10-minute reading practice session. In Phases 2 and 3, you will use the blending practice books for this session.
- Day 4 – a 10-minute Reading practice session
- Day 5 – a 10-minute Reading practice session



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5. Reading Expectations

At each stage or year group, we have certain expectations of the learning that takes place. This is outlined in the following sections.

5.1 EYFS Reading Expectations

At Lydney C of E Community School, we believe that children should be encouraged to explore books from the earliest possible opportunity. Therefore, we have created expectations and moments of opportunities within our EYFS curriculum to allow for this.

In EYFS, reading opportunities will be immersive in all areas of learning to enhance the provision and the children's experiences. For example:

- In the construction area there may be Mrs Armitage's wheels by John Burningham. Next to the sand tray full of JCBs there could be a non-fiction text about diggers and construction.
- Other examples may include the book 'Rainbow Fish' in the dough area enhanced with sequins, cutters and other tools.
- In the museum area there may be a range of non-fiction texts about dinosaurs, toys in the past and rocks.

5-a-day principle – children should be given 5 opportunities a day to read and share quality texts (paired, guided, comprehension, independent, whole class).

The children will listen to a wide range of stories, poems and non-fiction texts rhymes and singing which will be planned to develop the children's vocabulary several times a day. Story time will be carefully planned with books selected from the core book text map to provide rich language above their 'pay-grade'.

Hearing readers – children will be heard read during the Little Wandle reading practice sessions three times a week by a member of staff in the class. Additionally, children will be heard read independently once every two weeks on a rotational basis with the teacher and other members of staff. This reading session will be recorded in their reading records. The lowest 20% of children will be listened to read daily by a member of staff.

5.2 Year 1 Reading Expectations

In addition to the teaching of phonics in Year 1, reading opportunities will be provided in all areas of the classroom to enhance and support the teaching of all subjects.

The Little Wandle reading practice groups, have a focussed comprehension session on one day per week. This allows the class teacher to build reading comprehension skills with the class,



read and listen to texts, highlight relevant evidence and form the answers to questions. This also takes place in writing lessons through questioning.

5-a-day principle – children should be given 5 opportunities a day to read and share quality texts (paired, guided, comprehension, independent, whole class).

The children will listen to a wide range of stories, poems and non-fiction texts rhymes and singing which will be planned to develop the children's vocabulary several times a day. Story time will be carefully planned with books selected from the core book text map to provide rich language above their 'pay-grade'.

Hearing readers – children will be heard read during the Little Wandle reading practice sessions three times a week by a member of staff in the class. Additionally, children will be heard read independently once every two weeks on a rotational basis with the teacher and other members of staff. This reading session will be recorded in their reading records. The lowest 20% of children will be listened to read daily by a member of staff.

5.3 Year 2 Reading Expectations

In addition to the teaching of phonics in Year 2, reading opportunities will be provided in all areas of the classroom to enhance and support the teaching of all subjects.

The Little Wandle reading practice groups, have a focussed comprehension session on several times per week. Alongside this, the children will be taught comprehension skills using 'Cracking Comprehension' as a whole class lesson. This allows the class teacher to build reading comprehension skills with the class, read and listen to texts, highlight relevant evidence and form the answers to questions.

Hearing readers – children will be heard read during the Little Wandle reading practice sessions three times a week by a member of staff in the class. Additionally, children will be heard read independently once every two weeks on a rotational basis with the teacher and other members of staff. This reading session will be recorded in their reading records. The lowest 20% of children will be listened to read daily by a member of staff.

Additionally, a phonic assessment is carried out to establish which children will need additional precision teaching of phonic sounds. Rapid catch up assessment is also carried out every 4 weeks for those children who are receiving it. It is critical that we ensure the children keep up and get daily additional practice the moment they need it.

5.4 Key Stage 2 Reading Expectations

Reading is fundamental to education. Proficiency in reading and spoken language is vital for pupils' success. Through these, they develop communication skills for education and for working with others: in school, in training and at work. Pupils who find it difficult to learn to



read are likely to struggle across the curriculum, since English is both a subject in its own right and the medium for teaching. By the end of year 6, pupils' reading should be sufficiently fluent and effortless for them to manage the general demands of the curriculum in year 7, across all subjects and not just in English. When pupils read fluently, their cognitive resources can be redirected from focusing on decoding and on to comprehending the text. It's the bridge from word recognition to comprehension.

Pupils have reading lessons as a whole class. These lessons:

- Are built around the teacher reading high-quality and challenging texts, which are dissected by the class through high-level questioning and discussion.
- Include a range of activities – not all of which have to have a written outcome – that enable pupils to develop their vocabulary and comprehension skills.

The benefits of this approach as follows:

- Pupils are regularly immersed in high-quality children's literature.
- Pupils are able to improve speaking and listening skills, as well as developing comprehension skills.
- More time is given to modelling skills rather than just assessing ability.

The weekly structure of the lessons will look like the following:

Monday – Fluency Development Lesson (FDL)

This lesson will follow this sequence:

- Step 1 - Teacher presents a copy of the text to the class. The teacher reads and children follow along silently. This could happen multiple times.
- Step 2 – Teacher and Pupils read the text together. Multiple readings made. This could be with different groups of students.
- Step 3 – Pupils work alone or with classmates to continue practicing the text independently.
- Step 4 – Pupils perform the text with fluency for an audience.
- Step 5 – Pupils can continue rehearsing and performing - this could be at home.

The aim of this lesson is to focus on the 3 areas of reading fluency – automaticity, accuracy and prosody.

Tuesday – Vocabulary Development Lesson (VDL)

This lesson will focus on pulling the text apart and having a deep understanding of the content.

This lesson will follow this sequence:

- Step 1 – The teacher reads the text and the children follow along silently.



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- Step 2 – The teacher will identify a variety of “Goldilocks” words (words that are not too easy nor too hard – they are “just right”) from the text that may be new to the majority of the class.
- Step 3 – The children are given the definitions of these along with a Widgit symbol. The children need to match the word to the definition. Definitions can be left blank to challenge children to write their own.
- Step 4 – The teacher will model reading a section of the text to the pupils. Whilst reading, the children are to draw a picture to visualise what is happening in that section text.
- Step 5 – Children to then ask further questions about the text to deepen their understanding.

Wednesday – Comprehension Development Lesson (CDL1)

This lesson will follow this sequence:

- Step 1 – The teacher and class to read the text aloud together again.
- Step 2 – The teacher will identify the skill that is being taught in the lesson – inference, prediction, explanation, retrieval or sequence/summarise. This choice will be driven by ongoing formative assessment and analysis of weekly Cracking Comprehension work.
- Step 3 – The teacher will model how to answer a question focused on the chosen skill.
- Step 4 – The teacher will then work through a question for the skill that will be worked on together with the children on whiteboards.
- Step 5 – The children are then given questions about the focus skill to answer.

This applies part of Rosenshine’s principles – I do, we do, you do.

Thursday – Comprehension Development Lesson (CDL2)

Taught in the same manner as Wednesday but with a different skill focused on.

Friday – Comprehension Application Lesson (CAL)

Using a selected text from the Cracking Comprehension scheme, the children will complete a Cracking Comprehension activity. These will have a selection of questions that focus on a mixture of reading skills.

The reading domains from these will match the skills that are being taught in CDL1 and CDL2. This will then help to inform teacher decisions in teaching of CDL1 and CDL2 for the following week. One high-quality text will be studied Monday to Thursday and a Cracking Comprehension text will be used on Friday. Each lesson will last 30 minutes.

Texts are chosen from Literacy Shed and they will be chosen from the current year group. This will enable the pitch of the texts to be certain as all texts are given a measure of readability - ATOS score. It is based on a number of predictors - average sentence length, average word



length and word difficulty level. The complexity of the texts are just beyond where children should be independently accessing them.

There are a wide range of topics within each year group as well as a good variety of fiction and non-fiction texts. Texts are not necessarily linked to the topic areas that children are learning in other areas of the curriculum. Instead, texts are chosen so that they will advance pupils' knowledge of English language and understanding of literature.

Assessment is made in various forms throughout Key Stage Two. Some of these ways include, but are not limited to, the following:

- Assessment for Learning
 - Teachers will use constant assessment for learning opportunities throughout all of the lessons to monitor children's progress on a daily basis.
 - They will use a flexible seating approach to support pupils that need immediate, in-lesson support and scaffolding.
- Cracking Comprehension
 - This will take place at the end of each week during the Friday lesson
 - This will help to inform ongoing planning for CDL1 and CDL2 during the following week.
- Fluency Assessment
 - This will take place at the end of every half term.
 - They only take a minute to complete for each child.
 - They will help inform the FDL teaching for the following half term.

This will be used by teachers to help make decisions about whether children need further interventions outside the usual teaching through Little Wandle Rapid catch-up, Literacy Gold, One-to-one reading or another approach.

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- This will take place at the end of Autumn 2, at the end of Spring 2 and the end of Summer 2.
- This will be used by teachers to help make decisions about whether children need further interventions outside the usual teaching through Little Wandle Rapid catch-up, Literacy Gold, One-to-one reading or another approach.
- It will also be used to help to inform teachers make their judgements.

This approach to the teaching of reading in Key Stage Two aims to have high aspirations for all learners. However, children may need something additional or different to support and



scaffold their learning in reading. When taking into account children with SEND, the following approaches are considered:

- Children who are not secure in their phonics will receive the Little Wandle Rapid catch-up interventions in addition to their reading sessions but not instead of. The aim is to have high aspirations for all, even those that find it more challenging.
- Children who are working at a significant level below the age-related expectations and have a tailored curriculum will complete the Literacy Gold intervention scheme during the reading session.
 - If the child has an EHCP with identified reading needs, these could be addressed in this time.
 - These children need to be agreed with SLT.
- Additionally, all children will be heard read independently once a fortnight by a member of staff. This may be during the guided reading sessions or individually on a rotational basis with the teacher and other members of staff. The class teacher will hear all children read their reading book at least once every three weeks so that they can assess their progress and take appropriate action. All reading sessions will be recorded in their reading records.
- The lowest 20% of children will be listened to read daily by a member of staff.

Children also have the opportunity to read books outside of the taught lessons. As our children progress through the school and their reading becomes more fluent, we use Collins Big Cat as a whole-school programme that provides complete support for primary reading. Having delivered effective phonics with fully decodable books, we then use levelled readers to support independent reading when the children are ready for this next stage.

Additionally, children will be able to choose and take home a book to enjoy with their family from the book corner. Children will also be given the opportunity to borrow a book of their choice from the library to enjoy at home. The purpose of these books is to promote and develop a 'love of reading'.

6. Reading for Pleasure

Research specifically shows that the benefits of reading are more likely to be felt when reading takes place through free choice. The positive outcomes of reading will occur more often and more strongly if reading is enjoyable in the first instance. This is why the 'for pleasure' element of reading for pleasure is so important.

- Reading aloud fosters a love of books in children, and helps children get hooked on books.



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- Our children say that they enjoy being read to, and that having someone read to them stirred their interest in the book. They also enjoy being given the opportunity to read aloud themselves.
- All daily reading sessions will be fun. Teachers will model delivery and enjoy entering a new world.
- Reading activities will be planned which will foster a love and enjoyment of reading.
- Displays around the classroom and school, including the reading area in each class, will reflect the children's reading interests; celebrate authors and books and offer opportunities for children to engage with and respond to what they are reading.
 - All classrooms have clearly thought out reading corners and much emphasis has been placed on not only how they look, but how accessible, welcoming they are and stocked up with good quality, appropriate books. Teachers ensure that these book corners are tidy and accessible, with displays changing frequently.
 - Staff themselves play a big part in this as they are part of the environment as well. Teachers and other staff promote reading for pleasure simply by having a copy of a book or magazine they are reading on their desk and by being ready to discuss it with the children if they ask what they are reading.
 - Reading incentives are a big part of how we encourage children to read and these range in style depending upon the class.
- Our Library is a wonderful, physical place to study and read and it can be a haven for those who find the bustle of break-times overwhelming or need time out to recharge.
 - For children who do not have books at home they can find the books they need to develop and improve their reading skills and become readers for life in our library.
 - All children can try out a range of authors and perhaps find a new type of book that they haven't considered before.
 - The library is used regularly throughout the week, with all classes visiting on a weekly basis.
 - Additionally, for those children who do not have books at home they can select from our 'Hook a book' boxes, which contains books that have been donated by our parents. The children can keep these books and build up their own library at home. Teachers sensitively advise the children about this and ask if they would like to select from these boxes.
- Children who may not be interested in reading will have subjects and topics that they are excited about, such as sports, movies or animals. Discussing books on a topic or subject that the child finds exciting will likely whet their appetite for that book. Our teachers and



support staff go above and beyond to find that spark which will engage our children with their reading.

- Additional reading opportunities to make reading fun which teachers regularly try to include in their reading curriculum.
 - Reading to a partner
 - Paired reading with children from another class/ reading buddies
 - Reading in different environments – outside in the woods, under tables, in the hall on cushions.
 - Drop everything and read.
 - Reading like a teacher- in small groups
 - Reading dens – sheets of fabrics and torches
 - Read to a teddy
 - Performance – playscripts/poetry/book picnic
 - Treasure hunt follow the instructions
 - Create an audio story for the book corner
 - Film children reading
 - Magazine reading
- We ensure that the children are given a range of experiences during the year such as a visit to Cheltenham Literacy festival and an author visit to inspire children's learning. We also celebrate World book day.
- We actively involve families in their child's reading journey through workshops and online resources.

7. Impact of the Reading Curriculum

The impact of our reading curriculum is clearly visible in the progress and attitudes of our pupils:

- Improved Reading Outcomes: Data indicates that a high percentage of pupils meet or exceed national expectations in reading by the end of key stages. Our phonics screening checks demonstrate consistent results that reflect the effectiveness of our early reading strategies.
- Personal Engagement and Attitudes: Feedback from pupils shows an increased enthusiasm for reading, with many children choosing to read for pleasure at home and in school.



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Survey results indicate that the vast majority of pupils feel confident in their reading abilities and sense a strong sense of belonging.

- **Critical Thinking and Discussion:** Observations in classrooms reveal that pupils are actively engaging in discussions about texts, making connections to world issues and personal experiences, and articulating responses with confidence. This has fostered a community of learners who appreciate the depth of literature.
- **Enhanced Well-being and Spirituality:** Our literature selection reflects the diversity of our school community and promotes discussions about feelings, empathy, and ethical considerations, contributing positively to pupils' emotional and spiritual well-being.
- **Encouragement of Possibilities:** Pupils express aspirations and imaginative ideas inspired by the texts they read, showcasing creativity and a broadened view of their own possibilities for the future.

By combining intentional curriculum design with effective teaching strategies and community involvement, our reading programme stands as a model of excellence, preparing our children for a future where they can thrive as knowledgeable and compassionate individuals. This will enable them to live out our vision of being part of *"A caring Christian community where every child achieves a love of life and of learning."*

This policy is available on the school website: www.lydneycofe.co.uk/policies/.

Paper copies are available on request from the School Office.

Appendices Overleaf



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Appendix 1: Progression of GPC's & Tricky Words

Reception

Autumn 1 Phase 2 graphemes	New tricky words
s a t p i n m d g o c k c k e u r h b f l	is I the

Autumn 2 Phase 2 graphemes	New tricky words
ff ll ss j v w x y z zz qu ch sh th ng nk - words with -s /s/ added at the end (hats sits) - words ending -s /z/ (his) and with -s /z/ added at the end (bags)	put* pull* full* as and has his her go no to into she push* he of we me be

*The tricky words 'put', 'pull', 'full' and 'push' may not be tricky in some regional pronunciations; in which case, they should not be treated as such.

Spring 1 Phase 3 graphemes	New tricky words
ai ee igh oa oo oo ar or ur ow oi ear air er - words with double letters - longer words	was you they my by all are sure pure

Spring 2 Phase 3 graphemes	No new tricky words
Review Phase 3 - longer words, including those with double letters - words with -s /z/ in the middle - words with -es /z/ at the end - words with -s /s/ and /z/ at the end	Review all taught so far

Summer 1 Phase 4	New tricky words
Short vowels with adjacent consonants - CVCC CCVC CCVCC CCCVC CCCVCC - longer words and compound words - words ending in suffixes: -ing, -ed /t/, -ed /id/ /ed/, -est	said so have like some come love do were here little says there when what one out today

Summer 2 Phase 4 graphemes	No new tricky words
Phase 3 long vowel graphemes with adjacent consonants - CVCC CCVC CCCVC CCV CCVCC - words ending in suffixes: -ing, -ed /t/, -ed /id/ /ed/, -ed /d/ -er, -est - longer words and compound words	Review all taught so far

Year 1

Autumn 1	Review tricky words Phases 2-4
Review Phase 3 and 4 Phase 5 /ai/ ay play /ow/ ou cloud /oi/ oy toy /ea/ ea each	Phases 2-4: the put* pull* full* push* to into I no go of he she we me be was you they all are my by sure pure said have like so do some come love were there little one when out what says here today

*The tricky words 'put', 'pull', 'full' and 'push' may not be tricky in some regional pronunciations; in which case, they should not be treated as such.

Autumn 2 Phase 5 graphemes	New tricky words
/ur/ ir bird /igh/ ie pie /oo/ /yoo/ ue blue rescue /yoo/ u unicorn /oa/ o go /igh/ i tiger /ai/ a paper /ee/ e he /ai/ a-e shake /igh/ i-e time /oa/ o-e home /oo/ /yoo/ u-e rude cute /ee/ e-e these /oo/ /yoo/ ew chew new /ee/ ie shield /or/ aw claw	their people oh your Mr Mrs Ms ask* could would should our house mouse water want

*The tricky word 'ask' may not be tricky in some regional pronunciations; in which case, it should not be treated as such.



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Spring 1 Phase 5 graphemes	New tricky words
/ee/ y funny /e/ ea head /w/ wh wheel /oa/ oe ou toe shoulder /igh/ y fly /oa/ ow snow /j/ g giant /f/ ph phone /l/ le al apple metal /s/ c ice /v/ ve give /u/ o-e o ou some mother young /z/ se cheese /s/ se ce mouse fence /ee/ ey donkey /oo/ ui ou fruit soup	any many again who whole where two school call different thought through friend work

Spring 2 Phase 5 graphemes	New tricky words
/ur/ or word /oo/ u owl awful could /air/ are share /or/ au aur oor al author dinosaur floor walk /ch/ tch ture match adventure /ar/ al a half* father* /or/ a water schwa in longer words: different /o/ a want /air/ ear ere bear there /ur/ ear learn /r/ wr wrist /s/ st sc whistle science /c/ ch school /sh/ ch chef /z/ ze freeze schwa at the end of words: actor	once laugh because eye

*The tricky words 'half' and 'father' may not be pronounced as this in some regional pronunciations; in which case, they should not be treated as such.

Summer 1: Phonics screening check review – no new GPCs or tricky words

Summer 2 Phase 5 graphemes	New tricky words
/ai/ eigh aigh ey ea eight straight grey break /n/ kn gn knee gnaw /m/ mb thumb /ear/ ere eer here deer /zh/ su si treasure vision /j/ dge bridge /i/ y crystal /j/ ge large /sh/ ti ssi si ci potion mission mansion delicious /or/ augh our oar ore daughter pour oar more	busy beautiful pretty hour move improve parents shoe



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Appendix 2: Rapid Catch-Up Programme Overview

Phase 2

Length of teaching: four weeks		
New GPCs covered	Week 1	s a t p i n m d
	Week 2	g o c k c k e u r h
	Week 3	b l l f f s s j v w y x z z z
	Week 4	q u c h s h t h n g n k
Tricky words taught	and is l the as put* pull* full* her his has no go to into we me be he of she push* *depending on accent	

Phase 3

Length of teaching: four weeks		
New GPCs covered	Week 1	ai ee igh oa oo ar
	Week 2	oo or ur ow oi ear
	Week 3	air er double letters
	Week 4	longer words and suffixes -ing and -es
Tricky words taught	was you they my by all are pure sure	

Phase 4

Length of teaching: four weeks		
Word types covered	Week 1	Adjacent consonants with short vowels
	Week 2	Adjacent consonants with long vowels
	Week 3	Suffixes: -ed /t/, -ed /id/, -ed /d/, -ing, -er, -est
	Week 4	Two-syllable words with adjacent consonants Compound words and multi-syllable words with adjacent consonants
Tricky words taught	said so have like some come love do were here little says there when what one out today	

Phase 5

Length of teaching: 14 weeks			
New GPCs covered	Week 1	/ai/ ay play /ow/ ou cloud /oi/ oy toy	/ee/ ea each /ur/ ir bird /oo/ ue blue /yoo/ ue rescue
	Week 2	/yoo/ u unicorn /igh/ ie pie /igh/ i tiger	/oa/ o go /ai/ a paper /ee/ e he
	Week 3	/oa/ o-e home /ai/ a-e shake /ee/ e-e these	/igh/i-e time /oo/ /yoo/ u-e rude cute /oo/ /yoo/ ew chew new
	Week 4	/or/ aw claw /ee/ ie shield /ee/ y funny	/e/ ea head /w/ wh wheel /igh/ y fly
	Week 5	/oa/ oe toe /oa/ ou shoulder /oa/ ow snow	/i/ g giant /t/ ph phone /s/ c ice
	Week 6	/i/ le apple /i/ al metal /v/ ve give	/u/ o-e some /u/ o mother /u/ ou young
	Week 7	/z/ se cheese /s/ se mouse /s/ ce fence	/ee/ ey donkey /oo/ ui fruit /oo/ ou soup
	Week 8	/ur/ or word /oo/ u awful /oo/ oul could	/air/ are share /air/ ear bear /air/ ere there
	Week 9	/or/ au author /or/ aur dinosaur /or/ oor floor	/or/ al walk /or/ a water /ch/ tch match /ch/ ture adventure
	Week 10	/ar/ al half /ar/ a father* /o/ a want	/ur/ ear learn /t/ wr wrist /z/ ze freeze
	Week 11	/s/ st whistle /s/ sc science /c/ ch school /sh/ ch chef	schwa in longer words schwa at the end of words (-or, -our, -re, -a)
	Week 12	/ai/ eigh eight /ai/ aigh straight /ai/ ey grey /ai/ ea break	/n/ kn knee /n/ gn gnaw /m/ mb thumb
	Week 13	/ear/ ere here /ear/ eer deer /zh/ su treasure /zh/ si vision	/i/ dge bridge /i/ ge large /i/ y crystal
	Week 14	/sh/ ti potion /sh/ ssi mission /sh/ si mansion /sh/ ci delicious	/or/ augh daughter /or/ our your /or/ oar roar /or/ ore more
Tricky words taught	their people oh your Mr Mrs Ms ask could would should our house mouse water want again any many where who whole two school call different thought through friend work once laugh because eye busy beautiful pretty hour parents shoe move improve		

*depending on accent

Kearney