



Nourishing the fitrah of each unique child

Reading and Reading for Pleasure Policy

*“Read and your Lord is the Most Generous. Who taught by the pen.
Taught man that which he knew not.”*

(Surah Alaq, The Clot, 93: 3 – 5)

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Reading and Reading for Pleasure Policy

At Unique Academy, we aim to:

- Develop happy, healthy and curious learners who read confidently and fluently and seek to acquire knowledge independently.
- Help our pupils to develop a lifelong enjoyment of reading, taking genuine pleasure from what they read.
- Give our children the reading skills they need to access all areas of the curriculum.
- Enable children to access, understand and begin to manage information.
- Help children begin to understand the meaning of what they read and what is read to them.
- Help children make responses to what they read, justifying those responses.
- Allow all children to use reading to become immersed in other worlds...both real and imagined!

Early Reading

We aim to teach children how to decode using a single systematic synthetic phonics programme called Jolly Phonics. This is to ensure that the teaching of reading in our school is consistent, effective and that irregular words are fully learnt.

All staff from early years through to Year 6 will have trained on how to deliver our Jolly Phonics programme.

In Early Years there is a focus on supporting children to develop their listening and attention skills, acquire a wide vocabulary, secure a knowledge of phonics and communicate effectively.

By the end of Reception most children will read words and simple sentences accurately. Children are taught phonics initially as a whole class group. If some children progress quicker than others, intervention groups are put into place to enable those who are behind to quickly catch up to their peers.

Assessment is used frequently to diagnose anything that may be hindering progress in reading and so that children can move between groups flexibly according to ability.

At Unique Academy, reading books will be given consistently on a regular basis to support the children's developing phonic knowledge and enable them to practise phonics and tricky words at home too using fully decodable texts from Jolly Phonics, so that they experience success in reading. These books are colour coded according to the child's reading ability.

At Unique Academy, we aim to invite parents to attend workshops explaining how we teach reading and how they can support their child at home.

At Unique Academy, levelled reading books are colour coded and matched to their reading level. As pupils move through the reading scheme from 0 to 5, thereafter they will be given chapter books as they have become a 'free reader'

Phonics Assessment formally takes place term Assessments may include Jolly Phonics and comprehension tasks.

Children are expected to read at home daily and every child will have a reading record to record the books they read and this is checked by school staff.

Structure of Reading at Unique Academy

Class Reads: The teacher will read to the children, or allow children to read to the class day during guided reading where children will be able to read independently and heard by the class teacher. Other pupils have the chance to read a variety of different texts in the non-fiction genre, such as textbooks, newspapers or magazines. Reading awards will be presented in assembly to raise the profile of reading.

Interventions: For the lowest readers in school, an adult (or the class teacher) will be assigned to them so that they are heard and read more regularly (at least twice per week). There will also be group interventions, focusing on reading and comprehension skills intervention.

The Teaching of Reading

Reading is a multi-strategy approach to understanding the written word. It is not simply the decoding of black marks on the page but involves the ability to read with understanding a wide range of different texts, including fiction, non-fiction, real world texts such as labels, captions, lists and environmental print.

Competence in reading is the key to independent learning and therefore the teaching of reading should be given a high priority by all staff.

Success in reading has a direct effect on progress in all areas of the curriculum and is crucial in developing children's self-esteem, confidence and motivation.

Children should:

- Develop the ability to read aloud fluently and with expression;
- Develop the ability to read for meaning;
- Develop the skills required for the critical reading of texts;
- Be encouraged to read a wide range of fiction, poetry and non-fiction materials;

These are to be taught during shared reading (book talk/ comprehension/ daily English etc).

In addition to this, children should:

- Be encouraged to listen attentively;
- Gain awareness of the close links between reading and writing activities.

Resources For Reading

All year groups have a selection of core books, 'Theme Readers' that children become familiar with over the year.

These are read aloud to children and they can select them to re-read for themselves. A range of teaching methods will be used to help pupils to develop story vocabulary and to support children to recall and retell well known stories.

Children will take home 'tricky word' flashcards and homework to consolidate and develop fluency.

Books will be shared in story sessions daily with groups and the whole class. Reading is incorporated into continuous provision to create a language rich environment.

By the end of Reception, children who have completed the Jolly Phonics 1 programme.

Fluency is an important component of reading and this is still taught and practised for children who have completed the programme. Comprehension activities take place often in English lessons and are linked to specific subject areas.

Independent Reading

Children need to be given the opportunity and encouragement to read independently in order to build confidence, stamina and fluency, as well as develop their experience of a range of books and authors.

Children will have access to a wide range of books including fiction and non-fiction via their reading areas, classroom library and from texts brought in from home.

Book corners are of tremendous importance. Selecting their own choice of texts is an important part of developing pupil independence. Selecting texts motivates readers and helps children to develop and discuss their reading preferences, a vital skill for all readers, including the most able.

Children will be given a reading book at an appropriate level to take home. Children's individual reading at home will be monitored by staff using reading diaries.

Each time a child reads at home, a comment should be written in their diary. Where children do not read regularly at home, teachers will arrange for them to read individually at school to classroom teachers..

Reading should not be seen as just a 'school activity'. Wider family involvement supports reading and ensures children have access to reading materials at home. This builds enthusiasm and enjoyment. It influences independent reading and tunes children into book language.

Children Reading Aloud

This will be modelled during shared reading sessions and hearing books read aloud (with the exception of those children targeted to require extra 1:1 sessions). Whilst in school, children are taught the skills they need to become effective readers. They should then practise and fine tune those skills at home.

Children will have the opportunity to read aloud to a variety of audiences, including their own age group, younger children and during some assemblies.

The Reading Environment

Classrooms and all school areas should provide a print rich environment to promote the importance of reading. Reading displays should form a part of that environment. Examples of such displays may include – book corners, collections of favourite books attractively displayed, book reviews, book of the week, author displays and collections of books on a similar theme will help to develop enthusiasm.

Reading Intervention

Individual class teachers will devise intervention programmes based on the needs of individual pupils. Children may be assigned 1:1 time or work in small groups based on individual needs or targets if the pupil is on the SEND register. Consultation with the school SENDCo is essential to ensure children are placed on programmes appropriate to their needs.

EAL pupils

Pupils who have English as an additional language can have access to a range of picture books to help their development of English. Small group work or 1:1 support may also be given to these pupils to support the language barrier.

Most Able Pupils

Challenge for our most able pupils is provided through careful planning and differentiation of independent tasks.

Assessment and Recording

A whole school approach to assessment and record keeping is used: **Jolly Phonics Assessment**. Teaching staff will also maintain their own individual class records of achievement in reading. Summative assessment data is reported termly and analysed by the class teacher to provide support to those in need.

Parental Involvement

Co-operation and support from parents is paramount if a child is to become a successful and competent reader. At Unique Academy, we will strive to develop and encourage a strong partnership between home and school. It is our policy to send reading books home regularly and to encourage parents and carers to contribute to their child's reading development, welcoming comments in their child's diary.

Unique Academy

Jolly Phonics Reading Progression Chart

[illegible]

7-8	Brown	8		Standard 4	Y3	Year 3/4			19 to 20	(Purple)	
		9		Standard 4	Y3	Year 3/4			21 to 22	(Gold)	
		10		Standard 4	Y3	Year 3/4			23 to 24	(White)	
		11		Standard 4	Y3	Year 3/4			25 to 26	(Lime)	
	Grey	12		Standard 4	Y3	Year 3/4			26 to 27	Copper	
		13		Standard 4	Y3	Year 3/4			27	Topaz	
8-9		14		Standard 5	Y4	Year 3/4			28	Ruby/Emerald	
	Dark blue	15		Standard 5	Y4	Year 3/4			29	Sapphire	
9-10		16		Standard 6	Y5	Year 5/6			30	Diamond	
	Dark red	17		Standard 6	Y5	Year 5/6				Diamond	
10-11	Dark Red+	18		Standard 7	Y6	Year 5/6				Pearl	
		19		Standard 7	Y6	Year 5/6					
		20		Standard 7	Y6	Year 5/6					