



Reading at Mulberry Wood Wharf Primary

Introduction

At Mulberry Wood Wharf Primary, we believe that reading is a fundamental skill that supports children's overall development and success. Our reading policy aims to foster a love of reading, develop comprehension and fluency, and ensure every child is empowered to become a confident, independent reader.

Aims

Our reading policy is designed to:

- Cultivate a lifelong love of reading and literature in every child.
- Develop fluent, confident, and skilled readers.
- Equip students with comprehension skills to understand, interpret, and engage with a variety of texts.
- Support children's ability to use reading as a tool for learning across all subjects.
- Encourage parental involvement in supporting reading development at home.

Approach to Reading

1. Communication, Language, and Vocabulary Development

- a. We recognise the foundational role of communication and language skills in learning to read. Developing vocabulary and language comprehension is essential, especially for children who are new to English (EAL) or those with limited vocabulary exposure at home.
- b. Our classrooms are language-rich environments where children are encouraged to express themselves, ask questions, and engage in discussions that expand their vocabulary.
- c. For children with limited vocabulary, we incorporate visual aids, gestures, and real-life examples to support language comprehension. Small-group sessions and targeted interventions are provided to ensure these children build the language skills necessary for reading success.

- d. Vocabulary instruction is integrated into daily reading and storytime sessions, helping all children develop the language and comprehension skills they need to access the curriculum and express themselves confidently.

2. Early Reading and Phonics

- a. In Early Years and Key Stage 1, we use a systematic synthetic phonics program called Read, Write, Inc, to teach decoding skills.
- b. Phonics lessons are taught daily, with additional support for children who need reinforcement.
- c. Children practice blending and segmenting words, improving phonemic awareness and early reading skills.

3. Developing a Love of Storytelling in Reception

- a. In our Reception class, we use "Helicopter Stories" to nurture children's love of storytelling, language, and imagination. Children are encouraged to create their own stories, which are scribed by the teacher and then acted out by the child and their peers.
- b. This approach develops early literacy skills by helping children understand story structure, build vocabulary, and connect spoken language to written words in a meaningful way. "Helicopter Stories" also promotes confidence, creativity, and a sense of ownership over storytelling.

4. Developing Reading Fluency

- a. As children progress to Key Stage 2, we focus on building reading fluency, expression, and stamina.
- b. Daily guided reading sessions expose children to a variety of text types and genres, with targeted questioning to deepen comprehension.
- c. Independent reading is encouraged through access to the school library, classroom book corners, and designated reading times.

5. Reading Comprehension Skills

- a. We teach specific reading comprehension skills through whole-class and group activities. This includes strategies such as prediction, summarizing, inference, and identifying main ideas.
- b. **Daily Storytime:** Planned daily storytime sessions allow children to listen to a range of high-quality texts while practicing reading skills. We incorporate VIPER questioning (Vocabulary, Inference, Prediction, Explanation, Retrieval, and Sequencing/Summarizing) to reinforce comprehension and critical thinking skills.
- c. Our curriculum includes diverse texts that allow children to see themselves and others in literature, promoting empathy and cultural awareness.

6. Inviting Reading Areas

- a. Classrooms feature inviting reading areas that encourage children to engage with books. These areas are regularly updated with new books and displays to keep children excited about reading.

- b. Children have access to books that match their individual reading levels, ensuring they build confidence and fluency with appropriately challenging texts. In addition, they may select library books that they can enjoy with support from their families, fostering a love of reading at home as well.

7. Reading at Home

- a. We encourage daily reading at home, supported by school-issued reading books or those chosen from the library.
- b. Parents are invited to participate in our “Give Me 10” sessions, where they can come into school to read with their child for ten minutes at the start of the day, reinforcing the habit of daily reading.
- c. Parents are given guidance on how to support reading at home and are invited to attend workshops focused on early reading and phonics.
- d. Children are provided with reading logs, where parents and teachers can record progress and feedback.

Assessment and Support

- Reading progress is assessed regularly through phonics checks, fluency assessments, and comprehension exercises.
- Teachers use assessment data to identify children needing additional support or intervention, ensuring all pupils are on track to meet expected standards.
- Interventions may include targeted phonics support, one-to-one reading sessions, and tailored comprehension groups.

Roles and Responsibilities

- **Teachers:** Plan and deliver engaging reading lessons, monitor reading progress, and support children’s individual reading needs.
- **Reading Lead:** Oversees the reading curriculum, ensures consistency, organizes resources, and provides training for staff.
- **Parents/Carers:** Support daily reading at home, engage with the school’s reading activities, participate in “Give Me 10” sessions, and communicate with teachers about their child’s reading development.
- **Pupils:** Participate actively in reading activities, show respect for books, and practice reading at home.

Monitoring and Review

The reading policy will be reviewed annually to ensure it continues to meet the needs of our school community and reflects best practices in literacy education. Feedback from teachers, pupils, and parents will be taken into consideration during reviews.

Conclusion

At Mulberry Wood Wharf, we are dedicated to helping every child develop a strong foundation in reading. Through our structured and supportive approach, we aim to create confident readers who view reading as a joy, not just a skill.