Queens Church of England Academy

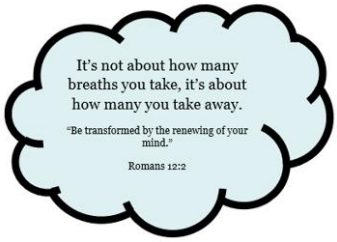
Reading Policy

Adopted by the Leadership team *July 2025*

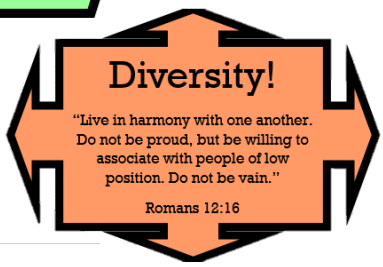
Approved by full Governing Body

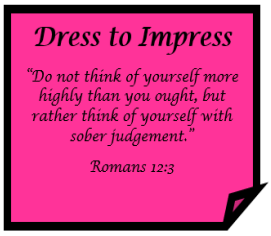
Signed by Chair of Governors

To be reviewed *July 2027*













Reading Subject Policy

1. Intent

Here at Queens, we recognise that reading is a fundamental skill that provides the foundations for our pupils to access the rest of the curriculum and beyond. Our curriculum aims to provide opportunities for children to be read to, where they don't have them at home. The use of three structures within our reading curriculum ensure that not only are our children being read to, but they are provided with meaningful practice to support their fluency development. This approach to reading has been chosen as the EEF tells us that *"reading aloud to pupils is an opportunity to model expert reading but is not sufficient on its own to improve fluency."*

When selecting our texts, we recognised that it is important that our children use literature to see representations of themselves to encourage aspiration, therefore our reading curriculum has been meticulously designed to provide our pupils with windows and mirrors. Pupils are exposed to books in which they can see themselves (mirrors) and texts where they are able to learn about others (windows). Children will see literature as an opportunity to explore worlds outside of their lived experiences, increasing cultural capital.

2. Implementation

Early Reading – Read Write Inc

Here at Queens, we use the Read Write Inc. scheme to guide our pupils in their early reading journey. As we are a junior school, we use the Read Write Inc scheme as an intervention tool to support those still on their early reading journey. These children are identified through rigorous early assessment with the aim for them to build up their phonics knowledge and re-join whole class reading lessons.

"With Read Write Inc. Phonics all children:

- *reach the expected standard of the phonics screening check.*
- *develop reading fluency and read with comprehension.*
- *develop co-operative behaviour and articulate their ideas and understanding.*
- *spell and write with confidence."*

https://www.ruthmiskin.com/programmes/phonics/about-read-write-inc-phonics/

Reading Lessons at Queens

Here are Queens we have adopted a reading curriculum that encompasses three different reading structures:

- Fluency Read
- Extended Read
- Close Read

The proportion of each reading structure within a year group is flexible depending on the needs of the children within that year group and can change throughout the year as required and in response to regular assessment.

Fluency Read

In these lessons a short extract is read aloud and modelled by the teacher to the class. Teachers identify vocabulary to share with the pupils, to support their understanding of the text. Pupils then

work in mixed ability pairs reading the same passage to one another 3-4 times. Once children have engaged in repeated practice, the whole class complete a choral read of the extract. Discussion and questioning at the end of the session helps to establish meaning. These extracts are chosen to challenge pupils and broaden their knowledge of the existing curriculum.

Extended Read

During an extended read the vast majority of the session is devoted to the teacher reading from a longer text. Teachers will model correct tone, pace, stamina, prosody and intonation. At the beginning of each lesson there is a brief introduction to vocabulary that will be encountered within the lesson. Questioning and discussion is used throughout to consolidate meaning.

Close Read

A short length text is selected by the teacher to analyse. Children re-read the text step by step and are asked questions that prompt them to think about the authors language choices and themes.

An example of a weekly timetable across KS2:

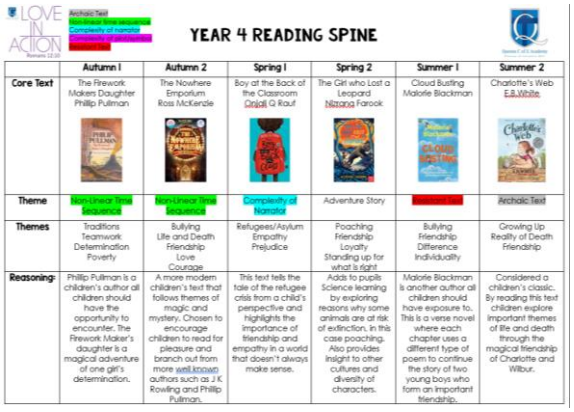
Year 3	Extended	Fluency	Extended	Fluency	Extended
Year 4	Extended	Fluency	Extended	Fluency	Close
Year 5	Extended	Close	Fluency	Close	Extended
Year 6	Extended	Close	Extended	Close	Extended

Our Reading Spine:



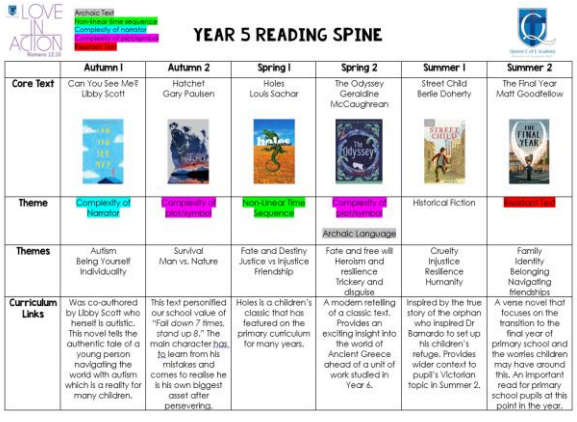
YEAR 3 READING SPINE

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Core Text	Oliver and the Seawigs Phillip Reeve	The Lion, The Witch and The Wardrobe C.S.Lewis	Revolting Rhymes Roald Dahl	Varjak Paw SF Said	The Wild Robot Peter Brown	The Last Bear Hannah Gold
Theme	Comedic Fiction	Archaic Text	Complexity of plot/symbol	Complexity of Narrator	Complexity of plot/symbol	Complexity of Narrator
Themes	Comedy Family Friendships	Good vs. Evil Friendship Hope Gluttony Bravery	Parody of traditional folk tales	Rebellion Perseverance Courage Exploration	Nature vs Technology Adaptation Survival	Perseverance Conservation Climate Change
Reasoning:	Chosen to promote a love for reading. This text provides an enjoyable read for pupils starting at Queens alongside lots of great illustrations throughout.	A children's classic that all children should have the opportunity to read before leaving primary school.	Roald Dahl is a classic author that all children love. Reading his Revolting Tales gives a gruesome and clever twist on the well-know fairy tales we all love.	Considered to be a modern classic. Filled with beautiful illustrations which tell the tale of a cat who learns martial arts.	This book tells the tale of a robot who is trying to find out who they are. Promotes themes of resilience and accepting who you are even when met with resistance.	Links to our additional Science topic surrounding conservation of endangered species. Highlights the impact that just one person can make when trying to make a change.



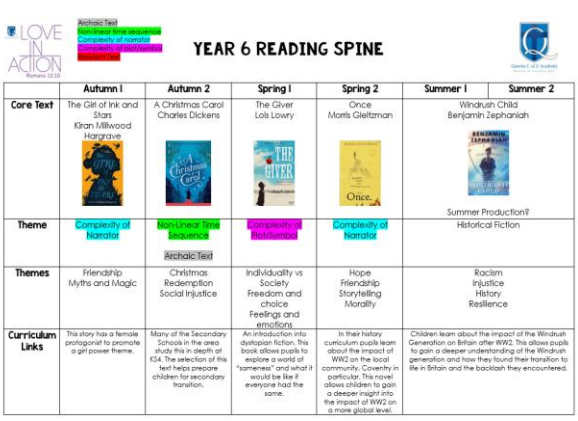
YEAR 4 READING SPINE

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Core Text	The Firework Makers Daughter Phillip Pullman	The Nowhere Emporium Ross McKenzie	Boy at the Back of the Classroom Onjali Q Rauf	The Girl who Lost a Leopard Nizrana Farook	Cloud Busting Malorie Blackman	Charlotte's Web E.B.White
Theme	Non-Linear Time Sequence	Non-Linear Time Sequence	Complexity of Narrator	Adventure Story	Resilient Text	Archaic Text
Themes	Traditions Teamwork Determination Poverty	Bullying Life and Death Friendship Love Courage	Refugees/Asylum Empathy Prejudice	Poaching Friendship Loyalty Standing up for what is right	Bullying Friendship Difference Individuality	Growing Up Reality of Death Friendship
Reasoning:	Phillip Pullman is a children's author all children should have the opportunity to encounter. The Firework Maker's daughter is a magical adventure of one girl's determination.	A more modern children's text that follows themes of magic and mystery. Chosen to encourage children to read for pleasure and branch out from more well known authors such as J.K Rowling and Phillip Pullman.	This text tells the tale of the refugee crisis from a child's perspective and highlights the importance of friendship and empathy in a world that doesn't always make sense.	Adds to pupils Science learning by exploring reasons why some animals are at risk of extinction. In this case poaching. Also provides insight to other cultures and diversity of characters.	Malorie Blackman is another author all children should have exposure to. This is a verse novel where each chapter uses a different type of poem to continue the story of two young boys who form an important friendship.	Considered a children's classic. By reading this text children explore important themes of life and death through the magical friendship of Charlotte and Wilbur.



YEAR 5 READING SPINE

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Core Text	Can You See Me? Libby Scott	Hatchet Gary Paulsen	Holes Louis Sachar	The Odyssey Geraldine McCaughrean	Street Child Berlie Doherty	The Final Year Matt Goodfellow
Theme	Complexity of Narrator	Complexity of plot/symbol	Non-Linear Time Sequence	Complexity of plot/symbol Archaic Language	Historical Fiction	Resilient Text
Themes	Autism Being Yourself Individuality	Survival Man vs. Nature	Fate and Destiny Justice vs Injustice Friendship	Fate and free will Heroism and resilience Trickery and disguise	Cruelty Injustice Resilience Humanity	Family Identity Belonging Navigating friendships
Curriculum Links	Was co-authored by Libby Scott who herself is autistic. This novel tells the authentic tale of a young person navigating the world with autism which is a reality for many children.	This text personified our school value of "Fall down 7 times, stand up 8." The main character has to learn from his mistakes and comes to realise he is his own biggest asset after persevering.	Holes is a children's classic that has featured on the primary curriculum for many years.	A modern retelling of a classic text. Provides an exciting insight into the world of Ancient Greece ahead of a unit of work studied in Year 6.	Inspired by the true story of the orphan who inspired Dr Barnardo to set up his children's refuge. Provides wider context to pupil's Victorian topic in Summer 2.	A verse novel that focuses on the transition to the final year of primary school and the worries children may have around this. An important read for primary school pupils at this point in the year.



YEAR 6 READING SPINE

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Core Text	The Girl of Ink and Stars Kiran Millwood Hargrave	A Christmas Carol Charles Dickens	The Giver Lois Lowry	Once Morris Gleitzman	Windrush Child Benjamin Zephaniah	
Theme	Complexity of Narrator	Non-Linear Time Sequence Archaic Text	Complexity of plot/symbol	Complexity of Narrator	Historical Fiction	
Themes	Friendship Myths and Magic	Christmas Redemption Social Injustice	Individuality vs Society Freedom and choice Feelings and emotions	Hope Friendship Storytelling Morality	Racism Injustice History Resilience	
Curriculum Links	This story has a female protagonist to promote a girl power theme.	Many of the Secondary Schools in the area study this in depth at KS4. The selection of this text helps prepare children for secondary transition.	An introduction into dystopian fiction. This book allows pupils to explore a world of "sameness" and what it would be like if everyone had the same.	In their history curriculum pupils learn about the impact of WW2 on the local community. Coventry in particular. This novel allows children to gain a deeper insight into the impact of WW2 on a more global level.	Children learn about the impact of the Windrush Generation on Britain after WW2. This allows pupils to gain a deeper understanding of the Windrush generation and how they found their transition to life in Britain and the backlash they encountered.	

AR Quizzes and the Library

To supplement their reading experience within the classroom..?

3. Impact

- Through rigorous assessments, appropriate interventions are implemented and monitored.
- All children will leave with a secure understanding of phonics, which is the core of all reading and spelling.
- All children will leave Queens with the ability to read fluently as they will have experienced explicit practice.
- Through rich questioning and discussion, all children will learn to understand of a variety of texts.
- All children will be able to articulate that reading is an essential life skill, which is important not only in school but beyond.
- Through regular exposure to a wide variety of text types, all children will foster a life long love of reading.