



Reading at Wintringham

Introduction

At Wintringham Primary Academy, reading lies at the heart of our curriculum and school culture. This guidance sets out our shared vision, principles, and approaches to developing confident, enthusiastic, and independent readers who read for pleasure, purpose, and lifelong learning. We are committed to ensuring that all children learn to read from an early age and develop the strategies, skills, and motivation necessary to become successful readers. Through high-quality teaching, rich literature, and a strong reading culture, we aim to inspire a lifelong love of books and learning.

Vision and Aims

We believe that every child can become a successful reader and that reading is fundamental to academic achievement and personal development. Our vision is for pupils to develop confidence and independence as readers, to read widely for both pleasure and information, and to engage thoughtfully and critically with a range of texts. We aim to foster positive attitudes towards reading so that children view it as an enjoyable and valuable part of everyday life.

Our reading provision seeks to develop a desire to read and an enjoyment of a wide range of literature. Children are supported to read accurately, fluently, and with understanding, while responding critically to texts and expressing their preferences and opinions. We place strong emphasis on developing comprehension skills, understanding grammar and punctuation in context, building reading stamina, and engaging with vocabulary and authorial choices. Reading is taught for meaning, enjoyment, and personal interest.

We highlight the importance of being Reading Teachers rather than simply teachers of reading. Staff actively model enthusiasm for books and reading, demonstrating curiosity, reflection, and enjoyment in their own reading practices.

Reading Culture

Reading is embedded within the daily life of Wintringham Primary Academy and is central to our ethos. Books and literature are part of every child's everyday experience. Children are read aloud to on at least a daily basis, and literature is shared regularly in assemblies, staff meetings, and classroom discussions. Staff model their love of reading through displays, recommendations, and conversations with pupils.

Authors are invited into school to share their passion for writing and reading, and staff openly share the books and texts they are currently enjoying. Reading is celebrated through competitions, book fairs, voting schemes, and national events such as World Book Day. The school environment reflects the value we place on literature and language, helping to establish reading as a shared and enjoyable activity for both adults and children.



Teaching and Learning

High-quality teaching underpins our reading provision from Early Years to Year 6. Our English writing curriculum is based around responding to high-quality texts, allowing children to become immersed in the journey of these from start to finish, with rich discussions proving a key part of these lessons and dedicated time within them to be read aloud to.

Phonics is taught from the beginning of Reception, with children in Pre-School receiving NELI support alongside early phonics teaching.

In Reception and Year 1, reading sessions follow the Little Wandle Phonics approach, focusing on decoding, fluency, prosody, and comprehension. Children are encouraged to discuss texts and explain their thinking, developing early analytical and reflective skills.

Throughout Key Stage 1, children progress from Little Wandle to a whole-class reading sessions, with a continued emphasis on accuracy, fluency, understanding, and enjoyment. Where necessary, catch-up phonics and targeted support are provided to ensure all pupils make secure progress.

In Key Stage 2, these sessions use a wide range of fiction, non-fiction, and poetry in the form of shorter texts or extracts. Teaching focuses on developing fluency through approaches such as echo-reading, alongside vocabulary exploration and guided discussion. In Key Stage 2, children also take part in a longer reading session each week to deepen their engagement with these texts.

Across these lessons, the key vocabulary of a text is unpicked before children are supported to answer literal and retrieval questions and then progressing to more complex comprehension tasks involving inference, deduction, summarising, predicting, and analysis of authorial choices. Teachers model effective reading strategies and approaches to different question styles, demonstrating how to select and justify evidence from texts. A balance of individual, paired, group, verbal, and written responses is used, and children are supported through scaffolding and sentence stems where appropriate.

Planning and Progression

Teachers plan reading provision in line with the Early Years Foundation Stage Framework and the National Curriculum (2014), ensuring clear progression in skills and knowledge across all phases. This planning is supported by additional resources such as The Reading Booth and Fred. Careful planning of learning ensures that pupils build on prior knowledge and develop increasingly sophisticated reading strategies over time alongside the targeting of individual and cohort areas for development.

Reading at Home and Independent Reading

Regular reading at home is strongly encouraged and supported. Children take home phonic books, and gradually progress from these fully decodable books to book-banded texts, book-banded texts, and Accelerated Reader books as appropriate. These 'book banded' systems are used as



guides rather than fixed limits, and ongoing dialogue between staff and pupils ensures that children select books which both challenge them and reflect their personal interests.

Within school, children have regular opportunities for independent reading. In Key Stage 2, protected reading time is provided daily, and across all phases children continue to be read aloud to by adults. Library visits are organised at least annually, and pupils are encouraged to explore a wide range of texts. Children's home reading is shared and celebrated within school. Recommended reading lists are shared with children and parents for each year group or phase, supporting wider reading beyond the classroom.

Inclusion and Intervention

Wintringham Primary Academy is committed to ensuring that all children succeed in reading. Targeted support is provided for pupils who require additional help, including catch-up phonics, additional reading practice, fluency interventions, small-group support, and focused comprehension work. Provision is adapted to meet individual needs and to ensure that all pupils can access the reading curriculum and make strong progress.

Assessment and Monitoring

Assessment for reading is ongoing throughout the year and is used to inform teaching and learning. Formative assessment takes place through regular reading with pupils, observation, questioning, discussion, and book monitoring. This enables teachers to identify strengths, address misconceptions, and plan appropriate next steps.

Formal summative assessments are carried out at key points, including end of Key Stage 1 and Key Stage 2 assessments and termly NFER reading tests. Children in Year 1 complete the Phonics Screening Check in June, with a re-check in Year 2 where required. In Key Stage 2, Star Reader assessments support teacher judgement and book selection. Following assessments, gap analysis grids are completed and used to inform planning, intervention, and support.

Roles and Responsibilities

All staff share responsibility for promoting reading and maintaining high expectations. Teachers plan and deliver high-quality reading provision, monitor progress, and communicate effectively with families. School leaders oversee provision, provide professional development, and ensure consistency and continuous improvement. Parents and carers are encouraged to support regular reading at home and to engage positively with school guidance and recommendations.

Review and Evaluation

This Reading Guidance is reviewed regularly to ensure that it reflects current national expectations, meets the needs of pupils, and continues to support high-quality teaching and learning. Monitoring, evaluation, and feedback are used to inform ongoing development.

Conclusion



At Wintringham Primary Academy, reading is central to who we are. Through high-quality teaching, rich literature, strong partnerships, and a shared passion for books, we strive to create confident, reflective, and enthusiastic readers. Instilling a lifelong love of reading remains a key priority for our school, and this guidance reflects our commitment to ensuring that every child leaves us equipped with the skills, confidence, and desire to read widely and well.