TOLWORTH SCHOOL
Happy children, successful learners

Tolworth School is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.

Junior Reading Policy (Key Stage 2)

Governors' Committee / Responsible Member of Staff	Delegated from Quality of Education Committee to Literacy Leaders / Senior Leadership Team
Status	Voluntary
Review Cycle	Annual
Policy last updated	September 2025
Date of next review	September 2026

Tolworth Junior School Reading Policy

At Tolworth School we aim to provide a language rich environment where we can introduce children to books as a source of pleasure and knowledge that will continue throughout life. We strive to foster a love of books and of reading from children's entry to our school. A wide range of fiction and non-fiction books are available to the children in their classrooms as well as in the library and library bus. Children have access to a wide range of genres: fiction and non-fiction, including; stories, poems, plays, dictionaries, encyclopaedias and non-fiction topic books. Children will listen to a range of texts being read and learn to read, with increasing fluency, accuracy and understanding. Texts that are read to the children are carefully chosen to ensure they are stimulating and imaginative relating either to children's own experience or to extending their knowledge and vocabulary. We recognise that speaking and listening skills are vital to early reading development and they are integral to the teaching of phonic knowledge and application.

Phonics is recommended as the first strategy that children should be taught in helping them learn to read. It runs alongside other teaching methods such as 'guided reading' and 'shared reading' to help children develop all the vital reading skills.

At Tolworth School we follow the validated SSP phonic programme 'Essential Letters and Sounds' when teaching reading. This Systematic Synthetic Phonics Programme teaches children how to read through the decoding and blending. The ELS lessons have a four part structure and teaching sequence (review, teach, practise, apply) which promotes independence, resilience and success in all our learners. ELS teaches children the link between the sounds of our language (phonemes) and the written representation of these sounds (graphemes), or the spelling of the sounds contained within the English language. Whole class teaching allows all children to access Quality First Teaching and interventions are provided for those children who need more practice and support.

Children will read fully decodable books in phonics lessons so that they can directly apply their new knowledge and phonic skills at an appropriate level. Books that are taken home are closely matched to each child's individual phonic knowledge. Classrooms are well resourced with phonic working walls and resources which are readily available, empowering children to independently make correct spelling choices.

Children should read from a wide range of genres, fiction and non-fiction, including; stories, poems, plays, dictionaries, encyclopaedias and non-fiction topic books. Some of the reading will be of the children's own work. The texts read should be stimulating and imaginative relating either to children's own experience or to extending their knowledge.
Children need to read:

- For enjoyment and pleasure
- As a means of communication
- To take their place and achieve in a literate society
- To find out useful information

For children to achieve these aims we need to:

- Provide a wide and varied selection of good quality books, both fiction and non-fiction
- Teach children that reading is a whole process involving the use of visual, contextual and phonic clues to make meaning
- Allow children time to develop preferences in reading
- Encourage parents to support their children by sharing the books they take home to read and noting this in their Reading Record a minimum of three times per week

The children should learn to:

- Appreciate the significance of print and understand that pictures and logos can also convey meaning
- Build up an increasing sight vocabulary
- Use a wide range of strategies when reading including phonic, contextual, picture and graphic clues as well as grammatical knowledge
- Use expression when reading aloud to give added meaning to the listener
- Read silently
- Discuss what they have read referring to the characters plot and setting
- Make use of indexes, contents, glossaries, headings and captions when using reference books

Teachers should plan activities that involve:

- Reading aloud from fiction, non-fiction or poetry daily
- Using story tapes as an alternative
- Giving children an opportunity to discuss their current reading with the teacher or another adult
- Giving children time to become involved in their reading
- Provide opportunities for sustained silent reading
- Read different versions of a story to compare and contrast
- Provide opportunities for children to read in pairs
- Plan stimulating Guided Reading Sessions to develop reading skills for pupils working at a similar level of comprehension

The teacher role should be:

- A responsive and interested listener to children reading their own writing and chosen texts
- An organiser of opportunities to read with other adults and children
- A partner/guide in discussion of reading experience
- A support – to help children use all available cues to make sense of their reading experience and to teach a range of strategies for decoding and understanding the text
- A monitor of reading development through use of Home/School Reading Record book: school adults should write a minimum of one entry per week
- A recorder of progress
- Facilitator of Guided Reading Sessions that engage the whole group

Book Corner

All classes should have a high quality book corner with a wide variety of books – both fiction and non-fiction, and including plays, poems, books made by the children, dictionaries, encyclopaedias, atlases, etc… These areas should be well organised and inviting for the children.

Tolworth School Progression of knowledge, understanding and skills in reading	
In Year 3, a typical pupil will:	• talk about the book they are reading (e.g. recalling events and characters) • identify words that interest them and discuss them • ask questions about the book to help them understand it • work out what a character is feeling by their actions and use evidence to explain how they know • predict what might happen next using clues from the text • summarise what has happened in a paragraph/section of text • explain the organisation of a text (paragraphs, sub-headings, headings, inverted commas for speech)
In Year 4, a typical pupil will:	• Use a dictionary to check the meaning of words • Re-tell a short story they have read • identify **words and phrases** that interest them and discuss them • ask questions about the book to help them understand it (complicated text) • work out what a character is feeling by their actions and **identify the parts of text that tell them this** • predict what might happen next **using specific detail from the text** • summarise what has happened in a paragraph/section of text **and identify themes** • explain the use of words in a text and its meaning • explain how a text is set out and presented and the reason for this • join in with a clear, reasoned discussion about the text
In Year 5, a typical pupil will:	• Write or give a detailed book review including reasons why they would/wouldn't recommend it • Discuss and compare events, structures, issues, characters and plot • Change their voice to add interest and meaning • read forwards and backwards to find the meaning of new words • predict what might happen next using specific detail from the text • talk about how authors use language and its impact (including figurative) • tell the difference between statements and facts
In Year 6, a typical pupil will:	• Discuss and compare events, structures, issues, characters and plot across two different texts (e.g the same theme or type of character) • Summarise the main ideas of a paragraph/paragraphs, using key details as evidence • understand how language, structure and presentation gives meaning to a text • talk about how authors use language and its impact (including figurative) • show their understanding of a text through a detailed, evidenced presentation or debate