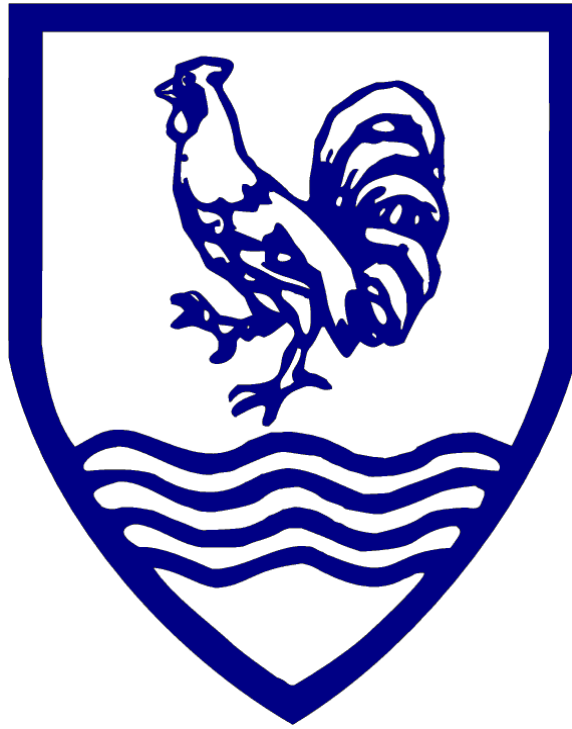


Plat Douet School

Reading Policy



September 2025

At Plat Douet School every learner is entitled to a curriculum rich and varied, challenging and inspiring, which enables every individual to reach their fullest potential to the highest possible standard and allow all pupils to 'be the best they can be'.

Whole School Reading Policy 2025

Mission Statement

At Plat Douet School, we are committed to creating a nurturing and respectful environment where every child is encouraged to believe in their potential and strives to be the best they can be. We aim to foster a love for reading, equipping pupils with the skills to become lifelong, confident readers.

Purpose of the Policy

This reading policy has four key purposes:

- **Entitlement:** To establish a clear entitlement for all pupils in their reading development.
- **Expectations:** To set clear expectations for staff regarding reading instruction and practice.
- **Coherence:** To promote consistency and coherence in reading instruction across the school.
- **Engagement:** To inform parents, carers, and the wider community about our school's reading practices and strategies, fostering understanding and engagement.

Introduction

Reading is integral to the development of independent learners. Mastery of reading across the curriculum with fluency, comprehension, and enjoyment enables pupils to fully engage in all areas of their education. The **Jersey Curriculum (2014)** outlines the essential reading strategies, including phonic skills, word recognition, and grammatical knowledge, which support pupils in becoming fluent readers.

We recognize two main dimensions of reading:

1. **Word Reading**
2. **Comprehension** (both listening and reading)

By the end of their primary education, all pupils should be confident, fluent readers, capable of applying their skills across all subjects in secondary school. Additionally, reading development is closely linked with writing, as students reflect on and discuss texts, deepening their understanding of how authors craft their work and how they engage with readers.

Intent, Implementation and Impact for Reading at Plat Douet School: The 3 'I's

Intent

At Plat Douet School, our reading vision is to inspire a lifelong love of reading in every child. We aim to develop confident, fluent, and enthusiastic readers who can access knowledge, imagination, and personal growth through books. Our commitment is to provide a rich, inclusive, and structured reading curriculum that nurtures skills in decoding, comprehension, and critical thinking from Foundation Stage through to Year 6. We want every pupil to meet or exceed age-related expectations while fostering a positive attitude towards reading as a pleasurable and valuable life skill.

Implementation

We deliver this vision through evidence-based approaches tailored to each Key Stage:

- **KS1:** Systematic phonics teaching via the Little Wandle Phonics Programme, including daily lessons, decodable texts, guided reading, and regular assessment.
- **KS2:** The Destination Reader programme guides whole-class teaching, strategy modelling, and critical discussion to deepen comprehension and engagement with diverse texts.
- Reading is integrated across the curriculum with access to a wide range of high-quality fiction and non-fiction texts in classrooms and libraries.

- Home reading is supported by banded books and active parental engagement through reading diaries.
- Continuous assessment, benchmarking, and targeted interventions (such as Daily Supported Reading, BR@P and Cracking Comprehension) ensure all pupils' progress is tracked and supported.
- Teachers create print-rich, stimulating environments and foster a community of readers through celebrations, discussions, and family involvement.

Impact

As a result of our dedicated reading programme, we expect every child to:

- Achieve age-related expectations in reading by the end of each Key Stage.
- Develop strong decoding skills, fluency, and comprehensive understanding of texts.
- Demonstrate a positive, independent attitude towards reading for pleasure and learning.
- Apply reading skills confidently across all curriculum areas, supporting their overall academic success.
- Become lifelong readers who view reading as a source of enjoyment, knowledge, and growth.

At Plat Douet School, reading is at the heart of learning and personal development, shaping curious, thoughtful, and capable learners ready for the next stage of education and beyond.

Strategy for Implementation

Entitlement and Curriculum Provision

The **Jersey Curriculum (2014)** outlines a comprehensive framework for reading development. This is supported by a robust approach to guided reading, using Little Wandle Phonics Programme (KS1) and Destination Reader (KS2), and opportunities to read widely across the curriculum.

Teachers are responsible for:

- Modelling the act of reading and providing structured, focused support through shared and guided reading.
- Assessing pupils' progress as readers and offering explicit guidance for their continued development.
- Using reading to gather information across subjects.
- Encouraging a love of reading, positioning it as an enjoyable, engaging activity.
- Creating a supportive classroom environment for reading.

In **Key Stage 1**, the focus is on building confidence and independence in reading. Teachers model reading strategies, and children participate in guided reading sessions, supported by the **Little Wandle Phonics** program. In **Key Stage 2**, pupils continue to build on their skills, with increased emphasis on comprehension, inferencing, and engagement with a wider range of texts. Teachers use the **Destination Reader Programme** and ensure texts are challenging yet accessible.

Guided Reading and Learning Pathways

Key Stage 1 (KS1)

At KS1, pupils develop their understanding of phonics, sentence structure, and punctuation. Shared and guided reading sessions provide opportunities for pupils to practice and reinforce skills such as word recognition and comprehension. Teachers guide pupils through reading strategies, focusing on fluency and meaning making, and use **Little Wandle** as the foundation for structured learning.

Key Stage 2 (KS2)

In KS2, pupils are introduced to a wider variety of fiction, poetry, and non-fiction texts. Teachers guide pupils in analysing these texts through discussions and activities aimed at deepening comprehension and critical thinking. Teachers model reading strategies, engage students in rich discussions, and provide opportunities for reflection through journals, predictions, and deeper engagement with the text. Pupils are encouraged to interpret texts personally, making connections and critical judgments.

Benchmarking and Progress Tracking

Phonics and Benchmarking

Phonics is assessed regularly in **Key Stage 1** through the **Little Wandle Phonics** program. In Year 1, pupils take part in the phonics screening test, with further assessments conducted termly to monitor progress and address any gaps in learning. Phonics-matched texts are provided to develop essential decoding and word recognition skills.

Home Reading

Books for Home Reading

Pupils are encouraged to read books at home, selected from a wide range of fiction and non-fiction texts that match their reading ability. This fosters a love for reading and supports their progress in line with the **Jersey Curriculum**. Home reading is monitored through the **Reading Diaries**, with parents encouraged to share feedback. Pupils also can choose books from their class library, further supporting their independent reading journey.

The Learning Environment

Every classroom is equipped with a diverse range of fiction and non-fiction books that reflect a variety of genres, cultural backgrounds, and themes. Interactive displays and visually stimulating environments are created to inspire and engage pupils with print-rich learning spaces. In lower Key Stages, phonics displays and reference materials help reinforce the link between sound and symbol.

Role of Parents and Carers

We recognise the critical role parents and carers play in fostering a love of reading. Through initiatives such as **Reading Diaries**, parents are informed about our reading strategies and encouraged to actively support their child's reading at home. Regular communication between home and school ensures that parents can support their child's progress.

The Contribution of Reading to Other Areas of the Curriculum

Reading skills are essential across all areas of the curriculum. We actively encourage pupils to use their reading skills in subjects such as science, history, and geography, where reading for information and critical analysis is required. **Reading in the Foundation** activities help extend pupils' reading abilities while maintaining a focus on enjoyment and engagement.

Assessment and Recording

Assessment plays a critical role in shaping teaching and ensuring that each child makes the necessary progress. Key learning objectives for reading are drawn from the **Jersey Curriculum (2014)** and are

translated into actionable learning outcomes. Regular assessments in guided reading, independent reading, and phonics support the identification of pupils' strengths and areas for development.

- **Phonic Assessment:** Regular phonic checks are carried out in Key Stage 1 to monitor decoding ability.
- **Termly Testbase Assessment:** To assess overall progress and inform the adjustment of reading levels.
- **Year 6 SATs:** Formal assessments to gauge reading progress at the end of primary education.
- **Benchmarking:** This is done termly to assess each child's reading comprehension levels.

Interventions

For children needing extra support, reading interventions are offered across the school: BR@P (Boosting Reading at Primary), Cracking Comprehension and DSR (Daily Supported Reading).

Leadership and Management

The implementation of this policy is regularly reviewed by the Senior Leadership Team (SLT). Monitoring the impact of reading across the school is conducted through ongoing observations, pupil assessments, and data analysis. Feedback from staff, pupils, and parents ensures that our reading strategies are consistently effective in raising standards and fostering a love of reading.

This updated policy reflects our commitment to reading as an essential, enriching part of every child's education. We are dedicated to continuously evolving our approach to reading, ensuring it is inclusive, engaging, and aligned with the needs of the 2025 educational landscape.

T Johnson

July 2025