



Reading Policy

Reviewed by:	Gwen Bennion, Principal
Date:	1 September 2026
Last reviewed on:	31 August 2025
Next review due by:	31 August 2028
Version control:	3
Approved by:	Tracey Storey, CEO

Intent

Belgrave School is committed to fostering a culture of literacy and ensuring that all learners develop the skills necessary to become proficient readers. This policy outlines our approach to literacy and reading, incorporating the principles of the 2023 Reading Framework (DfE).

Our intent is to support learners to become skilled readers, be able to understand books they choose to read and can access the style of texts they need to read to be successful at school and life.

Instruction should be accessible to all learners.

Teachers Should:

- Provide learners with the skills and knowledge they need to read and spell, by direct instruction, progressing systematically with carefully structured, small and cumulative steps.
- Use instructional routines that become familiar.
- Provide materials that limit distraction; are clear, linear and easy to follow; are age neutral or age-appropriate and can be adapted further, such as being reduced to individual items.

Inclusivity

The wide range of learning difficulties experienced by learners with identified SEND can have a significant impact on learners' access to the curriculum. As a school we focus on good practice for those learners with moderate to severe SEND and complex needs.

Belgrave School recognises the importance for teachers to be ambitious about teaching literacy. We are committed to helping all learners navigate the same written language, unlock the same alphabetic code, learn the same skills, and learn and remember the same body of knowledge as their peers. These are critical in helping them prepare for adulthood. Our planning will show adaptations required for each learner at Belgrave School to achieve these outcomes, the necessity to make this reasonable adjustment aligns with not only the Equality Act 2010 but also one of our core values of integrity. Learners will have full access to the curriculum both in and out of the classroom setting.

[The reading framework](#)

[GCSE English Literature Specification for first teaching in 2015](#)

[English Functional Skills: subject content - GOV.UK](#)

Understanding Vocabulary

Our vision is to create an environment where every learner can achieve literacy proficiency.

We aim to:

- Develop learners' reading skills from primary years through secondary education.
- Promote a love of reading and lifelong learning.
- Ensure equitable access to high-quality reading materials and instruction.

Framework and Principles

Early Literacy Development

- **Systematic Synthetic Phonics (SSP)** implementing SSP programmes to teach phonics effectively, ensuring fidelity to the chosen programme involving encoding and decoding.
- **Language Comprehension** focusing on developing learners' oral language skills through talk, stories, poetry, and rhymes.

Reading Fluency and Comprehension

- **Fluency** developing reading fluency through progressive practices that emphasise speed and accuracy.

- **Comprehension** using evidence-based strategies to enhance comprehension skills, including guided reading sessions and comprehension assessments.

Intervention and Support

At Belgrave School we offer support for struggling readers through the provision of targeted support for learners who need additional help, including older learners and those with special educational needs.

To enable learners to keep up, they should be given extra practice, either in a small group or one-to-one, whether a specific reason has been found. At Belgrave School this extra practice will be facilitated by a learning support mentor, learning support assistant or specialist teacher.

The sessions may take place outside of the classroom in the shared space (hall) or small rooms. The sessions will take place at a regular time every day so that learners become familiar with the routine. One to one or group interventions will be a school priority, with maximum efforts made to avoid disruption or cancellation.

Interventions may include the school phonics programme – Twinkl Phonics – in addition to Nessy Phonics, That Reading Thing and/or Lexia, Toe by Toe.

Assessment and Monitoring

Regularly assess reading progress and adjust interventions as needed using NGRT (GL Assessments).

Baseline assessments may include Alpha to Omega, specific assessment, Toe by Toe, Hast and CEM. A progress tracker will be in place to assess each one to one or group session identifying challenges and strengths.

The emphasis should be on learners:

- Consolidating the work they have already met in their main class or group phonics session, with bite-sized steps so all of them can achieve success every day. Subject vocabulary will be available on the medium-term planning document.
- Revising grapheme-phoneme correspondences (GPCs)
- Practising oral blending of spoken sounds to pronounce words
- Reading words by saying the sounds and blending them
- Filling in their individual knowledge gaps of the GPCs they have previously been taught but not secured.

Reading for Pleasure

Promoting a Reading Culture encouraging reading for pleasure through whole class reading, reading interventions and dedicated reading times (DEAR).

Access to Books ensuring learners have access to a diverse range of books, including decodable texts for early readers.

Reading Across the Curriculum

Integration integrating reading into all subjects, promoting literacy across the curriculum. The Read to Write support tool is available on all learner and staff computers.

Text Selection selecting carefully texts that support curriculum goals and enhance learners' understanding of various subjects. Belgrave School collaborates with a local bookshop which specialises in accessible texts.

IMPLEMENTATION AND MONITORING

Professional Development

- Provide ongoing training for teachers on effective reading instruction and the latest literacy research (Lexia, That Reading Thing, Twinkl Phonics, Toe by Toe).
- Encourage collaboration among educators to share best practices and resources.

Parent Involvement

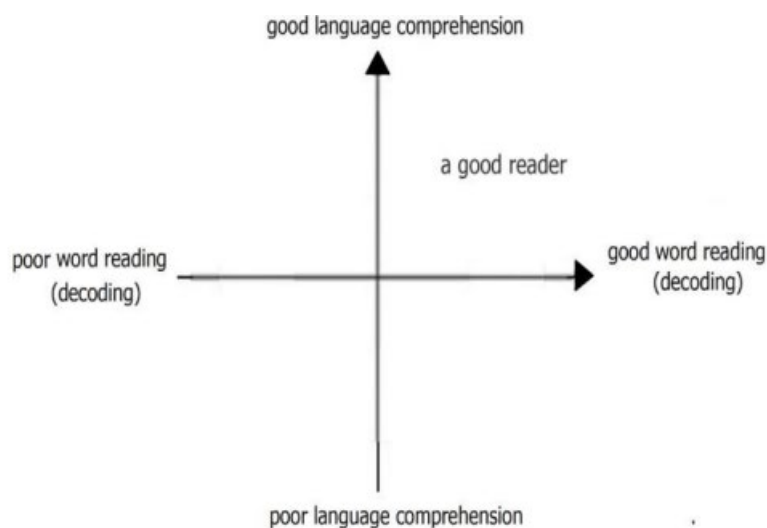
- Engage parents in their children's literacy development through workshops, reading activities, and resources.
- Provide guidance on how parents can support reading at home. Belgrave School signposts resources in our regular newsletter.

Evaluation and Review

- Review regularly the effectiveness of literacy programmes and adjust based on learner outcomes and feedback.
- Use data from assessments to inform instructional practices and policy decisions.

Conclusion

Belgrave School is dedicated to ensuring that every learner becomes a confident and proficient reader. By adhering to the principles outlined in this policy and the 2023 Reading Framework, we strive to create a supportive and enriching literacy environment for all learners.



[The reading framework](#)