



At Holton-le-Clay Junior School, we believe that every child can learn to read and that they have a fundamental right to experience high-quality literature from their very first day. To make this a reality, we place reading at the heart of our curriculum and promote it in a variety of ways: Reading for Practice, Reading for Purpose, and Reading for Pleasure.

Our aims as a school are:

- To equip all pupils with the necessary phonic knowledge and skills to allow them to access texts, at an age appropriate level.
- To develop fluency at all stages so that our pupils learn to read text with proficient accuracy, automaticity and prosody.
- To foster a love and appreciation of books across the school and beyond.
- To ensure that ALL children across the school have access to challenging, quality, age-appropriate texts.
- To ensure that ALL children are being exposed to rich and varied vocabulary in order to address the word gap.
- To provide a consistent approach in the teaching of reading comprehension skills and strategies.
- To encourage our pupils to respond to their reading in various ways.
- To provide a clear structure for teacher's delivery of reading which ensures full curriculum coverage and a progression of reading skills across the Key Stage.
- To ensure that reading is given sufficient curriculum time across the school.

Phonics and Early Reading

Phonics is taught throughout the Early Years Foundation Stage and Key Stage One at Holton-le-Clay Infant School, and continues into Key Stage Two at the Junior School where appropriate. Our Federation aims to develop children's phonological awareness, enabling them to segment and blend words effectively and to recognise tricky words by sight. For detailed information on the progression, delivery, and assessment of our phonics programme, please refer to the Infant School's *Phonics and Early Reading Policy*. We use the Twinkl phonics scheme alongside decodable books from the Rhino Readers series until pupils have mastered phonics and completed the programme.

Reading Books and Reading at Home

At Holton-le-Clay Junior School, we begin every child's reading journey by providing them with a book to enjoy for pleasure, both at school and at home. Pupils can choose any book they like from our classroom reading corners or our well-stocked school library.

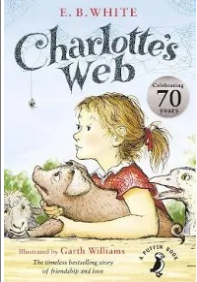
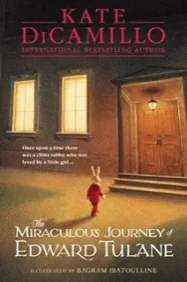
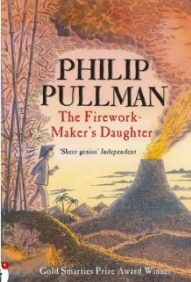
We actively promote and celebrate home reading. Each time a pupil reads at home and brings in their signed reading record, they earn a reward. Reading three times in a week earns an extra 15 minutes of playtime before Friday lunch, while four or more times earns an additional dojo point.

For children who are unable to read at home, we provide a welcoming space and an adult to listen and encourage them during this Friday session, ensuring reading remains a positive and enjoyable experience for every child.

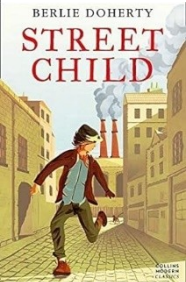
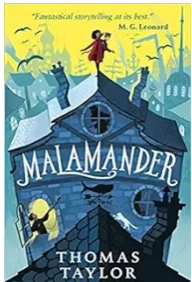
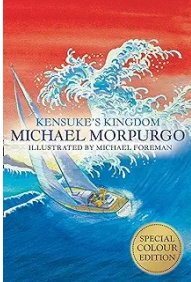
We also strive to build strong partnerships with parents from the very start of their child's journey in our Federation. Regular events are held in school to share practical strategies and information, helping parents support their child's reading at home.



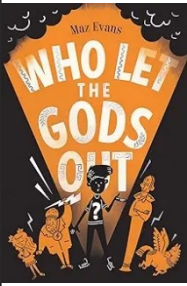
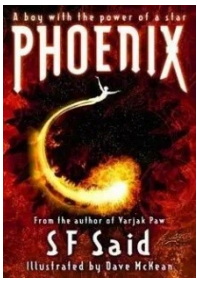
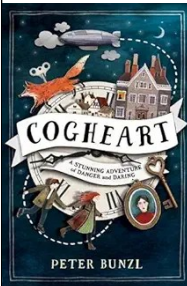
Year 3:

Autumn	Spring	Summer
 'Charlotte's Web' by E.B. White.	 'The Miraculous Journey of Edward Tulane' by Kate DiCamillo.	 The Firework Maker's Daughter' by Philip Pullman.
Poetry: 'My Shadow' by Robert Louis Stevenson 'Count on me' by Bruno Mars. 'We are going to be friends' by the White Stripes. 'The Pig' by Roald Dahl. 'The Spider and the Fly' by Mary Howitt.	Poetry: 1. "The Road Not Taken" (abridged for children) – Robert Frost Theme: Choices and journeys 2. "Hope is the Thing with Feathers" (simplified) – Emily Dickinson Theme: Hope and resilience 3. "The Owl and the Pussycat" – Edward Lear Theme: Adventure and companionship 4. "Sea Fever" (abridged) – John Masefield Theme: Longing for the sea and adventure	Poetry: 'Firework night' by Enid Blyton. 'The Magic Box' by Kit Wright. 'How far I'll go' from Moana film. 'Speechless' from Aladdin film.

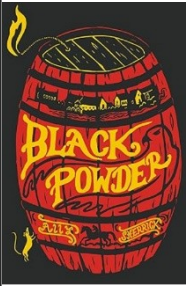
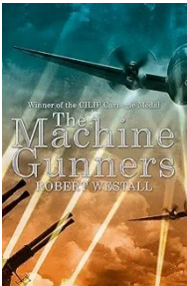
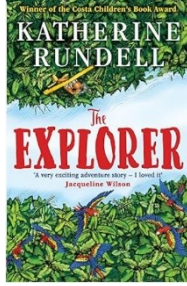
Year 4:

Autumn	Spring	Summer
 'Street Child' by Berlie Doherty.	 'Malamander' by Thomas Taylor.	 'Kensuke's Kingdom' by Michael Morpurgo.
Poetry: 'Victorians' – see shared drive. Lyrics from 'Oliver' the musical	Poetry: 'From a railway carriage' by Robert Louis Stevenson. 'Jabberwocky' By Lewis Carroll. 'The Malfeasance' by Alan Bold. 'Daffodils' by William Wordsworth.	Poetry: 'Sea fever' by John Masefield. 'Sea Shanty' by The Wellerman (linked to Grimsby trawlers). 'The Rime of the Ancient Mariner' by Samuel Taylor Coleridge. 'The Inchcape rock' by Robert Southey.



Autumn	Spring	Summer
 'Who let the Gods out' by Maz Evans.	 'Phoenix' by S. F. Said.	 'Cogheart' by Peter Bunzl.
Poetry: 'The Lady of Shalott' by Alfred Lord Tennyson (link to Louth and KEVIGS)	Poetry: 'What has happened to Lulu?' by Charles Causley.	Poetry: 'The Tyger' by William Blake.

Year 6:

Autumn	Spring	Summer
 'Black Powder' by Ally Sherrick.	 'The Machine Gunners' by Robert Westall.	 'The Explorer' by Katherine Rundell.
Poetry: 'The highwayman' by Alfred Noyes. 'The Eagle' by Alfred Lord Tennyson. 'The Raven' by Edgar Allan Poe.	Poetry: 'The Charge of the Light Brigade' by Alfred Lord Tennyson. 'The Blind men and the Elephant' by John Godfrey Saxe.	Poetry: 'The Listeners' by Walter de la Mare. 'A smuggler's song' by Rudyard Kipling. 'If' by Rudyard Kipling.

Non-fiction

At Holton-le-Clay Junior School, non-fiction reading is an integral part of our curriculum. Teachers carefully select texts that support learning across a range of subjects, helping children make meaningful connections between reading and the wider world. This approach exposes pupils to rich, subject-specific vocabulary and demonstrates how reading underpins learning in every area of the curriculum. Our model of non-fiction reading reflects the principles discussed by Ashley Booth on *The Teaching Booth* blog, ensuring that pupils develop both knowledge and a love of reading through purposeful engagement with high-quality informational texts.



In all year groups three lessons a week will focus on the class book. The other two lessons will focus on non-fiction and poetry.

	Day 1	Day 2	Day 3	Day 4	Day 5
Year 3/4	Fluency	Extended	Fluency	Extended	Close
Year 5/6	Fluency	Extended	Close	Extended	Close

Fluency lesson

Fluency reads are a key component of our approach to developing confident, expressive readers. A fluency read involves pupils practising reading a text aloud with accuracy, pace, and expression, so that decoding becomes automatic and attention can shift to meaning. At Holton-le-Clay Junior School, fluency sessions are structured to include teacher modelling of fluent reading, pre-teaching of unfamiliar vocabulary, and opportunities for pupils to read the same text repeatedly in pairs or small groups. Texts are carefully chosen to be accessible yet challenging, and sessions are kept short to maintain engagement. This systematic approach ensures pupils build speed, accuracy, and prosody, which are essential for strong comprehension.

As fluency reading lessons typically last less than 30 minutes, a low stakes reading quiz will follow each session. This should be based on the text they have been reading or the class text.

Extended read

Extended reads are designed to immerse pupils in high-quality texts over sustained periods, allowing them to experience the richness of language, ideas, and narrative beyond short extracts. At Holton-le-Clay Junior School, extended reading sessions focus on developing deep comprehension and enjoyment of literature. Teachers read aloud the class text with expression, modelling fluent reading and fostering discussion. Pupils are encouraged to listen actively, respond to questions that promote inference and critical thinking, and explore vocabulary in context. This approach prioritises exposure to complex syntax and rich language, supporting knowledge-building across the curriculum while nurturing a lifelong love of reading. During an extended read lesson there is no expectation for written work to be recorded in reading journals.

Close read

Close reads are focused, in-depth explorations of short, high-quality texts that allow pupils to engage deeply with language, meaning, and structure. At Holton-le-Clay Junior School, close reading sessions involve revisiting the same passage multiple times with a clear purpose each time—such as identifying key vocabulary, analysing sentence structure, or exploring the author's choice of words. Teachers guide pupils through discussion and questioning that promotes inference, critical thinking, and appreciation of literary techniques. These sessions also provide an excellent opportunity for pupils to produce written responses. As children progress through school, these responses become increasingly precise and analytical, aligning with the expectations of end-of-Key Stage 2 SATs questions. This approach strengthens comprehension, enriches vocabulary, and develops the ability to articulate ideas clearly in writing.

Vocabulary within a reading session:

At Holton-le-Clay Junior School, every reading lesson begins with a short vocabulary focus known as 'Word of the Day'. Wherever possible, this word is drawn from the text being studied in that lesson to ensure relevance and contextual understanding. If a suitable word cannot be sourced from the text, we use the daily word provided by Vocabulary.com, which includes detailed meanings and examples. Vocabulary teaching is explicitly linked to morphology—exploring roots, prefixes, and suffixes—so pupils understand how words are constructed and connected. This approach not only strengthens comprehension but also supports our Spelling Policy by reinforcing patterns and structures within words.

Supporting the needs of all readers (Raising and Lowering Cognitive Demand):

Whole Class Reading sessions are inclusive and designed to bring the class together in a shared reading experience. All pupils should participate wherever possible, ensuring access to age-appropriate texts and preventing the widening of attainment gaps. For pupils who find independent reading challenging, gaps are addressed through quality first teaching and targeted support. The least fluent readers receive specific phonics instruction during the independent part of the session, following Twinkl Phonics'

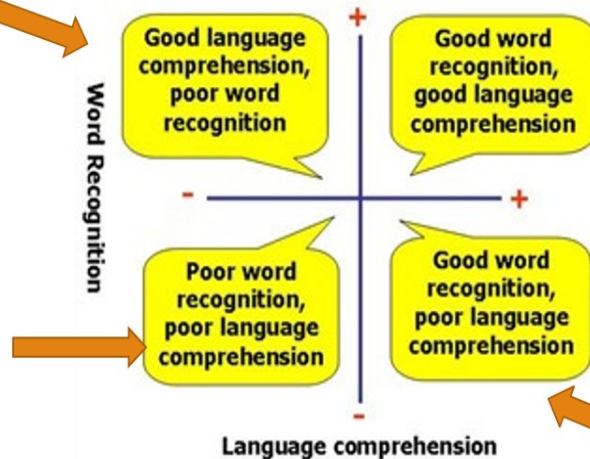
catch-up programme *Codebreakers*. Where phonics is not the primary route to reading, alternative strategies such as repeated exposure to high-frequency words may be used. Teachers may scaffold tasks by highlighting key paragraphs or providing smaller text sections to reduce cognitive load, enabling success. More able readers should be challenged with questions that increase cognitive demand and deepen comprehension.



Catering for the needs of all readers

These pupils gain a lot from reading WCT. Their comprehension is strong.

- Phonics
- Speedy readers
- Blending games
- Polysyllabic words
- Wave 3 catch up
- SEND/ EAL
- Underlying barriers?
- One to one coaching
- Phonetically decodable books at their level



'On track' How can we further challenge those pupils at GD?

- Apply reading skills in different contexts

Barking at the print.

Speed reading will not benefit these pupils.

Line by line/ think aloud/ explode a sentence activities will help

Developing a reading culture

At Holton-le-Clay Junior School, we strive to instil a love of books and reading to all of our pupils so that they excel not only in school, but are equipped with a life-long love of reading.

We have many ongoing initiatives throughout the school such as:

- A Timetabled daily story time for **all** classes
- Reading corners are within/next to each classroom with a range of high quality, age-appropriate books for pupils to take home and either read for themselves, or for a parent or carer to share with them.
- A well stocked library which all classes visit regularly to browse and choose their own books for pleasure.
- Author visits or interviews where possible.
- Reading assemblies with teachers sharing their favourite book.
- Reading Champions chosen each half term who receive a book token.
- Reading rainbow award encourages children to choose books from different categories to ensure they are reading a wide variety of high quality texts.



Progression in Reading Skills

	Word Reading	Fluency	Comprehension								
			2a	2b	2c	2d	2e	2f	2g	2h	Other core skills
Year 3	Read most polysyllabic words found in age appropriate texts. Read words that contain common prefixes and suffixes Apply phonics skills previously taught as the main route to tackle new & unfamiliar vocabulary.	Read accurately and fluently, a range of age related texts, which include unfamiliar words.	Understand how common prefixes and suffixes change the meaning of the root word Offer a range of words which are similar in meaning to...	Retrieve and record information from fiction and non-fiction texts with paragraph or section locators. Decide if a range of statements are true or false and begin to explain reasoning	Identify and summarise the main idea from one paragraph. Sequence events in the order in which they happened (1-5) Retell some favourite myths and legends orally.	Make accurate inferences about characters feelings, thoughts and motives using evidence from the text. Can offer a range of feelings and emotions to describe how a character may be feeling. Can suggest what a character may be thinking. Ask questions to improve their understanding of the text.	Make sensible predictions about what is <u>likely</u> to happen referring to details in the text	Identify some conventions of different types of texts e.g. greetings in a letter, sub headings and diagrams etc. Identify the main theme or idea of texts recognising some different forms of poetry [for example, free verse, narrative poetry]	Identify the language the author uses to create effects Explain what a particular word/ phrase suggests Understand the meaning of simple and common English Idioms	Can explain in what way some character and settings are similar or different Can explain the similarities and differences between two extracts giving the same information.	Using dictionaries to check the meaning of words that they have read preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action



	Word Reading	Fluency	Comprehension								
			2a	2b	2c	2d	2e	2f	2g	2h	Other core skills
Year 4	Read polysyllabic words found in age appropriate texts. Read passages of longer texts mostly accurately and fluently and for more sustained periods.	Read accurately and fluently, a range of age related texts which include unfamiliar words	Apply their knowledge of prefixes/suffixes to understand and explain the meaning of new words Offer another word which is closest in meaning to...	Retrieve and record information from both fiction and non-fiction with paragraph or section locators. Decide if a range of statements are true or false and justify decisions with evidence from the text.	Identify and summarise the main ideas across more than one paragraph Sequence events in the order in which they happened across more than one paragraph (1-5) Retell some favourite myths and legends orally.	Make accurate inferences, drawing upon relevant evidence from the text to support their ideas e.g. Feelings, thoughts and motives Can offer a range of feelings and emotions to describe how a character may be feeling. Can suggest what a character may be thinking. Ask questions to improve their understanding of the text.	Make sensible predictions about what is <u>likely</u> to happen referring to key details stated in the text and by drawing on their own background knowledge.	Identify how structure and presentation contribute to the meaning of a text i.e. diary in 1st person, nonsense poetry recognising some different forms of poetry [for example, free verse, narrative poetry] Identify recurring themes and ideas in a wider range of texts Begin to explain the authors' message.	Comment on the choice of language the author uses to engage the reader i.e. identify precise words chosen for effect Explain what a particular word/phrase suggests Understand the meaning of a range of English Idioms	Can explain in what way some character and settings are similar or different. Can explain why one extract is more effective than another.	Using dictionaries to check the meaning of words that they have read preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action





	Word Reading	Fluency	Comprehension								
			2a	2b	2c	2d	2e	2f	2g	2h	Other core skills
Year 5		Read age appropriate books with confidence and fluency including whole novels Read aloud with appropriate speed and intonation that shows understanding.	Demonstrate the ability to work out the meaning of new words using the context and the proficient use of a dictionary Demonstrate the ability to locate synonyms for a range of Tier 2 vocabulary in a lengthier text.	Recognise the difference between fact and opinion Retrieve implicit information from fiction and non-fiction texts Retrieve information quickly and correctly even when the information is not indicated by a paragraph or section locator. Present information from non-fiction in writing or to an audience.	Identify and summarise the main ideas across more than one paragraph using quotations as evidence Can sequence events from across a lengthier text	Infer meaning from details stated and justify these with direct evidence from the text Can explain what impression they get of a person's character. Can explain what impressions they get of a particular place or atmosphere.	Make sensible predictions about what is likely to happen from the details stated and implied and justify these with evidence from the text and own background knowledge.	Can identify some grammatical and language features and evaluate how these have impact on the reader. Identify recurring themes and ideas in a wider range of texts Explain the authors' message.	Can identify some grammatical and language features and evaluate how these have impact on the reader. What impression does this simile/ description give us about...	Can make comparisons within and across texts i.e. comparing how characters change over time. Can give numerous similarities and differences about character and places.	recommend books that they have read to their peers, giving reasons for their choices prepare poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience



	Word Reading	Fluency	Comprehension								
			2a	2b	2c	2d	2e	2f	2g	2h	Other core skills
Year 6		Read age appropriate books with confidence and fluency including whole novels. Read aloud with appropriate speed and intonation that shows understanding.	To work out the meaning of unfamiliar words using the context Demonstrate the ability to locate synonyms for a range of Tier 2 vocabulary in a lengthier text.	Retrieve implicit information from Fiction and Non Fiction texts Recognise the difference between fact and opinion Retrieve information quickly and correctly even when the information is not indicated by a paragraph or section locator. Present information from non-fiction in writing or	Summarise main ideas, identifying key details and using quotations as evidence Can sequence events from across a lengthier, more complex text (1-5)	Can explain and discuss their understanding of what they have read drawing on inference and justifying these with specific and accurate evidence Can explain what impressions they get of a person's character, supporting these with accurate evidence from the text. Can make inferences about the type of relationship between two characters, supporting	Predict what is likely to happen from details stated and implied, justifying these with evidence from the text and own background knowledge.	Can identify some grammatical and language features and evaluate how these have impact on the reader. Identify recurring themes and ideas in a wider range of texts Explain the authors' message Explain how the author's thoughts and feelings about the content impacts on the way the piece is written. (Bias etc)	Evaluate how authors use language, including figurative language, considering the impact on the reader What 2 impressions does this give us about.	Make comparisons within and across books e.g. how characters change over time Can give numerous similarities and differences about character and places	Recommend books that they have read to their peers, giving reasons for their choices Prepare poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience



				to an audience.		this with evidence from the text (This may be paraphrased and not necessarily be a direct quote) Can explain what impressions they get of a particular place or atmosphere.					
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