



Woodview School

Reading Local Procedure

Woodview School
Crockenhill Road
Orpington
Bromley
BR5 4EP

Email: woodviewschool@aspriscs.co.uk

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Local Procedure Statement

At Woodview, reading is central to pupils' academic achievement, communication, independence and wellbeing. Our school is committed to developing confident, fluent and enthusiastic readers through a consistent, inclusive and evidence-informed approach. Reading is promoted across the curriculum, and all staff share responsibility for developing pupils' reading skills and fostering a lifelong love of reading.

Aims

- Develop fluent, confident, and independent readers.
- Promote a love of reading through engaging, high-quality texts.
- Ensure all pupils access reading at an appropriate level matched to need and ability.
- Identify barriers to reading early and provide targeted intervention.
- Develop pupils' vocabulary, comprehension, and communication skills.
- Ensure reading progression is embedded across all curriculum areas.

Teaching and Learning

Our teachers deliver daily VIPERS reading lessons to explicitly teach the key reading domains: Vocabulary, Inference, Prediction, Explanation, Retrieval and Summarising/Sequencing. Lessons provide opportunities for fluency, comprehension, discussion and vocabulary development. Teachers model reading strategies explicitly and adapt learning to meet the needs of all pupils. Reading opportunities are embedded across all curriculum subjects to ensure pupils can apply reading skills in a range of contexts.

Assessment and Identification of Need

Pupils are assessed on entry through baseline assessments to identify strengths, gaps and barriers to reading. To assess our pupils, we use Renaissance star reading tests and comprehension tests 3 times a year as well as teacher judgement through reading lessons. Assessment information is used to plan personalised interventions, keep-up support and adaptive teaching strategies. Progress is monitored regularly to ensure interventions are effective and responsive to pupil needs.

Intervention and Support

Woodview uses a range of catch-up and keep-up approaches to support reading progression. These include Fresh Start (Read, Write inc.) Phonics and the StepsWeb online programme. Interventions are selected based on assessment outcomes and pupil need. Targeted interventions focus on phonics, decoding, fluency, vocabulary and comprehension skills. Staff delivering interventions receive appropriate training and progress is carefully monitored.

Reading for Pleasure

We actively promote a love of reading throughout the learning environment. Pupils access Accelerated Reader to support independence and enable them to select books matched to their reading level and interests. Classrooms contain attractive book corners with a wide range of text types, genres and authors containing books matched to the students' reading levels based on their Star Reader tests. Teachers regularly read high-quality "Love of Reading" texts aloud to pupils to expose them to rich language, ambitious vocabulary and engaging stories. Books are carefully selected to reflect pupil interests while promoting challenge and vocabulary development.

Home–School Reading Agreement

We recognise the important role that parents and carers play in supporting the development of reading. A strong partnership between home and school is essential in helping pupils become confident, fluent and enthusiastic readers. To promote regular reading habits and reading progression, pupils are expected to read at home a minimum of five times per week for at least 10 minutes. All home reading should be recorded in the pupil's reading journal.

Parents and carers are encouraged to support their child by:

- Listening to them read regularly
- Discussing texts and vocabulary
- Encouraging positive reading routines at home
- Signing and commenting in reading journals where appropriate

This support is particularly important for pupils who are in the early stages of reading or accessing phonics and literacy interventions.

School staff monitor home reading regularly and, through Accelerated Reader, provide appropriate reading materials matched to pupils' reading abilities and interests to encourage both progress and enjoyment in reading.

Reading Across the Curriculum

Reading is prioritised across all subjects at Woodview. Subject leaders ensure that curriculum texts include ambitious vocabulary and opportunities for reading development. Staff explicitly teach subject-specific vocabulary and comprehension strategies. Reading opportunities may include retrieval activities, research tasks, discussion, instructional texts and exposure to a wide variety of fiction and non-fiction materials.

Promoting Skills Builder through Reading

Our approach to reading supports the development of the Skills Builder Universal Framework. Through high-quality reading experiences, pupils develop the essential skills of Listening, Speaking, Problem Solving, Creativity, Staying Positive, Aiming High, Leadership and Teamwork. Reading lessons, independent reading and reading-for-pleasure activities provide regular opportunities for pupils to practise and develop these transferable life skills, alongside their literacy development. These skills align particularly well with fluency, comprehension, inference and vocabulary development.

Role of Staff

- All staff are responsible for promoting reading progression.
- Teachers provide consistent, high-quality reading instruction and model effective reading behaviours.
- Subject leaders monitor reading within their curriculum areas.
- Support staff deliver interventions and adapt learning appropriately.
- Leaders monitor the quality of reading provision through learning walks, pupil voice, book looks, and assessment analysis.

Inclusion

We recognise that pupils with autism may require adapted approaches to reading instruction. Staff provide structured routines, visual supports, explicit modelling and adapted activities to reduce anxiety and maximise engagement. Reading materials are selected carefully to support sensory, communication and emotional needs while maintaining high expectations and academic challenge. Staff are skilled in choosing different texts to suit a learner's needs if they are not ready for the class text.

Reference Guidance

- Department for Education: The Reading Framework (2023)
- Education Endowment Foundation (EEF) Guidance on Phonics and Reading Fluency
- The National Curriculum

Monitoring of this Policy

The school’s arrangements for managing reading are monitored by the assistant headteacher (teaching and learning lead) – Kathleen Crawford and English Lead (Lindsey Cresswell).

The policy is monitored and evaluated annually by the Teaching and Learning Leads, Subject Leaders and the Senior Leadership Team.



Local Procedure Review History:

Date Reviewed	Reviewer	Summary of revisions
June 2026	Kathleen Crawford	Document created