



READING & LITERACY POLICY

2026-2028 Meon Way Federation.

Part of the Thinking School's Academy Trust

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CHILD FIRST - ASPIRE - CHALLENGE - ACHIEVE

TSAT Reading and Literacy Policy

This policy sets out the school's approach to reading and literacy, ensuring a coherent, inclusive and research-informed framework that supports all pupils to become confident, fluent readers and effective communicators. It is underpinned by the Trust's Reading and Literacy Trust Expectations and Principles (TEP) and aligns with the Thinking, Teaching and Learning (T&L) framework.

Our approach reflects the Trust's mission to transform life chances through strong cognitive education and sits within the *Educate All* strand of the MADE framework.

Aims

Our 'Thinking School' approach is consistent with the aims below and helps to ensure that:

- a) A **common framework** for reading and literacy provides consistency but allows for creativity, appropriate adaptation and contextual application. The outcome of which is an approach which seeks to equip every learner with the tools they need to be successful communicators and to enjoy reading.
- b) **Practices** are research-informed and evidence based to ensure that we are providing the highest quality reading and literacy experiences for our pupils, our staff and our schools.
- c) **Schools** in TSAT provide a culture that is inclusive and develops a sense of belonging by creating safe, happy learning environments that are conducive to success for all.
- d) **Pupils** in TSAT are supported to think for themselves, through the development of a thorough understanding of metacognition and the purposeful use of thinking tools that they can use to aid and monitor their own progress.
- e) **Staff** in TSAT are expected to develop their own metacognitive skills; being able to think accurately and reflectively about their practice. They will understand how a range of thinking tools can be used to support student motivation, progress and attainment, through timely adaptations and effective implementation.

At Meon Way Federation, we aim to inspire children through use of high-quality texts, a consistent approach towards teaching reading and exposure to a wide range of genres alongside targeted phonics and fluency support. We aim that children develop strong reading, writing, speaking and listening skills appropriate to their age which progress through our schools while embedding metacognition and the thinking tools to support pupils in monitoring and improving their own learning.

The TSAT Reading and Literacy Framework



Central to our reading and literacy approach are six essential elements that underpin consistent and effective approaches to reading and literacy in our Trust. These six elements form the foundation of our framework to developing children's effective practice and our intent and implementation.

Each of the six elements are crucial in ensuring all of our pupils become effective communicators and develop a love of reading. They sit alongside our seven principles of teaching and learning.

Intent

At Meon Way Federation, our English curriculum is designed so all children, regardless of background or barriers to learning, leave us able to read fluently, write well & communicate their thoughts and opinions. These skills are essential to their wider educational success.

Every child deserves success right from the start. We know that the sooner children learn to read, the greater their success at school and this is why we put reading at the heart of what we do. We teach through the Read Write Inc Programme which depends upon children learning to read and write sounds effortlessly. We then develop fluent and confident readers who explore the world through a range of literature - a range that acts as both a mirror to see themselves and a window to explore and experience the lives of others. We develop articulate children who can express themselves and listen to others, build on opinions and access language that allows them to question and challenge the wider world.

Implementation

We teach Phonics for 50 minutes daily and pupils are grouped by stage not age to ensure every child is working at their challenge level. Alongside this we ensure a carefully sequenced English curriculum that builds cumulatively from EYFS to Year 2.

We then have transitional units from Y2 to Y3 to support children with the move to KS2. This exposes the children the expectations and structure of Year 3.

We ensure a carefully sequenced English curriculum that builds from Year 3 to Year 6.

Reading in KS2 is split into three key sections:

1. Reading for pleasure.
2. Reading fluency.
3. Reading comprehension.

We deliver this through:

- 4 x 45 minute reading lessons per week with explicit fluency teaching in each lesson.
- There is a strong culture of reading for pleasure across the school.
- We have developed clear progression maps for reading identifying the knowledge, skills, and vocabulary expected at each stage. Skills are mapped out using Pixl progression resources and texts are sequenced by age appropriacy, context learning and accelerated reader level.
- We ensure high-quality, diverse core texts are mapped across year groups to reflect both mirrors and windows; the texts should show the children the world and allow them to see themselves in the world too.

- We embed deliberate opportunities for children to revisit and apply key skills (e.g. inference, retrieval, tier two vocabulary) within lessons and across the curriculum.

Impact

- Pupils have secure sound knowledge, firstly learn one way to read and write the 40+ sounds in English. Then they are taught the different spellings of the same sounds which builds upon the strong foundations and develops their phonological awareness.
- Pupils are confident in their own abilities. In Phonics lessons the first thing we do is to give children books we *know* they can read – without any guessing. Before they read the story, they sound out the names of characters and new words, practice reading any of the 'tricky Red' words, and we tell them a thought-provoking introduction to get them excited about the story.
- Pupils leave as fluent, confident readers who can access a wide range of texts with understanding, accuracy, and expression. They demonstrate a love of reading and independently choose to read for both pleasure and purpose.
- Pupils become articulate communicators who can express their ideas confidently, listen attentively to others, and engage in meaningful discussion. They are able to justify opinions, ask thoughtful questions, and respectfully challenge viewpoints.
- Pupils show increased cultural awareness and empathy, having engaged with a diverse range of texts that act as both mirrors and windows into the lives of others.
- All pupils, including those with SEND, EAL, and disadvantaged backgrounds, make strong progress from their starting points, with gaps diminishing over time.
- Assessment outcomes (internal and statutory) show that pupils are well-prepared for the next stage of their education, with attainment in reading and writing in line with or exceeding national expectations.
- Pupils are equipped with the language and literacy skills needed to succeed across the curriculum and in the wider world, enabling them to participate fully as thoughtful, informed individuals.

Leadership of Literacy

At Meon Way Federation, we see literacy as a shared responsibility and a central driver of equity and opportunity for all pupils. Leadership of English is thoughtfully structured across two subject leaders: one with a focus on Key Stage 1 and the other on Key Stage 2. Working in close partnership, they ensure that our curriculum is cohesive, inclusive, and carefully aligned, enabling a seamless journey for pupils as they grow in confidence and capability from early reading through to fluent, independent literacy.

Dedicated time each week allows leaders to work side by side, engaging in meaningful monitoring such as learning walks, pupil voice, and book looks. This collaborative approach ensures that decisions are rooted in the lived experiences of pupils and classrooms, and that high expectations are consistently upheld across the federation.

We believe that every teacher is a teacher—and leader—of literacy. In each classroom, staff nurture a rich language environment, model a love of reading, and take collective responsibility for developing pupils as confident communicators who are ready to engage with the wider world.

Reading assessment

At Meon Way Federation, reading assessment is used as a purposeful tool to ensure every child is supported to become a confident, fluent reader. At the Infant schools we assess children in Phonics every half-term so we can place them in the group where they'll make the most progress. We provide extra one-to-one sessions for children who need a bit of a boost to keep up. At the Juniors we use Accelerated Reader to monitor pupils' reading development and track reading age over time, enabling us to build a clear and responsive picture of progress.

In Year one, all children complete the Phonics Screening Check which determines children's ability to segment, blend and read words. The check includes both real and 'alien' words to ensure that children are applying their Phonics knowledge to word reading. Pupils who do not meet the pass threshold in Year one re-sit the check in Year Two.

Pupils in Years 3-5 complete termly assessments, while Year 6 pupils are assessed half-termly to allow for closer monitoring in preparation for transition to secondary education. Assessment outcomes are carefully analysed to identify strengths, gaps, and next steps. This analysis feeds

directly into Question Level Analysis (QLA), which in turn informs high-quality, targeted planning in the classroom.

For pupils who do not make expected progress, timely and appropriate interventions are put in place to ensure no child is left behind. We also believe in the importance of strong home-school partnerships; reading assessment outcomes are shared with parents termly, supporting families to engage in and contribute to their child's reading journey.

Through this structured and reflective approach, assessment becomes not just a measure of attainment, but a driver for continuous improvement and equity in reading outcomes for all pupils.

Support and interventions

At Meon Way Federation, we are committed to ensuring that every child becomes a confident and capable reader, regardless of their starting point. Our approach to support and intervention is responsive, inclusive, and rooted in high expectations for all.

In Phonics we identify those children who are at risk of falling behind their peers immediately to ensure that children 'keep up not catch up' from Reception.

The slowest progress readers in both KS1 receive one-to-one tutoring in addition to their group session in the morning. Children practice reading sounds speedily, learn to blend sounds into words and read a Storybook that is matched to the sounds they know and the quantity they can read.

Children remain on the phonics programme for as long as needed and are only moved on once they are secure and have successfully passed the Phonics Screening Check. For pupils who reach Key Stage 2 without passing, targeted phonics intervention continues in small groups, ensuring that gaps are addressed and confidence is built.

Where assessment indicates that a child's reading age is not improving steadily, they are identified as a "20% reader" and prioritised for additional support. These pupils take part in BRP (Better Reading Programme) interventions, delivered by trained reading champions, providing focused, personalised support to accelerate progress.

For pupils who find reading comprehension more challenging, particularly in making inferences, we provide targeted ECaR (Every Child a Reader) inference interventions. These sessions are carefully structured to develop deeper understanding of texts and strengthen pupils' ability to interpret and respond thoughtfully.

Through this layered and adaptive approach, we ensure that no child is left behind, and that all pupils are given the support they need to access, enjoy, and succeed in reading.

A culture of reading

Reading for pleasure is part of the culture at Meon Junior school. Children are exposed to a large range of texts, selected entirely for their literary merit. These texts are diverse, of a range of different styles, ages and genres as well as carefully chosen for what they can teach children about literature. These texts are then carefully paired with parallel texts such as songs, non-fiction pieces, novellas, poems and graphic novels to enhance and deepen their knowledge of a theme.

Children are not only exposed to a range of texts through our bespoke literary spine, but also through our fortnightly reading assemblies, author of the month, author visits, book awards, carefully chosen class readers and weekly book talks. Children are encouraged to give book talks to their classes and recommend books to their peers. Children display book reviews outside of the library to recommend books to other students. As well as this, World Book Day is a high-profile event and we have established a book swap to encourage all families to have texts at home.