Newton International Academy, Barwa

Reading Policy (Primary)

An International Community of Learners, Striving for Excellence and Celebrating Success

Approved by: Senoir Management Team
Date Approved: September 2026
Next Review Date: September 2027
Review Cycle: Annual

NEWTON INTERNATIONAL ACADEMY | BARWA

Our vision, mission and values:

Vision: An international community of learners striving for excellence and celebrating success.

Mission: We aim to provide the highest quality of education possible for students of all abilities. In doing so, we aim to positively encourage each student to achieve academic excellence at their level, enjoy creative diversity, develop critical thinking skills, and become lifelong learners and responsible citizens.

Values

Rationale

At Newton International Academy, we believe that reading is the foundation for academic success and lifelong learning. It opens doors to knowledge, imagination, and independence. Our vision is to develop confident, fluent readers who not only meet curriculum expectations but also cultivate a deep and lasting love for reading.
In recent years, we have identified significant gaps in reading attainment across key stages. Our renewed approach places reading at the heart of the curriculum, with high-quality teaching and resources designed to accelerate progress and close the attainment gap. We recognise that reading is not a standalone skill; it is essential for accessing all areas of learning and developing confident communicators.
Our commitment to improvement is underpinned by the use of Bug Club from Active Learn, an engaging, personalised reading platform that supports both decoding and comprehension across a wide range of texts. We believe that every child, regardless of starting point, can succeed in reading when they are given the right tools, support, and opportunities.
We also place a strong emphasis on developing a deep understanding of texts—across fiction, non-fiction, and poetry—through exposure to complete novels and thematic units rather than isolated extracts. Our collaborative, discussion-rich approach allows pupils to build meaning through shared talk, teacher guidance, and peer-to-peer learning.

Pedagogical Approach

Our reading provision is deliberately structured, consistently delivered, and tailored to meet the diverse needs of our pupils, many of whom are English as an Additional Language (EAL) learners. It includes a systematic approach to phonics, whole-class reading, guided groups, independent reading, and home engagement—all underpinned by Bug Club.

1. Systematic Synthetic Phonics

- EYFS and KS1 follow the Little Wandle phonics scheme.
- Daily phonics lessons are delivered with fidelity and consistency, supported by decodable readers aligned to the programme.
- Targeted phonics interventions are delivered for those at risk of falling behind.

2. Bug Club as a Core Platform

- Bug Club is used across EYFS, KS1, and KS2 as our primary home and school reading scheme.
- All pupils are assigned texts that match their reading ability, allowing personalised and engaging reading experiences.
- Teachers monitor usage, progress, and comprehension responses via the platform's data tools.
- Bug Club texts are used during guided reading sessions and follow-up comprehension tasks, with an emphasis on developing inference, vocabulary, and retrieval skills.

3. Whole-Class and Group Reading

- In KS2, a shift towards whole-class reading ensures all pupils access high-quality texts and benefit from rich discussion.
- We prioritise the study of complete novels rather than disjointed extracts, allowing deeper exploration of character, theme, and authorial intent.
- Group reading sessions are timetabled regularly and take place in our dedicated Guided Reading Room—a welcoming, focused space designed to support collaborative reading and close-group analysis.
- Conversational, dialogic teaching is encouraged to help pupils develop and articulate their understanding.

4. Reading for Pleasure

- Class libraries are stocked with high-interest books, regularly refreshed to maintain engagement.
- Every classroom features a dedicated, engaging reading corner, designed to be visually inviting and encourage independent reading.
- Teachers are expected to read aloud regularly, modelling fluency, expression, and a love for literature.
- School-wide initiatives, such as author visits, reading competitions, and World Book Day celebrations, build excitement and embed a positive reading culture.

5. Reading Nooks Across the School

- In addition to classroom reading corners, we have installed reading nooks across key areas of the school. These are used for 1:1 reading interventions and informal reading sessions, creating a safe and calm environment.
- The Guided Reading Room offers a dedicated space for group reading sessions, interventions, and book discussions.
- These reading spaces are part of our commitment to building an inclusive reading environment where all pupils feel encouraged to engage with books.

6. Reading Assessment and Progress Tracking

- Regular benchmarking is conducted using Bug Club data, phonics assessments, and internal reading records.
- Reading progress is tracked on a termly basis, with pupils grouped for additional support where needed.
- Teachers use formative assessment during reading sessions to inform teaching and adapt provision.

7. Parental Engagement

- Parents are trained on how to support reading at home using Bug Club, with user guides provided in English and Arabic.
- Weekly reading expectations are shared with families, and logs are monitored by class teachers.
- Parents are invited to participate in reading mornings and workshops, building a home-school partnership around literacy.

8. Staff CPD and Consistency

- Ongoing professional development ensures all staff are confident in delivering phonics, whole-class reading, and using Bug Club effectively.
- Reading leads provide coaching, model lessons, and support with planning and moderation.
- Consistent systems for tracking, feedback, and monitoring are implemented across year groups to ensure equity.

Monitoring and Evaluation

We measure the impact of our reading strategy through a combination of data, pupil voice, teacher feedback, and classroom observation. Our goal is to see sustained improvements in both reading outcomes and reading attitudes across the school.

1. Improved Reading Attainment

- Reading outcomes are carefully monitored across all phases, with clear evidence of accelerated progress in pupils engaging with Bug Club.
- Phonics Check and SATs data reflect upward trends in decoding and comprehension.
- Internal assessments show narrowing gaps in reading age between cohorts and demographic groups.

2. Increased Reading Fluency and Comprehension

- Pupils demonstrate greater fluency, stamina, and confidence when reading independently.
- Whole-novel study supports stronger comprehension, with pupils making connections across chapters, themes, and literary devices.
- Classroom discussion and questioning show deeper levels of inference and critical thinking.

3. Enhanced Reading Culture

- Children speak positively about reading, often referencing books they've enjoyed or completed on Bug Club.
- Reading displays and book corners reflect active use and pupil choice.
- Participation in reading challenges and events has increased, creating excitement around books.

4. Support for All Learners

- SEN, EAL, and disadvantaged pupils make demonstrable progress through tailored reading pathways.
- Intervention records and pupil case studies show the impact of additional Bug Club practice and 1:1 support in reading nooks.
- Differentiation within guided sessions ensures all children feel successful.

5. Parental Involvement and Home Reading

- Home reading engagement has increased, with parents regularly accessing Bug Club and communicating through reading logs.
- Feedback from parent surveys shows greater confidence in supporting reading at home.
- Parental understanding of reading expectations has improved due to accessible training and resources.

6. Staff Confidence and Practice

- Staff consistently implement reading strategies aligned with policy expectations.
- Teachers feel more confident using Bug Club's tools for assessment, differentiation, and pupil engagement.
- Collaborative planning and CPD have strengthened shared accountability and pedagogical consistency.

7. Monitoring and Evaluation

- The Reading Coordinator, Team Leaders, and SLT monitor reading provision through lesson visits, book looks, and pupil voice.
- Reading data informs strategic decisions, including timetabling, interventions, and resource allocation.
- The reading policy is reviewed annually to ensure continued improvement and alignment with school priorities.