



Leechpool Primary School

Reading SOAP

Updated November 2025

Subject Leader(s): Emily Vowels and David Dodd



Who?	What?	When?
<p>Led by Emily Vowels and David Dodd with strong collaboration across phases. Taught by all staff using consistent structures in KS2 and Song of Sounds in KS1. Monitoring includes learning walks, book looks and governor engagement. Librarian works closely with staff to update books and drive reading culture. KS1 and KS2 teams meet termly to review planning, progress and provision.</p>	<p>Curriculum includes phonics, fluency, comprehension and reading for pleasure. KS2 follows a structured weekly approach: fluency, comprehension and class text. KS1 balances phonics with group and whole-class reading from Spring onwards. Recommended Reads and library updates promote breadth and inclusion. Texts selected for diversity, challenge and relevance across all year groups.</p>	<p>Reading is taught daily in KS1 and through 5 structured sessions in KS2. Phonics taught daily in EYFS–Year 2 with boosters and interventions as needed. Planning updated termly to ensure coverage and progression. ERIC time used in every class to promote independent reading enjoyment. Termly book looks and progress reviews ensure tracking and consistency.</p>
Where?	Why?	How?
<p>Reading takes place in class, small groups, the library and digitally (Seesaw). Book corners are refreshed termly and supported through pupil requests. Recommended Reads are visible and linked to wider curriculum content. Reading displays include vocabulary, author studies and reading prompts. Seesaw/Google Classroom used to share pupil work and reading logs.</p>	<p>Reading is central to curriculum access and lifelong learning. Fluency, vocabulary and comprehension underpin academic progress. Texts are chosen to develop empathy, understanding and cultural literacy. Reading is linked to wellbeing, identity and enjoyment of language. Children value reading time, book choice and shared discussion.</p>	<p>KS2 weekly model includes echo reading, VIPERS and fluency rehearsal. Phonics follows Song of Sounds with regular assessment and targeted support. RAPs and feedback routines used to support precision in teaching. Library and curriculum text updates coordinated termly. Monitoring tracks consistency, challenge and provision for the lowest 20%.</p>