



Reading Policy

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Our Mission Statement

At St Joseph's, we pride ourselves on our mission statement: 'Growing in Love, in the Spirit of Christ, for the benefit of all.'

We feel our Mission statement 'Growing in Love, in the Spirit of Christ, for the benefit of all' reflects all we stand for as a community. We put the example of Christ at the center of all we do to help us grow socially, academically, spiritually, morally, and physically in our learning and our friendships. We do this for ourselves as well as for the members of the school, parish, local, national, and international communities in which we live.

Our Vision

At St Joseph's, our mission is to nurture a compassionate Catholic community inspired by the life and teachings of Jesus Christ, embracing every individual and all aspects of our school life. Guided by His message of love and forgiveness, our pupils, staff, parents, and governors work together to uphold and strengthen the school's Catholic ethos.

We are committed to offering a stimulating and well-balanced curriculum that reflects our values, while supporting each child in reaching their fullest potential. At St Joseph's, every person is valued, and we encourage mutual respect for one another and for the world around us.

Statement of Intent

As a Catholic Academy, At St. Josephs school it is our intent is to:

- Ensure pupils read effortlessly, fluently and with good understanding.
- Develop the habit of reading widely and often, for both pleasure and information.
- Acquire a wide vocabulary and understanding of the conventions of reading.
- Appreciate our rich and varied literary heritage.

Equal Opportunity Statement

The Governors and Staff at St Joseph's believe that all people are entitled to equal opportunities, respect, and consideration regardless of race, colour, creed, gender, disability, or personal circumstances. Therefore, we are opposed to any form of prejudice or discrimination which denies people this equality. This principle applies to both adults and children in our school.

Rationale

At **St Josephs**, we believe that all our children can become fluent readers and writers. This is why we teach reading through *Little Wandle Letters and Sounds Revised*, which is a

systematic and synthetic phonics program. We start teaching phonics in Foundation 1 and follow the [Little Wandle Letters and Sounds Revised progression](#), which ensures children build on their growing knowledge of the alphabetic code, mastering phonics to read and spell as they move through school.

As a result, all our children are able to tackle any unfamiliar words as they read. At **St Joseph's school**, we also model the application of the alphabetic code through phonics in shared reading and writing, both inside and outside of the phonics lesson and across the curriculum. We have a strong focus on language development for our children because we know that speaking and listening are crucial skills for reading and writing in all subjects.

We believe through reading, pupils will have a chance to develop culturally, emotionally, intellectually, socially, and spiritually. We feel that reading enables pupils to acquire knowledge and to build on what they already know.

We actively encourage reading for pleasure and recognise it as a core part of every child's education, regardless of their background or attainment. We take the view that extensive reading and exposure to a wide range of texts makes a vital contribution to every child's educational achievement. Reading for pleasure aims to establish each child as a lifetime reader. Studies emphasise the importance of reading for pleasure for both educational as well as personal development. They show that promoting reading can have a major impact on children, their future, and their life chances. We make reading a key part of our curriculum and expose pupils to a wide range of texts in a variety of different situations.

Concepts:

- The working out of the pronunciation of unfamiliar words (decoding) and the speedy recognition of familiar printed words. The understanding that the letter on the page represents the sounds in spoken words. This begins with phonics teaching in the Foundation Stage.
- The application of: explaining meaning, retrieval, identifying key details, summarising, inference, prediction and comparisons (reading domains) is embedded into the reading comprehension lessons, to ensure long-term retention of skills and information to aid pupils in later life and empower them for life beyond St Joseph's.

Implementation

Foundations for phonics in Foundation 1

- We provide a balance of child-led and adult-led experiences for all children that meet the curriculum expectations for 'Communication and language' and 'Literacy.'
- These include:

- sharing high-quality stories and poems
- learning a range of nursery rhymes and action rhymes
- activities that develop focused listening and attention, including oral blending
- attention to high-quality language.
- We ensure Nursery children are well prepared to begin learning grapheme-phoneme correspondences (GPCs) and blending in Foundation 2.

Daily Phonics lessons in Reception and Year 1

- We teach phonics for 40 minutes a day. In Foundation 2, we build from 10-minute lessons, with additional daily oral blending games, to the full-length lesson as quickly as possible. Each Friday, we review the week's teaching to help children become fluent readers.
- We follow the [Little Wandle Letters and Sounds Revised expectations of progress](#):
 - Children in Reception are taught to read and spell words using Phase 2 and 3 GPCs, and words with adjacent consonants (Phase 4) with fluency and accuracy.
 - Children in Year 1 review Phase 3 and 4 and are taught to read and spell words using Phase 5 GPCs with fluency and accuracy.

Home reading

- The decodable reading practice book sent home electronically to ensure success is shared with the family.
- Reading for pleasure books also go home for parents to share and read to children.
- Children who are receiving additional phonics Keep-up sessions read their reading practice book to an adult daily.

Ensuring consistency and pace of progress

- Every teacher in our school has been trained to teach reading, so we have the same expectations of progress. We all use the same language, routines, and resources to teach children to read so that we lower children's cognitive load.
- Weekly content grids map each element of new learning to each day, week, and term for the duration of the program.
 - Lesson templates, Prompt cards and how to videos ensure teachers all have a consistent approach and structure for each lesson. We use the [Little Wandle Letters and Sounds Revised parents' resources](#) to engage our families and share information about phonics, the benefits of sharing books, how children learn to blend and other aspects of our provision, both online and through workshops.

Reading for pleasure

We value reading for pleasure highly and work hard as a school to grow our Reading for Pleasure pedagogy.

All classes through St. Joseph's have an inviting reading area that focuses on a love of reading and the promotion of books (e.g. via book review displays, displaying topic books / information, class book covers). Quality Authors are introduced to each class regularly. Each academic year, this is updated with current, relevant and quality text.

Teachers regularly read aloud to pupils we do this because studies show that children who are read to aloud are more likely to do better in school both academically and socially. Effective reading aloud time is about creating a positive reading experience to engage pupils, so teachers model their enthusiasm for books and reading them. Teachers do not just read to the class but interact with them: ask questions about what has been read or the pictures they have been shown. This helps improve students' comprehension of the story. We choose books carefully as we want children to experience a wide range of books, including books that reflect the children at **St Joseph's school** and our local community as well as books that open windows into other worlds and cultures.

As role models to the pupils, teachers model themselves as readers by discussing their own reading experiences with pupils. When choosing books to read aloud, a balance is struck between following the students' preferences and inviting them to try new types of books to expand their horizons and spark new interests.

Through discussing books of personal interest, regularly referencing books, and promoting different kinds of books, teachers foster a love of reading that is passed onto the children. Teachers also encourage children to read widely by promoting reading and by using class rewards.

Pupils take home schoolbooks to read with parents or independently as part of our normal school offer. Reading recommendations for each year group are sent home for parents. These consist of a list of texts of recommended reads. Information about book days/activities are shared with parents via the school website, newsletters, and Marvellous Me. To ensure regular communication between home and school weekly homework includes a reading comments box for parents and carers to complete. Each week there is also a reading task to promote reading for pleasure. Children across the school have regular opportunities to engage with a wide range of Reading for Pleasure events (book fairs, author visits and workshops, national events etc.). Each class visits the local library every half term.

Progression

EYFS: a baseline assessment is conducted at a child's point of entry in Foundation one and is

then re-assessed and updated at each Assessment Point. Foundation two following the little Wandle Letters and sounds program from phase 2 to 4.

Year 1: Following the little Wandle Letters and sounds program Phase 5

Year 2: individual word reading for fluency, plus whole class reading opportunities for deeper level understanding and comprehension.

Year 3 -6: colour coded band books available for reading for pleasure, borrowing books, and recording those on a regular basis, recording times read at home as well. Whole class reading lessons for access to age-appropriate challenging quality texts, with a deeper level of understanding and comprehension taught.

Breadth and Depth:

EYFS: language rich classroom, instructions to read, questions, reading through topic, reading area and role play areas.

KS1: reading opportunities given in class story time, class reading area, reading for information through topics studied, internet sources of reading, 1:1 reading opportunities, small group reading and whole class reading sessions, Bug Club and Renaissance Read quizzes for Year 2 children white level or above.

KS2: class story books shared (Literacy focus), reading area, reading for research and information through topics studied, internet sources of research, 1:1 reading opportunities, reading buddies (with younger children) whole class reading sessions, Renaissance Reading assessment.

Process of Teaching

Teaching reading: Reading practice sessions three times a week

- We teach children to read through reading practice sessions three times a week. These:
 - are taught by a fully trained adult to small groups of approximately six children.
 - use books matched to the children's secure phonic knowledge using the *Little Wandle Letters and Sounds Revised* assessments and book matching.
 - are monitored by the class teacher, who rotates and works with each group on a regular basis.
- Each reading practice session has a clear focus, so that the demands of the session do not overload the children's working memory. The reading practice sessions have been designed to focus on three key reading skills:
 - decoding
 - prosody: teaching children to read with understanding and expression.
 - comprehension: teaching children to understand the text.
- In Foundation 2 these sessions start in Week 4. Children who are not yet decoding have daily additional blending practice in small groups, so that they quickly learn to blend and can begin to read books.
- In Year 2 and 3, we continue to teach reading in this way for any children who still need to practice reading with decodable books.

Lessons

Reading Practice (Y2 – Y6):

Reading Practice lessons follow the same consistent approach throughout the school. Once a child in Year 2 has completed the Little Wandle program they move onto this model.

Reading practice sessions take place three times a week with the class teacher.

Session1 – **Engage**. Reading the text. Vocabulary Focus.

Session 2 – **Comprehension**. Children will be asked questions using their text to find the evidence to support their oral answers. Within this, adults model examples of how to provide a written answer to some questions

Session 3 -. **Application**. The children Independently answer questions.

Planning is collated for each class on in the electronic reading practice file.

In order to teach each aspect of reading, lessons are tightly focused on reading domains.

In Key Stage 1, pupils are taught to answer questions based on **five** domains. These are:

- Vocabulary (1a)
- Retrieval (1b)
- Sequencing (1c)
- Inference (1d)
- Prediction (1e)

In Key Stage 2, there are **seven** domains. These are.

- Vocabulary (2a)
- Retrieval (2b)
- Summarise (2c)
- Inference (2d)
- Prediction (2e)
- Viewpoint (2f)
- Word choice (2g)
- Comparing (2h)

Questions consist of ‘SATs style’ type questions as well as questions that require a longer written response.

Individual book allocation. Renaissance Reading Assessments are used to giving children an accurate reading age. Each book band matches each child’s current attainment. For example, if a child is working at Year 4 Secure, they should be reading books within the Dark Blue band. The table below provides further guidance on the expected book bands by the end of each year group:
Through reading practice sessions children are exposed to age-appropriate texts across the year.

Foundation 1

Phase 1	Lilac
Reading for pleasure	Pink
Foundation 2	
Phonics decodable books	Phase 2/3 /4 Yellow
Year 1	
Phonics decodable books Green, orange, turquoise	Phase 5
Year 2	
Book Bands	White
Year 3	
	Brown
Year 4	
	Grey
Year 5	
	Dark blue
Year 6	
	Burgundy
	Black

Little Wandle book band links

Phase	Book band
Phase 1	Lilac
Phase 2	Pink
Phase 3	Red
Phase 4	Yellow (ARE F2)
Phase 4	Blue
Phase 5	Green / Orange (ARE)
Fluent readers	Purple/ Turquoise/ White
KS2	Book bands to match reading level

Feedback

Feedback should be given in a timely manner, have an impact upon the pupils' learning and be in line with the Feedback Policy. It is expected that written and verbal feedback is only given for the benefit of the pupils, one lesson per week should be recorded using the whole class feedback sheets.

Children should assess their learning at the end of each lesson, then whilst marking the work, teachers should all assess the child's learning, as well as highlighting the LO green or orange. Each lesson should open with general feedback from the previous lesson.

High frequency spellings should be highlighted in yellow.

Assessment and Monitoring

Assessment is used to monitor progress and to identify any child needing additional support as soon as they need it.

Daily Keep-up lessons ensure every child learns to read.

- Any child who needs additional practice has daily Keep-up support. Keep-up lessons match the structure of class teaching, and use the same procedures, resources, and mantras, but in smaller steps with more repetition, so that every child secures their learning.
- We timetable daily phonics lessons for any child in Year 2 or 3 who is not fully fluent at reading or has not passed the Phonics Screening Check. These children urgently need to catch up, so the gap between themselves and their peers does not widen. We use the *Little Wandle Letters and Sounds Revised* assessments to identify the gaps in their phonic knowledge and teach to these using the Keep-up resources – at pace.
- If any child in Year 3 to 6 has gaps in their phonic knowledge when reading, we plan phonics 'catch-up' lessons to address specific reading gaps. These include the relevant little Wandle phases, and RED.

Ongoing assessment for catch-up

- Children in Year 2 to 6 are assessed through their teacher's ongoing formative assessment as well as through the half-termly *Little Wandle Letters and Sounds Revised* summative assessments.

Additional reading support for vulnerable children

- Children in Foundation 2 and Year
- The Reading/ Phonics Leader and SLT use the Audit and Prompt cards to regularly monitor and observe teaching; they use the summative data to identify children who need additional support and gaps in learning.

From Early years formal summative assessment points are made in Autumn 2, Spring 2, and Summer 2. Cornerstones assessment support this from year 2. From Year 3 Star Reading assessments are completed also at the beginning of each term to ensure correct allocation of book bands, appropriate books and identify gaps for target setting.

Formal testing

Phonics check in line with Little Wandle program
End of key stage test

The Role of the Reading Leader

- All teachers given support to deliver phonics lessons in Foundation stage and key stage 1.
- Phonics delivery is monitored and assessed regularly by senior leadership team, ensuring a consistent approach and identifying any gaps through pupil progress meetings termly.
- CPD sessions conducted to give teachers the continuity and progression of skills across Key stages and phases.
- Inset training given to equip teachers with necessary skills to model, scaffold, and question pupils to achieve a deeper level of understanding and vocabulary.
- - 1.0 Facilitating the development and implementation of policy in relation to Reading.
 - 1.1 Working with staff to ensure the integration of the curriculum, policies, and procedures of the school.
 - 1.2 Providing a vision for and articulating expectations regarding quality teaching and learning in Reading.
 - 1.3 Encouraging and supporting teachers in developing the reading environment of their classrooms.
 - 1.4 Contributing to improved teaching and learning in Reading by modelling good teaching practice and by facilitating continuing professional development in content and pedagogy.
 - 1.5 Encouraging and facilitating appropriate forums for co-operative planning, the sharing of ideas and decision-making.

6.0 The Personal Dimensions of Leadership are exercised in the development of relationships and community by:

- 1.1 Giving witness to the teachings of the Gospel and to Catholic values in personal interactions and in carrying out the day-to-day duties of the position.
- 1.2 Taking a leadership role in creating an environment that is welcoming, hospitable, life-giving, and just.
- 1.3 Facilitating collaborative processes that build relationships and promote shared commitment, partnership, and a sense of achievement.
- 1.4 Facilitating the appropriate involvement of all groups of stakeholders in decision-making processes.
- 1.5 Continuing to develop personal, professional and leadership capabilities in the six Foundations with priority given to scripture, theology, spirituality, and Religious Education.

This policy is monitored by the Religious Education Lead. It is evaluated and reviewed annually by the school Governors, and the whole staff.