

St Joseph the Worker Catholic Primary School



Reading Policy 2025/26

A Policy for the teaching of Reading

Rationale

The ability to read is a precious gift. Reading allows us to explore the unknown and is a doorway to new experiences, new adventures, new feelings and thoughts. At St Joseph the Worker Catholic Primary School we have a clear, consistent, whole school approach to reading. Success in reading has a direct effect upon progress in all other areas of the Curriculum and is crucial in developing children's self-confidence and motivation. Our children will learn to read, will enjoy a wide variety of texts and will become independent, critical, life-long readers and learners. Our aspiration is for every child to be articulate, literate individuals with a strong love of reading.

Aims of Policy

- To inform staff regarding the conventions to encourage children to be effective, competent communicators and good listeners.
- To encourage children to express opinions, articulate feelings and formulate responses to a range of texts both fiction and non-fiction using appropriate technical vocabulary.
- To foster an interest in words and their meanings, and to develop a growing vocabulary in both spoken and written form.
- To encourage children to read fluently and accurately and to be able to decode and encode words effectively.
- To encourage children to enjoy and engage with and understand a range of text types and genres.

Reading

At St Joseph the Worker, we strongly believe that reading is a vital life skill and we strive for all children to enjoy and value it. It is our aim to develop and create passionate readers for life.

Children in the Foundation Stage and Key Stage One follow the Read, Write inc. programme which is directly linked to the phonic sounds the children are learning and enable children to practise their fluency skills by reading words

accurately with sounds they have already learnt. These books are practised in school and at home. These books provide opportunities for children to read both fiction and non-fiction texts.

In Key Stage 2, children read books from the Oxford Reading Scheme and then move to free library choice. For those children in key stage 2, who are receiving Read, Write Inc. lessons, the appropriate Read, Write Inc. book will be given to match their reading level.

A greater emphasis is placed on reading comprehension skills, such as inference, prediction, deduction and information retrieval. Across all stages, pupils' vocabulary, awareness of grammar and enjoyment will be developed by having an extensive experience of listening to, sharing and discussing a wide range of high-quality texts with the teacher, other adults and each other.

These concepts will be covered daily by reading to children, listening to children read, guided reading, independent reading, and will take place throughout the whole school.

At St Joseph the Worker, we recognise the strong links between support at home and success in reading and seek to encourage a positive home-school reading partnership. We recommend that parents take the time to share books with their children to further develop positive attitudes towards reading. This can be a combination of an adult reading to a child, or an adult listening to a child read and asking questions about what they have read. With parental support, by the time children leave St Joseph the Worker, they will be able to read confidently with a love of reading. They will also recognise the importance of reading as a key skill for life-long learning.

Guided Reading

For the Foundation stage and Key Stage 1, guided reading is taught through Read, Write inc programme. The children in the Foundation stage will read with an adult throughout the week. Children in key stage 2 have 1 guided reading session per week with a VIPERS focus. Daily reading, independent or in partners will take place daily. The teacher/ TA will also hear the children read throughout the course of the week. During the guided reading session, children will practise reading comprehension skills focussing on, vocabulary, inference, prediction, evaluating, retrieval and summarising (VIPERS).

Phonics

Phonics is taught by highly trained and skilled staff using the 'Read, Write inc.' approach. The children in the Foundation Stage and Key Stage 1 take part in a daily speed sound lesson followed by a reading session. Children who do not reach the expected standard in KS1 are also provided a daily diet of phonics from trained staff. Throughout these lessons children rapidly learn sounds and the letter, or groups of letters they need to represent them, the sounds are split into three sets and the children are regularly assessed. These lessons are very structured and give children many opportunities to sound out and blend words together as well as spelling practice. Lively phonic books are closely matched to children's increasing knowledge of phonics and 'tricky words'. Repeated reading of the texts support their increasingly fluent decoding. These texts are then further practised at home.

Assessment

Assessments through the RWI programme are carried out every six weeks for those children in reception, key stage 1 and for those children in key stage 2 who are still accessing the programme. NFER tests are also carried out for years 1-5 on a termly basis to track the progress of reading across the school. These summative assessments allow teachers to set appropriate targets and interventions for those children who are not on track to achieve age related expectations. End of KS2 SATs are taken and reported, in addition to our own teacher assessments. Annually, gap and a full analysis of end of Key Stage, year group data is used to set reading priorities for the following year: whole school, year group and individual pupil targets.

Inclusion

We aim to provide for all children so that they achieve as highly as they can in English according to their individual abilities. We identify which pupils or groups of pupils are under-achieving and take steps to improve their attainment. More able children are identified and suitable learning challenges provided. Children with identified SEND in English receive tailored support from SEND TA's.

Children who are identified as having additional needs with Reading and phonics, receive extra support from TAs in small groups or on a one to one basis every day.

The many elements of English aim to ensure our children are confident and fluent readers when they leave St Joseph's. These skills are essential for lifelong learning.

"The more you read, the more things you will know. The more that you learn, the more you'll go."

Dr Seuss

Policy completed by

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