

St James CE Academy



Reading Policy

Unlocking potential and flourishing

"I can do all things through Christ; who strengthens me."

Philippians 4:13

Joy in Lifelong learning

"Put these abilities to work; throw yourself into your tasks so that everyone may notice your improvement and progress."

1 Timothy 4:15

Everyone is Loved

"My command is this: Love each other as I have loved you"

Introduction

At St James CofE Academy, we are committed to providing a high-quality education that enables every child to achieve their full potential as confident and engaged readers. This policy outlines our approach to teaching reading in line with the expectations set out in the 2014 National Curriculum in England.

Our aims and objectives for reading are as follows:

1. To equip children with the skills to become confident, fluent and engaged readers who can read with accuracy, understanding, and enjoyment.
2. To foster a love of reading and promote reading for pleasure.
3. To expose students to a wide range of high-quality literature and texts across different genres and time periods.
4. To develop students' vocabulary, comprehension, and critical thinking skills.
5. To support students in becoming confident and effective communicators.

Phonics and Early Reading

1. We follow a systematic synthetic phonics program, Little Wandle for those children who not working at the expected level and those who did not pass the phonic screening test.
2. We use a variety of phonetically decodable books and other resources that closely match the progression of phonics teaching.
3. We assess the progress in phonics every four weeks to inform intervention and provide additional support when required.

Whole Class Reading

At St James CofE Academy we use Whole Class Reading as a strategy. Each year group has texts that they read across the year as a class. Children have daily whole class reading sessions.

Day 1 will introduce the reading for that week, during this session the teacher will demonstrate reading, and will lead class discussion (Book Talk) about the text. The children will also have the opportunity to read with their partner during the session. The subsequent sessions will include: teacher read, children read focussing on fluency, and then the children to independently answer comprehension questions showing an understanding of the text.

Class reading enables all children to access a challenging text. Texts provide a clear level of challenge for all members of the class. Teachers are able to model good use of expression, intonation, volume and expression and pace in order to model fluency. At St James we understand the importance of children being able to read fluently, therefore we put a lot of emphasis on the teaching of fluency in our daily reading sessions.

We have developed our own reading spine to help children engage and foster a love of reading. These books match or are linked the topic that the children are studying. Our reading spine offers a range of diverse texts appropriate for the age of the children. Every book on our reading spine has

been selected, reviewed and chosen carefully. Some of these books are used as class readers rather than Whole Class Reading texts.

Independent Reading and Reading for Pleasure

1. A well-stocked library and classroom reading areas promote reading engagement and choice.
2. We encourage students to share and recommend books, fostering a reading community within the school.
3. Weekly visits to the library are arranged to expose students to a wide range of authors, genres, and styles.
4. Daily reading for pleasure timetabled
5. Lunchtime Book Club
6. Annual Book Fair
7. Annual events such as story telling week and World Book Day
8. updated reading newsletters on website

Home-School Partnership

1. We actively engage parents and carers in supporting their child's reading progress.
2. Regular communication through reading records, newsletters, and parent workshops provides guidance and suggestions for reading at home.
3. Home reading books are carefully matched to a child's reading ability and progression.
4. We encourage parents and carers to read with their child, discuss books, and create a reading-friendly environment at home.
5. Send recommended reading lists home.

Reading Scheme

Our Reading Scheme, is banded using guidance from the Institute of Education. The books are grouped in colour bands based on difficulty of words, the length of the book and the appropriateness of the content. The books in each band have been carefully selected in order to provide a wide range of opportunities to practise and develop different reading skills and stamina. Each book band contains a large variety of fiction and non-fiction books

from different authors. We also encourage children to change their own books as this promotes the skills of choice and develops a love of reading. As well as their banded reading book, children can also take home library books to further enhance their interest in reading.

Colour	Band/ Year group
Red	Stage 2
Yellow	Stage 3
Light blue	Stage 4
Green	Stage 5
Orange	Stage 6
Turquoise	Stage 7
Purple	Stages 8/9
White	Stages 9/10
Lime	Stage 10
Brown	Stage 10/11
Silver/Grey	Year 4
Dark Blue	Year 5
Red	Year 6
Dark Red	Books form other cultures

Assessment and Monitoring

1. Regular formative assessments are conducted to monitor individual student progress and identify areas for further development.
2. Standardized reading assessments are administered at key points to track progress against national expectations.
3. Reading data is analysed at various levels, including individual, class, year group, and whole-school, to inform intervention, set targets, and evaluate the impact of teaching strategies.
4. Regular fluency assessment specifically for children who are not yet reading fluently. This data allows teachers to identify who will need intervention.