



ST JAMES
C.E. PRIMARY SCHOOL

DREAM • BELIEVE • LEARN • ACHIEVE

READING CURRICULUM POLICY

At St James Primary School we aspire for every single child to succeed. Through our Christian vision we thoroughly believe that all children have the potential to thrive regardless of their starting points, personal context, and characteristics. Our children learn through a supportive and purposeful curriculum, linked tightly to national curriculum objectives, that demonstrates that:

"With God there is no limit to what you can do. There is no obstacle you can't overcome. Through Him all things are possible."
(Matthew 19:26).

Our staff are committed to developing a love of learning, whilst developing the skills and values to support the all-round development of every pupil. St James C of E Primary School is a special place where we dream, believe, learn, and achieve.

Intent

Our ultimate intention is that every child will learn to read regardless of their background, needs or abilities. We continually strive for our children to become confident, fluent, and independent readers with high levels of enjoyment, understanding and comprehension. We intend to provide all children with phonological understanding to read words accurately. Children who have not yet grasped the phonics code by the start of Key Stage 2 take part in regular phonics interventions tailored to their needs, following on from regular assessments.

At St James we inspire an interest in words and what they mean to enable children to develop an increasing oral and written vocabulary. We ensure all children read widely and experience a range of genres in stories, poems, rhymes, and non-fiction to support vocabulary, language comprehension and foster a continued love of reading.

Leaders have carefully planned and sequenced the curriculum so that there are clear end points for what pupils will be able to know and do at key points. There is daily discrete teaching of reading across school through 'Read Write Inc', through our own model of whole-class guided reading and through our reciprocal reading units. These lessons enable teachers to teach the skills of reading in a logical progression, systematically and explicitly enough for all pupils to acquire the intended knowledge and skills. For vulnerable pupils, including those with Special Education Needs, the curriculum has been adapted to ensure the curriculum contains the content that leaders have identified as most useful.

St James CE Primary follows 'Read, Write, Inc' for the teaching of systematic phonics from the beginning of Reception. Children have daily sessions for the discrete teaching of reading and phonics and children have phonetically decodable books to overlearn and consolidate phoneme-grapheme correspondences. For further information see the schools Early Reading policy.

Implementation

English and guided reading lessons provide the structure, which enables reading to be explicitly taught.

The role of the teacher is:

- To foster a love of reading as an enjoyable, stimulating and worthwhile activity.
- To follow the school's English policy with the aim of helping pupils to become independent readers.
- To ensure that children read books of an appropriate level of challenge.
- To provide regular opportunities for children to read for pleasure.
- To model the value and enjoyment of reading through whole class reading of a shared text.
- To model the act of reading through shared reading.
- To provide focused support through guided reading.
- To assess the pupil's progress as a reader and provide explicit guidance for their development.
- To create a supportive environment for reading.
- To encourage children to read regularly at home.
- To provide a range of varied reading material in book corners, updated termly using the library service.

Teachers have a good subject knowledge and are kept up to date through professional development and personal reading.

Reciprocal Read Units

Reciprocal units of work are planned around a high-quality text. These units of work equip children with the skills needed to be a confident, independent, and fluent readers. They incorporate shared reading whereby the teacher models the reading process to the whole class as an expert reader, providing a high level of support. Teaching objectives are taken straight from the English intent and sessions are characterised by explicit teaching of specific reading strategies, oral response and high levels of collaboration. The teacher's role is that of the expert reader who models how the text is read. Some of the skills and knowledge children gain are to predict, clarify, summarise, infer and question. The texts selected are rich, challenging and beyond the current reading ability of the majority of the class.

Whole Class Guided Reading

EYFS

In the Early Years, we place a huge emphasis on the enjoyment of reading. Each week, we carefully plan activities through quality texts, rhymes and poems and ensure that the texts link to the seven areas of learning.

Reception take part in a daily book vote, where they vote for the book they would like to be read to them during Storytime. Pupils have a weekly reading challenge to complete during the provision and take part in daily RWI sessions.

In Nursery and Little Saints, the children have regular story times where they can choose the books read by the adults or on occasions the adults might choose. There are also plentiful opportunities within the provision to share stories, rhymes and fiction and non-fiction with the children. Nursery children have a daily phonics session and the provision has a variety of texts to explore the different areas of learning.

The EYFS are part of the reading for pleasure spine. We are aware of the importance of children having books re-read to them on numerous occasions. Therefore, the books from the spine are read repeatedly until the children are joining in with the story and retelling it to their peers.

Key Stage 1

In Key Stage One children learn to read following the comprehensive Read Write Inc scheme. RWI aims for every child, regardless of age, background or need, learns to:

- read accurately and fluently, and develop a love of reading
- spell, handwrite and develop their ideas for writing
- articulate their understanding and practise what they have been taught.

In Key Stage One, our first priority is to enable children to skilfully decode words using the sounds they are taught through their RWI sessions. RWI is taught daily for 45 minutes and children are grouped according to their most recent RWI assessment which is completed every six weeks.

Children who are working significantly below expectations for their age group access phonics boosters through a highly trained teaching assistant before school in the mornings and can access the RWI portal in addition to this. Teachers regularly share clips of Speed Sound lessons on our home learning platform to ensure that this can also be accessed virtually and so parents can be reminded of how phonics is taught.

Once children have completed the RWI programme and can read fluently, their RWI group becomes a further comprehension session using PiXL and Test Base guided reading resources. Their lessons start with a discrete Year 2 grammar focus each time.

To embed further reading skills Class 4 and 5 (years 1 and 2) stream in the afternoon for our reading session. This means that children who can read fluently and are ready to access comprehension are together in one class and children who still need further support in their decoding skills and to learn sounds are together in a different class supported by a highly skilled RWI teaching assistant.

Children in KS1 who completed RWI programme access 'Pathway to Read' following the same structures as Key Stage Two, detailed below.

Key Stage 2











Key Stage Two children are taught and practise their fluency and comprehension through the 'Pathway to Read' scheme. This scheme is centred around high-quality texts and the key learning is broken down into the key skills of predicting, clarifying vocabulary, retrieval, summarising, inference, structure and organisation, language choice and making comparisons.

Key Stage Two teachers follow the structure detailed below for their weekly lessons:

- **Monday: Teaching specific objectives identified through question level analysis of assessments.** Teachers will use PiXL resources and mark off objectives in class reading folders where that skill is now secure for that child when it wasn't on

previous assessments. Learning should be recorded as appropriate for the task set: Seesaw or in Whole Class Guided Reading books.

- **Tuesday: Complete the whole class session (P2R).** The following key reading skills will be a focus for this session: Predict, Clarify, Read and Retrieve, Read and explain. Teachers should follow the slides and use the resource sheets. Learning should be recorded as appropriate for the task set: Seesaw or in Whole Class Guided Reading books.
- **Wednesday: Complete the group session as a class (P2R).** The following key reading skills will be a focus for this session: drawing on what pupils already know, strategy check vocabulary, read for a range of purposes and discuss understanding. Teachers should use resource sheets provided by the scheme. Learning should be recorded as appropriate for the task set: Seesaw or in Whole Class Guided Reading books.
- **Thursday: Follow on task (P2R).** During this session the children will complete a follow-on task linked to what they have read that week in whole class guided reading. Teachers should record this in whole class guided reading books.
- **Friday: Fluency Lesson.** During this session teachers will teach the key skills required to embed fluency in the children's reading. They will do this by using a range of strategies detailed below:

<u>Phase of lesson</u>	<u>Focus</u>	<u>Strategies</u>
Reading to/modelling	<ul style="list-style-type: none"> • Adult models effective reading 	 Modelled Read  Repeated Read
Reading with/supporting	<ul style="list-style-type: none"> • Adult supports children to read better • Important element is that children understand why to read in a certain way 	 Echo Read  Choral Read  Survey  Repeated Read
Practise/independence	<ul style="list-style-type: none"> • Children apply their new skills with growing independence 	 Reader's Theatre  Paired Read  One- Minute Read  Repeated Read

Reading for Pleasure

We place a huge emphasis on reading for pleasure. Reading is not restricted to English lessons. Many opportunities are provided for pupils to practise and extend their reading in other subjects and during reading for pleasure time which is specifically timetabled for each class, each day. We have a Reading for Pleasure Spine in school with a range of carefully chosen texts which the teacher shares with children each day to foster that love of reading. Every classroom in school has a book corner stocked with a variety of texts including fiction, non-fiction, texts from different cultures and poetry where children are invited to read and enjoy stories together. The books in these areas are supplemented by books from the School Library Service which are changed each term and relate to our current topics in History/Geography or Science and include a range of new fiction texts for the children to enjoy.

Teachers ensure that there is flexibility in curriculum planning so that any gaps in pupils' knowledge that may hinder their capacity to learn and apply new content, can be addressed swiftly. Pupils who are working below age-related expectations in reading are provided with opportunities and resources to support their learning of reading skills necessary to accelerate their progress. This may take the form of an additional intervention, targeted teaching or bespoke resources. Teachers use a

summative assessment system called 'PiXL' which enables them to identify if pupils have retained the intended knowledge and skills.

1-1 Reading

1-1 reading takes place weekly with a teacher, as a minimum, for the lowest 20% of children. EHCP and LAC children read daily with an adult. All other children will read on a 1-1 basis at least once a half term with a teacher. This is in addition to daily phonics sessions in EYFS and KS1 and daily whole class guided reading sessions.

Impact

We have a process of monitoring to ensure high standards are being met and good progress is being made. Monitoring activities include observations, listening to readers across the school, pupil voice, performance management and learning walks. Teachers make termly judgements, informed by summative assessments, for each pupil against year group expectations and bring this information to Pupil Progress meetings, alongside updates on intervention groups. We report the standards for individual pupils at the end of Reception, Year 2 and Year 6 and for pupils in Year 1 who take the Phonics screening check.

We ensure that our children develop detailed knowledge and skills across the curriculum and as a result achieve well. Pupils at St James achieve well in comparison with national standards and are ready for the next stage of their education. Pupils at the end of year 6 leave St James CE Primary being able to apply knowledge, concepts, and procedures fluently and appropriately for their age.

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