St Barnabas CE Primary School

"Preparing for a positive future, achieved through faith."
Christian values are central to the life of our school, where we are devoted to inspire our children to succeed, flourish and live life in all its fullness.
"Let your light shine."
Matthew 5:16

Reading Policy

Policy Updated:	September 2025
Date reviewed and agreed by Governors:	December 2025
Date of next review:	September 2026
Headteacher:	Miss J Hodgkinson
Chair of Governors:	Dr C Kressel

1. Introduction

At St Barnabas CE Primary School, we recognise Reading as a crucial life skill and therefore our high quality Reading curriculum is at the core of everything we do. We endeavour to equip all pupils with the essential skills and knowledge to enable them to achieve their full potential. Our aim is that our Reading curriculum ensures that by the time our children leave us, they are able to read confidently for meaning, regularly enjoy reading for pleasure and confidently communicate effectively. Our Reading curriculum provides our pupils with the opportunity to explore and demonstrate some of our school values including peace, escapism through a good book and perseverance, learning new skills and knowledge to reach their full potential.

The aims of the Reading Curriculum follow that of the Early Years Statutory Framework 2021 and the National Curriculum, ensuring children have a secure knowledge of decoding, segmenting, blending, prosody and all the content domains of comprehension. Our high expectations in Reading set for all pupils provide the opportunity for them to develop culturally, emotionally, intellectually, socially and spiritually regardless of their background or attainment level.

2. Legal Framework

It is a legal requirement that Reading should form part of the primary school curriculum as described in the National Curriculum English guidelines. The EYFS Statutory framework 2021 and the National Curriculum 2014 outline which areas should be covered in each year group.

Reading in Early Years is delivered through the following areas of learning:

Communication and Language (Prime Area):

- Listening, Attention and Understanding
- Speaking

Literacy (Specific Area):

- Language comprehension
- Word reading

Reading skills are integral to all cross-curricular work and, as such, are embedded throughout all learning.

3. Aims

The aims of our Reading policy are to:

- To raise the standards of reading;
- To establish an entitlement for all pupils;
- To establish expectations for teaching staff for teaching reading;
- To promote continuity and coherence in reading throughout school;
- To state the school's approaches to reading in order to promote understanding to parents and carers.

The aim of our Reading curriculum is to provide experiences and learning which will enable children to:

- Build on their growing knowledge of the alphabetic code, mastering phonics to read and spell as they move through school.
- Become fluent readers.
- Develop reading strategies, including vocabulary, inference, prediction, explanation and summarising.
- Become equipped with the tools to tackle unfamiliar vocabulary.
- Read confidently for meaning.
- Perceive reading as not only a lifelong enjoyable activity, but a purposeful, lifelong skill.
- Read a varied selection of texts and different genres whilst gaining an increased level of fluency, prosody, accuracy, independence and understanding.
- Be knowledgeable about authors, illustrators, different genres and styles.
- Use their reading skills as an integral part of their learning throughout the entire curriculum.

The children in EYFS should:

- Share high quality stories, non-fiction and poems.
- Learn a range of nursery rhymes and action rhymes.
- Be read to each day, by a member of teaching staff, from our reading spine.

- Take part in activities that develop focused listening and attention, including oral blending.
- Be taught to read and spell words using Phase 2 and 3 GPCs, and words with adjacent consonants (Phase 4) with fluency and accuracy (Reception).
- Broaden their understanding and use of tier 2 vocabulary.
- If assessments identify gaps, take part in daily Keep-up interventions for phonics; closing identified gaps and securing pupil learning.
- Read books matched to their secure phonic knowledge; focusing on decoding, prosody and comprehension.
- Develop reading comprehension skills by participating in Little Wandle Love of Reading and Talk for Reading lessons, including vocabulary, inference, prediction, explanation and sequencing.
- Use sentence stems to articulate their own ideas and opinions about aspects of a text.
- Spend time in an inviting reading area within the provision and enjoy exploring a range of texts.
- Retell familiar stories in their own words and sequence main events.
- Take home and read a decodable reading practice book to ensure success is shared with the family.
- Take home a reading for pleasure books for parents to share and read to children.
- Recognise that reading is an essential part of all areas of learning.
- Gain confidence and enjoyment to promote lifelong reading.

The children in KS1 should:

- Share high-quality books, including stories, non-fiction and poems.
- Be read to each day, by a member of teaching staff, from our reading spine.
- Take part in activities that develop focused listening and attention, including alliteration, rhythm and rhyme, oral blending and segmenting.
- Review Phase 3 and 4 and be taught to read and spell words using Phase 5 GPCs with fluency and accuracy.
- If assessments identify gaps, take part in daily Keep-up (Y1) and Rapid Catch-up (Y2) interventions for phonics; closing identified gaps and securing pupil learning.
- Read books matched to their secure phonic knowledge; focusing on decoding, prosody and comprehension.
- Develop reading comprehension skills through the delivery of Talk for Reading, including vocabulary, inference, prediction, explanation and sequencing.
- Once phonics is secured, encourage in fluency reading sessions.
- Broaden their understanding and use of vocabulary.

- Use sentence stems to articulate their own ideas and opinions about aspects of a text.
- Spend time in an inviting reading area and enjoy exploring a range of texts.
- Take home and read a decodable reading practice book to ensure success is shared with the family.
- Take home a reading for pleasure books for parents to share and read to children.
- Recognise that reading is an essential part of all areas of learning.
- Gain confidence and enjoyment to promote lifelong reading.

The children in KS2 should:

- Be read to each day, by a member of teaching staff, from our reading spine.
- Develop reading comprehension skills through the delivery of Talk for Reading, including vocabulary, inference, prediction, explanation and sequencing.
- Broaden their understanding and use of vocabulary.
- Develop the ability to read aloud to others with prosody.
- Be able to discuss books they have read, relating to plot, characters, themes and their own responses.
- Use sentence stems to articulate their own ideas and opinions about aspects of a text.
- Relate reading to their own experiences and environment.

- Independently chose a text to read from their class library.

- Have a daily opportunity to read for pleasure and share books.

- Recognise that reading is an essential part of all areas of learning.
- Gain confidence and enjoyment to promote lifelong reading.

KS2 pupils in need of further phonics learning should:

- Take part in the Little Wandle Letters and Sounds: Rapid Catch-up programme
- If required, daily Keep-up session to address identified gaps and secure phonics learning.
- Take part in reading practice sessions with a decodable phonics book in a small group 3 times each week, focusing on decoding, prosody and comprehension.
- Have additional reading sessions on a one-to-one basis.
- Have access to reader-friendly texts to read in school and take home, such as Barrington Stoke.

The teachers should:

- Be expert reading teachers, utilising knowledge and skills effectively and putting CPD into own practice.
- Be excellent reading role models, openly discussing personal reading interests, making book recommendations and actively encouraging pupils to read.
- Be knowledgeable about authors, illustrators, different genres and styles.
- Read aloud daily from the reading spine.
- Create exciting and engaging reading spaces, including high-quality texts.
- Timetable reading for pleasure time, including weekly Book Clubs.
- Deliver the Reading curriculum in line with phonics, early reading and reading comprehension curriculum overviews and progression documents.
- Use formative and summative assessments; rapidly identifying pupils needing additional support with reading.
- Use a range of reading strategies to support them with unfamiliar texts.
- Timetable and deliver additional phonics, Keep-up and reading practice sessions, dependent on the needs of the pupils.

The school should:

- Continually provide high-quality training to support the teaching of phonics, early reading and reading comprehension strategies.
- Provide high-quality and consistent resources for staff to deliver phonics, reading practice sessions, Keep-up sessions and reading strategies.
- Provide curriculum overviews and progression documents for staff to follow.
- Maintain reading as a valued, high-profile activity, which links within the other areas of the curriculum.
- Ensure books are maintained and supplemented appropriately across the school.
- Consider new and innovative resources available to support the teaching and learning of reading.
- Proactively organise and promote reading events, including visits, visitors and whole-school events.
- Engage with our families and share information about phonics, the benefits of sharing books, reading strategies, and other aspects of our provision.

4. Planning and teaching

Teaching staff plan for a variety of reading opportunities:

4.1 Phonics

At St Barnabas CE Primary School, we teach reading through *Little Wandle Letters and Sounds Revised*, which is a systematic and synthetic phonics programme. We start teaching phonics in Nursery with Foundations and follow the ***Little Wandle Letters and Sounds Revised*** **progression** for Nursery, Reception to Year 1, which ensures children build on their growing knowledge of the alphabetic code, mastering phonics to read and spell as they move through school. Any child who needs additional practice has daily Keep-up support, taught by a fully trained adult. 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. If any child in Years 2 to 6 has gaps in their phonic knowledge when reading or writing, they take part in the Rapid Catch-up programme, including phonics lessons, reading practice sessions and when required Keep-up sessions to address specific reading/writing gaps. We also deliver the Little Wandle SEND (special educational needs and disabilities) programme. It is a complete programme that mirrors the main Little Wandle Letters and Sounds Revised phonics programme but with adaptations and support in place that make it possible for our school to meet the needs of all our learners. It has been created to help children learn to read using the right level of challenge for each child and using the graduated approach, if needed.

4.2 Early Reading: Little Wandle Reading Practice Sessions

We teach children in Reception and Year 1 to read through reading practice sessions three times a week. Pupils are taught by a fully trained adult in small groups and books used are matched to the children's secure phonic knowledge using the *Little Wandle Letters and Sounds Revised* assessments and book matching grids. Pupils 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) and comprehension (teaching children to understand the text). We continue to use this approach to teach reading for any children in the school who still need to practise reading, using Big Cat Collins Little Wandle 7+ decodable books. In addition to this, we also deliver the Little Wandle Fluency programme. Each book has been carefully devised to support children as they progress in reading fluency through Years 2, 3 and beyond; making sure every child can become a confident, fluent and motivated reader.

4.3 Little Wandle: Foundations Love of Reading

At St Barnabas CE Primary School, we recognise the importance of children developing a love of reading from an early age. Implementing guidance, planning and resources from the Foundations Love of Reading, is one way which contributes to us fostering a strong Reading for Pleasure culture across Early Years, while also developing children's language. We use a range of high-quality texts, provide lots of opportunities to engage with the books that interest our children and immerse them in language they would not otherwise be exposed to.

4.4 Talk for Reading

We are a Talk for Reading school and use this whole class teaching model to develop our children into appreciative, effective, and skilful readers from Reception through to Year 6. The Talk for Reading approach follows a clear teaching sequence and enables pupils to deepen their understanding of a text with the use of key reading strategies including vocabulary, inference, prediction, explanation, retrieval, and summarising. Teaching objectives are pre-planned, sessions are characterised by explicit teaching of specific reading strategies, oral responses, and their comprehension is targeted through effective questioning. To successfully deliver our Reading curriculum, high-quality texts have been carefully selected and sequenced to engage our pupils and provide progression and coverage. The units planned include fiction, non-fiction, and poetry and each has a clear teaching focus and specific reading strategies outlined. Whole class reading lessons are taught four times each week. Each classroom has a Talk for Reading working wall for pupils and teaching staff to refer to and in Reception and Year 1 activities are recorded in a class floor book and from Year 2 to 6 activities are recorded in individual reading journals. We have consciously chosen texts that appeal to our pupil's interests and in some cases texts that link to our wider curriculum and themes, including key historical events, inspirational figures, science topics, historical periods, and current global issues. Our children play an active role in our Talk for Reading lessons and can identify how previous learning links to current learning and the 5 Big Ideas which thread through the whole curriculum.

4.5 Independent reading

Pupils accessing the Little Wandle Phonics Programme have a book carefully selected to match their phonics ability for independent reading. Pupils secure in their phonics knowledge and skills can independently select a book from the school's reading scheme. Pupils also have access to e-books and online

reading activities, using Collins Big Cat e-books. The pupils should be able to read these texts independently and comprehend them with little or no teacher or adult support. The focus for the reading is to provide practise, develop reading for pleasure and to develop personal response to texts. Children should read texts at an independent level (accuracy rate 95 – 100%).

4.6 Home reading

Pupils should read to an adult at home at least 3 times each week and this should be recorded in pupils' reading records and monitored in an engagement record in the class reading folder. Children should read texts at an independent level (accuracy rate 95 – 100%), this is to share their reading success with families, build confidence and enjoy the reading experience. Children receiving little or no support at home with their reading are identified and receive one-to-one reading support within school.

Children take home a variety of books throughout the primary phases in order to develop reading for pleasure and progression in decoding and comprehension:

EYFS

- Decodable texts at appropriate phonics phase from reading scheme, this includes an electronic book and physical book (Reception).
- An independently chosen class library text.
- A Story Bag (Two-Year Olds)
- A rhyme of the week.
- Bedtime Bag (Reception)

KS1

- Decodable text at appropriate phonics phase (pupils accessing phonics).
- Reading scheme text at appropriate reading age and comprehension level.
- An independently chosen class library text for reading for pleasure.
- Bedtime Bag (Reception)

KS2

- Reading scheme text at appropriate reading age and comprehension level.
- An independently chosen class library text.
- If receiving phonics intervention, a KS2 decodable text at appropriate phonics phase and age-related interest level.

Pupils also have the opportunity to select a book from our Superstar Readers collection. Pupils are awarded with a golden ticket for their efforts in reading at home and at school. A winning ticket is drawn in each class weekly, and the winner can choose a Superstar Readers book. Pupils in EYFS and KS1 also get to enjoy the experience with a Bedtime Story Bag; including books of their choice, a cuddly toy and hot chocolate to share with their families.

5. Assessment

Children are assessed against the Early Years Foundation Stage Framework and the National Curriculum. These provide guidance for teachers in understanding how their children will progress through the three stages of the primary curriculum (Foundation Stage, KS1. KS2). Teachers assess children against these frameworks to determine starting points and targets for children in their class.

5.1 Phonics and reading practice

Pupils accessing the Little Wandle Letters and Sounds Phonics programme are assessed at the end of each half-term using the Little Wandle assessment materials. Pupils identified as needing additional support to secure their learning are assessed more frequently (every 3 weeks). Teachers can use the information from the assessments to group pupils, match phonics books, identify gaps and inform Keep-up support. Staff make observations and record notes on a reading record sheet for reading practice groups and these notes should be used to inform next steps in phonics, whole-class reading, Keep-up and reading practice lessons.

5.2 Reading assessments

EYFS

- We use the EYFS Statutory Framework and Development Matters to teach and track children's progress.
- We track progress on the 'Pathways to Learning' document from EY2P.
- Pupils in Reception complete a Baseline check at the start of the school year, which includes assessment of language, communication, literacy and mathematics.

- At the end of Reception, the children are assessed on the Reading Early Learning Goals, which are separated into Comprehension and Word Reading.
- Profile data is completed at the end of Reception by staff and is submitted to the Local Authority.

KS1 and KS2

- Each child is assessed in November, March and June using the NFER reading test papers. This provides the teacher with an accurate standardised reading score and question level analysis is used to determine any gaps in learning and inform next steps.

- Teachers observe progress during reading activities within lessons daily, noting strengths and next steps for individual children or targeted groups against National Curriculum objectives.

- Teachers use end points to ensure children are meeting the expected standard for their year group.

- Year 2 and Year 6 also complete past SATS Reading papers, and these are used to inform assessment.

- Pupils identified as needing additional support, are assessed using a PM Benchmarking kit. The results inform teachers as to if pupils are reading books matched accurately to their reading skills.

- Pupils in Year 1 take a Phonics Screening Check (PSC) in June. The PSC tests pupil's skills at word reading, also known as decoding. If pupils do not pass the check, pupils will be supported and will retake the PSC the following year.

6. Organisation and the Learning Environment

All classrooms contain the following:

- a class library containing fiction, non-fiction and poetry texts;
- an inviting, well-organised reading area;
- a class author and selection of texts;
- recommendations from staff and pupils;
- a reading display, promoting reading strategies.

Books are located at various places throughout school:

- The Collins Big Cat Little Wandle reading practice decodable scheme, Rapid Catch up and Fluency book sets are located in the photocopy room.
- Collins decodable home reading books are located in the KS1 storage cupboard.
- KS2 independent readers from our reading scheme are located in the KS2 shared area.
- Library books are in each classroom.
- KS2 pupils have a timetabled slot to access books in the Reading Retreat.
- Superstar Readers books are located in the KS1 and KS2 shared areas.

For the consistent delivery of phonics, pupils accessing phonics should have access to:

- Little Wandle grapheme-phoneme- correspondence (GPC) charts;
- Little Wandle GPC mats;
- Little Wandle flashcards and word cards.

6. Inclusion

We seek to incorporate reading into a wide range of cross- curricular subjects and seek to take advantage of multicultural aspects of reading, e.g. culturally linked texts, bilingual texts etc. All children have equal access to the curriculum regardless of their special needs, gender, race or background. This is monitored by analysing pupil performance throughout the school to ensure that there is no disparity between groups.

7. Cross-curricular Opportunities

Our reading overviews and reading spines enable us to take advantage of opportunities to make cross-curricular links. Opportunities are planned for pupils to practise and apply the skills, knowledge and understanding within reading lessons and across the wider curriculum.

8. Parental engagement

Staff encourage parents to be involved by:

- communicating using reading diaries and Class Dojo;
- inviting parents to discuss pupil progress and next steps at termly parents evening;
- holding parent conferences for those pupils identified as needing additional support;
- highlighting the significance of reading via the weekly newsletter;
- holding workshops for parents focusing on areas of reading;

- inviting parents to share reading experiences with their children in school including; story time and rhyme time, phonics game day, Christmas cosy read etc.

9. Monitoring

The Reading lead will monitor teaching and learning through:

- Classroom observations
- Learning walks
- Work scrutinies
- Pupil voice
- Participation in monitoring of Reading assessments
- Monitoring results of Reading assessments
- Tracking of individual children using test data and teacher assessments.
- Informal discussions with staff and children

The Reading Lead will:

- Ensure staff are implementing the requirements of the Early Years Statutory Framework and National Curriculum in Reading.
- Plan for the progression of phonics, early reading and comprehension teaching throughout the school.
- Identify and provide relevant training for needs of staff.
- Attend relevant courses and keep up to date with current initiatives.

10. Governing Body

Governors are invited to visit the school across the academic year to talk with the Reading lead. When possible, the reading governor observes the teaching of reading, looks at samples of children's work, listens to children read and explores reading attitudes by talking with pupils. The Reading Lead reports to the reading governor on a termly basis and the governor reports back to the curriculum committee on a regular basis.