

St. James CE Primary School



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Reading Policy

Flourish
Respect Courage
Friendship Develop
StrongGrowth
Community StJames' Strive
God Trust Kindness
Freedom Unique Perseverance
DeepRoots Positivity
WholeChild
Responsibility

St James' CE Primary School is committed to the safeguarding of our pupils and staff.

Statement of Vision and Values

In consultation with pupils, parents, governors, community members and staff our vision and values were generated based on our inspiration from the Parable of the Sower and how this links to our children and their journey with us.

Our School Vision:

Within our community we strive to develop deep **roots**, strong **growth** and freedom to **flourish** as a unique and whole child of God.

Matthew 13 - The Parable of the Sower – ‘... but the seed falling on good soil refers to someone who hears the word and understands it.produces a crop, yielding a hundred, sixty or thirty times what was sown.’



Values

We decided at St James CE Primary School that **Kindness and Respect** are values which we feel unpin our vision and are incorporated in all we do and say – so therefore these two values will be taught alongside all the other six values we have chosen.

½ termly focus	Value
Autumn 1	Responsibility
Autumn 2	Friendship
Spring 1	Perseverance
Spring 2	Trust
Summer 1	Courage
Summer 2	Positivity

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St James' CE Primary School is a one-form entry school in Enfield closely linked to St James' Church, through our early reading phonics programme and our reading curriculum, we ensure pupils develop the skills and knowledge they need to grow into confident readers who have a love of books. At St James' we believe that all children can become fluent readers who are able to access all the curriculum using the skills they secure through our systematic and synthetic phonics programme of study and our VIPERS reading curriculums.

To achieve this, we ensure that:

- all staff have high aspirations for all our readers and practice high quality teaching
- reading is prioritised and is our 'core purpose' to allow pupils to access the full curriculum offer
- a rigorous, sequential approach to the reading curriculum develops pupils' fluency, comprehension, reading skills and confidence
- a shared passion for reading is delivered through positive reading, modelling, shared texts and reading buddies
- fidelity and rigorous assessment procedures are followed to identify gaps which are addressed quickly and effectively for all pupils

Intent

At St James' CE Primary we believe that all our children can become fluent readers and writers. Therefore, we teach reading through *Little Wandle Letters and Sounds Revised*, which is a systematic and synthetic phonics programme. We start teaching phonics in our Reception Class 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 James' 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.

At St James' CE Primary, we value reading as a crucial life skill. By the time children leave us we intend that they read confidently for meaning and regularly enjoy reading for pleasure. Our readers are equipped with the tools to tackle unfamiliar vocabulary. We encourage our children to see themselves as readers for both pleasure and purpose.

Because we believe teaching every child to read is so important, we have a Reading Leader who drives the early reading programme within the EYFS and KS1 and the implementation of VIPERS reading comprehension skills in our school in KS2. We are proud of the success of our early reading team who are trained and highly skilled at teaching the core Little Wandle phonics programme alongside specialised programme content such as Bridge to Spelling, the SEND pathway, the Fluence programme and the Rapid Catch Up programme.

Implementation

- We teach phonics for 30 minutes a day. In Reception, we build from 10-minute lessons, with additional daily oral blending games, to the full-length lesson as quickly as possible.
- Children make a strong start in Reception: teaching begins in Week 2 of the Autumn term with an expectation that all children are able to blend sounds to read words by the end of the Autumn Term
- We follow the Little Wandle Letters and Sounds Revised expectations of progress:

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- 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 Phases 3 and 4 in the first half of the Autumn Term and are taught to read and spell words using Phase 5 GPCs with fluency and accuracy throughout the year.
- In Year 2, during the first half of the Autumn Term, children review Phase 5 sounds and read Phase 5 Set 5 books before moving onto the additional Little Wandle Fluency and Bridge to Spelling Programmes in Autumn Term 2
- Children in Year 2 continue their reading journey throughout the year by participating and following the Little Wandle Fluency and Spelling Units ensuring they are confident readers ready for the demands of KS2 reading curriculum.
- In KS2, children continue their reading journey by developing their reading skills in: vocabulary, inference, prediction, evaluation and summarising within our VIPERS carefully planned and mapped reading scheme of work
- Reading opportunities are closely linked to our learning within other curriculum areas to ensure purpose and enhance understanding within other subjects

Ensuring Progress within a continuous and robust assessment framework

- Children in our Reception and Year 1 classes, who need additional practice (or is in danger of falling behind in their phonics learning), will be involved in a daily 'Keep-Up' session, taught by a fully Little Wandle trained adult. 'Keep-Up' sessions match the structure of class teaching, and use the same procedures, resources and script mantras, in smaller steps with more repetition, ensuring that every child secures their learning. They may also complete additional blending practise if this is an area of reading that has been identified within assessments as necessary.
- Children in Year 2, that are not at the required expectations outlined in the Little Wandle programme, will either repeat learning from the core Little Wandle programme in Year 1 or will close their gaps in learning by attending and following the Little Wandle *Rapid Catch-Up Programme*
- Children attending daily *Catch-Up* or *Rapid Catch Up* interventions are also assessed every three weeks to ensure gaps are closed at a fast pace.
- Children in Year 3 who are working below expectations and need additional support to access the KS2 reading curriculum are supported by attending either the Little Wandle *Rapid Catch Up, Fluency or Bridge to Spelling Programmes* depending on their individual needs and gaps in their learning
- Children in KS2 from Years 4-6, that have been identified as working below age related expectations in reading, are assessed according to Book Band levels – this includes an individual reading conference using running records to ensure independent reading levels are closely match to the child's reading acquisition

The teaching of reading:

In the EYFS and in Year 1 we teach children to read through reading practice sessions three times a week. These sessions;

- are taught by a fully trained adult within our specially devised early reading team with small groups of approximately six children three times per week
- use books matched to the children's secure phonic knowledge using the *Little Wandle Letters and Sounds Revised* assessments and book matching grids
- are continually monitored by the class teachers, reading leader and the reading assessment coordinator within our reading team
- 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

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- comprehension: teaching children to understand the text.
- In our Reception class these sessions start in Week 4 for the Autumn Term (children who are not decoding at the required point within the programme will also attend daily additional blending practice either individually or within small groups, so that they quickly learn to blend and can begin to read books).
- In Year 2 children will move onto the Little Wandle Fluency programme alongside some identified Year 3 children that have been assessed in needing additional reading practise
- Children are introduced to reading VIPERS in KS2 this is a widely used framework in designed to develop and enhance reading skills and comprehension. It stands for **Vocabulary, Inference, Prediction, Explanation, Retrieval, and Summarization/Sequence**. Each element focuses on a different aspect of reading comprehension, enabling children to engage deeply with texts and build critical literacy skills. Below is an explanation of each component and its benefits:

Vocabulary – Understanding the meaning of words in context and expanding children's vocabulary.

- enhances understanding of texts by clarifying unfamiliar words.
- builds a rich vocabulary, improving both comprehension and expressive abilities.
- helps children decode meaning from context, which is crucial for independent reading.

Inference - Reading between the lines to understand implicit meanings, emotions, and intentions.

- develops critical thinking skills by encouraging readers to connect clues in the text.
- aids in understanding character motivations and plot developments.
- promotes empathy by exploring deeper emotional and social aspects of texts.

Prediction - Anticipating what might happen next based on the text.

- engages students actively with the text, increasing interest and focus.
- encourages logical reasoning and application of prior knowledge.
- helps monitor comprehension by checking if predictions align with the actual text.

Explanation - Articulating reasons for opinions, text features, and authorial choices.

- fosters the ability to critically analyse and evaluate texts.
- encourages clear, structured thinking and reasoning skills.
- builds confidence in verbal and written explanations, which supports broader communication skills.

Retrieval - Locating and recalling explicit information from the text.

- strengthens focus and attention to detail.
- supports understanding of factual and literal content, which is foundational for deeper analysis.
- builds organizational skills when summarizing or quoting relevant information.

Summarisation/Sequence - Identifying main ideas, summarising content, and understanding text structure.

- encourages concise and clear thinking by identifying key points.
- develops organizational skills by arranging events or ideas logically.
- reinforces understanding of text coherence and structure.

Daily Reading

In KS1 a decodable reading practice book is taken home to ensure success is shared with the family. Reading for pleasure books also go home for parents to share and read to children. We share the research behind the importance and impact of sharing quality children's books with parents through workshops, leaflets and the *Everybody Read!* Resources listed on our school website. 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.

It is a whole school expectation that all children read daily. Individual 'Reading Records' are collected by class teachers, signed and logged daily and the reading leader monitoring daily reading frequently. Children that have been identified as not reading daily or need additional daily practise are paired with a child from Year 6 (and some Year 5) children as a 'Reading Buddy'.

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Ensuring consistency and pace of progress

- Every teacher and support worker in our school reading team has been trained to teach reading using the Little Wandle Reading Programme this ensures the same expectations of delivery and progress. All Little Wandle practitioners use the same language, routines and resources to teach children to read to 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 programme.
- Lesson templates, prompt cards and 'How to' videos ensure teachers all have a consistent approach and structure for each lesson with weekly CPD sessions.
- The reading leader uses the provided Little Wandle audit and prompt cards to regularly monitor and observe teaching alongside planned opportunities for peer observation and professional dialogs

Ensuring reading for pleasure

'Reading for pleasure is the single most important indicator of a child's success.' (OECD 2002)

'The will influences the skill and vice versa.' (OECD 2010)

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

- Every class has a timetabled daily reading session. Books are purposefully and carefully chosen to implement and enhance our wider curriculum. All books enable children to experience a wide range of books, including books that reflect the children at St James' and our local community as well as books that open windows into other worlds and cultures.
- Every classroom has an inviting book corner that encourages a love for reading. We curate these books and talk about them to entice children to read a wide range of books.
- In Reception, children have access to the reading corner every day in their free flow time and the books are continually refreshed.
- As the children progress through the school, they are encouraged to write their own comments and keep a list of the books/authors that they have read in the Reading Records
- Each class is timetabled to visit our local library

Assessment

Robust assessment procedures are used to monitor progress and to identify children needing additional support and intervention. The following reading assessments used at St James are as follows:

Assessment for learning within daily phonics sessions is used:

- daily within class to identify children needing daily *Keep-Up* support
- weekly in the review lessons to assess gaps, address these immediately and secure fluency of GPCs, words and spellings.

Summative assessment

- every six weeks to assess progress, to identify gaps in learning that need to be addressed, to identify any children needing additional support and to plan the *Keep-Up* support needed.
- by the reading and early reading assessment coordinator to be scrutinised through the *Little Wandle Letters and Sounds Revised* assessment tracker, to narrow attainment gaps between different groups of children and so that additional support for teachers can be put into place.
- with children following the Rapid Catch-up programme in Years 2 to 6, when they are reading the Phase 5 set 3, 4 and 5 books

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Fluency assessments measure children's accuracy and reading speed in short one-minute assessments. They are used:

- in Year 2, when children are reading the Phase 5 Set 5 books
- to assess when children are ready to exit their programme. For Year 2 children, this is when they read the final fluency assessment at 60–70+ words per minute.
- Older children can exit the Rapid Catch-up programme when they read the final fluency assessment at 90+ words per minute. At these levels, children should have sufficient fluency to tackle any book at age-related expectations.
- After exiting their programme at the end of Year 2, children do not need to read any more fully decodable books.

Statutory assessment

- Children in Year 1 sit the Phonics Screening Test – all children that do not pass this check re-sits it in Year 2.

Impact

Our reading provision is designed to foster a lifelong love of reading, build essential literacy skills, and empower all children to achieve their full potential. By implementing a progressive, cohesive, and well-structured approach, we ensure that every child develops the skills necessary for academic success and personal growth.

Our reading curriculum is carefully sequenced to build on prior knowledge and skills, ensuring a clear progression from early phonics to advanced comprehension. Each phase equips children with the tools they need to confidently access increasingly complex texts, fostering both fluency and depth of understanding.

A consistent, school-wide approach integrates reading seamlessly across all subjects. This includes daily phonics sessions, guided reading groups, independent reading time, and opportunities to explore diverse, high-quality texts. Our cohesive strategy promotes literacy as a foundation for learning, encouraging children to make connections across the curriculum.

Our provision is underpinned by robust frameworks such as Little Wandle, VIPERS and the National Curriculum, ensuring coverage of essential skills including phonics, vocabulary, inference, retrieval, and summarisation. Targeted interventions support children at risk of falling behind, while enrichment activities like daily whole class reading, book clubs and themed weeks inspire a passion for literature.

Reading at St James' is meticulously monitored and evaluated to ensure its effectiveness. Regular assessments track student progress, inform teaching, and highlight areas for improvement. Staff receive ongoing training to implement best practices, and resources are continually updated to reflect diverse perspectives and interests.

Through our reading provision, children become fluent, confident, and critical readers who can access, interpret, and engage with a wide range of texts. They develop a rich vocabulary, a deep understanding of language, and the ability to articulate their ideas effectively. Our approach not only prepares children for academic success but also instills a love of reading that will enrich their lives beyond the classroom. By embedding reading at the heart of our curriculum, we create an environment where every child thrives, equipped with the skills and confidence to succeed in an ever-changing world.

Reviewed: November 2024

Next Review: November 2025

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