**Reading Policy**  
​  
At St James, we believe that the teaching of reading is integral to a child’s understanding and appreciation of the world around them; a platform that allows children to see beyond what they know; share in cultural experiences and develop vocabulary they need to express themselves effectively. From Nursery, children are immersed in literature. Our reading curriculum strives to foster a lifelong love of reading. We cultivate behaviours that they will need to be discerning readers as they read frequently and widely. This curriculum is delivered through synthetic phonics, shared and guided reading , home reading, reading across the curriculum, regular opportunities for independent reading and hearing quality texts read aloud every day. All of these are essential components as they offer the range of opportunities needed to develop fluent, enthusiastic and critical readers.  
It is important that children are motivated to read at home regularly; when their reading opportunities increase, so does their fluency and stamina which in turn increases their love for reading. Reading for pleasure is beneficial not only for reading outcomes, but for wider learning enjoyment. Reading is at the very heart of our curriculum.

**Teaching Reading**

Phonics teaching begins in Nursery throughout EYFS and KS1. This is supported by regular reading practise sessions which are designed to support children’s fluency to help them become sight readers. From Year 1- 6 children also participate in guided reading, which focus on learning key reading skills. Children focus on a variety of texts and practise comprehension tasks based on retrieval, predicition, summarising, word meaning, comparison, relationships, word choice and inference. Phonics and Guided Reading take places daily across school. Children are supported by marking and feedback which takes place in the lesson where possible. Summative assessment takes place termly and any children not meeting the expected standards are identified and supported.

We ensure that our English teaching and learning provides many purposeful opportunities for reading, writing and discussion. We use a wide variety of experiences, quality texts and resources to motivate and inspire our children. All pupils receive a daily English lesson. Teachers also ensure that cross curricular links with concurrent topic work are woven into the programme of study. At St James' we ensure:  
​  
• Teachers create a positive reading and writing culture in school, where both are promoted, enjoyed and considered ‘a pleasure’ for all pupils  
• Promotion of reading through teachers reading out loud regularly to their class  
• Daily guided reading or practice reading sessions in all classes   
• Pupils to acquire strategies to enable them to become independent learners in English (spelling rules and patterns and how to tackle unfamiliar words when reading)  
• Pupils to discuss and to present their ideas to each other by talking, being able to elaborate and explain themselves clearly, make presentations and participate in debates  
• Working Walls and language rich environments so vocabulary is promoted through displays in all curricular areas  
• Vocabulary promoted through displays in class, all curriculum areas, enhancing and encouraging a wider use of vocabulary  
• Knowledge organisers used across subjects  
• Teaching a range of genres across the school (progressing in difficulty) both in English and other curriculum areas; resulting in pupils being exposed to, and knowledgeable about, literary styles, authors and genres. They can express preferences and give opinions, supported by evidence, about different texts.   
  
We want children to enjoy reading at both home and school and for parents to be on board with reading with their children. Our approach to reading ensures children access high quality texts which have been carefully chosen to challenge and engage our pupils. In Reception and Year 1, children take home an eBook and two sharing books. The eBook is carefully matched to their secure phonic knowledge. The books children practice with are matched so that they get lots of successful practice and become fluent in reading them. The cognitive load of sentence reading is far higher than word reading. They also bring home two sharing books which the children: your child will not be able to read this on their own. This book is for you both to read and enjoy together. In Years 2-6, decodable books are used where appropriate for children not yet secure in their phonics knowledge. All children take home a choosing book from a selection of diverse and language rich books and a banded book which is updated half-termly.

Our children become confident, fluent readers. They realise the importance of reading for pleasure along with reading for information and knowledge. Their reading provides them with transferrable skills that allow them to access the rest of the curriculum. One of our greatest impacts of reading goes further than our statutory assessment results; children enjoy reading and show a genuine love for a variety of texts across different genres and formats.  This allows children to move on from St James and progress in their education with the best possible skills for their learning journey ahead.  
  
This impact is shown through pupil voice, termly assessments, teachers daily assessment for learning and knowledge of the children, consistent work in books across the curriculum, displays in the classrooms and corridors, home reading files and much more.  This is constantly reviewed and monitored to identify children who need extra support.  We use a variety of interventions to support these children to work towards all children reaching at least the expected levels in reading.

Home Readers

As such a high importance is placed on reading in the National Curriculum (2014) and in particular fostering a love of reading, the children at Wardley Primary read real books for their home reader which allows them to read a rich and varied selection of texts. By following the Accelerated Reading programme, the children are given a reading range that they can read between allowing them to select books for pleasure and also books for challenge. Once the children have completed a book, they are able to take a quiz to show their understanding of what they have read. School staff track the children’s progress from the quizzes and support pupils’ where necessary. The children take the STAR reading test on a termly basis which assesses the pupils’ progress and determines a new reading range for them so the variety of books available to them is continually changing. Where children are not ready to access the Accelerated Reading programme, the children are given a phonics matched scheme book to develop their phonological awareness and word reading skills. These books are matched to the phonic sounds the children have been working on during their phonics sessions. In addition to a phonics matched home reader the children have the opportunity to choose a book from their class library.

The learning environment

All classrooms have well-stocked book areas with fiction and non-fiction titles. Care is taken to ensure that a wide ranges of texts, that are culturally diverse, are available. The learning environment should also promote reading in an engaging way. There should be an abundance of vocabulary for the children to access.