



ST James' CE Junior School
Care. Share. Respect.

Reading Policy 2025-2026

'Leaders are determined for all pupils to read successfully. Reading is promoted well across the school. Pupils learn to read with confidence and fluency by the end of key stage 2. Pupils experience a wide range of high-quality texts. They enjoy listening to the stories that their teachers share with them. Staff have further improved their knowledge of phonics in order to support less confident readers in Year 3. Leaders have established effective systems to identify when a pupil is at risk of falling behind with their reading. They act promptly to ensure that these pupils keep up with their peers.' Ofsted 2022

1. Introduction

St James' CE Junior School believes in providing equal opportunities for all pupils through the provision of an inspiring education, enabling all students to achieve their dreams.

This policy should be read in conjunction with all other school policies, which are available on the school's website.

2. The vision for Reading & Speaking and Listening

For this area for the curriculum, we have a very clear vision of how the teaching of reading should be delivered in our school. There should be a passion for literature in a variety of forms that is supported by opportunities to discuss and share ideas through drama and other speaking and listening activities. All staff should help foster a love and enjoyment of reading in all students, including use of oral retellings and visual learning. Students will be taught about the impact that reading has on life-long learning. They should be given the opportunity to read from free-choices as much as possible. All students should be given the opportunity to reach their full reading potential with a robust (phonics and) guided reading programme. Students should also be able to utilise a full range of speaking and listening activities to enhance this learning. Those who are more-able should be encouraged to take part in wider reading celebrations like 'meet the author' and World Book Day. Staff should listen to students about book choices and the purchase of resources should reflect this. Comprehension, Phonics and Spelling lessons should be fun and vibrant and include practical aspects of the subject including drama. Students should be allowed to share their preference as much as possible. Equal coverage should be given to all genres and students should be given plenty of choice of what to read throughout the school year. Celebrations in this subject should be shared with the whole school. All pupils should also be encouraged to join the local library and use the school library at least once a week. The library should also be open out of curriculum time. We will ensure our curriculum has authors from multicultural backgrounds within our long term planning.



Ofsted 2022: 'Pupils enjoy attending St James' C of E Junior School. Pupils benefit from a well-thought-out curriculum. They have many opportunities to develop their knowledge and skills. Teachers have high expectations of what pupils can and should achieve. They ensure that the curriculum identifies what pupils will learn and be able to do over time. Leaders make sure that staff are well trained so that they deliver the curriculum effectively.'

Students should also be given the following opportunities: -

Y 3 – Perform class and school plays and read aloud in a whole school assembly

Y 4 – Compare books to film

Y 5 – Visit a theatre

Y 6 – Study works of Shakespeare and / or famous poets

Our long-term aim is for students across Hindpool to see reading as a tool for life and not a chore they are forced to do. It fortifies the wider curriculum and quite simply, without it the curriculum is simply inaccessible. To provide a platform to succeed, our staff try to encourage opportunities for reading and plan opportunities to teach reading.

- Explicit instruction in Phonemic Awareness
- Systematic Phonics Instruction
- Fluency
- Vocabulary
- Comprehension

3. What do we want for pupils within this subject? Our Aims and Objectives

By the time they leave our school we want all pupils to:

- Have a passion for learning in reading and speaking and listening.
- Enjoy finding out more about the uses of literature and solving problems associated with research.
- Have confidence in trying within their learning of literacy and recognise when things go wrong that they can learn from them
- Be able to read at and above their age level, communicate legibly and clearly in writing, speak confidently in groups, participate fully in drama activities and be able to express their likes and dislikes in this subject.
- Meet the needs of those with additional needs in order to reach their full potential
- Be able to transfer their skills to all aspects of learning and life to support further learning and deepen knowledge in other areas of the curriculum

4. How will we enable all pupils to learn and grow within this subject? Their Entitlement

We will ensure all students develop their skills by: -

- providing a high quality of teaching through clearly planned and differentiated lessons.
- utilising all resources including adults to the best effect taking into account pupil preferences.
- following clear methods within their learning which build on previous learning and lead to the next stages in their learning and utilising the school's marking policy.
- Opportunities to listen to books read by an adult in school, audio books, books on iPads and kindles, guided reading and 1:1 reading experiences

5. How will we ensure all students are fully involved in their learning?

During lessons the students will be involved in their own learning through:

- Practical, engaging, interesting and appropriately challenging activities
- Applying this to real life situations
- Being given choices on which texts to read as much as possible
- Referring to work in other lessons/ subjects which supports and deepens their learning

6. How will we check how well each child is achieving and what progress they are making, and how do we set their next steps in learning? Monitoring and support, data checking, actions from this,

relation to SDP action plan, governor involvement. As subject leaders it is our responsibility to ensure our provision is the best it can be for all students. Therefore, we will ensure that:

- PIRA: Summative Assessment will take place once at the end of each full term. This will provide staff with in-depth analysis on how pupils respond to their reading
- Pupil progress meetings will take place in order to track progress and identify needs for further support
- The School Improvement Plan will target areas of weakness in the subject across the school including resources, training and INSET/CPD
- Every child has a home/school reading diary; it is the school's expectation that these are used as a dialogue between teachers and parents and that parents read with their child a minimum of 4 times per week. Parents may comment on their child's reading and teachers keep parents updated on reading progress.

7. What further support will we provide? Through resources of adults, equipment and educational visits/visitors and where this support can be located. In addition to this core offer of quality learning and teaching, we will ensure:-

- All students will take part in a local library visit during a school year
- Provision mapping means adults are deployed effectively
- Small Focused Groups- Students that have been identified as required urgent intervention.
- Intervention Groups- Students that have been identified as requiring further support in a specific area of their reading and will attend weekly groups to support their progress.

The School Library was refurbished in 2021, with the addition of soft-furnishings, an updated selection of books and a garden reading area with an artificial cherry blossom tree. The Library is used for teaching, reading, relaxing and immersing oneself in the positivity the quiet space gives. It is a focal point of the school in which books are carefully displayed, in order to entice readers. Books are placed in alphabetical order or in ORT stage baskets, with all students knowing how to access their correct zone of proximal development.

Students are provided opportunities for independent and small group reading. This time should be undisturbed and purely promoted for enjoyment. We have a number of reading areas in classrooms to provide a number of exclusive areas for students to read, these are called our reading nooks. We have some magical 'Potter' themed nooks in UKS2, a Roald Dahl Wonka nook and a Big Day Out, Wallace and Gromit book nook too! They provide a comfortable area to read with a selection of books that are interchanged regularly-the students take great pride in the 'hideaways'.

8. When, and How, will this policy be reviewed and updated?

This policy will be reviewed in accordance with the school's Long Term Plan unless an earlier review is deemed necessary by the Subject Leader, the Senior Leadership Team or the Governing Body.

It will be reviewed by the Subject Leader in the first instance and then shared with the staff as appropriate. Once agreed with staff then the policy will be taken to the appropriate Governor Committee for comment and adoption on behalf of the school. At this time it will be published on the school website and parents notified.