



St Joseph's Catholic Primary School

Reading Policy

Policy Date: September 2026

Policy Lead: S Connor

Mission Statement

We are proud of our school as a place of learning, prayer and happiness.

Hand in hand with God, Our Lady and St. Joseph, we promise to work hard and be kind to one another so that we can grow stronger together in our faith.

Whole School Curriculum Intent

At St Joseph's we value every child as a gift from God.

Our curriculum is created with a deep understanding of how our faith influences our thoughts, decisions and actions.

Resilience and pride shape the learning culture within this school for both children and adults. Having the highest aspirations for and of all, we learn together, opening minds and creating an environment of intellectual curiosity.

Working towards a rich and meaningful curriculum that reflects the diverse population of our school family. Teaching children about where they live, making experiences personal and memorable.

Giving children worldwide experiences that help them to understand who they are.

Reading Intent

At St Joseph's we understand the importance of reading in the process of developing pupils into independent learners. We believe that reading is an integral part of the curriculum and it takes a vital part in all subject areas. We believe teaching reading skills and cultivating a child's love for reading is essential to create accomplished, successful learners.

Reading is central to our ability to understand, interpret and communicate with one another. Furthermore, pupils who read on a regular basis, in school and at home, have a higher chance of fulfilling their potential in life.

The aims of this policy are:

- To instil a passion for reading in pupils, which they will carry on into subsequent education and their later life.
- To set out the school's intentions and approach to reading, in order to enrich and support the curriculum.

Aims

- Ensure that **all** children make at least good progress in reading.
- Maintain children's attainment and progress, against age-related expectations.
- To inform teaching and learning.
- Provide a consistent approach in reading across all subject areas and age phases.
- Ensure reading lessons are planned for comprehensively throughout the school.
- Provide comprehensible information to parents and carers on how their children are progressing in reading and how they can help them at home.
- Hold informative and productive conversations with parents and carers on supporting their children's reading effectively.

Teaching Reading

ES2

In the foundation stage children are taught phonics daily following the Sounds Write Programme.

KSI

Yr.1 –

In year one all children will have daily 20 minute phonics sessions which follow the Sounds Write programme of work.

Interventions are put in place for those children with gaps in their phonic knowledge. These gaps are addressed outside of Sounds Write Sessions.

15 minute whole class reading/guided reading/RFP sessions take place daily. These lessons link reading with the English unit being taught or link to phonics.

Yr2

In Y2 the children continue with the Sounds Write Extended code which is taught in daily phonics sessions.

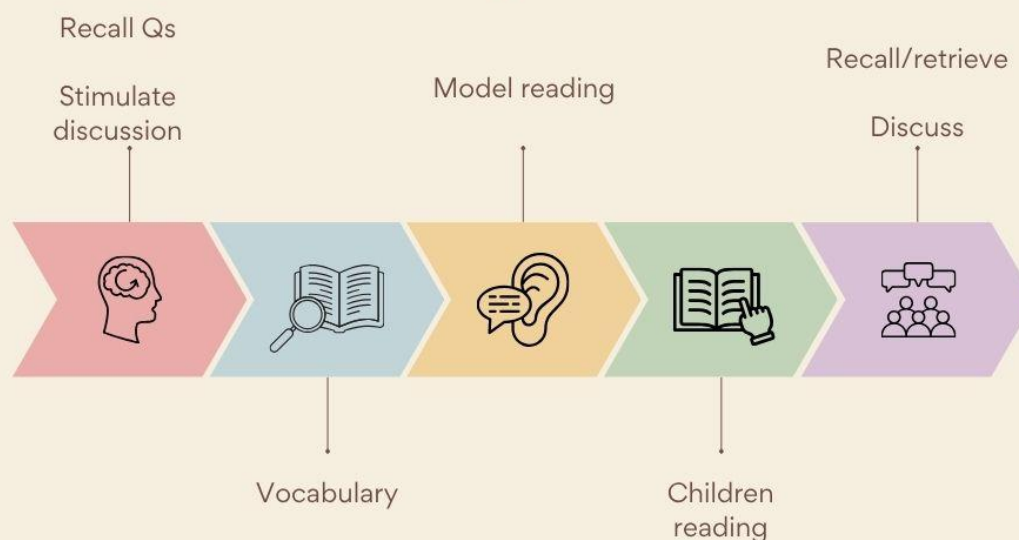
Interventions are put in place for those children with gaps in their phonic knowledge; these gaps are addressed outside of Sounds Write Sessions sessions.

25 minute whole class reading/guided reading/RFP sessions take place daily. These lessons link reading with the English unit being taught or have a Sounds Write focus

KS2

In KS2 there are daily reading sessions of 30 minutes. These sessions will include elements of whole class reading, modelled reading, children reading, retrieval and discussion. All learning is based around high-quality texts, and/or texts linked to the curriculum.

Reading Lessons



To improve reading fluency, especially in lower Key Stage 2 some reading lesson will be dedicated to reading fluency skills.

[Fluency lessons](#) could (and should) include a range of repeated reading, echo reading, readers' theatre, performance, text-marking, and oral practice in order to develop [a range of skills](#).

Home Reading

We expect all children to read daily at home. Each child in school is issued with at least two home reading books. One will be from our school reading scheme and the other will be a book the children have chosen to read for pleasure.

In FS and Y1 all reading scheme books will be phonically decodable and children will be able to read the book they take home with 90% accuracy

In all other year groups children will be issued a reading book to match their reading fluency. The aim is for all children to read texts designed for their correct reading age.

We use Bug Club in Key Stage 1 to provide children with some further online reading support.

Reading Interventions

In KSI FFT Reading Assessment Programme and Phonics Tracker assessment is used to identify gaps in phonic knowledge and phonic interventions are put in place to address these gaps.

In Y2, Y3, Y4, Y5 and Y6, children considered capable of greater depth reading take part in Reading Gladiators to widen their breadth of reading and to expose them to challenging texts in reading.

All children who are not reading at age-related expectations will have tailored interventions aimed at improving their reading fluency and comprehension. This will be measured for impact and information of intervention will be communicated to parents.

For fluency the following interventions will be used:

FS/KSI – Sounds Write Catch Up Intervention at least 3 times weekly

KS2 – Echo Reading Intervention 30 minutes at least 3 times per week.

For Comprehension the following interventions will be used:

KSI – Reading for Meaning 3 times per week

- Reading Roundabout 3 times per week

KS2 – Reciprocal Reading 3 times per week.

Statutory Reading Assessments

FS – reading assessment is done in line with the EYFS curriculum and reported to insight termly.

Y1 – The Y1 phonic check takes place in summer term.

Y2 and Y6 – Formal SAT assessments in Summer Term 1 and reported in line with government guidelines.

All other year groups will use NFER in Autumn and Summer Terms. All children will be heard read regularly and teacher assessments will be made termly using the 1-4 scale.

FFT Reading Assessment tool will be used termly to support teacher assessments

Reading for Pleasure

At St Joseph's we believe that maintaining our 'Reading for Pleasure' culture is essential to create lifelong readers. All teachers are expected to read to their class on a **daily** basis. Texts that the teachers choose should be high quality and appropriate for the age of the children being read to. Reading materials such as the Pie Corbett reading spine for each year group and high quality fiction and non-fiction texts in our KSI and KS2 libraries have been purchased to help teachers with their selection.

Text selection to support the different curriculum areas should be prominent in the classroom.

Inclusion and Adaptive Teaching

At St Joseph's Catholic Primary School, we believe that every pupil should experience success in Reading and Lessons are carefully planned to ensure that all pupils, including those with SEND, disadvantaged pupils, pupils with English as an Additional Language (EAL) and higher-attaining pupils, can access an ambitious curriculum and make excellent progress.

Adaptive teaching strategies may include:

- Flexible groupings and partners

- Peer modelling
- Teacher modelling and all children echoing;
- Pre-teaching and revisiting texts and new vocabulary;
- Visual prompts for new vocabulary
- Sentence stems used to aid oral responses;
- Co-constructed reading routines;
- Flexible grouping;
- Targeted adult support where appropriate;
- Additional challenge through deeper discussion questions.

Where pupils have an EHCP or SEND Support Plan, learning is adapted in line with individual targets and recommendations from external professionals while maintaining high expectations for all learners.

Roles and Responsibilities

The headteacher is responsible for:

- The day-to-day implementation and management of the Primary Reading Policy, in collaboration with the English subject leader.
- Handling complaints regarding this policy, ensuring that the procedure outlined in the school's Complaints Procedures Policy is followed.

The English subject leader is responsible for:

- Ensuring all teachers have familiarised themselves with the Primary Reading Policy.
- Ensuring all colleagues are up-to-date on the latest research on developing reading and trained on the pedagogy for developing fluent and competent readers.
- Supporting colleagues with any aspect of the Primary Reading Policy.
- When required, assisting with the planning and selection of new resources.
- Informing staff of any updates to the Primary Reading Policy.
- Accepting responsibility for guided reading resources and keeping colleagues informed of available resources.
- Liaising with the headteacher, governors and report any developments to the curriculum committee.
- Reviewing and scrutinising class and year group assessment data in order to track pupils' progress.
- Monitoring reading planning, observing and offering feedback on the teaching of reading.

Policy Review

This policy will be reviewed every three years or sooner if required due to:

- Changes in statutory guidance.
- Updates to the National Curriculum.
- Changes in school priorities.
- Recommendations from monitoring activities.

The History Subject Leader will be responsible for reviewing and updating this policy in consultation with senior leaders.

The reviewed policy will be presented to governors for approval.

