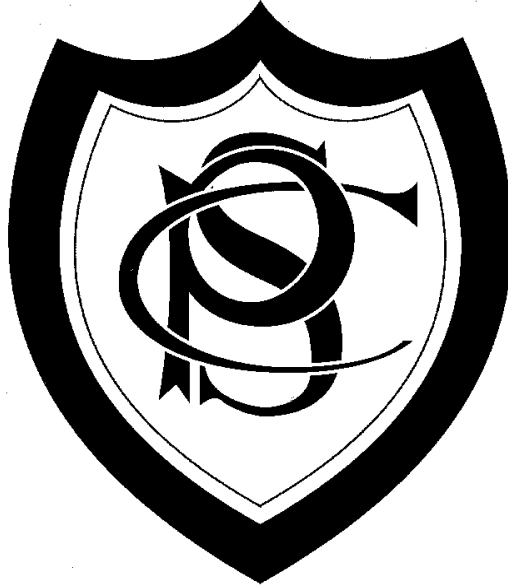


CAVERSHAM PRIMARY SCHOOL



READING and PHONICS POLICY

Date: March 2025

To be reviewed: March 2026

PHILOSOPHY

As a Rights Respecting school, we believe:

Article 17

You have the right to get information that is important to your well-being, from radio, newspaper, books, computers and other sources. Adults should make sure that the information you are getting is not harmful, and help you find and understand the information you need.

Article 29

Your education should help you use and develop your talents and abilities. It should also help you learn to live peacefully, protect the environment and respect other people.

Intent

At Caversham Primary School we place reading at the very centre of our curriculum. We intend that reading will not only strengthen the core knowledge across the academic curriculum but will also play an important role in educating the whole child emotionally, culturally, socially and spiritually. School leaders, teachers and support staff believe that being able to read well is a key life skill for the children at our school and our intention is that by the end of their primary education, all pupils are able to read fluently, and with confidence, in any subject in their forthcoming secondary education. We intend for them to leave primary school enjoying reading for pleasure, having read a rich variety of fiction and non-fiction literature ranging from: graphic novels, classic texts and magazines to comics, poems and modern stories.

We believe that **every** child can learn to read with the right teaching and support.

Teachers at Caversham Primary are advocates for reading.

We recognise the importance of working in partnership with parents to encourage and develop reading for pleasure at home and work closely with our parents to make this happen. We believe that reading 'opens the door' to learning and is the key to academic success. We intend for pupils to develop such an enjoyment for reading that they leave as avid readers choosing to read for pleasure and to read to learn.

Our intention is that all children experience a progressive and challenging curriculum built upon a foundation of diverse and carefully selected literature - a curriculum which develops children's word recognition and language comprehension alongside developing a genuine desire to read for pleasure. It is our intention that every child at Caversham Primary School will connect with a book and has the opportunity to see themselves represented through literature.

It is our intention that all pupils at Caversham Primary School will be able to do the following:

- Read easily, fluently and with good understanding
- Choose to read widely and often for both pleasure and information
- Understand what they read by drawing on a range of strategies including grammar, illustrative and knowledge of linguistic conventions
- Increase their vocabulary
- Have access to a variety of the finest literature which challenges and engages
- Understand the role of reading and literature on their lives and wider society
- Engage in discussion in order to learn, deepen their thinking and form opinions
- Use their reading to influence their writing.

Our aim is for the children to become confident and independent readers with high levels of enjoyment, understanding and comprehension.

The school aims to:

- provide children with a rich diet of high-quality texts through story times and topic;
- provide the children with the skills and strategies necessary to develop into competent and fluent readers;
- encourage children to develop a life-long enjoyment of books;
- acquire study skills so that the children can find appropriate fiction and non-fiction books from the library;
- develop research skills, using library and class texts, in conjunction with electronic texts;
- form a critical appreciation of the work of authors, poets and illustrators in order to emulate these skills in their own writing;
- encourage care and ownership of books.

To promote enjoyment of reading and the understanding that reading is a life-long skill, we aim to provide the children with a variety of stimuli, including celebrating World Book Day. On occasion, authors and poets are invited into school to share and demonstrate their skills to the children. We are also introducing a Book Nook into our playground so that, in the warmer months, children can have access to exciting and stimulating literature even while they are outside.

OBJECTIVES

Within the context of reading, we believe that children should:

- use a range of strategies including accurate decoding of text, to read for meaning; read with confidence, fluency and understanding;
- understand, describe, select or retrieve information, events or ideas from texts and use quotation and reference to text;
- deduce, infer or interpret information, events or ideas from texts;
- identify and comment on the structure and organisation of texts, including grammatical and presentational features at text level;
- have a suitable technical vocabulary through which to understand and discuss their reading;
- sequence and summarise the main ideas from more than one paragraph;
- explain and comment on writers' use of language, including grammatical and literary features at word and sentence level; have an interest in words and their meanings; developing a rich and varied vocabulary;
- identify and comment on writers' purpose and viewpoint and the overall effect of the text on the reader;
- predict what might happen from the details stated and implied;
- relate texts to their social, cultural and historical contexts and literary traditions;
- read a range of genres in fiction and poetry, including classical poetry;
- use conventions of library organisation and computing systems to access texts to locate information;
- through reading and writing, develop their powers of imagination, inventiveness and critical awareness;
- discuss books with reference to author, illustrator, genre, theme and characters; to express personal responses with increasing fluency;
- be interested in books, read with enjoyment and evaluate and justify their preferences;

Through a positive and encouraging approach and a varied range of teaching strategies and experiences, children will develop into independent readers.

TEACHING STRATEGIES

Phonics

The systematic teaching of phonics has a high priority throughout EYFS and Key Stage One. All children in EYFS and Year One have daily phonics sessions taught in whole class sessions. At Caversham Primary School, we use a fully accredited systematic synthetic phonics programme called 'Rocket Phonics' produced by Rising Stars. The programme is underpinned by thorough pedagogy, is carefully structured, and focuses on the specific knowledge and skills needed by children to be successful. Pupils are carefully taught the relationship

between sounds, or phonemes, and the written spelling patterns, or graphemes, which represent them. The programme progresses at a steady pace so that all children can keep up. Language-rich, online teaching storybooks present new letter-sound correspondences within the context of interactive, illustrated stories to engage and enthuse pupils. All pupils have opportunities for daily practice and application of learning.

Daily phonics lessons focus on the core fundamental aspects of phonics teaching which help pupils to make the best progress. Enrichment phonics activities are also provided in addition to these daily 30-minute core sessions.

At the end of Year One, the children are assessed against the government's Phonics Screening Assessment which assesses the children's ability to blend phonemes in real and pseudo words. Children in Years Two and Three who did not meet the screening threshold, or who have been identified as needing further practice in blending and segmenting words, receive additional teaching and continue to work through the phonics programme.

Reading

Reading is taught explicitly in daily whole class reading and English lessons. Reading skills are also taught in shared reading sessions as well as in lessons across the curriculum.

We believe that the most successful teaching is:

- Discursive - characterised by high quality oral work;
- Interactive - children's contributions are encouraged, expected, and extended;
- Well-paced - there is a sense of urgency, driven by the need to make progress and succeed;
- Confident - teachers have a clear understanding of the objectives;
- Ambitious - there is optimism about and high expectations of success.

These characteristics underpin the quality of teaching and learning in our school.

PROCEDURES FOR INDIVIDUAL READING IN FOUNDATION STAGE AND KS1

There are procedures followed by each member of a year group team to ensure equality of provision, continuity and progression. All of the following procedures are outlined to parents in KS1 at the annual Parents' Information Evening. Each year group holds their own meeting in the Autumn Term.

FOUNDATION STAGE

Individual Reading

- Early in the children's Reception Year, pupils are given a wordless reading book. These books are used to encourage good book behaviour, teach early book skills, develop pupils' vocabulary and engage pupils in a love of reading.
- Once pupils have a secure knowledge of the first set of sounds, they will begin to read books from 'Pink A'. These are fully decodable books (with the exception of a few taught common exception words- we call these 'sight words'). The children will work steadily

- through the book bands following the phonics scheme closely to ensure that they are given the opportunity to see and practise all the graphemes that they have learnt.
- Alongside these decodable books, pupils are also issued with a levelled 'enrichment book'. These are books that we would not expect the pupils to be able to read independently but offer an opportunity for pupils to share and enjoy with parents to develop vocabulary and reading for pleasure.
 - Pupils' reading books are changed weekly to encourage re-reading for fluency and to develop comprehension skills.
 - The teacher hears every child read at least once a week.
 - EYPs also listen to pupils reading under the guidance of the class teacher. These may be pupils who need additional help to 'keep up', pupils with specific areas of need or as part of a focus group to address a specific barrier.
 - The teacher assesses pupils at the end of each half term, after every 'block' of learning. This means that they can keep a record of phonics knowledge and progress and ensure that any necessary interventions can be targeted to the specific need of the child.
 - Parents are requested to read with their children as often as possible, but at least three times a week, and to comment in their reading diary.
 - Pupils may also read to parent helpers.

YEAR 1 & YEAR 2

Individual reading

- Pupils are allocated books that closely match their phonics knowledge. In the early stages of reading (Pink - Orange) these are fully decodable books (with the exception of a few taught common exception words - we call these 'sight words'.)
- Alongside these decodable books, pupils are also issued with a levelled 'enrichment book'. These are books that we would not expect the pupils to be able to read independently but offer an opportunity for pupils to share and enjoy reading with parents to develop vocabulary and reading for pleasure.
- Pupils' reading books are changed weekly to encourage re-reading for fluency and to develop comprehension skills.
- The class teacher hears every child read at least once a week.
- Teaching assistants also listen to pupils reading under the guidance of the class teacher. These may be pupils who need additional help to 'keep up', pupils with specific areas of need or as part of a focus group to address a specific barrier.
- The teacher assesses pupils at the end of each half term, after every 'block' of learning. This means that they can keep a record of phonics knowledge and progress, and ensures that any necessary interventions can be targeted to the specific need of the child.
- Pupils may also read to parent helpers.
- Class teachers will move pupils onto the next reading colour band once they have demonstrated that they have secure knowledge of the phonics required.
- Parents are requested to read with their children as often as possible, but at least three times a week, and to comment in their reading diary.

PROCEDURES FOR READING AT KS2

Reading Books - children should have a suitable reading book in school at all times. This can be selected from the school library, the year group's satellite library or be a book from home. For some children, books will continue to be provided from the school's reading scheme. Teachers will be familiar with books suitable for their year group and will provide guidance and offer suggestions to children for books they may enjoy. To encourage further engagement and enthusiasm for reading, additional incentives are often put in place e.g. the Y6 World War 2 Reading Challenge.

Class Novel - each term every class will share a novel linking to an area of the wider curriculum. The class teacher will read to the class at least four times a week for a minimum of 10 minutes to allow for real engagement with and enjoyment of the text. Book choices are detailed on the CPS Reading spine document.

Whole Class Reading - Whole Class Reading (WCR) introduces the children to a huge breadth of texts across the year. As well as their class novel, three additional texts are introduced each week on a common theme. They can, but do not have to, link to the curriculum and will celebrate aspects of British life not usually covered e.g. sporting events, significant figures, topical events. These texts enhance the children's school experience by allowing opportunities for greater diversity, exploration of gender expectations and so on to be addressed and explicitly discussed. The texts shared can come from a wide variety of sources including fiction, non-fiction, poetry, songs, picture books and videos. It is expected that during these sessions, the class teacher shares any reading aloud with the children to allow for ongoing reading skills assessment.

Independent Reading - throughout the week there may be opportunities for children to read independently from their own books, most often in class library sessions. This will encourage concentration, focus and stamina. However, the reading 'mileage' needed to become a fluent independent reader should primarily be done at home.

Reading comprehension - there are regular opportunities for formal, written reading comprehension in English, WCR and other subjects across the curriculum.

Library - each class will visit the library at least twice a week in timetabled slot. Children are encouraged to make good use of the library facilities during these times as well as at lunchtimes.

READING STARS

Reading Stars is an intervention to help improve fluency, confidence, expression and understanding in reading for pupils who require additional support to keep up in Year 1

and 2. The programme provides targeted half-hour sessions for these pupils with our specially trained Reading Stars teacher.

LIBRARY (See library policy.)

The library contains a good variety of both fiction and non-fiction books. There is a designated library supervisor who works part time in the library. Fiction books are shelved in alphabetical order by author's names, with a separate section for KS1 and KS2. Non-fiction books are catalogued using a simplified Dewey System. A subject catalogue is available in the library, listed numerically and in alphabetical order. Each class teacher also has a range of fiction and non-fiction books (related to their topics) in or near to their own classroom.

It is important for the children to care for their library books and to remember to bring them into school on library day. A charge will be made if books are lost or missing.

ASSESSMENT AND RECORD KEEPING

All children from Year 2 - Year 6 are assessed three times a year using a standardised test (NTS Assessments). Their raw scores are used to create a Standardised Score which is used to inform teachers' ongoing assessment and are recorded and discussed at Pupil Progress Meetings termly. Pupils in EYFS and Year 1 are assessed half termly using assessments linked to our school phonics scheme.

The data from these tests is used to:

- inform teacher assessment;
- inform teacher planning;
- action any additional 'keep up' provision;
- ensure that the most able children have access to extension/enrichment work.

In Year 6, children take statutory national SATs tests in reading. At Caversham Primary School, Children in Year 2 will also continue to be assessed using KS1 SATs tests. This is no longer a statutory requirement but schools are encouraged to use these nationally standardised tests as a measure of attainment and progress for KS1 pupils, alongside teacher assessment.

WORKING IN PARTNERSHIP WITH PARENTS

Strong communication and support between home and school is essential in the teaching of reading. Pupils in EYFS, KS1 and Year 3 take home reading diaries to encourage good communication between home and school. 'How to help your child with reading' presentations and guides are shared with parents both virtually and in person. Reading Information Meetings are held to advise parents on the reading strategies used at this school and how best they may help their child at home. Parent readers support with reading in school by hearing individuals and discussing their books with them. Where parents are supporting in school, they receive training to ensure a consistent and effective approach.

SEND and EQUAL OPPORTUNITIES

Pupil Progress Meetings are held termly to identify children not making the required progress with their reading skills. Once those children are identified, appropriate interventions are introduced.

Our policy is monitored and reviewed to ensure that all pupils have equality of access to a range of reading opportunities and experiences and that all pupils achieve to the best of their potential regardless of gender, race or culture.

MONITORING AND EVALUATING

(See assessment policy)

The standards of teaching and learning in reading are regularly monitored and reviewed. Evidence gathered is used to form an action plan, which the English co-ordinator will subsequently implement.