



## **Calder Primary School Reading Policy and Progression**

**January 2023**

### **Intent**

At Calder Primary, it is our intent that every child will learn to read independently, regardless of their background, needs or abilities and that by the time pupils leave at the end of Key Stage 2, they will have acquired the reading knowledge and skills needed for the next phase of their education.

We recognize reading as a multifaceted process involving word recognition, comprehension, fluency and motivation. By securing these key skills and the ability to apply them independently, pupils will be able to embed their knowledge and access new learning opportunities across the curriculum as well as develop a love of reading and desire to read for pleasure. We know that reading has many other benefits that are of great value to pupils too. Reading improves knowledge of vocabulary; leads to deeper comprehension; develops critical thinking; improves memory; improves analytical skills; builds confidence; helps you to socialise; improves writing skills; improves focus and concentration; makes you more empathetic; develops emotions; develops your imagination and has many health benefits including relieving stress. At Calder Primary, we therefore prioritise reading for all pupils in school in both an academic and non-academic sense so that pupils learn to appreciate the pleasures of reading, view reading as an opportunity to explore their interests, read widely for a variety of purposes from enjoyment to gathering information, become confident with reading a range of genres and develop this vital life skill.

### **Implementation**

#### ➤ **Phonics**

Acquisition of early reading skills begins in Reception with Phonics lessons that follow the Read Write Inc programme and teach pupils phoneme/grapheme recognition and the ability to blend sounds to form words. Recognition of common exception words is also taught as part of the programme as well as an understanding of basic punctuation to aid fluency when reading aloud and support reading for meaning. Texts are discussed and pupils are encouraged and supported by staff to ask and answer questions, make predictions and inferences and, eventually, answer written questions about what they have read to develop comprehension skills. These RWI lessons continue throughout Year 1 and are then carried on into Year 2 and beyond for any pupils who require further consolidation and an opportunity to cement and embed this early knowledge and key skills. An overview of Phonics progression through school can be found in the Primary Phase English Curriculum Plan (Appendix 1) and a more detailed breakdown of this can be found in the Calder Primary Phonics Progression document (Appendix 2).



➤ Guided Reading and Development of Comprehension Skills

Whilst younger pupils develop their decoding, fluency and comprehension skills primarily through Phonics sessions, Key Stage 2 pupils have Guided Reading sessions in addition to English lessons. These timetabled, 20 minute sessions provide staff the opportunity to listen to pupils read, model reading aloud with intonation and fluency, discuss texts and develop a love of reading with small groups of pupils who are organized by ability in order to allow for clear differentiation of texts. Quality reading material is carefully chosen to ensure that pupils are able to read and demonstrate understanding of a text independently, while still providing a level of challenge particularly with regards to questioning and discussion points that are led by the adult. These sessions are also used by staff as an opportunity to develop pupils' comprehension skills, sometimes via discussion and sometimes through the use of written comprehension questions that require written answers. All pupils will read with at least one adult at least once per week and a range of structured independent tasks will be provided for those pupils not with an adult.

➤ Reading for Pleasure

Teachers promote reading for pleasure in their classrooms by having a reading area with age-appropriate texts that pupils can access at all times. Key Stage 2 pupils are encouraged to have a reading book and are given opportunities for quiet, independent reading during the school day (for example, after breaktimes or whilst other pupils are getting ready for lunchtime) and younger pupils access their class reading areas throughout the day. EYFS and KS1 pupils have daily storytimes and KS2 pupils have storytime timetabled at least once per week. During these sessions, adults read to pupils from a text that is not associated with lessons or any academic activities in order to simply enjoy the text. In addition to these reading areas and storytime sessions, pupils regularly access the school library either to borrow texts to read in school, borrow texts to take home and share with their family or just to spend time reading in and enjoying the library environment.

➤ Developing Reading at Home

Reception and KS1 pupils take home three reading books per week. The first is a copy of the RWI text they have been using in school that week so they can share it at home, consolidate their learning from that week and build fluency when reading aloud. The second is a RWI Book Bag Book that contains the same phonemes and graphemes they have been learning in school that week so they can apply their new knowledge and skills to a different text as well as the one they have covered in lessons. The third book they take home is a book of their choice that they can share at home to encourage reading for pleasure. Parents are encouraged to provide written feedback on their child's reading and progress via a reading record book. When pupils have reached the end of the RWI scheme, usually by the end of the Autumn Term in Year 2, they take home a reading book that is of an appropriate level for their age and reading ability and a second book of their choice to encourage reading for pleasure. Parents are encouraged to read with their child even when they are independent readers so that they can support their child to read with fluency and intonation, recognize punctuation, help decode any difficult words, discuss texts and ensure understanding of new vocabulary. All KS2 pupils are able to take home 2 books of their choice from the



School Library and are expected to read at home for at least 10 minutes each day. Any KS2 pupils who need to continue consolidating their Phonic knowledge can access RWI home reading resources and pupils who need to develop fluency and/or comprehension skills can be given texts to take home that are appropriate to their reading level. This is done at the discretion of the class teacher and after a conversation with parents. KS2 pupils will also regularly take home age appropriate reading comprehension tasks as homework.

➤ Supporting Pupils to Become Accomplished, Independent Readers Across The Curriculum  
EYFS and KS1 pupils acquire, develop and embed the key early decoding, fluency and comprehension skills needed to become accomplished, independent readers and pupils are supported with the strengthening of these skills across the curriculum. In Year 3 to 6, pupils are provided with numerous opportunities to apply and develop their key skills in a variety of lessons across the curriculum in order that they can extend their knowledge of topics, influence the direction of their learning and explore their interests. For example, pupils are encouraged to read for information in lessons such as Topic and Science, read to follow instructions in lessons such as IT and read to understand the perspectives of others in lessons such as RE and PSHCE. In addition to this, KS2 pupils are also provided with opportunities to continue the development and embedding of their key skills through Guided Reading sessions (see above) and adult led sessions that teach and model how to read a text in order to deepen comprehension skills and understand increased levels of inference. Other key skills such as skimming and scanning texts are also taught and modelled during these adult led sessions.

➤ Power of Reading

In Reception and Year 1, daily English lessons are focused up and follow the RWI Phonics programme (see above and also Calder Primary Phonics Progression document, Appendix 2, for details) while from Year 2 to Year 6, pupils' English lessons are text-based and are inspired by Power of Reading planning and teaching. Quality texts are chosen that pupils' lessons will be based around for at least half a term (sometimes slightly less for younger pupils in Year 2) and the learning tasks are either taken directly from or inspired by Power of Reading resources. This format allows for each text to be studied by pupils slowly and in detail so they have time to become fully immersed in the characters, plot and setting. This then provides many opportunities for pupils to produce quality writing across a range of genres (see Primary Phase English Curriculum Progression Plan, Appendix 1, for full details of writing genre and skills progression through school) as well as develop their knowledge and understanding of quality children's literature.

➤ Encouraging Parental Involvement

Parents are continuously encouraged to be fully involved in their child's reading development throughout school. When their child is in Reception, parents are invited to attend a Phonics Information Evening which outlines how Phonics is taught in school, the importance of correct pronunciation of phoneme in order to develop blending skills and the meeting also provides resources and advice so parents can fully support their child at home. This is followed by other Information Evenings as their child moves through school such as a meeting in Year 1 about the Phonics Screening Check and how they can support their child



by practicing blending skills to read nonsense as well as real words, a meeting in Year 2 that focuses upon KS1 assessments outlining the volume of text their child will be expected to read as well as the comprehension skills they will need to demonstrate and further meetings in KS2 explaining the increased expectations for each year group building towards Year 6 SATs. In addition to these meetings, parents are able to communicate with staff about the progress they feel their child is making with their reading (in terms of decoding, comprehension, reading with fluency, using correct intonation etc) via reading logs that pupils take with their home reading books, termly Parents' Evenings or by contacting staff directly if there is an issue they wish to discuss. Regular special events are also held throughout the school year that encourage parents to become involved in reading with their child such as inviting adults into school to share a book on World Book Day and inviting companies such as Scholastic to school events.

### **Impact**

Adults in school carry out both formative and summative assessments on pupils' reading throughout the year. The data from these assessments is used to formulate strategies that will support all pupils to continue their development and, when required, accelerate progress. These strategies may include introducing 1:1 reading, changes to whole class planning or timetabling, small group interventions to address specific needs or increased parental intervention among other things. Leaders and external visitors including Governors, regularly moderate data and teacher assessments to ensure all pupils are making at least expected progress from their individual starting point and that where pupils are not doing this, effective and impactful strategies are put in place in a timely manner.

The combined impact of all strategies implemented throughout school from Reception to Year 6, need means that Calder Primary pupils finish Key Stage 2 with the skills, confidence and enjoyment of reading needed in order for them to succeed in the next stage of their education and to support them in their future adult life.