



Caversham Park Primary School

Together we enjoy, create and achieve

Reading at Caversham Park

Reading opens doors to the wider world and enables children to broaden their experiences.

Reading is a fundamental skill that enables children to learn across the whole curriculum, therefore, teaching readers who enjoy reading is a priority at Caversham Park Primary School. Teaching children to read and promoting a love of reading is delivered in a wide range of ways including those outlined in the guidelines below.

Phonics

Systematic Phonics is the prime approach to teaching reading in the Foundation Stage and Key Stage 1 and the school uses the Letters and Sounds program as the primary tool for delivering phonics to ensure a comprehensive and systematic approach. Phonics is taught daily for 20 minutes as part of a discreet phonics lesson from the beginning of Reception through to the end of Year Two. Where appropriate, children in Key Stage Two may also be learning to read through phonics.

See the 'Phonics at Caversham Park Guidelines' and the associated documents for a more detailed outline of the schools approach to delivering phonics.

Comprehension

Throughout Key Stage 1 and 2 reading comprehension is developed through the use of VIPERS

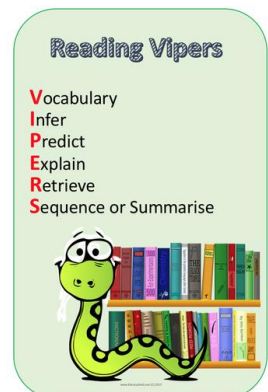
VIPERS is a range of reading prompts, developed by The Literacy Shed, based on the reading content domains found in the National Curriculum. The 'VIPERS' reading skills are: vocabulary, inference, prediction, explanation and summarising (KS2) / sequencing (KS1).

Whole Class Reading in Key Stage 1

In Key Stage 1, the children have the opportunity to embed and apply their phonics knowledge through daily reading lessons. During these sessions the children will also develop their comprehension skills through planned VIPERS questioning.

Depending on the age group of the children, a typical reading lesson will include a selection of the following:

- Book Talk
- Vocabulary work
- Phonics practise
- Adult modelled fluent and expressive reading
- Shared reading of a text or parts of a text
- Independent reading - all reading the text independently whilst the teacher listens to individual children
- VIPERS questioning and response
- Adult modelling of verbal and written responses
- Children providing verbal and/or written responses.



VIPERS questions are pre-planned by the teacher and a single lesson will tend to focus on one particular VIPER skill at a time. Sentence stems should be given to support children with answer questions in full sentences.

The texts used during reading lessons are chosen by the teacher. They should be engaging and provide the children with a rich reading 'diet'. Where children are reading aloud, texts chosen must be matched appropriately to the children's phonics knowledge / reading level.

Whole Class Reading in Key Stage 2

The primary approach to teaching reading in Key Stage 2 is through daily whole class reading lessons.

A sequence of whole class reading lessons should be planned to develop children's:

- Vocabulary through pre-teaching
 - new vocabulary should be paired with images to aid retention
- Word Reading
- Fluency
 - through a range of independent and shared reading strategies (see fluency below).
- Expression and intonation
 - through shared and modelled reading
- Reading skills - such as skimming and scanning
- Comprehension
 - through VIPERS questioning including modelled, shared and independent responses to questions.

The typical structure of a week of whole class reading should be as follows:

- Day 1:
 - hooking into the text
 - pre-teaching of vocabulary and word reading (as appropriate)
 - reading of the whole text through modelled, shared, paired and independent read as appropriate
 - VIPER focus question.
- Days 2-4:
 - Re-capping of vocabulary and word reading (as appropriate)
 - re-reading of the text - shared, paired or independent as appropriate
 - VIPERS focus questions
 - modelling of skills and responses to questions
 - independent responses to questions - oral and written.
- Day 5
 - Reading for Pleasure day - this may take place on any day of the week.

Providing success criteria and sentence stems for supports children with the comprehension skills and should be used throughout the week however, the extend of these will vary depending on age group.

Book talk should take place throughout the week and opportunities should be provided for children to make their own comments; lead their own discussions and questions.

Whenever shared reading takes place this must be unpredictable for the children and controlled by the teacher. It is recommended that children use a reading ruler to help track the text during shared/modelled reading until they can demonstrate that they are able to follow along the text reliably.

VIPERS questions are pre-planned by the teacher and a single lesson will tend to focus on one particular VIPER skill at a time. All Key Stage 2 children are provided with a reading journal to record written responses to questions and ideas. These journals provide the teacher with evidence of the children's current attainment and areas for development.

It is expected that all children, unless on a different curriculum, will take part in the whole class reading lesson. To ensure that the lesson is accessible for all children scaffolds should be in place to support children with their particular weaknesses. It is highly recommended that children who are not yet working at the expected standard for the year group are provided with the opportunity to pre-read the text prior to the lesson with an adult. Children who cannot yet decode age-appropriate texts should be given targeted intervention in addition and separate to reading lessons.

The individual texts used during reading lessons are chosen by the teacher using their expert knowledge of the children's ability and interests and their knowledge of the curriculum and the outcomes desired. However, texts chosen must:

- Be of appropriate content to the age of the children
- Be broadly in line with the children's reading age - lexile levels can assist with this. *See Reading and Book Band Progression document that outlines the lexile levels*
- Include a wide range of genres and text types, including: narrative, non-fiction and poetry.
- Expose the children to a varied, rich and diverse reading diet
- Provide opportunities for the children to make progress in their reading.

Recommended texts to be used are also included on the schools literature spine and specific year group book lists are available, however these lists are not exhaustive. It is also appropriate to use pictures, images and picture books in Key Stage 2 to support the teaching of inference skills. Teachers are encouraged to link texts together to develop an overarching theme or topic to engage children in the texts chosen.

'Story Time'

Every class throughout the school has protected 'story time' each day. This is an opportunity to for the children to hear an adult read a class novel, picture book or poem and for the teacher to expose the children to books and/or authors they may not have previously known. Books read to the children by the teacher should be more challenging than those the children could read to themselves. This is to expose the children to more challenging text types and content. However, they need to remain age appropriate.

A selection of books that can be read during 'story time' is included on the school's literature spine and book lists so teachers are encouraged to choose from these when selecting a novel to read to the class. This novel may also be the one that is studied in English lessons however the purpose of story time is to promote the enjoyment of reading and not to be associated with writing and recording responses.

Individual Reading

All children in Reception and Year One are heard read on a 1:1 basis with a member of classroom staff at least once a week and on a regular basis with the class teacher. In other year groups, all children are heard read during reading lessons over the week and scheduled reading takes place on a 1:1 basis depending on the age and attainment of individual children.

Some children are identified by class teachers are requiring additional 1:1 reading sessions with a member of classroom staff. These may be on a daily or a bi-weekly basis depending on the children's needs and particular difficulties. These focus children may include:

- Pupils with SEND
- Disadvantaged pupils
- EAL pupils
- Children who don't read at home
- Children who are not yet meeting age-related expectations
- Children who are at risk of not meeting age-related expectations
- Children who are not making good progress in line with their starting points.

For children who have been identified as 'daily readers' this can also include reading interventions that are in place.

In all year groups children should be encouraged to have their feet on the floor, their chair tucked in and to sit up straight when reading aloud. In Reception and Key Stage 1 it is recommended that a book slant is used to help the children see the words easier and reading rulers or pointing sticks can be used to help children keep track during reading at any stage.

Fluency and Word Reading

It is important that by the time the children reach the end of Key Stage 2 that they are confident and fluent readers so that they are able to access the curriculum in Key Stage 3.

At Caversham Park this means that by the end of Year 6 children will be able to read smoothly at a conversational pace with expression and pauses as appropriate. They should be able to read the majority of words accurately and self-correct rapidly.

There are a wide range of strategies for developing fluency that can be incorporated into reading lessons and run as part of an intervention. These include:

- Modelled reading
- Echo reading
- Choral reading
- Repeated reading
- Speed word reading
- Paired reading
- Precision monitoring of particular words, phonemes or spelling patterns.
- Embedding fluency activities in to lessons.

Some children in Key Stage 2 may still require phonics teaching, these children should be taught phonics using the school's phonics scheme. Phonetically decodable books for children in Key Stage 2 are available from the English Leader.

The English Curriculum

The English curriculum is designed to provide a wide range of text types and genres that progress throughout the school.

English units of work are all linked to a carefully chosen model text this may be a whole text or an extract. This is a text that the school has identified as one that it would like the children to study in depth. During English lessons the children will have the opportunity to develop in depth comprehension of the text through 'book talk'. They should also be given the opportunity to compare and contrast this model text with other similar texts.

The Wider Curriculum

Providing the children with the opportunity to read across the curriculum not only enables the children to learn in other subjects it further embeds their reading skills. When reading in other subjects it is recommended that the same strategies used in whole class reading are implemented and include a variety of modelled, shared, paired and individual reading.

Opportunities for using texts to support learning in other subjects are included on curriculum overview documents and texts linked to units of work across the curriculum are included on the Literature Spine.

Literature Spine

The Literature spine aims to centralise the reading material offered to each year group. It is made up of model texts to be studied; possible whole class reading texts; class novels and texts linked to English lessons and the wider curriculum.

The spine has been sequenced to ensure that books/texts progress throughout each year and across year groups. The Literature spine aims to expose the children to a wide and varied reading diet throughout their time at Caversham Park.

Books that are read over the year should be highlighted on the literature spine so that a record of books the children have read can be kept.

The books that are on the Literature Spine are available within the classroom in a designated box. These books are to be read and used by the teacher and children so should be placed into the classroom environment as appropriate.

Promoting Reading in Classes:

The school is committed to engaging children in reading for pleasure and there are a number of ways in which school staff can promote reading for pleasure in classes. The following list provides examples of good practise:

Physical environment:

- Designated book/reading area in all classes that is:
 - accessible
 - inviting
 - comfortable
 - well cared for
 - organised
- A range of reading materials are on offer
- Key authors, texts or themes are displayed/highlighted
- Systems from recommendations and reviews in place
- Books that reflect topics clearly displayed
- Books and stories written by the children are available
- Displays of books read by the class
- Reading strategies displayed
- Print in the environment (typed and handwritten)
- Photographs of reading.

Reading for Pleasure:

- dedicated reading for pleasure time at least once a week
- protected daily story time
- story time used to read the first chapters from a selection books to expose the children to possible books that they could be used. One book is then chosen to be read as a whole class.
- 'comfy' reading time in which children can bring in bean bags and cushions
- reading and sharing class stories in different environments including the reading area and the outside
- adults modelling expressive and engaging reading
- adults using props to engage children in stories and reading, e.g. wearing a cloak, using a storytelling chair.
- dedicated story telling weeks in Reception during which children tell and act out their stories on a 'stage'
- reading activities offered as an enrichment activity during Activity Time
- book clubs
- buddy reading/mystery readers
- stories read and shared during assemblies
- dedicated library time for all children
- a wide range of story sacks available
- reading for pleasure focussed book week
- book fairs and competitions
- surveys of children's reading preferences which are used to adapt reading and the environment.

Home Reading Books

Children in Reception begin taking home non-word books in their first full week of school. Once the children have learnt their first sounds and demonstrate some ability to blend they will be moved on to books containing phonetically decodable words.

All individual reading books for Reception and Key Stage One are phonetically decodable and the books are banded according to the phonemes they contain and their 'decodability' in line with the school's phonics scheme. The children will only take home books that contain the graphemes they have been taught and will be in line with their phonic phase. Reading books are selected and/or checked by classroom staff to ensure that they match the children's phonological awareness.

See phonics guidelines for further information on phonics.

Children have the opportunity to change their books everyday as long as they have read it at least twice. The first read is to have a focus on decoding whereas the second is to focus on developing comprehension and understanding. Once the children reach turquoise book band level they are no longer required to read their book twice as they should be fluent enough to read and comprehend simultaneously.

Book banding continues into Key Stage 2 to ensure that children are reading texts in line with their reading attainment. Children in Key Stage 2 are able to select texts of the appropriate band from the book band resources however, it is vital that classroom staff continue to monitor the books chosen and the frequency that they are changed.

Children who are able to read in line with the end of Year 4 expectations are then identified as 'free readers' these children are then able to select books of their choosing from the schools well-stocked book corners, the library or from home. Again, classroom staff continue to be responsible for monitoring the reading materials chosen by free readers and how often books are changed. Classroom staff are encouraged to recommend a wide range of reading material to the children in their class to ensure they are exposed to a rich and varied reading 'diet'.

See the school book banding progression document and reading levels which identifies book banding progression and attainment expectations.

All children are provided with a reading record, school staff will write a record in this every time they have read with the child at school. Parents/Carers are required to sign the record when their child has read at home and they are encouraged to write a comment. Children in Key Stage 1 also have a target sheet in their reading record that is used to support the parents in understanding the reading skills that are required at each book band. The general expectation is that parents will read with their child at least three times a week; in Upper Key Stage 2 this may be to confirm they have read rather than physically hearing them read unless specifically outlined by the class teacher, e.g. for pupils with SEND.

In addition to their individual home reading book the children are given the option to take home a reading for pleasure book alongside their 'decodable' book. Children in Key Stage 2 are able to select books from the schools well-stocked library every fortnight. Children in Reception and Key Stage 1 select books from the lower school library. This resource provides the children with the opportunity to select books in line with their interests and include a wide selection of non-fiction reading materials as well as fiction.

Parents/Carers

A 'Phonics and Reading' information session is held for the parents/carers of Reception children at the same time the children begin to take home their first reading book. In Year One parents/carers are informed about how phonics progresses in Key Stage 1 and about the phonics screening check through another information session.

In addition to these annual meetings the school also:

- ensures that phonics and reading achievement and progress is always discussed at parent/carer consultation meetings and, where relevant, supporting materials are made available
- delivers reading and/or phonics information sessions for groups of parents/carers as appropriate
- holds reading and phonics open mornings during which parents can learn alongside their child
- runs 'Stay and Play' sessions for Reception families with a particular focus on phonics and/or reading
- most class teachers host general information sessions, usually at the beginning of the academic year, during which they outline the expectations for reading with their year group
- invites parents/carers in for special events involving reading, such as, 'Bedtime Booktime'.

Assessment of Reading

The school uses its own system for the assessment of phonics and uses this to carefully monitor children's progress in phonics throughout Reception and Key Stage 1. *See the Phonics Guidelines for further information on the assessment and monitoring of phonics.*

Reading attainment and progress for children in Reception is assessed against the Early Learning Goals set out in the Framework for Early Years and through tracking of objectives on the school's Reception curriculum. In addition to this reading bands and phonics levels are used to check children are progressing as expected. *See the schools Foundation Stage Policy for further information.*

In Key Stage 1 and 2 reading attainment and progress is assessed through:

- On-going formative assessment as part of reading lessons
- Observations made during 1:1 reading sessions and comments in reading records
- Book band tracking ladders
- PM benchmarking and miscue analysis
- Published assessments (*see school assessment schedule*)
- School tracking systems - target tracker and year group assessment sheets
- Attainment intervention programs where applicable.

The information gathered from a wide range of sources is compiled to give an overview of a child's reading attainment and their areas for development. This information is used to plan for future learning.

The school has reading assessment grids for each year group which can be used to collate evidence and track individual and group attainment and progress in reading. The areas of reading have been broken down into categories and also include pupil's engagement in reading.

All attainment judgements are made based upon the expectations for reading outlined in the National Curriculum. The Reading Leader and Headteacher carryout termly reading moderation meetings with all class teachers.

Statutory assessments are carried out as in line with DfE guidelines. These statutory assessments include:

- Reception Baseline Assessment
- The Early Years Foundation Stage
- Year One Phonics Screening check
- Year Two phonics Screening check where applicable
- Key Stage 1 SATs
- Key Stage 2 SATs

See the schools teaching, learning and assessment policies and assessment rationale for further information on assessment at Caversham Park Primary School.

Monitoring and Training

Reading will be monitored by the Reading Leader and/or SLT. All staff at the school receive training as relevant to their role. Training is delivered by the Reading Leader to ensure that teaching and learning is taking place in line with the school's guidelines. The Reading Leader regularly attends training to ensure that they are up to date with current practice and this is fed back to staff during in school training sessions. Where necessary/available, staff may be offered the opportunity to attend external training.

Reading Guidelines

J. Twyford

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