



Reading Rationale

Here at Calshot Primary School, we follow the National Curriculum for English. The overarching aim for English is to promote high standards of language and literacy by equipping pupils with a strong command of the spoken and written language, and to develop their love of literature through widespread reading for enjoyment.

The National Curriculum for English aims to ensure that all pupils:

- read easily, fluently and with good understanding
- develop the habit of reading widely and often, for both pleasure and information
- acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language
- appreciate our rich and varied literary heritage
- write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences
- use discussion in order to learn; they should be able to elaborate and explain clearly their understanding and ideas
- are competent in the arts of speaking and listening, making formal presentations, demonstrating to others and participating in debate

The programmes of study for **reading** at key stages 1 and 2 consist of 2 dimensions:

- word reading
- comprehension (both listening and reading)

Intent

Reading is at the core of our curriculum because, as stated in the national curriculum, we believe that through reading pupils have a chance to develop culturally, emotionally, intellectually, socially and spiritually. Literature especially plays a key role in such development. Reading also enables pupils both to acquire knowledge and to build on what they already know.

It is our aim that, by the end of their primary education at Calshot, all pupils have an established love of reading, are able to read fluently, and with confidence, in any subject and are fully prepared for the next stage of their school career. We have a reading curriculum that is engaging, rigorous, memorable and challenging, and strives to meet the diverse needs of our children.

Implementation

In Early years and KS1 we teach phonics systematically and follow the original 'Letters and Sounds' framework from 2007. Children in our nursery begin the learning of phase 1, where the learning is auditory based. They begin to learn letter sounds in the Summer term (phase 2) and 'Letterland' characters are used. From Reception, the 'Jolly



Reading Rationale



Phonics' actions and songs are used to support the teaching and learning of the 'Letters and Sounds' framework, where appropriate. During the Spring and Summer terms, we are making the move to transition to using 'Essential Letters and Sounds,' in order to ensure consistency across the school and develop fidelity to one phonics scheme.

EYFS

Children who attend our Nursery begin to learn letter sounds. Once the children are settled, they begin to learn one new letter sound each week.

In our Reception classes, phonics is taught daily and children are immersed in a phonic rich curriculum and environment. A new letter sound is taught from Monday through to Thursday, with Friday being a day for consolidation and application in writing activities. By the end of Reception, children will be able to read all the letter sounds up to phase 4 and will be able to read an increasing number of common exception words.

Y1

In Year 1, a structured weekly phonics programme is followed to recap and reinforce recognition of phase 3 and teach new graphemes from phase 5. We begin by revisiting phase 4, then we follow our programme with the 'Sound of the Week.' Each week, we practise a specific sound and learn its alternative graphemes. We have daily practise in blending them and segmenting them in order to spell.

Children have five English lessons per week:

Monday- Spelling and handwriting focus (new sound of the week introduced & practised)

Tuesday- Phonics focus (blending and segmenting sound of the week)

Weds/Thurs/ Fri- SPaG, reading and writing focus.

In addition, discrete reading sessions are taught for 25 minutes daily. Each child will have one, 25 minute guided reading session with an adult. When not reading with an adult, children will read independently and complete activities based on the sound of the week, reading comprehension and high frequency words and common exception words.

Y2

In the Autumn term of Y2, phase 3-5 sounds and their grapheme/ phoneme correspondences are practised to ensure children are secure in their knowledge and use of phonics.

Daily reading sessions take place for 25 minutes per day and a range of genres are used to learn about the different features each text type requires. Children are taught to improve their fluency, increase their pace and encouraged to read aloud and to themselves. Content domains are used to support teachers with their planning and



Reading Rationale



assessment notes are made in relation to these to inform next steps and gaps in learning.

Phase 6 phonics teaching focuses on developing key reading skills. Teaching and investigating spelling patterns, prefixes and suffixes enables children to understand more about the structure of words and consolidate their knowledge of graphemes. Common exception words for Y2 are also taught throughout the week. Across KS1 we use the Bug Club reading scheme within school for our Guided reading lessons. This is also supplemented by some other books including Big Cat Phonics readers.

KS2

Reading sessions are taught daily across KS2, with each child taking part in a weekly guided reading session per week with an adult. During this session, adults use assessment data and formative assessments to plan sessions to support the teaching of the content domains for reading. Content domains are used to support teachers with their planning and assessment notes are made in relation to these to inform next steps and gaps in learning. Texts are chosen to be as close to the children's abilities as possible and a variety of genres are used such as newspaper articles, poetry and non-fiction texts as well as narrative. A mix of whole texts and extracts are encouraged. Throughout the week, activities around comprehension and an increasing amount of discrete teaching of vocabulary are used to support the development of children's reading. Independent reading is actively encouraged. Children have free reign of reading material consisting of newspapers, magazines, non-fiction texts and story books and poetry from the class or school library.

Home Reading

Nursery- children take home a school library book and parents are encouraged to share this with their child.

Reception/Y1- Children take home a school library book and parents are encouraged to share this with their child. Children also take home a book from the school reading scheme (OUP books) which will match the sounds they have been learning in school and are phonically decodable.

Y2- Children take home a school library book and parents are encouraged to share this with their child. Those children who are still needing support with their phonics, will take home a book to match the phase they are currently working on which is phonically decodable. Children who are not using phonically decodable books will take home a book beginning at orange level from the Oxford Reading Tree scheme.

Y3-6- In key stage 2, children use the Oxford Reading Tree and are our 'stage readers.' These children are expected to read at home to an adult and for this to be



Reading Rationale



recorded into their reading diaries. Adults in school also read with these children to monitor their progress. When a child is considered to be fluent and show understanding of a text at their level, we move them onto be 'free readers.' This is usually around stage 15 of the Oxford Reading Tree scheme. Staff use their professional judgement to make individual decisions.

All children from Y1 to Y6 have a log in for online Bug Club. This is used for children to access at home and as a platform for online reading. It can also be used as an independent activity during guided reading or used as a text to support during adult led guided reading sessions. Children are grouped according to their ability and their reading book band which is aligned with their home reader.

Reading for Pleasure

Hearing an adult read provides good role modelling to aid children to improve their fluency and expression. We believe that reading should be promoted as a pleasurable experience and all classes end the school day with a class story, read to by the class teacher. This book may be from the reading spine we have developed in KS1 and in KS2, we are actively promoting the knowledge of modern authors and new releases. Book areas within the classroom and the school libraries are continually monitored and replenished with award winning texts and notable authors to widen the knowledge of authors and texts read by our children. Magazines, poetry, newspapers and non-fiction texts are promoted as well as narrative texts.

Supporting Reading

We endeavour for all children to achieve or exceed the expected standard for reading at all stages of their school career. However, we recognise that not all children develop at the same rate and we have interventions in place to ensure success for all.

In Reception, children who are not on track are identified each day when a new sound is introduced, we track whether the children are able to recall and form each letter sound as they are covered. Children who are consistently unable to recall letter sounds are identified and where necessary work 1:1 or as part of a smaller group.

In Y1, children identified as needing additional support are organised further by needs into small intervention groups. They then receive additional phonics support once a week outside the classroom. This 30 minute session is planned by class teachers and reinforces recall of phase 2/3/5 graphemes (as appropriate) and the blending of these sounds to read words. These children are also targeted by class teachers during the weekly phonics lessons and during daily phonics practise.

Children who do not pass the phonics check in Y1 are identified as needing extra phonic support needed to continue into Y2. Precision teaching is used to support these children. Rapid phonics is also used as a small group or 1:1 intervention.



Reading Rationale



Precision teaching is used as a 1:1 intervention for early/struggling readers across the school. Because accuracy is a fundamental part of fluency, early readers need to focus on word recognition. Those identified as early/struggling readers take part in daily precision teaching where they are given time to practise sight reading of common exception words.

In KS2, SEND children or those who are beginning our school and are new to the reading journey are assessed by class teachers and interventions used accordingly. We use Flash Academy to support our new to English children in order to build up their spoken vocabulary. Phonics interventions are used to introduce children to the 44 phonemes and begin to learn to blend and segment and introduce vocabulary and read words on sight. Other interventions may include Rapid Phonics, buddy reading, small group interventions and 1:1 interventions with an adult.

Impact

Reading Data

% of Calshot Primary Children Achieving EXS+ 2019 KS1	80%
National Average	75%

% of Calshot Primary Children Achieving EXS+ 2019 KS2	85%
National Average	73%

% of Calshot Primary Children Achieving EXS+ 2021 KS1	69% (Internal data)
National Average (2019)	75%

% of Calshot Primary Children Achieving EXS+ 2021 KS2	83% (Internal data)
National Average (2019)	73%

Phonics Data

% of Calshot Children Passing Phonics Screening Check 2019 Y1	88%
National Average	83



Reading Rationale



% of Calshot Children Passing Phonics Screening Check 2021 Y2	98%
National Average	92%