



## Cooper Perry Primary School

### Reading Statement of Practice

#### Vision

At Cooper Perry Primary School, we believe that reading is the foundation of all learning and the key to unlocking the curriculum. Our vision is for every child to become a confident, fluent and passionate reader, equipped with the skills to access knowledge, articulate ideas and experience the joy that reading brings. We are committed to developing a reading culture that begins in the Early Years and grows throughout the school, supporting children to read for pleasure, for knowledge and for life.

We ensure our reading curriculum is inclusive, ambitious and grounded in high-quality literature. Reading is woven through all areas of the curriculum, and we invest time and resources to ensure every child has access to books that reflect both themselves and the wider world. We want our children to leave Cooper Perry as engaged, empathetic and independent readers, ready for the next stage of their education.

#### Intent

At Cooper Perry, we aim for all children to develop a love of reading and the ability to decode, comprehend and enjoy a range of texts. In the Early Years, children are immersed in a rich diet of quality stories, rhymes, books and ambitious vocabulary. They access a wide range of books in their continuous provision and are encouraged to revisit familiar texts independently. Displays and reading areas promote a love of books and ensure frequent exposure to language.

We intend for every child to become a fluent, confident reader through a structured and systematic approach to phonics and reading instruction. Using the *Little Wandle Revised Letters and Sounds Programme*, we begin developing children's phonological awareness in Nursery, ensuring they are well prepared for the teaching of grapheme-phoneme correspondences (GPCs) and blending in Reception.

As children move into Key Stage 1 and beyond, the intent is to ensure that all pupils master phonics and fluency so that they can move from learning to read to reading to learn. Through carefully sequenced teaching, targeted interventions and a strong focus on fluency, prosody and comprehension, children are supported to develop a deep understanding of what they read and to engage with books on a personal level.

We aspire for children to develop strong reading habits both in and out of school. We value reading for pleasure as well as purpose, and carefully select high-quality, diverse texts that foster curiosity, emotional connection, and a lifelong love of reading. Reading is a key driver of our wider curriculum; our aim is that all children are able to access, enjoy and engage with the full breadth of our curriculum through strong reading provision.

#### Implementation

## Phonics and Early Reading

Nursery to Year 1: We follow *Little Wandle Revised Letters and Sounds*, beginning with Foundations in Nursery. Children develop phonological awareness, listening skills and conversational ability, before moving on to GPCs and blending in Reception.

Daily Phonics: In Reception and Year 1, children receive 30-minute phonics lessons every day. Reception begins with shorter sessions and builds stamina. Each week ends with a review session to consolidate learning.

Keep-Up Sessions: Any child needing additional support receives daily keep-up lessons, taught by a fully trained adult using the same structure and progression but in smaller steps with increased repetition.

Reading Practice Sessions: In Reception and Year 1, children read in small groups five times a week using books precisely matched to their secure phonic knowledge. Sessions target decoding, prosody and comprehension, with children reading the same book five times across the week. Decodable books are then sent home alongside a reading-for-pleasure book.

## Year 2 and Beyond

Year 2 Phonics: We assess children on entry to ensure the Year 1 progression is secure. Gaps are addressed through daily phonics until complete. A five-week Phase 5 review then consolidates learning before transitioning to spelling instruction via the *Bridge to Spelling* and dedicated spelling units.

Rapid Catch-Up: Daily phonics continues for any pupil from Year 2 upwards who is not yet at age-related expectations or has not passed the Phonics Screening Check. This follows the *Rapid Catch-Up* pathway of Little Wandle at a faster pace.

## Fluency and Comprehension

Little Wandle Fluency (Year 2): Once children complete the phonics programme, we continue to develop fluency through structured reading sessions that include pre-reading, 10 minutes of aloud reading per child (with teacher 'tap-in'), and focused teaching of prosody and comprehension. Reading speed and accuracy are monitored regularly.

## Key Stage 2 Reading

Accelerated Reader: From Year 3 (or earlier if ready), pupils access Accelerated Reader. They select levelled texts and complete half-termly Star Reader assessments to track progress. Book choices are monitored and supported by staff.

Whole Class Reading: In KS2, reading is taught daily through 45-minute whole-class sessions. Two lessons per week focus on a class novel read aloud daily by the teacher. Sessions prioritise rich discussion, exploration of theme and character, and developing personal responses, not exam-style questions.

Curriculum-Linked Reading: The remaining three lessons connect to the wider curriculum (science, history, geography, English topics), building background knowledge and vocabulary. This allows deeper afternoon learning and practical application.

Enrichment Reading: Children also engage with poetry, current events, and other literary forms to broaden their reading experiences.

## Reading for Pleasure

Class books are read aloud daily by teachers alongside the text used to inspire writing both are chosen carefully to reflect high quality and diverse texts.

Children take home both a decodable reading book and a book for pleasure in KS1 and their Accelerated Reader book in KS2 when ready.

Reading at home is encouraged and supported through parent engagement and regular monitoring of reading records.

### Assessment

Phonics: Children in Reception to Year 2 are assessed half-termly using the Little Wandle assessment grid. Children receiving 'Keep-up' are assessed every three weeks.

Reading:

Star Reader assessments are used from Year 3–6 on entry and then half-termly.

All pupils from Year 2 upwards take termly NFER reading tests apart from Year 6, who do previous SATs papers.

Teachers use ongoing formative assessment from reading sessions.

Progress Monitoring: The lowest 20% of readers in each class are identified and discussed termly. They receive additional targeted reading sessions and have a separate reading record.

## Impact

At Cooper Perry, children develop a strong foundation in phonics, enabling them to become fluent readers who can decode with accuracy and confidence. Through repeated reading, teacher-led sessions and consistent assessment, children grow in fluency, prosody and comprehension, ensuring they are able to access the full curriculum and read for both pleasure and purpose.

As a result of our structured, consistent approach to reading, children make strong progress in reading outcomes. They are able to discuss texts with understanding, ask and answer questions, and share their opinions and interpretations confidently. By reading widely and often, pupils broaden their vocabulary, develop empathy and deepen their understanding of the world.

Teachers and leaders carefully track the progress of every child. Children who fall behind are quickly identified and supported through bespoke interventions. The impact of reading provision is reviewed regularly through data, pupil voice, lesson visits and work scrutiny.

Reading is visibly celebrated across the school. Pupils speak positively about reading, enjoy class novels, and take pride in choosing books. They leave Cooper Perry as enthusiastic, capable readers ready to thrive in the next stage of their education and beyond.