



CHURCH OF ENGLAND
ACADEMY

Reading Strategy

Bringing **joy**...**inspiring** success!

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1. The importance of reading

We know that parental engagement with a child's reading is paramount. We use reading records across all year groups to support communication between school and home regarding every child's reading. We encourage parents to take an interest in their child's reading choices, using the reading stack' pages to help. We also reach out to parents for opportunities to come into school, such as mystery reader and parent reading volunteers. We will also regularly share book lists in the newsletter to ensure that, where possible, children have a wide range of books at home and at school.

Children who are good at reading do more of it; they then learn more and extend their vocabulary. Those who find reading difficult often fall behind in all subjects. We identify our readers who struggle the most in each year group, and put support in place, including 1:1 sessions at least once a week reading interventions and programmes such as Rapid Reading or Nessy.

The National Curriculum programmes of study for reading reflect the model of 'The Simple View of Reading' – teaching both word reading and language comprehension. Both require different sorts of teaching, and at CSPA we ensure that through phonics and guided reading, we support children with both areas.

- Decoding, or word reading, is the process of children using their phonics knowledge to read a word. To ensure all children have the best chance of doing this accurately, we complete a recap programme from Little Wandle Letters and Sounds phonics programme, called 'Rapid Catch-Up', with the majority of children in year 3, starting at different phases depending on information from their infant schools and our baseline assessments. Some children will continue with phonics in year 4 and beyond, either in whole-class teaching or in interventions, to ensure that phonics knowledge is secure and build fluency in reading.
- Comprehension, or the way in which we make sense of words, is an important part of reading development and enjoyment. To encourage children to read for depth of understanding, whole-class texts will be read aloud in guided reading and English lessons, and skills such as retrieval, skimming and scanning will be taught and honed as part of guided reading sessions, using books and programmes such as Comprehension Ninjas, 60 second reads and the Twinkl Reading Dogs.

'Putting in the reading miles' allows pupils to practise their reading, building experience with increasingly complex texts, gaining new language and developing fluency. Guided reading takes place every day in school - for some children, this may mostly focus on phonics catch-up, while for others it will focus on reading for depth of

understanding. Children are also encouraged to read independently daily, and 1:1 reading supports those who find reading more difficult.

Once a week, the guided reading lesson is a 'book club' session, where children are given the opportunity to share what they have read/are reading, and take inspiration from their peers. Every teacher reads to their class for at least 10 minutes every day, to encourage an enjoyment of stories and to give the opportunity for all children to listen to a range of texts.

Children at CSPA are encouraged to read and listen to a range of texts. While it is important for children to read what they enjoy, we believe that children should have the opportunity from an early age to read a range of texts, to give them the widest possible options. We use the 'reading stack' pages to allow children to think about and recognise what genres of text they particularly enjoy, and to encourage them to broaden their reading. In their English lessons, children will read a range of texts from across a range of genres.

Reading is inextricably connected to a child's confidence and ability to write; spelling, vocabulary and nuance in use of language are all supported by reading regularly. Where relevant, spellings will be linked to the phonics catch-up programme, to support this connection between reading and writing.

2. Word reading and spelling

We recognise the value and importance of a Systematic Synthetic Phonics (SSP) programme in teaching word reading and spelling. This is why we choose to use Little Wandle Letters and Sounds across the school to support children who are working across the phonics phases. All teaching staff and a number of key Learning Support Assistants will be trained in teaching phonics through this scheme, to support each child in the best way possible.

Children should have access to books which match their progression in phonics. There are a range of books across the school, including Hi-Lo books, and children will be encouraged to use these for reading aloud with adults.

3. Developing fluency

As pupils gain fluency, their motivation increases - they start to enjoy reading more and are willing to do more of it. Both accuracy and speed are essential to be a fluent reader. We actively encourage opportunities for all students to read aloud, including: 1:1, in small groups, in class and in assemblies. Children will be gently prompted and supported with reading aloud as appropriate. Teachers will model reading aloud, during English lessons and guided reading sessions, taking opportunities to discuss clues within the text which indicate how to read a certain word or phrase.

Fluency is a progressive skill, which will be supported for each child at their level. Guided reading will be grouped to allow children to read texts appropriate to their ability and confidence, and to work successfully alongside their peers. As words become familiar, children will develop an automaticity in reading, which allows them to concentrate on reading aloud with expression.

New vocabulary can be a block to fluency in reading, but children will be taught to use this as an opportunity. To begin with, an ability to decode using phonics allows children to make plausible attempts at reading new words. Children will be encouraged to consider whether there are similar words that they know which might help with the

meaning, and to look at the context for clues. Dictionaries are readily available in all classrooms. New vocabulary relevant to a topic, in any subject, will be regularly taught and may be displayed to support retention.

The benefits of 1:1 reading are clear: children are given a safe space to decode new words at their own pace, and any persistent errors can be noticed and supported. The input of parents and carers at home is invaluable for this reason. In school, teachers and learning support assistants hear children read as often as possible, and the school encourages parent volunteers to support our endeavour to hear more children read more regularly. In addition to this, some children may be invited to small group interventions such as Rapid Reading, and carousels may be introduced in some English and guided reading lessons to allow adults to hear every child read aloud as often as possible.

4. Pupils who need the most support

Pupils who need the most support need to be taught using the school's chosen phonics programme. Those children who struggle to read early on often start to dislike reading. The struggling readers are identified from an early stage in the school, using a combination of assessments and teacher judgement, and are offered: regular opportunities for 1:1 reading time, encouragement to listen to stories (class story time and audiobooks in independent reading time), incentives for reading at home and reading sessions in school.

We assess and reassess those pupils who need more support regularly, using the Little Wandle phonics assessments, Neale Analysis and reading comprehension assessments. Children may be offered a reading assessment based on their reading age, rather than academic age, in years 3, 4 and 5, to allow teachers to have an accurate picture of each child's ability, and to reduce the risk of assessments having a negative impact on a child's self-esteem (eg. a year 3 child struggling with reading may be offered a year 1 or 2 reading comprehension paper).

5. What skilled readers can do

Teachers at CSPA understand what a skilled reader can do, and aim to support all children to become the best readers they can be. We recognise there is a difference between being able to read, choosing to read, and spending time reading, and teachers take time to get to know the children in their class and identify where children are in their own reading journey.

6. Choosing and organising books

Books within the school are organised into age-appropriate libraries within each year group, ensuring that for the majority of children, free choice within those libraries is easy and encouraged.

Each year group will have a number of 'hi-lo' books, kept separately to ensure they are easily accessible for those that need them. These are books with an age-appropriate interest level, but with easier word reading, to allow older children to access interesting books at their own reading level.

The school uses books levelled according to the Oxford Owl Reading Tree. Each child is given a reading level on arrival at the school, based on a combination of information from their infant school and teacher judgement. Books are organised clearly, and available for all children in the school to use. A child who has progressed through the levels is deemed a 'free reader', and is able to choose books from within the year-group library. Where an

alternative is needed, for example an age-appropriate more challenging read, adults will support each child to find an appropriate book.

CSPA provides a range of books to support pupils' reading development, including: decodable books, books from within a range of genres, picture books and graphic novels, books linked to the curriculum, and hi-lo books. Book lists are refreshed regularly - each year group has a 'wish-list' of books which teachers add to regularly, and various lists online are consulted to ensure books remain relevant and interesting for the children.

7. Developing a reading for pleasure culture

Developing a reading for pleasure culture requires schools to have a strategic approach which will nurture reading habits. Core strategies could include: adults reading aloud regularly in class; informal book talk; encouraging library use; providing time to read and sociable reading environments.

'Book club' sessions in guided reading lessons encourage children to recommend books to each other, and allow opportunities for teachers to recommend books too. Peer influence and recommendations are a key part of encouraging children to develop their reading, and is encouraged at school.

Teachers at CSPA have a good knowledge of literature and of their pupils as readers; teachers share knowledge of new books that they learn about for children, and keep their own subject knowledge up to date. Teachers take interest in what the children are reading, by looking at reading records, reading stack pages, and by actively joining in the 'book club' sessions in guided reading. Teachers will support children to make links between their reading and popular culture or a child's specific interests.

Pupils should have opportunities to choose books that appeal to them, and should be given opportunities to discuss books they have found interesting. Free choice is a motivator for reading, and this is recognised; reading stacks do not need to be 'full' for each genre, but are an opportunity for children to explore and recognise their own reading habits, including when these change.

Teachers read aloud daily to their class, and share their own interests as appropriate with their classes. The English curriculum has been carefully designed to include a range of books and texts across different genres, allowing children to consider what appeals to them. Children are encouraged with these books to 'step over the threshold' outside of their comfort zone and explore new texts; teachers will be able to recommend and discuss other similar books where children show an interest in a particular author or genre.

Reading for pleasure is much more driven by a child's own achievement in reading than by rewards. However, at CSPA we recognise the value in recognition for achievement, and therefore our reading awards - stamps for regular reading which result in Bronze, Silver, Gold and Platinum reading awards - sit alongside everything else we do.

There is time set aside for reading every day, including - but not limited to - guided reading, teacher reading to class, independent reading time, as well as reading aloud across all subjects.

Children have easy access to books - year groups have libraries, many classrooms have their own libraries, the hub and the junction are spaces within school with books for all children to access, and children are allowed and encouraged to bring their own books in if they wish to. There is a diversity in reading choice for all children. This is crucial for ensuring children have meaningful opportunities to develop their love of reading.

CSPA has a reading mentor scheme, where children in years 3 and 4 are matched with a child in year 5 and 6 to read together and develop a shared interest in reading.

8. Reading across the curriculum

Reading is valued across the curriculum, and we recognise that the whole curriculum plays a vital role in developing pupil's reading comprehension – texts or information pages are carefully selected to support knowledge and vocabulary to be learnt for each subject.

In all subjects, texts are selected to develop pupils' comprehension skills, and to encourage pupils to make progress as they move through each year group.

9. Teaching reading in the English lesson

Reading is taught through 'explicit instruction and conscious effort', and is not left to 'just happen'. Effective reading teaching needs to be planned carefully so it supports pupils to become confident readers. Reading opportunities are planned into all subjects, in particular in English and guided reading lessons, and guided reading sessions allow pupils to develop skills in reading appropriate to their own level.

Reading lessons are planned to develop children into fluent readers who understand what they are reading, not simply pupils who can read. Some guided reading sessions are dedicated to developing fluency, and on 'whole-text' reading, allowing children to become invested in what they are reading.

Each year group has a selection of full novels that are read aloud as a class as part of their studies in English lessons, and some guided reading sessions focus on full novels too. Some whole texts will be read without stopping for discussion or work focused on the text. This allows pupils to develop the context for their reading and appreciate whole texts.

Guided reading and English lessons will comprise of: teacher reading aloud; pupils reading; teacher's modelling and explanations and questioning.

The teaching of reading at CSPA goes beyond preparing for a reading assessment. While these skills are taught and honed as part of guided reading sessions, we believe in teaching children to become skilled readers and analysts who use multiple skills at once, who are able to hold well-rounded discussions about what they are reading, while also picking out key information from the text to help them answer specific questions.

10. National assessments

National assessments help teachers and parents understand how pupils are performing, both on an individual level and on a school-wide level. In reading, the focus is on comprehension, and key skills for this are garnered in guided reading sessions.

By the end of KS2, pupils should be able to read and discuss a range of texts, reading for a range of purposes, making comparisons and understanding what they have read. Pupils should be able to comment on an author's

use of language, structure and presentation, make considered predictions and provide reasoned justifications for their views.

Pupils who need additional support are identified from an early stage at CSPA, using KS1 and baseline data, and are tracked through the school to make every effort to 'close the gap'.

11. Leadership and management of reading

All staff contribute to building a 'reading culture' within the school. The staff team have good knowledge and skills in teaching reading, and strive to understand and share what the children might enjoy reading. We believe that all pupils can learn to read with the right support. Within the staff team, the English subject leaders, along with the leadership team, ensure that staff knowledge is up-to-date, and that training is available regularly in the teaching of reading and phonics.

The subject leadership team ensures that the school's book stock is kept relevant and reviewed regularly, as well as ensuring that resources and training are available to give all children the best possible phonics teaching.

The school prioritises and celebrates reading throughout the year, and enjoys days such as World Book Day to put a particular focus on reading, for example with the Big Book Swap that takes place each year. Book fairs, author visits and 'wow' days all take place to promote and celebrate reading.

There are clear and robust school-wide routines in place for reading, including the implementation of the *Little Wandle* phonics catch-up scheme and guided reading strategies used throughout the school. Subject leaders offer support to ensure that there is consistency across the school.