

Chalfont St Peter Academy

Reading Strategy



There are two main elements to learning to read:

- Decoding or Word Reading - we use Little Wandle Letters and Sounds Rapid Catch-Up phonics programme to support children.
- Comprehension - English lessons and guided reading sessions will focus on discussion and key skills in comprehension, using things such as Comprehension Ninjas, 60 Second Reads and the Twinkl Reading Dogs.

Pupils who need the most support

Struggling readers are identified early in their school journey and are supported in a range of ways:

- Regular 1:1 reading time in school
- Taught using the school's phonics programme
- Encouragement to listen to books (class reading time and audiobooks)
- Supported to choose appropriate books for their level



Teaching Reading in School

Guided reading takes place daily in school, grouped according to what children most need. For some children, this will be phonics, while for others this will focus on reading for depth of understanding.

Once a week, children will have 'Book Club' in their guided reading lessons, where they share what they are reading and can take inspiration from their peers.

In English lessons, children will have the opportunity to read a range of texts aloud as a class.

Organisation of books in school

Books are grouped in year-group libraries, to support children to choose age-appropriate books.

We use the Oxford Owl Reading Tree book bands, and children will first be placed on one of these colours. When they have progressed through these, they will be deemed a 'free reader' and can choose from their year-group libraries.

For a small number of children, books in the year group library may not be appropriate, either being too challenging or not challenging enough. Where this is the case, adults will support those children to find appropriate reads, including 'hi-lo' books for struggling readers.

Book lists are refreshed regularly - year groups have 'wish-lists' and consult recommendations for each age group to ensure books in the libraries remain relevant.

Parents engagement with their child's reading is paramount. To support this, we will:

- Use reading records to record and comment on children's reading
- Provide each child with a 'reading stack' page to easily see what they are reading
- Share book lists in the newsletter regularly, with suggested reading
- Invite parents into school for activities such as mystery reader and ask for reading volunteers

Reading for Pleasure

At CSPA, we strive for our children to become readers, not just children who can read. Some strategies we use to promote this include:

- Setting time aside each day to read to every class
- Children have easy access to a wide range of books
- Reading mentor scheme
- Reading Awards to recognise and celebrate reading
- A focus on reading throughout the year, for example with author visits, World Book Day and book fairs.

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.

