



READING

AT NORTH CADBURY C OF E PRIMARY SCHOOL

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Excellent Reading at North Cadbury C of E Primary School

At North Cadbury, we believe that developing children as expert and enthusiastic life-long readers is a fundamental entitlement for every individual pupil.

Reading is the key that opens many doors and successful readers will have a head start in all that they do.

*“I declare after
all there is no
enjoyment like
reading.”*

Jane Austen

*“I do believe that
something
magical can happen when
you read a good book.”*

J. K Rowling

At North Cadbury we:

- Recognise that being an expert reader is a key life skill for every child
- Believe that every child can learn to read and to love reading – with the right teaching and encouragement
- Place reading, and books, at the heart of our curriculum
- Build time for all children to read independently, for pleasure, within the school day
- Invest in quality resources so that our readers can be enthused and inspired
- Involve parents to encourage our school reading culture to extend to the home environment
- Have a clear and progressive whole school strategy for teaching the skills of reading and promoting reading for pleasure



In order to ensure that we are teaching reading in its fullest sense, we have separated the teaching of reading into 3 explicit strands:

1. Enjoyment – Reading for Pleasure

From the very youngest to our oldest children, we aim to create a culture where books are valued, treasured and loved. By explicitly creating an environment where reading for pleasure is prioritised, we will develop a generation of children who have the independence, stamina and desire to devour books and be excited about literature.

“We know that reading for pleasure has a dramatic impact on life outcomes – and this is as much about confidence and wellbeing as it is about educational achievements. Quite simply, children who read for pleasure are happier, healthier and do better in life than those who don’t.”

Diana Gerald CEO Book Trust

2. Fluency & Prosody

In order to love books, children need the skills to access text automatically and fluently. At North Cadbury we have a systematic and rigorous approach to teaching decoding and word recognition skills from the moment a child starts their reading journey with us in Reception.

The teaching of fluency skills goes well beyond phonics and word recognition and we continue to explicitly teach children to become fluent readers through structured reading sessions right through to our Year 6 children.

3. Comprehension

In order to be fluent readers who can truly access and enjoy texts, children must be explicitly taught to comprehend their reading. At North Cadbury we expertly teach comprehension skills through a progression of skills so that children can access texts for both pleasure and information.

For children to become life-long readers, they need to be secure in all of the elements above and teachers need to be skilful in teaching these elements. Teachers at North Cadbury have a strong grasp of the National Curriculum and a clear understanding of what children of different ages should achieve. Teachers assess the children against the EYFS profile, the end of KS1 and end of KS2 frameworks, alongside year group ongoing assessment.

Teachers have good understanding of what 'Age Related Expectations' and 'Greater Depth' looks like as a standard for the end of each year of a child's primary education.

Celebrating Reading

At North Cadbury, we celebrate and promote reading every day of the year through our Daily Readers certificates. However, there are also a number of book-related events that are organised throughout the year to further enhance and raise the profile of reading.

Some of these include:

World Book Day

National Poetry Day

‘Bedtime Stories’

Reading Dogs and visits from authors and illustrators to really enthuse the children and promote ‘a sense of the special and the magical’.



Reading in the Early Years/Reception

Enjoyment

- Exciting and engaging books are chosen as a stimulus for learning across the curriculum.
- Daily story time provides an opportunity for children to experience a wide range of high-quality picture books, poems and rhymes.
- Children are given the opportunity to immerse themselves in texts through role play, dressing up, and retelling of stories using puppets, masks etc.
- A home-school reading partnership is strongly encouraged, and every child has a reading record in which parents record their daily home reading. At North Cadbury, we encourage parents to read to their children regularly and support our school reading culture.
- We welcome a team of volunteers into school who read 1:1 with children and also promote a love of reading.

Fluency & Prosody

- Children develop their phonics skills through a systematic, synthetic and rigorous daily phonics programme approved by the DfE (Floppy's Phonics).

Teachers regularly assess and track each child's progress in phonics and, where a child is identified as falling behind, personalised intervention is put in place to enable every child to catch up.

- Sight vocabulary is taught and practised daily and children are encouraged to practise reading these words at home. Certificates are awarded to children who have mastered each phase of sight words.
- Once a week, every child will read 1:1, or in a group with either the class teacher or class teaching assistant. During this reading session, the member of staff will focus on application of phonics skills and reading of sight vocabulary in context using our Floppy's Phonics decodable reading scheme.

Comprehension

- Through class texts, and daily story time texts, teachers will develop comprehension skills through book talk and expert questioning.
- During 1:1 or group reading sessions the children will also develop their comprehension skills including being able to retell and make predictions.

Assessment

- Teachers regularly monitor a child's reading progress through phonics and reading sessions. Each child will have at least one 1:1 session a term where the class teacher assesses the child's reading level for home practice.
- Strong AFL is in place in phonics sessions and each child's progress is tracked and monitored termly. Where, through classroom AFL, a child is identified as falling behind, they will receive extra intervention to ensure that mastery is achieved.

- Comprehension is assessed through oral questioning and responses, either in whole class reading sessions, small group reading or during 1:1 reading.

Reading in Key Stage 1

Enjoyment

- Exciting and engaging books are chosen as a stimulus for learning across the curriculum.
- Daily story time also provides an opportunity for children to experience a wide range of high quality fiction, poetry and non-fiction texts.
- Children will be exposed to longer chapter books and will be encouraged to develop their stamina for listening to, and reading, longer texts.
- Children are encouraged to complete book reviews and recommend books to their peers.
- A home-school reading partnership is strongly encouraged and every child has a reading record in which parents record their daily home reading. At North Cadbury we encourage parents to read to their children regularly and support our school reading culture. Each child's reading record is monitored and acknowledgement is given to children who have read at home at least 4 times over the week, for a sustained period.

Fluency & Prosody

- Children continue to develop their phonics skills through a synthetic, systematic and rigorous daily phonics programme (based on 'Letters and Sounds').
- Teachers regularly assess and track each child's progress in phonics and, where a child is identified as falling behind, personalised intervention is put in place to enable every child to catch up.
- Weekly guided reading sessions will have a targeted phonic and word recognition focus and children select books from the Phonics Bug scheme, for independent reading, until their decoding skills are sufficiently secure to move onto the colour bands.
- As the children become more expert at decoding and word recognition, the emphasis of the reading session will shift to application of these skills in a more fluent manner. We also ensure that we explicitly introduce the skills of Prosody (reading with expression – with the appropriate rhythm, tone, pitch, pauses, and stresses for the text) and ask children to notice this skill in our reading to them.
- Children will continue to master their phonic and word recognition skills. They are also taught to read more challenging words containing a range of different prefixes and suffixes.
- Children are challenged to read at an appropriate pace, aiming for around 90 words per minute by the end of KS1.
- Where a child has not met the expected phonics standard at the end of year 1, they will receive daily phonics intervention and targeted guided reading throughout Year

2 so that they can become secure in their GPC and decoding skills.

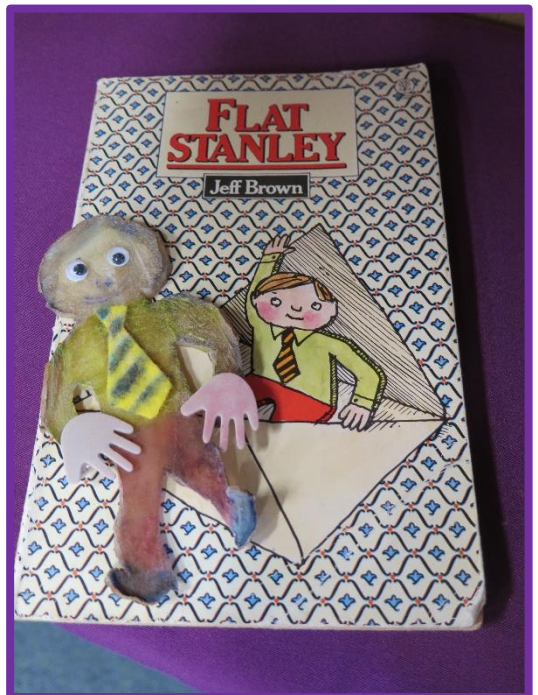


Comprehension

- Through class texts, and daily story time texts, teachers will develop comprehension skills through book talk and expert questioning.
- In guided reading sessions, children are explicitly taught how to answer 'looking questions', 'clue questions' and 'thinking questions'.
- Alongside this, there will be a more formal and structured weekly comprehension session where the children will be taught explicit comprehension skills. The comprehension in these sessions may be based around a whole picture book,

a short extract or a follow up activity based on the book from their guided reading session.

- Children will be taught to record responses to comprehension question more formally in preparation for their end of KS1 statutory assessments.



Reading in Lower Key Stage 2

Enjoyment

- A wide range of books are chosen as a stimulus for learning across the curriculum. In Lower Key Stage 2, children will be exposed to increasingly challenging chapter books and a range of genres to broaden their reading experiences.
- After lunch, every day, the children read quietly for 20 minutes in order to develop their reading independence, stamina and range of literature.
- Children are encouraged to complete book reviews and recommend books to their peers.
- A home-school reading partnership is strongly encouraged, and every child has a reading record in which parents record their daily home reading. At North Cadbury we encourage parents to read with their children regularly and support our school reading culture. Parents or children should record home reading in their reading records and acknowledgement will be given to those children who have read at least 5 times during the week.



Fluency & Prosody

- Every child will receive a targeted guided reading session (at least once a week) where there will be a focus on reading fluency. Staff plan carefully for these sessions ensuring that a range of fluency skills are taught so that each child has no gaps in their reading skill set. Books are well matched to the child's current reading ability.
- All children will have appropriately matched colour band books (reading at independent level 95% accuracy) for home practice.
- Where children are working significantly below year group expectations, they will receive extra daily intervention to secure decoding and fluency skills.

Comprehension

- Through class texts, teachers will develop comprehension skills through book talk and expert questioning.
- Children will also have opportunities, in English lessons, to develop written responses to texts and characters and engage in vocabulary enrichment activities.
- Alongside this, there will be a more formal and structured weekly comprehension session where the children will be taught explicit comprehension skills. The comprehension in these sessions may be based around a whole picture book or using short extracts.
- Children will be taught to record responses to comprehension questions more formally.

Strategies to Support the Development of Comprehension

STRATEGY	WHAT THAT INVOLVES
Predicting	Making a logically plausible guess as to what will happen next
Questioning	Asking questions about the text to expose different layers of meaning
Clarifying	Checking how specific words and phrases have been understood
Summarising	Stating the main events, actions or ideas in the text
Thinking Aloud	Reading a few sentences or a paragraph and verbalizing what has been understood. Then repeating this activity across a text.
Noting the Text Structure	Highlighting the main linguistic features of a specific text type
Visualising	Developing a visual image of written text

Reading in Upper Key Stage 2

Enjoyment

- A broad range of literature is chosen as a stimulus for learning across the curriculum.
- After lunch, every day, the children read quietly for 20 minutes in order to continue to develop their reading independence, stamina and breadth of literary texts.
- Teachers very much engage with the process of recommending and supporting the selection of books and should continue to monitor every child's reading journey.
- Reading aloud, and talking about books, at home is still very much encouraged. Parents or children should record home reading in their homework diaries and teachers will sign to acknowledge this.
- Class novels
- Free access to the school library with a wealth of books.

Fluency & Prosody

- In Year 6, every child, who has not yet fully mastered fluency, will receive a weekly guided reading session where there will be a focus on reading fluency skills.
- These sessions are carefully planned to ensure that each child has no gaps in their reading skill set. Books will be chosen from the KS2 reading selection and will be well matched to the child's current reading ability.

- Where a child is an expert reader, the focus of a fortnightly session will shift to comprehension.
- For those children working at greater depth, more challenging texts from a wider breadth of literature may be used during these sessions.
- Where children are working significantly below year group expectations, they will receive extra intervention to secure decoding and fluency skills.
- Most children will by now be ‘free readers’ and choosing to read books from the school collection or home or local library. Where children are not yet at this level, they will have appropriately matched colour band books for home practice.

Comprehension

- Through whole class texts, teachers will continue to develop higher order comprehension skills through book talk and expert questioning.
- Alongside this, there will be a more formal and structured weekly comprehension session where the children will be taught explicit comprehension skills at an increasingly challenging level. Children will have opportunities to explore developing and answering questions in a wide range of forms: text based responses, mark scheme reference and photo based inference. The comprehension in these sessions may be based around a whole book or short extracts.

- Teachers will use the reading comprehension progression document to ensure that pitch is appropriate and challenging. Questions within sessions do not need to be solely focused on one particular content domain but the focus of the lesson must be clear and assessable against a specific objective.

- Most lessons will include a rounded approach to the full KS2 reading content domains and it is vital to weave these within sessions in line with the end of KS2 assessments.

Teachers complete assessment during these sessions and will have a clear understanding of each child's strengths and areas for development.

KS2 PHOTO

How We Feel About Reading

Teachers...

I love reading. It relaxes me and let's me escape the day to day world. It opens my mind and calms my soul.

Mrs T

I love reading. It relaxes me and let's me escape the day to day world. It opens my mind and calms my soul.

Mrs T

Children...

I love reading. It relaxes me and let's me escape the day to day world. It opens my mind and calms my soul.

Mrs T

I love reading. It relaxes me and let's me escape the day to day world. It opens my mind and calms my soul.

I love reading. It relaxes me and let's me escape the day to day world. It opens my mind and calms my soul.

Mrs T

Parents...

I love reading. It relaxes me and let's me escape the day to day world. It opens my mind and calms my soul.

Mrs T

I love reading. It relaxes me and let's me escape the day to day world. It opens my mind and calms my soul.

Mrs T

A Child's Reading Journey

- Children begin their reading journey long before they start school or even pre-school. For most children their pleasurable relationship with books comes from unconscious memories of parents or loved ones snuggling them in and reading books to them from an early age. However, we are very aware that this is not every child's experience.
- Children at North Cadbury, who usually join us in Sprites (our pre-school) begin, or continue their reading journey by enjoying books read to them by adults, exploring books in their classroom or from the school library. They also enjoy our older children reading to them and sharing books with them.
- In our Reception class children continue to enjoy having books read to them, but they also learn to decode books themselves through phonics and sight word teaching. Once a child has enough phonic knowledge, and the blending skills to read some very simple cvc words, they begin with our Floppy's Phonics Book 1.
- We are very fortunate to have a full set of Floppy's Phonics books and a very clear progression for our early readers. These phase 2 phonics books ensure that our children develop their decoding skills in context.

At this point children will read books that are 100% decodable.

- As children become more proficient at blending

decodable words, and their sight vocabulary increases, they can move on to books that are not 100% decodable (this is typically around yellow or blue band).

Reading at Home

- Reading at home is essential for children to master the skills they have been taught at school. It is this practice that supports children's developing fluency, pace and stamina. The books a child reads at home should be read at an independent level (95% accuracy). A child should be reading comfortably within a book band ie as well as 95% accuracy, they should demonstrate fluency, attention to meaning etc.

If they are not doing this, **they should not move up to the next level even if their word reading is accurate.** It is quite easy to tell if a child reads fluently and at a good pace. It is if their reading flows and they show understanding of what they are reading e.g. show awareness of a word read incorrectly and self-correct. Children must be really secure within a book band before moving on. This also includes security in their comprehension.

Transition

- It is vital that children have consistency in their reading progress. Each child's end of year, book band level will be passed onto their new teacher (if applicable). It is vital that children who are still on book bands are allocated that band of book at the start of the new year and are assessed within a fortnight of returning to school to check that this level is still suitable. It might be that the child has made accelerated progress over the Summer – or it might be the

opposite (which is more challenging to deal with). Often in the case of the latter, after a few weeks intensive practice at their pre-summer level, they can get back to independent level at that band.

A child's book band level should be monitored at LEAST once a term and every child should remain within the book band system until they are really proficient in both fluency and comprehension at lime level. Most, really competent readers will leave KS1 at white/lime level. For any children below those levels it is essential that they remain within a closely monitored colour band system. Book band progression must be recorded termly.

Guided Reading

- For guided reading sessions, the books will typically be slightly more challenging than their home reading level as this is a 'teaching' time where the teacher can instruct the child on how to improve reading. (This is only usually one band above).

Book Bands

Banded books ultimately provide children with a colourful stairway of progression in reading, whilst monitoring and evidencing their progress.

The book bands philosophy allows children to read a mix of reading scheme and 'real' books from a range of publishers whilst being consistently and appropriately challenged. Using banded real books, pupils are able to choose freely from within a structured range, making reading more independent and enjoyable.

Here at North Cadbury we use Floppy's Phonics for our beginner readers, and have a very clear path of progression. However, as our children become more confident readers, we want them to be able to choose their own books, and the use of book bands allows that choice to be directed and appropriate.

Oxford Levels and Book Bands

Use the table below to find out which Oxford Level is best suited to your child.

Year group	Age	Oxford Level	Book Band
Nursery	Up to 4 years old	1	Lilac
		1+	Pink
Reception / Primary 1	4-5 years old	1	Lilac
		1+	Pink
		2	Red
		3	Yellow
		4	Light blue
Year 1 / Primary 2	5-6 years old	5	Green
		6	Orange
Year 2 / Primary 3	6-7 years old	7	Turquoise
		8	Purple
		9	Gold
		10	White
		11	Lime
		12	Lime +
Year 3 / Primary 4	7-8 years old	8	Brown
		9	
		10	
		11	
		12	Grey
Year 4 / Primary 5	8-9 years old	13	
		14	Dark blue
Year 5 / Primary 6	9-10 years old	15	
		16	Dark red
Year 6 / Primary 7	10-11 years old	17	
		18	
		19	
		20	