

READING AT CEDARS PRIMARY

“Reading is the one ability that, once set in motion, has the ability to feed itself, grow exponentially and provide a base from which possibilities are limitless.”

Michael Morpurgo December 2014

At Cedars Primary School we prioritise reading. We are determined that every pupil will learn to read. We believe that reading is one of the most important life skills and that the ability to read is key to success in education and the wider world.

A Cedars’ pupil will:

- be a fluent, accurate and confident reader
- have a secure understanding of what they are reading and develop a wider vocabulary
- understand deeper meaning and themes not explicitly stated within a text
- have an understanding of a range of different authors’ language and organisational features and be able to explain why they have been chosen
- be provided with opportunities to explore a carefully chosen wide range of stories, poems, rhymes and non-fiction literature
- develop a love of reading
- read widely and often

Early Years

Nursery

- Sharp focus on developing children’s vocabulary and communication
- The Read Write Inc approach is followed in nursery – stories and rhyme from Autumn until Spring, systematic teaching of sounds in the Summer
- Opportunities for families to take part in a book sharing scheme

Reception

- The teaching of systematic, synthetic phonics is taught from the beginning of reception using the Read Write Inc approach. The content and sequence of our phonics programme supports children’s progress.
- Phonics is taught daily

READING AT CEDARS PRIMARY

- Children take home a book matched to their phonics reading level as well as a book to read for pleasure or share with their family. Reading record books are used to share reading at home
- Library sessions for each week, children choose a book to take home and have a book read to them during the session

Across Early Years

- Opportunities available for reading inside and outside the classroom
- Book corners accessible in all classrooms containing high quality texts
- Daily story time including stories and rhyme are shared with passion by staff to introduce new ideas, concepts and vocabulary and develop a love of reading
- Story sacks, props, puppets, rhyme sacks and picture prompts used by children and staff
- 1:1 opportunities for reading as well as small group and whole class
- Core texts- planned for in provision and opportunities for story-telling, role play and activities related to the text
- Children who fall behind age related expectations receive targeted intervention such as 1:1 phonics and daily reading with an adult

Key Stage 1

- The teaching of systematic, synthetic phonics continues to be taught in years 1 and 2 the content and sequence of our phonics programme supports children's progress.
- Phonics is taught daily for 30 minutes
- Children who have reached the end of the Read Write Inc programme move to daily guided reading sessions for 30 minutes. The sessions focus on reading for pleasure, comprehension, language development and fluency. Vocabulary, Inference, Prediction, Explanation, Retrieval, Summarise (VIPERS) questions are used to discuss text
- For the first 2 weeks of every term a core text/s is shared as part of guided reading with differentiated tasks for whole class learning
- Children take home a reading book linked to the sounds (Read Write Inc and Oxford University Press) they are learning or have learnt as well as a reading book for pleasure
- All pupils have reading records which are used as home-school communication for reading
- As part of our homework expectation, children are asked to read at least 5 times a week and record evidence in their reading record. This could be independent, shared or listening to someone read to them read aloud.

READING AT CEDARS PRIMARY

- Children who are significantly below age-related expectations take part in small group or 1:1 interventions with a specific focus to target their needs
- Every class is timetabled to visit the library once a week. The children use this time to choose their own reading books to take home, choose a book of their interest to read, complete activities linked to reading and listen to stories read by the teacher

Key Stage 2

- Five weekly 30 minute guided reading sessions are taught with a focus on reading for pleasure, comprehension, language development, fluency. Vocabulary, Inference, Prediction, Explanation, Retrieval, Summarise (VIPERS) questions are used to discuss text.
- For the first 2 weeks of every term a core text/s is shared as part of guided reading with differentiated tasks for whole class learning
- All children have access to an independent reading learner checklist to support them during independent reading tasks
- All children have a book of interest that they take home to read for pleasure. Children still working towards being a fluent, accurate and confident reader also take home a reading book appropriate to their reading level to develop fluency, expression and understanding (colour banded books from Oxford University Press)
- All pupils Y3-5 have reading records which are used as home-school communication for reading. Y6 have planner organisers to record their reading.
- As part of our homework expectation, children are asked to read at least 5 times a week and record evidence in their reading record. This could be independent, shared or listening to someone read to them.
- Children who fall behind in reading are supported to catch up quickly - small group or 1:1 interventions with a specific focus to target their needs
- Every class is timetabled to visit the library once a week. The children use this time to choose their own reading books to take home, choose a book of their interest to read, complete activities linked to reading and listen to stories read by the teacher

Whole School

- A planned set of carefully chosen core texts are shared with the children across Early Years, Key Stage 1, Lower Key Stage 2 and Upper Key Stage 2 to develop their vocabulary, language and comprehension and love of reading
- All classes have at least 10 minutes timetabled into their day for story time, where the teacher shares a high quality or core text with the children
- Access to a reading corner containing high quality texts

READING AT CEDARS PRIMARY

- Termly initiatives to foster love of reading
- Beanstalk reading volunteers support disadvantaged pupils to develop children's vocabulary, fluency, language comprehension and love of reading
- Key events linked to reading are celebrated as a whole school community e.g. world book day and story-telling week
- Parent celebration of learning in the Summer Term includes a session in which the parents/carers come in to read and share stories with their children