



Reading Intent:

At Cassop Primary School, we intend for children to learn to enjoy reading and understand the role reading plays in well-being, particularly reading for pleasure and enjoying a good book! We aim to ensure children are equipped to read with confidence, fluency and understanding and use books with morals and lessons to learn wherever possible, ensuring they have a respect for the environment and the wider world. We also recognise that reading is a core tool for life and we aim to foster a love for reading in all through linking texts to our exciting and engaging curriculum, ensuring children use enquiry skills to learn more and remember more.

Our Reading aims are:

- To promote confidence and positive attitudes to reading through access to a wide range of literature.
- To ensure early readers find it easier to read by matching the books they take home to practise their reading to the letters and sounds they know or are learning.
- To develop phonetic skills which lead to blending and reading accurately and fluently.
- To broaden vocabulary and use of new words.
- To promote reading for pleasure.
- To develop comprehension skills, and enable children to analyse what they read and to participate in discussions about texts.
- To encourage good home/school partnerships.
- To monitor each child's progress through the use of a range of assessment strategies.
- To support those children who require additional assistance with their reading

Reading Implementation:

At Cassop Primary School, we believe in developing a reading culture throughout the school by creating welcoming book areas, by providing a school library which hosts a variety of books, and by raising the profile of reading through a print rich environment, attractive book displays and promoting the written word at all times. We also recognise that reading is a core tool for life and we aim to foster a love for reading in all of our pupils through visits to theatres, Seven Stories, the National Centre for Children's Books, taking part in the School Shakespeare Festival, hosting book fairs, inviting parents into school to share books and by taking part in World Book Day events as well as National Poetry Day. Staff also share their love of reading by discussing the books they are currently reading and reading is integrated into a range of homework tasks which guide children into keeping an informal reading journal and also sharing where they love to read.

Reading skills are taught through phonics, guided reading, reciprocal reading, peer reading, comprehension and shared reading across our whole curriculum.

Foundation Stage and Key Stage 1

Through reading, pupils are introduced to new vocabulary that can then be used in their own writing and speech. We foster our love of reading through providing a rich environment which stimulates and encourages children's reading. We believe in engaging all pupils and have a variety of resources in each class including puppets, small world, role play resources and books to develop different interests of the children. From the Foundation Stage and into Key Stage 1 pupils will enjoy a range of texts allowing them to build up knowledge of rhythm, rhyme and pattern in language.

Phonics

The teaching of phonics is an integral part of the curriculum in both the Foundation Stage and Key Stage 1 classrooms. Children first learn their letter sounds and names then apply these to word building. We use both Letters and Sounds and some Jolly Phonics actions as the basis for our teaching of phonics. These are both recognised as synthetic phonic schemes. Through Letters and Sounds, the children are taught the 44 phonemes that make up all the sounds required for reading and spelling. In Reception the children are introduced to 4 phonemes a week and then tricky words associated with the phase. These phonemes include those made by just one letter and those that are made by two or more. As the children grow in confidence and experience, they are introduced to alternative ways of representing the same sound. The teaching of phonics is of high priority to all teachers as it enables pupils to decode for reading and encode for spelling. We ensure that our teaching of phonics is rigorous, structured and enjoyable. Children have discrete, daily phonics sessions where they are introduced to new phonemes, can practise and revise previous learning and have plenty of opportunities to apply the knowledge they have. Discrete phonic sessions are organised into five groups and children move into the group which matches their individual need and the correct phase for them.

We use a range of multisensory strategies to enthuse and engage the children, including the use of interactive whiteboards, magnetic letters, speaking and listening, songs, rhymes and practical games and activities. Children work with pace and are encouraged to apply their knowledge across the curriculum with any reading or writing activities. The children also learn a variety of other key words by sight.

Children read individually, in small groups and as a whole class. A variety of different genres are chosen at an appropriate level of ability for each group of children. Staff follow a broad book spine to ensure that across the time that children are with us here at Cassop that they are exposed to a wide range of stories and have access to the various story types. As well as being able to read the text, children are encouraged to discuss the content of the book and their opinions about people, places and events are sought.

Key Stage 2

Through independent reading, reading skills lessons, shared reading in literacy lessons and cross-curricular sessions, guided reading groups, including reciprocal reading, and reading for pleasure, reading in Key Stage 2 develops and extends the skills acquired in Key Stage 1. Children explore a wide variety of genre, both fiction and non-fiction which allows them to access, input ideas and understand what they are reading. They are given opportunities to speculate on the tone and purpose of texts they explore as well as consider both the texts' themes and audience.

Children's progress is measured, using Accelerated Reader as the core assessment tool, and their reading progress is closely monitored. Children are encouraged to read within their zone of proximal development (zpd) and are assessed at least three points across the year.

Each teacher uses a key text and this is chosen carefully and is planned so that the children receive a breadth of literature that covers contemporary, cultural and classic authors. The books are however chosen primarily to engage the children and will provide a vehicle to enrich and extend vocabulary through the language.

Impact

At Cassop we believe that the children have the opportunity to leave Year 6 with a love of Literacy as well as the skills needed for the next stage of their education. We firmly believe that reading is the key to all learning and so the impact of our reading curriculum goes beyond the results of the statutory assessments. We promote reading for pleasure as part of our reading curriculum. Children are encouraged to develop their own love of genres and to review their books objectively.