



Cromwell Academy Reading Strategy Statement

Intent

Reading lies at the heart of the curriculum at Cromwell. We are dedicated to enabling our pupils to become lifelong readers and we believe reading is key for academic success. We believe language-rich classroom environments and a curriculum where children are exposed to, and actively engage with, high quality language in varying forms in a meaningful, deliberate and engaging way is crucial. Language acquisition and its use is at the core of all the reading, writing and communication we expect of our pupils.

At Cromwell Academy, we endeavour to deliver a rich and varied English Curriculum, in line with national expectations. We aim to develop confident, fluent and enthusiastic readers by the time they leave Primary School. The love of reading is at the heart of everything we do. We understand that the ability to read is the key to unlocking all areas of the curriculum and is vital for our children to become independent learners and to communicate with the world around us. Our vocabulary rich learning environment offers all children access to an abundance of texts and reading materials where reading and writing go hand in hand.

Our aim is to develop confident, curious readers, who have respect for other views and cultures, and enjoy reading whole heartedly. We believe that no child 'dislikes reading' and therefore ensure all children experience a wide range of literature and our adults help guide children to find their favourite genres, encouraging children to be confident in choosing books to read for pleasure.

This is supported by the teaching of phonics for decoding from Reception onwards, along with other reading skills such as inference and retrieval for developing comprehension of the text. We provide children with the reading skills they need to read a broad range of texts. By the end of Key Stage One, our children will already be successful, fluent decoders through the delivery of consistent high quality, systematic synthetic phonics teaching from EYFS until the end of KS1 and in some cases into KS2 (following the Letters and Sounds programme). KS1 children will also have regular guided reading sessions to develop fluency and focus upon comprehension. They will also have a growing understanding of text meaning which will be further developed during Key Stage 2 during whole class guided reading sessions. Children will leave Cromwell as competent readers, who can recommend books to their peers, have a thirst for reading, a wide range of high-quality texts across the genres, participate in discussions about books and have an established love of reading for life.

Curriculum Sequence

| Reading Book Bands' expectations | Pink | Blue | Turquoise/Purple | AR- individual ranges |
|--|--|---|--|--|
| Autumn | Red 1 | Green | Gold | AR- individual ranges |
| Spring | Red2/ Yellow | Orange | White/Lime | AR- individual ranges |
| Summer | | | | |
| Phonics/No Nonsense spelling Expectations. | Letters and sounds 5x a week 20-30 minutes | Letters and sounds- 5x a week 20-30 minutes | No Nonsense (starting with recapping Letters and sounds phase 5 and 6) | 3x week spelling lessons using No nonsense 2x Grammar/Handwriting. |
| Autumn | | | 5x a week 20-30 minutes | |
| Spring | Phase 1 first few weeks of Autumn, Phase 2 Phase 3 | 4 groups- based on ability. Majority should be recapping Phase 4 and starting Phase 5 | Phase 5 and 6 and No- Nonsense scheme | |
| Summer | Phase 3 | Phase 5 | No Nonsense scheme | |
| | Phase 3 and 4 | Phase 5 and 6 | No Nonsense Scheme | |

| | | | | |
|---|--|---|--|---|
| Guided Reading/ whole class reading | Class reading and individual reading Using retrieval questions and a simple Inference in discussions | 5x a week 30 minute Guided Reading Using VIPERS | 5x a week 30 minute Guided Reading with some whole class reading in writing units Using VIPERS | Whole class reading- 3x a week 30 minute sessions Using FRED TEACHING Resources/ ABooth/ Literacy shed + as examples using VIPERS and the Reading domains And Through Phase 1 Writing units |
| Evidenced by Adults using reading feedback forms and Children's answers in their books. | Guided reading beginning in Summer Term | | Whole class reading in Summer Term | |

Implementation

Reception and Key Stage 1

The systematic teaching of phonics has a high priority throughout Foundation Stage and Key Stage 1. At Cromwell we use a consistent synthetic phonics programme linked to letters and sounds. Our staff teach learners the relationship between sounds and the written spelling patterns, or graphemes, which represent them. All children in Reception, KS1 and, where necessary, KS2 have phonics sessions in phased groups where they participate in speaking, listening, spelling and reading activities that are matched to their current needs. They are also exposed to the phonemes appropriate to their age and year group in a variety of ways for example in Reception through continuous provision and displays.

The teachers draw upon observations and continuous assessment to ensure children are stretched and challenged and to identify children who may need additional support. Daily intervention is planned for those children who are working below expected levels in a variety of ways. We recognise that systematic, high quality phonics teaching is essential, but additional skills and opportunities are needed for children to achieve the goal of being a well-rounded reader, namely comprehension.

Reading is developed during guided reading and in phase one of the English units, using high quality texts and focused skill teaching. Strong links are made between reading and writing. Children read and enjoy high quality fiction and non-fiction texts, which (where possible) are linked to their topics across the curriculum.

All children read aloud daily during phonics or guided reading; in addition to this they read at least once more a week with teachers, teaching assistants and reading volunteers; the focus being on the lowest 20%. In reception, focus is on 1:1 reading until the summer term when small group guided reading starts. This continues until summer term in year 2 where the sessions then move to whole class reading. In these sessions, children develop their key reading skills of decoding, Vocabulary, Inference, Prediction, Explanation, Retrieval and Summarising (VIPERS). Children also continue to develop their reading fluency skills, building upon their phonics knowledge and skills.

All classes are exposed to a daily class reader, for pleasure, to excite and engage the children, and to expose them to new and varied vocabulary. All books shared with children are age appropriate and matched to the level of the class/individual. Reading at home is encouraged and promoted through class incentives and parental engagement sessions. Children in EYFS/KS1 take home three phonetically decodable books matched directly to their current phonics level; they are also encouraged to choose an additional book to share with their family at home. Following this, children work through our school reading scheme – these are levelled books which match the child's current reading ability. We expect family members at home to read these books with their child daily and make comments in their child's reading record.

Key Stage 2

In Key Stage 2, reading teaching is delivered as 3 x 30-minute whole class lessons. Teachers may feel it appropriate to continue guided groups reading for some groups of pupils who require this approach in addition to whole class teaching. During these sessions they follow VIPERS with the Reading Domains as the focus of a lesson alongside developing fluency and stamina. They will choose quality texts appropriate for their age group.

The Whole class reading sessions can be linked to the writing unit phase 1 for Year 1-6 to aid the engagement and knowledge around the unit or topic, current affairs or cultural enrichment.

As well as these reading lessons there are reading elements in all English lessons. As explained previously, during phase 1 of the teaching sequence, there may be significantly more. Intervention groups are in place throughout KS2 for all children who didn't pass the phonics screening check (in Year 2), needs support with fluency or any other specific reading skills, are not reading at age related expectations or have been highlighted through the Accelerated Reader STAR tests as needing support.

Whole School

From Year 1, all classes display and use VIPERS when completing reading lessons and will follow their Key Stage domains. Reception will begin to follow parts of the VIPERS throughout their reading sessions.

All classes take part in story times where they read for pleasure, this text will have been chosen from either the 100 best reads for their year group, an interest from a child, or link to their foundation subject curriculum.

We have clear expectations of our learning environments throughout the school, for example, current phonics will be displayed, working walls will be used and interactive and the classes story time text will be displayed.

We encourage parental engagement through ensuring they are regularly informed about what we are offering in school and how they can help at home. We also offer, among many other things, the parents a chance to come in and share their love of reading with the classes.

Impact

Through our chosen approach every child should:

- read with confidence, fluency and understanding, orchestrating a range of independent strategies to self-monitor and correct.
- have an interest in books and read for enjoyment to support learning in all areas of the curriculum and wider life.
- have an interest in words, their meanings; developing a growing vocabulary in spoken and written forms.
- feel confident enough to explore and articulate their thoughts, feelings and emotions.
- have a suitable technical vocabulary to articulate their responses.
- read, understand and make use of a range of text types and genres
- develop powers of imagination, inventiveness and critical awareness.

We emphasise the use of formative teacher assessment to form judgements about pupils' reading.

The following strategies are part of our marking and feedback process:

Within any reading or guided session, teachers apply the following strategies to gauge pupil responses to learning.

- *Live marking*- reviewing pupils' responses during the course of the lesson, providing verbal or written feedback to support next steps, giving opportunities for pupils to edit and extend their understanding either individually or as part of a guided group. This process is carried out by both teachers and teaching assistants.
- *Distance marking*- following the lesson, teachers review the pupil outcomes and follow a process of distance marking. They identify which pupils require further support or challenge and group them accordingly.

- *Pro Pod support*- pupils identified as needing individualised support to extend their learning may visit the Pro Pod in the afternoon to receive a short burst of teaching from a teaching assistant.
- *Planning*- distance marking informs subsequent teaching: whole-class implications, guided group work, pitch of work and challenge.

Target tracker is used to input information from summative and formative assessments.

Termly pupil progress meetings provide opportunities to discuss individuals and groups of pupils and monitor progress.

Regular monitoring carried out by SLT to determine the impact of teaching and learning approaches on pupils' reading fluency and comprehension.

We use the following summative assessment to support teacher assessments:

- KS1- PM Benchmark book-bands (see appendix for book-band sequencing), Phonics phase assessment tracker half termly and in KS1 Phonics screening will happen termly before the test in June.
- KS2- Accelerated Reader- Star test completed at the start of each term to determine their reading ranges. On-going monitoring of reading success using the online reporting tools.
- NFER tests Years 1, 3, 4 and 5 termly
- SATS assessments- Years 2 and 6 termly