

North Cerney C of E Primary School



Reading
Curriculum Statement

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1. INTENT

At North Cerney C of E Primary Academy, we love reading! We are passionate about promoting a love of reading and want all of the children to learn the skills required to ensure they become proficient readers. We also recognise the importance of reading for pleasure and we encourage a genuine love of reading. Linked with this is our desire to encourage the children's curiosity in exploring a variety of authors.



2. IMPLEMENTATION

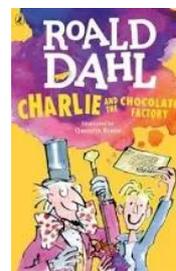
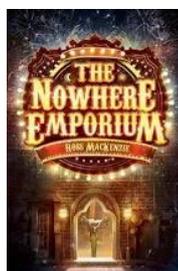
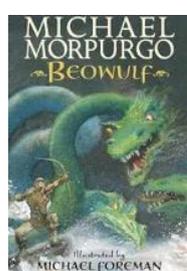
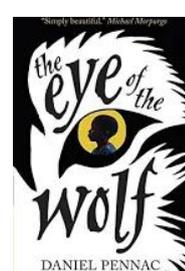
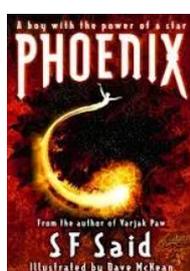
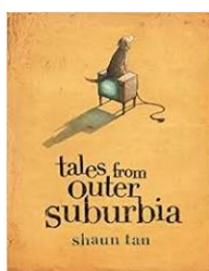
Our reading journey starts in Reception where the children begin to learn to read with daily phonics lessons.

At North Cerney, we follow 'Essential Letters and Sounds' (ELS) Developed for teachers by teachers from Knowledge Schools Trust, this programme is designed to ensure that all children learn to read well and make speedy progress. We use ELS because it is Department for Education **validated** as an effective systematic synthetic phonics teaching programme designed to improve literacy levels. ELS is designed to ensure that all children learn to read well and make speedy progress.

Children learn the initial sounds and how to segment and blend with them. They will also experience hearing and joining in with many stories, poems and rhymes being read to them every day. We not only have lots of high-quality books in our classroom, but also a great school library.

In KS1, we teach daily phonics lessons. We also begin to have whole class guided reading sessions where children read stories, extracts from stories, picture books, information texts and poems. In KS1, individual reading books are carefully matched to children's phonic knowledge. Children are encouraged to re-read these books several times at home to embed this phonic knowledge. However, children are also encouraged to choose a book for pleasure. The intention is to keep reading enjoyable and to build up a wider range of vocabulary.

As the children move into KS2, our children experience a great range of vocabulary rich, thought-provoking texts. We choose our texts carefully so that we can introduce our children to a range of brilliant authors or genres that they may not have chosen to read themselves. We also like to have a mixture of classic and modern texts.

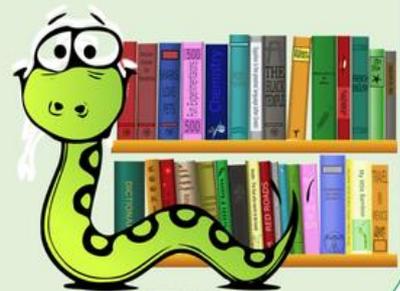


As a school we engage in 'Booktalk' three times a week. We follow a 'Reading Vipers' approach which covers the key comprehension strands from the national curriculum. This structured approach provides children with a range of targeted skills to help clarify their ideas and understanding about what they are reading. This approach is applied to fiction and non-fiction texts.

During Booktalk sessions, children could be reading a whole class novel, a non-fiction text, a poem or a book set at their own level. They may be reading in a group, pairs, individually or as a whole class reading session. Discussion and shared explanations develop verbal communication and promotes higher confidence levels.

Reading Vipers

Vocabulary
Infer
Predict
Explain
Retrieve
Sequence or Summarise



(A selection of new inspirational books, won in a competition in 2021 run by the Cheltenham Literacy Festival)

We also use 'Cracking Comprehension', a highly effective guided reading system which allows our teachers to model effective evidence hunting with the class. 'Cracking Comprehension' also provides us with a wide range of age appropriate reading comprehension texts for each year group.

Developing a Love of Reading

We want all our children to experience rich vocabulary, to gain extensive knowledge about how stories and poems can be told and to develop a love of reading as they move through our school. Children are given the time within school to read their own books on a daily basis. In KS1, picture books are read and re-read to the class to enable children to become familiar with a range of stories. In order to maintain this love of books, classes within KS2 have a termly class novel which the teacher reads on a daily basis. English lessons (and sometimes topic work) are linked with this class novel, to make reading more enjoyable and relevant. Our reading lessons feed directly into our writing work. Non-fiction texts often have cross-curricular links with relevant Science, RE, History and Geography topics.



Book Group

A weekly book group is run to encourage specific children to become hooked on books and to provide them with the opportunity to discuss and share a book in an informal and fun way. This is led by a member of staff currently engaged in completing an MA in Children's Literature. This takes place in our beautiful library.



Reading Teachers = Reading Pupils

Our reading lead teacher participates in a special programme run by Cheltenham Literature Festival. This involves termly teacher book groups. The selected books are read and discussed. Ideas and resources relating to the chosen books (and many more books besides) are also shared.

There is also an annual event whereby children at participating schools meet the authors and share any work they have completed based on the books. Meeting the authors provides the children with an aspirational link with real life heroes.

The Reading Teachers group enables two of our teachers to keep up to date with inspirational new books and provides us with ideas to promote a love of reading. It also provides North Cerney with the opportunity to borrow class groups of any Reading Teachers selected books.



Year 6s at Cheltenham Literature Festival

3. IMPACT

How reading skills are monitored

Each term, the children are given an online 'Star Reading' assessment, which provides them with a graded reading range within which to choose a suitable book. This range matches their reading ability with suitable texts so that they find themselves challenged but not frustrated. They then read the book (at home as well as at school). When they have finished each book, they are given the opportunity to take an 'Accelerated Reader' quiz, to see how well they have understood the book.

Children are also assessed termly with a standardised reading comprehension test (published by Rising Stars). This enables teachers to monitor any gaps and provide support where needed. In KS1 the phonic home readers are based on the ongoing phonic assessments.

Reading at home

Reading at home is vital to children's development as readers and, as Dr Seuss said, **"The more that you read, the more things you will know. The more you learn, the more places you'll go!"**

In KS1, children choose a reading book, but they also have a phonic reader running alongside their Accelerated Reader choice, until all their phonemes are secure.

Children's reading records are sent home. They contain a record of reading taking place at home and at school. They also provide an opportunity for dialogue about children's reading between home and school.

Children's termly 'Star Reading' scores are reported to parents during parent's evenings or discussed more often where there is a cause for discussion.