



Reading at Cradley



"To learn to read is to light a fire; every syllable that is spelled out is a spark."

— Victor Hugo, *Les Miserables*

At Cradley CE Primary School, we believe that the ability to read and comprehend is central to learning and should be part of the children's daily diet. Not only does reading regularly help word reading and fluency, it helps us acquire new skills, knowledge and expands our vocabulary. We recognise that teaching the skills of reading to children is the key to them being confident and competent readers. Reading underpins everything in life and our children leave Cradley with the ability to navigate the real world and to realise their aspirations. Reading opens us up to experiences and possibilities and transports us to other worlds beyond our wildest imaginations. This is why, at Cradley we ensure children read daily in a variety of different ways such as individually, whole class or in small groups. Reading reinforces that anything is possible.

English teaching sequence for reading

An example reading week from a 3 week English unit

	Whole class – teacher led	Independent
Monday	Shared reading with a focus on VIPERS skills and text type	Independent reading activity based on a VIPERS skill OR Guided reading session based on VIPERS with an adult
Tuesday	Shared reading with a focus on VIPERS skills and text type	Independent reading activity based on a VIPERS skill OR Guided reading session based on VIPERS with an adult
Wednesday	Shared reading with a focus on VIPERS skills and text type	Independent reading activity based on a VIPERS skill OR Guided reading session based on VIPERS with an adult
Thursday	Shared reading	Independent activity OR Guided reading session based on VIPERS with an adult
Friday	Shared reading	Independent activity OR Guided reading session based on VIPERS with an adult

Shared Reading

Shared reading takes place at the start of every English unit as outlined in the English teaching sequence.

At Cradley shared reading is used as a vehicle to

- Read texts together as a class
- Model age-appropriate decoding strategies
- Model reading with fluency and expression
- Map and learn a text, including choral retelling of texts in KS1
- Explore text structure and key text features
- Encourage children to ask questions, clarify to aid their comprehension and to make connections with other texts
- 'Raid the reading' to collect words and phrases to extend our vocabulary and improve our own writing
- Acquire an understanding of grammar in context
- Create a writer's toolkit for the text-type they are studying.

In addition, shared reading sessions are used to teach the skills of understanding vocabulary, inferring meaning, prediction, explaining their understanding, retrieving key facts and summarising or sequencing events (VIPERS skills). A specific VIPERS reading skill is explicitly taught at the start of each English unit (see English unit overview document for year group expectations) using a whole-school consistent approach and a clear progression of skills. Following a shared reading session, the children independently focus on a VIPERS skill whilst engaging with their class text.

Guided reading

At Cradley, guided reading provides the children with the support to develop their reading proficiency, as they actively engage with the text. We read short extracts together in small groups to give children the opportunity to further develop their vocabulary, word reading and comprehension skills. Sessions are designed to focus on their specific needs to accelerate their progress. The teacher scaffolds the children as they read, talk and think their way through a text.

Towards the end of the Reception year and in Year 1, guided reading takes place every other week.

In years 2-6, guided reading takes place twice every 3 weeks.

EYFS

When reading with the youngest children, guided reading takes the form of a small group shared story session, where children are encouraged to listen to a text being read by an adult and to engage with the text by responding in different ways. Texts are carefully chosen to link to the texts read during the whole class shared session or to further practise a key reading skill. Guided reading sessions begin during the Spring term.

YR 1 - 6

During year 1, children will begin to take part in more formal guided reading sessions. Children are grouped according to their reading ability and read short, appropriately challenging texts.

During a guided reading session, the children read a text together and practise word reading and decoding. They are taught to monitor their understanding of the text as they read by explaining vocabulary, clarifying words or phrases and summarising key points.

The teacher focuses on different skills in a reading session, such as predicting or inference.

Independent reading

At Cradley, we believe that it is important that children read to adults regularly to develop their decoding and comprehension skills. In KS1, each child will read twice a week to an adult, including Guided Reading sessions. In KS2, each child will read once a week to an adult, including Guided Reading sessions. During this reading session, the adult supports the child with decoding words, scaffolding, fluency and questions to develop their reading skills.

Reception and KS1

All children have a phonics-based reading book which is appropriate to their reading ability. Books are carefully designed to consolidate the phonics the children have already studied in school and are grouped into sets that closely follow the SSP programme delivered in school. Books have been selected from a range of reading schemes in order to match the phonics programme, as closely as possible, and are at least 90% decodable. Children are encouraged to use their phonic knowledge to blend to read words initially and are then encouraged to develop fluency as they continue to practice reading their book at home and at school. Sound and word lists are sent home to consolidate any sounds within a book that the child needs further support to recognise. In addition to this, tricky word books are used to ensure that children learn to recognise the appropriate harder to read and spell words on sight.

Towards the end of their Reception year and throughout KS1, the children also choose a book from an age-related basket to enjoy with an adult at home.

KS2

All children have a reading book from the school scheme which is appropriate to their reading ability. They alternate this with reading a book chosen from the Accelerated Reading programme in the school library. Each child takes a test termly to assess their reading comprehension and word reading ability. Following these assessments, they are given a ZPD range. This book range will allow them to read appropriately challenging books – difficult enough to keep them engaged but not so difficult that they become frustrated.

After reading their independent book, they may take a short test of 5 or 10 questions, which assesses their comprehension.

Phonics – developing early reading skills

At Cradley, we begin teaching **phonics** in Early Years Foundation Stage (from the children's second week in school) and this is continued in KS1, and KS2 where necessary. We follow the '**Essential letters and sounds**' programme so reading is taught through a systematic synthetic approach.

During Reception and Key Stage 1 phonics is taught for 20 – 25 minutes each day. Whole class sessions are delivered initially during the Reception year. As the year progresses and into KS1, children are grouped according to their current level of phonic skills and knowledge. Groups remain fluid and children move between groups based on on-going teacher assessment. Phonic sessions follow a daily cycle of revisit and review, teach, practise and apply. They are fast paced and include a range of activities, including reading both real and nonsense words. Staff are guided by the [phonics consistency document](#) when planning and delivering phonics session in order to maintain a consistent approach across year groups. All staff across the school take part in regular phonics training. Phonic assessments are completed each half term. Children who fall behind age related expectations are identified early and intervention is quickly targeted though additional 'booster' sessions.

In addition to their independent reading books, children in Reception and Key Stage 1 are assigned an electronic e-book at the end of each week that offers the opportunity to directly practise and consolidate the grapheme-phoneme correspondences covered in phonics sessions that week. This task forms part of their weekly homework.

As children move into KS2, phonic sessions are delivered as 'intervention' sessions and are carefully planned to meet the needs of the children involved.

Developing a love of reading

Story time

Our children regularly listen to adults reading aloud from a wide range of books; something that is as important for our older children as it is in early years. For 15 minutes daily, children hear an adult read a quality class reader chosen from our school reading spine. On Fridays throughout school, adults share poetry with the children. Children in the early years are immersed in rhymes and learn a 'rhyme of the week'.

Loving reading

Throughout school, we have reading displays to spark the interest and enthusiasm of the children. Children have the opportunity to interact with books in their book corners and areas. We have a well-stocked school library, which the children enjoy visiting. Reception and year 1 children borrow reading books to be read to them, with an associated activity pack, to enjoy at home. In KS2 the children are introduced to the Accelerated Reading scheme. They independently choose a book within their reading range and are motivated to read more by the acquisition of points after a short quiz related to the book. This resource is very effective in motivating our children to read and enjoy books.

Recommendations

Children recommend books in a variety of ways. They read and choose favourite books in KS1 to recommend to the other classes. In KS2 children share book recommendations within classes and also use bookmarks to signpost favourite books in the library.

Brilliant book week

Annually, we have a focus on books with our themed book week. It is centred around a visit from a travelling theatre company and the children become immersed in the story over the week. Activities include dressing up as favourite book characters, competitions, reading cafes, visiting readers and the opportunity to share and buy books.