



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 comprehension strategies	Independent reading activity OR Guided reading
Tuesday	Shared reading with a focus on comprehension strategies	Independent reading activity OR Guided reading
Wednesday	Shared reading with a focus on comprehension strategies	Independent reading activity OR Guided reading
Thursday	Shared reading	Independent activity OR Guided reading
Friday	Shared reading	Independent activity OR Guided reading

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 KSI
- 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.

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.

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.

Independent reading

At Cradley, we believe that it is important that children read to adults regularly to develop their decoding and comprehension skills. 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. This is their 'reading to progress book.' 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.

The children also choose a 'reading for pleasure' book which they can enjoy with an adult at home.

KS2

All children have 2 reading books. One is a 'reading to progress book' which supports the children learning to decode, comprehend and learn new information. The second is a 'reading for pleasure' book which the children freely choose to read independently or with an adult.

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 through 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.

Reading for Pleasure

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. Children in the early years are immersed in rhymes and learn a 'rhyme of the week'.

Children recommend books in a variety of ways. In Reception, children are invited each week to share a story from home with their class. In KS1, children record their favourite books in a 'My favourite book' journal to share with their classmates. In KS2 children share book recommendations within classes and also use bookmarks to signpost favourite books in the library.

We have a brilliant 'reading buddy system' where KS2 children visit KS1 classes and share books with them.

Using the children's recommendations, we keep our library well-stocked. Children enjoy spending time in this inviting environment during class reading sessions or at the lunchtime club.

Children enjoy learning about and from authors in virtual author sessions. Children also enjoy visits to our local library.

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.