





Reading at Cherbourg

At Cherbourg Primary School, we are passionate about ensuring all children become confident and enthusiastic readers. Reading is a skill we aim to develop for life. OECD research shows that reading for pleasure is the single most important indicator of a child's future success. It's even a more powerful factor in life achievement than socio-economic background. Therefore, we aim to support children, parents and staff to take a collective and collaborative approach to reading which will not only enable children to make progress academically, but will provide a source of pleasure throughout life, help to develop social and oral skills, language development, empathy as well as providing health benefits such as reducing stress.

Our staff are enthusiastic about books, and we promote a love of reading, encouraging children to read for enjoyment and information every day. Research also suggests that reading for pleasure is strongly influenced not only by what children read at school but by parents valuing books with their children from a young age. We aim to involve families not only to promote progress but to give them an opportunity to share and enjoy books.

We follow the Early Years Foundation Stage Framework to teach reading in Year R and the National Curriculum for teaching reading across Key Stage 1 and Key Stage 2. Children are given a rich diet of quality literature and taught specific skills at the appropriate stage during their time with us. Reading is assessed in line with national requirements at the end of Year R, the end of Year 2 and then formally tested in the Year 6 SATs. Children's reading is assessed by their class teachers at 3 points across each academic year in Years R-6.

At Cherbourg we believe that a good understanding of a wide variety of purposes and forms of texts helps children to feel confident to enjoy, evaluate and critique what they read. In a world where such a multitude of texts are available, it is important that children learn how to think about what they read and the messages it is giving to them.

Why do We Teach Reading at Cherbourg (Intent):

Through the teaching of Reading at Cherbourg we intend for pupils to:

- *be able to decode (e.g., sound out or access) words in order to make reading fluent and natural to them*
- *understand the meaning words have to enable them to make sense of the text*
- *be able to use clues from the text as a whole to enable them to read for meaning*
- *be confident and competent in the key skills of word reading, comprehension, information retrieval, predicting, picking up on inference, how language is used for effect and questioning*
- *access a range of stimulating and inspiring texts, picking apart the way in which the language, vocabulary and the sentence structure impacts upon the reader*
- *understand how texts create certain effects on the reader*
- *acquire a writer's style by analysing the word choice and structure of a text to use a base for their own writing*
- *learn how a writer uses grammar to inspire, engage and hook the reader. Through our blended approach to reading and writing, as well as aspects of the 'Talk for Writing' approach, we teach children to 'read as a reader' in order to explore and discuss how texts affect us.*

How do we teach Reading at Cherbourg? (Implementation):

- *Children take part in Guided Reading and Shared Reading activities every week across several sessions depending on their year group*

- *Daily phonics sessions happen in Years R and 1 as well as additional sessions and interventions if/ when needed in other year groups*
- *Extra provision for children who need additional support is provided e.g., via reading volunteers, reading buddies, lunch time clubs, enhancement activities*
- *In Reception and Key stage one, we use a reading scheme called 'Collins Big Cat Phonics' which has fully decodable reading books that support the Little Wandle Phonics scheme to provide a consistent and effective approach to teaching phonics and early reading.*
- *Within each reading phase, there are a wide range of non-fiction and fiction books. There are some small differences in the difficulty level of each book so some books will challenge and extend reading skills, vocabulary and word recognition, and others will consolidate. Children are given opportunities to re-read their book in school and at home, as reading a familiar text develops their fluency and confidence.*
- *In Key stage 2, we continue to transfer skills from phonics and guided reading sessions to reading phonics books including those from the Collins Big Cat Phonics scheme. We also include other phonics scheme books for children to read, share and enjoy at home. These books are carefully selected so that children are reading books which challenge them at the level they are working at as well as continuing to motivate and promote reading at home.*
- *High quality texts are taught across the school in order to be used as models for the children to learn about varying word choice and text structure for effect.*
- *Creating a vocabulary-rich classroom exposes children to new and exciting language they can recognise in their reading and then practise and use both when speaking and writing*
- *Teachers read high-quality texts regularly to their class*
- *Class texts are chosen to support what they children need to know and have experience of at the right time in their learning journey and are linked to their overall topic if appropriate*
- *Children and teachers magpie effective language when sharing an inspiring whole class text thus creating class banks of adventurous vocabulary to use as part of the children's writing*
- *Working walls in classrooms include examples of the vocabulary, sentence structures and features of the genre of the text the children are reading, which provides them with a 'toolkit' with which to spot other examples of that*
- *Learning Journeys exploring the features of form and purpose of each book studied are in children's English books so that children understand the path that their learning will take and how the text is effective*

- *Teaching staff and LSAs model reading for pleasure and excitement about new texts, they are seen as enthusiastic readers who share books daily*
- *Information sessions for parents to explain our approach e.g., workshops and classroom*
- *Activities to involve families e.g., World Book Day, Book Fair from local independent book sellers and 'Books with Legs,' a free book swap for children and parents located by the school office*
- *To support the children, we ask parents/carers to read with their children at home at least three times a week*
- *Parents are provided with information about how to read with their children and workshops are also offered on a regular basis*
- *Each class records how often they all read on a 'Reading Regatta' chart and receive a special book for the class from our Head teacher once their 'Reading Regatta' is full*

What is our Intended Impact?

- *Pupils engage in discussions throughout their reading using a widening range of vocabulary to express their ideas and support their opinions*
- *Pupils engage critically (at their level) with reading and feel confident to ask questions, disagree with and form opinions about a text they are reading*
- *Pupils enjoy reading and use the features of different genres and styles that they encounter. They can use what they have learnt in their reading to write for different purposes and audiences, understanding how to apply the text features they have explored in their reading*
- *Pupils are proud to talk about the books that they have read*
- *The progress in the children's reading skills is evident in children's books throughout the school as well as in conversation with children about their reading*
- *Pupils are being adventurous with the choice and variety of text that they read*
- *Pupils apply the reading skills they have learnt to the wider curriculum to the same standard that they would have in a reading session*