



## Reading

**Inspire. Aspire. Achieve.**

*Inspiring a life-long commitment to learning*

### School vision

**Inspire** - 'Inspire' to provide our pupils with an engaging, bespoke curriculum which fosters a desire to keep learning because "education is not the filling of a pail, but the lighting of a fire".

**Aspire** - 'Aspire' to ignite our pupils with dreams and aspirations that they know are within their reach.

**Achieve** - 'Achieve' is to ensure that all of our pupils successfully reach their academic goals through sheer hard work, determination and persistence.

### **Curriculum Vision – Reading**

To know about the world – Our intention is that all children experience a progressive and challenging curriculum built upon a foundation of diverse and carefully selected literature – a curriculum which develops children's word recognition and language comprehension alongside developing a genuine desire to read for pleasure. It is our intent that every child at Cogenhoe Primary will connect with a book and has the opportunity to see themselves represented through literature.

To have high levels of oracy \_ we intend for our children to leave Cogenhoe Primary having participated in an array of quality book related experiences and have acquired the linguistic skills in order to be able to discuss, evaluate, reflect, compare, critique and engage in meaningful conversations about a wide range of literature in order to form an opinion.

To have ambition – It is our intention that Cogenhoe Primary is a school which is built on books because we place reading at the heart of everything. We intend that reading will not only strengthen the core knowledge rooted with our writing and wider curriculums but will also play an important role in educating the whole child emotionally, culturally, socially and spiritually.

The vision is achieved through studying the key concepts.

### **Reading Key Concepts:**

#### **Reading Intent:**

At Cogenhoe Primary School, reading for pleasure and cultivating the love of reading is actively encouraged throughout the school. Great emphasis is placed on developing pupil's skills in reading from Reception, so that they are able to explore and discuss challenging texts confidently through our daily "Book Talk" session. Both shared, modelled and independent reading has a specific focus and is a fundamental part of a child's reading journey. Teacher's use a range of rich texts, so that pupils use of vocabulary and enjoyment of reading is heightened. The breadth of our curriculum ensures that pupils have access to a wide range of poetry, fiction and non-fiction.

We actively promote and celebrate our love of reading through our vibrant environment, reading for pleasure areas, focussed whole school assemblies and celebration days. In addition to this, our parent community are actively involved and regularly attend our workshops, open mornings and demonstration lessons.

#### **Reading Implementation:**

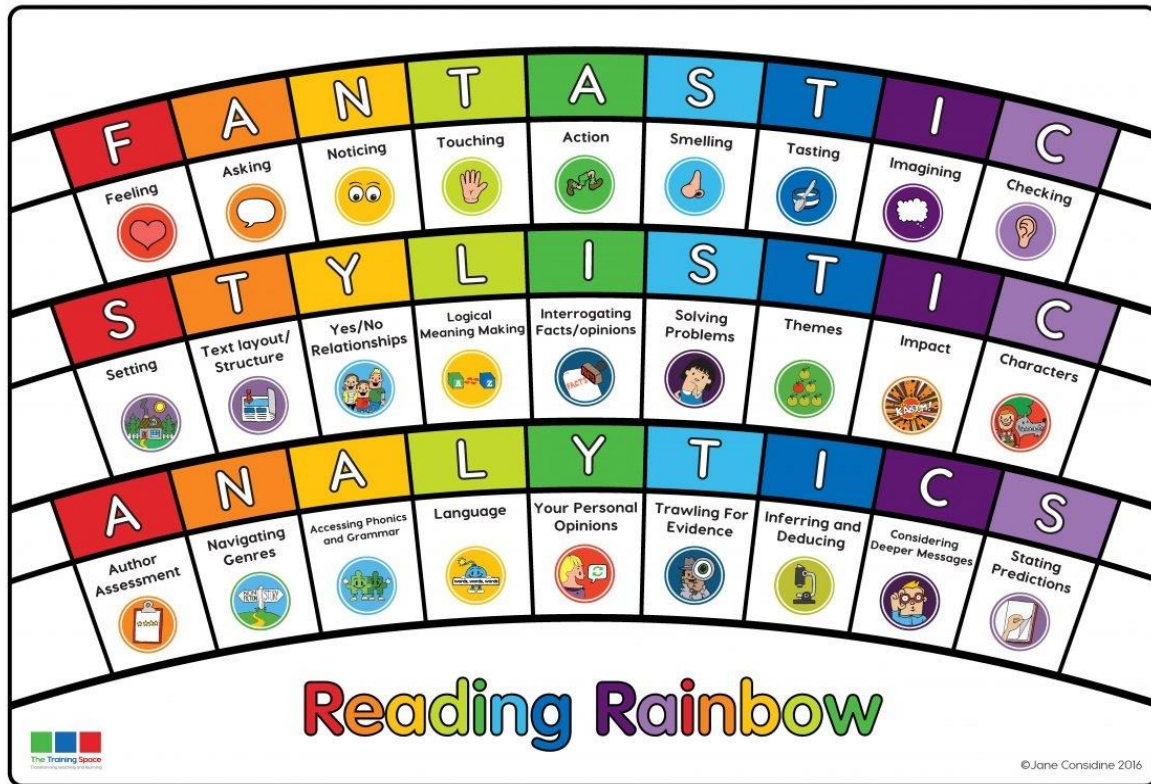
As children journey through the school, we use a variety of reading strategies to ensure that all our pupils are confident and competent in their reading.

In Key Stage One, we recognise that all learners are individual in their approach when securing their skills. Therefore, teachers use a variety of decoding skills such as phonics and picture cues. Our expert Phonic teaching happens on a daily basis and is taught in small, fluid groups which are based on frequent assessment so that they are reactive to the changing needs of learners. We use the *Essential Letters & Sounds* programme to ensure the progressive development of skills, so that pupils can decode effectively. In their Literacy learning; pupils are provided with the opportunity to develop and embed these key skills.

Independent reading books support children at an individual level and are carefully chosen by teachers to aid and challenge our pupils with their phonic learning. We use a variety of different texts from our Cogenhoe Whole School Reading Spine to enable our children to develop a love of reading and enjoy sharing these with our parents and carers on a weekly basis.

In Key Stage 2, we use a programme called 'Accelerated Reader' to continue to track and monitor our children's progress and motivate them to continue to keep reading in order to reach the Millionaires' Club. Parents also have access to this on-line system so that they too are able to see how their children are progressing.

Children's reading abilities and levels are consistently assessed throughout Key Stage Two. This supports our children who have a weakness in decoding or inferring, we use and follow a rigorous, structured reading intervention programme on an individual and group basis which ensures that rapid and sustained progress is made.



### Reading Impact:

Every child at our school is a reader, who through exceptional experiences and opportunities are confident to select their own texts to enjoy and gain information from. Our children understand the importance of reading and consistently strive to gain high outcomes.

Key Stage Two attainment of the high standard (110+) in Reading (50%) was **significantly above national and in the highest 20% of all schools in 2019.**

Key Stage Two attainment of the expected standard (80%) **was also significantly above national.**

Key Stage One attainment of the expected standard in reading (77%) **was above national and the higher standard was also above national at 27%.**

Our Phonics data, for the last three years has been significantly above national and in the highest 20% of all schools.

Early Years Foundation Stage attainment of the expected standard in reading (88%) was also **significantly above national and in the highest 20% of all schools in 2019**

By the time the children reach the end of our reading curriculum, they will have experienced a rich variety of the finest literature in order to have moved from learning to read to reading to learn. They will be able to read fluently and understand well what they read. They will be able to engage in meaningful discussions about literature and through exposure to a wide range of Book Talk Rainbow vocabulary they will have a vast array of words at their disposal.

Reading evidence will be recorded in Book Talk grp books (KS2 only) and in T4W books. The environments will also evidence the positive reading culture and ongoing teaching.

When you tour our school and join in with Book Talk, you will see all children in Kst 1 are challenged to read a correct phonic stage book and apply their phonic knowledge to bridging books and their Pie Corbett Reading Spine Book Talk book. All Kst 2 children are challenged to make links with their Accelerated Reader selected book, our inference learning and Book Talk discussion. Using this approach, they will then discover the richness the whole curriculum has to offer.



## EYFS Development Matters

### Early Reading

At Cogenhoe, we place significant importance on Early Reading as we know that fluent readers will learn more, because they can read and gain knowledge for themselves. Throughout this document you will read about how early reading is taught and development but if you were to visit our school you can expect to see that:

- direct, focused phonics is taught every day in Reception and key stage 1
- children read from books with the sounds they know, while they are learning to read
- teachers and teaching assistants provide extra practice through the day for the children who make the slowest progress (the lowest 20%)
- all children in Year 3 and above can read age-appropriate books
- teachers instil in children a love of literature: the best stories and poems

We work in close partnership with parents to support them in supporting us in their child's reading journey.

### SEND and Disadvantaged Children

We believe that Book Talk is inclusive and through careful scaffolding all children will be able to achieve and make the progress which they are capable of. All pupils will be appropriately supported throughout the phonics and comprehension lessons so that they can access all of the learning; consequently, ensuring that a ceiling is not placed on any child's educational opportunities in reading.

At Cogenhoe, we believe that quality first teaching should always be the priority when addressing children's needs. However, we do employ numerous research-based interventions to support our early or developing readers because we recognise that sometimes, children need a little help on the way. Here are some of the interventions that we run:

- Switch on Reading
- Get Reading intervention programme
- Fresh Start intervention programme
- Sounds-Write intervention programme
- 1:1 readers
- PIRA as an assessment tool for diagnosing areas for development and focussed teaching
- Specific pre-learning and targeted work for the lowest 20%- through Before School and After School Interventions
- Reading Shed
- Deepening Understanding Comprehension.

## National Curriculum Threads

### Year 1 Reading Key Objectives

1	Speedily read all basic phoneme/graphemes		
2	Read accurately by blending known GPCs		
3	Read common exception words		
4	Read common suffixes		
5	Read multi-syllable words containing known GPCs		
6	Read contractions and understand use of apostrophe		
7	Retell familiar stories and traditional tales		
8	Recognise and join in with predictable phrases		
9	Recite some poetry by heart		
10	Understand texts based on prior knowledge or provided information		
11	Correct inaccurate reading by check for sense		
12	Discuss the significance of title and events		
13	Make inferences on the basis of what is said and done		
14	Make predictions based on reading so far		
15	Explain clearly understanding of what is read to them		

## Year 2 Reading Key Objectives

1	Read fluently using decoding skill
2	Read accurately by blending, including alternative sounds for graphemes
3	Read multisyllable words containing known graphemes
4	Read common suffixes
5	Read exception words
6	Read most words quickly and accurately without overt sounding and blending
7	Discuss and express views on a wide range of poetry, stories and non-fiction
8	Recognise simple recurring literary language in stories and poetry
9	Perform poetry learnt by heart with appropriate intonation
10	Discuss and clarify the meanings of words
11	Discuss the sequence of events in books
12	Make inferences on the basis of what is being said and done
13	Ask and answer questions about a text
14	Predict what might happen based on reading so far
15	Explain and discuss understanding of a range of reading

### Year 3-4 Reading Key Objectives

1	Read aloud and understand words based on knowledge of root words, prefixes and suffixes
2	Read further exception words, including those with unusual spelling/sound links
3	Retell some fairy tales or traditional tales orally
4	Identify themes and conventions in a range of books
5	Perform plays and poetry aloud using intonation, tone, volume and action
6	Recognise some different forms of poetry
7	Use dictionaries to check the meanings of words
8	Check that a text makes sense, including explaining the meaning of words in context
9	Identify and summarise the main ideas drawn from more than one paragraph
10	Draw inferences about feelings thoughts and motives
11	Use evidence to justify inferences
12	Discuss words and phrases which capture the reader's interest
13	Identify how language contributes to meaning
14	Identify how structure and presentation contribute to meaning
15	Retrieve and record information from non-fiction texts



## Year 5-6 Reading Key Objectives

1	Use knowledge of morphology and etymology to read aloud and understand new words
2	Make comparisons within and across books
3	Read a range of modern fiction, fiction from literary heritage and books from other cultures and traditions
4	Identify and discuss themes and conventions across a wide range of writing
5	Discuss understanding of texts, including exploring meaning of words in context
6	Ask questions to improve understanding of texts
7	Summarise ideas drawn from more than one paragraphs, identifying key details
8	Predict future events from details stated and implied
9	Identify how language, structure and presentation contribute to meaning
10	Discuss how authors use language, including figurative language, to affect the reader
11	Make book recommendations, giving reasons for choices
12	Participate in discussions about books, building on and challenging ideas
13	Explain and discuss understanding of reading
14	Participate in formal presentations and debates about reading
15	Provide reasoned justifications for views

Reading Assessment Intention kst1	Impact and Implications
<p><b>Initial sound checklist score</b>  <b>Checklist for all 40+phonemes/Screening.</b>  <b>Common grapheme 40 + phonemes</b>  <b>GPCs /phonics record</b>  <b>Common exception words</b></p> <p><b>Omission and contraction apostrophe checklist.</b>  <b>Common pre/ suffix checklist (+ yr 2 Micue analysis/video)</b></p>	<p>Children assessed every half term and fluid phonic groups set accordingly. Phonics Lead meet with TAs regularly providing assessment feedback and next steps.</p> <p>Children needing confidence or extra reading opportunities are allocated slot with the school Reading Dog.</p>
<p><b>New Salford Reading and Comprehension Test as per assessment cycle.</b></p>	<p>Reading ages and progress used to measure the impact of reading intervention and sign post teacher</p>
<p><b>Phonetic data used to allocate Phonetic Progression Home Reading Book and targets set and shared in Reading Diary.</b></p>	<p>Slowed progress children allocated as frequent readers.  Both CT and TA to listen to readers at least fortnightly.</p>
<p><b>Termly updating of Types of Readers Diagnostic Tool which is used to identify whether children are strong/week decoders or strong/weak comprehenders.</b></p>	<p>Information is used to set and monitor Reading Interventions. If children are SEN or PP impact and progress is tracked on EDKEY</p>
<p><b>Switch on Reading</b></p>	<p>Above data used to identify which child are weak decoders and will access this 10 weekly intensive daily reading program. New Salford test pre and post intervention identifies impact. Parents informed of progress via letters.</p>
<p><b>Teacher assesses groups and individuals through Book talk feedback as children take on the role of Reader Leader</b></p>	<p>Book Talk sessions take place three times per week 9-9.30am and is planned for on the Long Term Overview ensuring sufficient coverage of all of the reading rainbow. Fluid ability groups are adjusted according to ongoing teacher assessment.</p>
<p><b>PIRA assessments take place 3 times a year (4 in 2020-21 post Covid).</b></p>	<p>PIRA used to address misconceptions and unpick misconceptions and feeds into future teaching focus within the Reading Rainbow.</p>
<p><b>Additional notes: All of the above feeds into the teaching of reading across the curriculum.</b></p>	

Reading Assessment Intent Kst2	Implications and Impact
Checklists for applying their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1, both to read aloud and to understand the meaning of new words they meet.	We ensure that we monitor the children who still need support with phonic across Kst2.
New Salford Reading and Comprehension Test are used to track which children need SOR intervention and which children need The Reading Inference Intervention.	Reading ages and progress used to measure the impact of reading intervention and sign post teachers.
Children who have not passed the Phonics Reading Test KST2 or have reached the upper phases will receive a targeted intervention.	Slowed progress children allocated as frequent readers. Both CT and TA to listen to readers at least fortnightly.
Termly updating of Types of Readers Diagnostic Tool, which is used to identify whether children are strong/weak decoders or strong/weak comprehenders.	Information is used to set and monitor Reading Interventions. If children are SEN or PP impact and progress is tracked on EDKEY. Children assessed as lacking confidence in reading are allocated a slot with our school Reading Dog.
Switch on Reading	Above data used to identify which child are weak de coders and will access this 10 weekly intensive daily reading program. New Salford Test( pre and post intervention) identifies impact. Parents informed of progress via letters.
The Inference Intervention	TAs have been trained to deliver this 8 weekly, 4 times a week intensive Inference Intervention. Impact is measured through the word level and comprehension tests. Teachers also use PIRA and Book Talk assessments to teach a weekly (usually Friday) Whole Class Inference Lesson, which may be recorded on the Inference Strategy Sheet as further evidence of understanding. Inference Profiles are used.

<p>Teacher assesses groups and individuals through Book Talk feedback as children take on the role of Reader Leader. Group Assessment Reading Cards are used to identify next steps to be selected from the Reading Rainbow.</p>	<p>Book Talk sessions take place three times per week 9-9.30am and is planned for on the Long Term Overview ensuring sufficient coverage of all of the Reading Rainbow. Fluid ability groups are adjusted according to ongoing teacher assessment. Children assesses their own learning in their Book Talk Journals. Teachers use this as an assessment tool.</p>
<p>PIRA assessments take place 3 times a year (4 in 2020-21 post Covid).</p>	<p>PIRA used to address misconceptions and unpick misconceptions and feeds into future teaching focus within the Reading Rainbow. Teachers use the test papers to teach a series of follow up sessions to support children with gaps in their learning and teach them how to tackle test type Q</p>
<p><b>Accelerated Reader</b> Used as an assessment program to give base line data on reading ability –used periodically throughout the year for universal screening and to measure growth.</p>	<p>Termly Star Reading assessments and identification of ZPD. Quiz scores of at least 85% demonstrate students are reading within their ZPD. Levelled books are selected by pupils so they can maintain and a high quiz average. Information from growth reports are shared with parents though logging into Renaissance Home Connect. They are also able to sign up to receive emails showing their child’s quiz or test results.</p>
<p><b>Additional notes:</b> All of the above feeds into the teaching of reading across the curriculum. There will be additional time outside the Literacy Lesson to develop reading skills across different areas of the curriculum. The teaching of reading develops skills through which our children can give critical responses to the questions they meet in their learning for science, geography, history, PSHE and other subject areas. Their understanding and appreciation of a range of texts should bring them into contact with their own literary heritage and texts from other cultures.</p>	