

North Cerney C of E Primary School



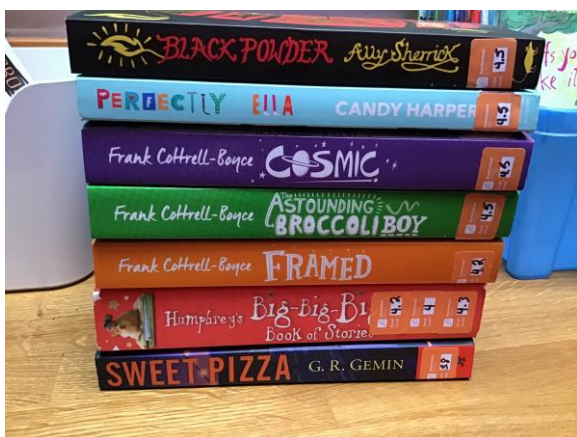
Reading Curriculum Statement

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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 aim to encourage a genuine love of reading. Linked with this is our desire to encourage the children's curiosity in exploring a variety of authors.

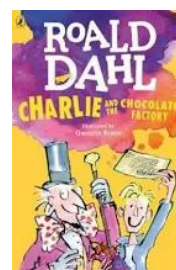
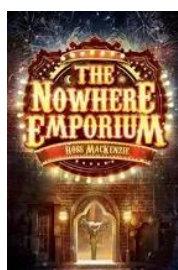
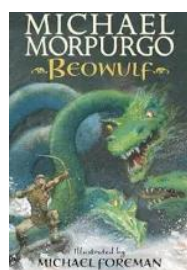
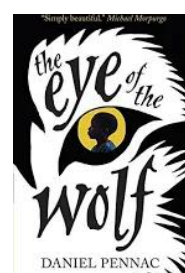
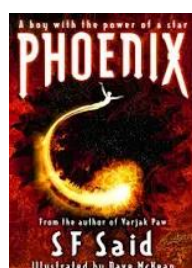
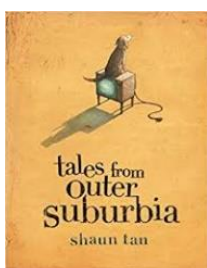


2. IMPLEMENTATION

Our reading journey starts in Reception where the children begin to learn to read with daily phonics lessons. Here we follow the Letter and Sounds phonics scheme where the 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 all children will have a copy of the same text - these can be short 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.

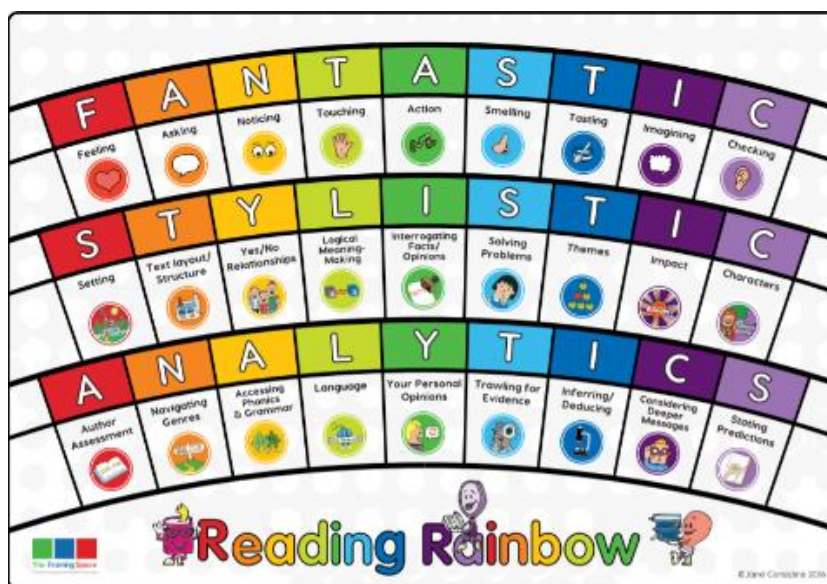


As a school we follow 'Booktalk' which has been developed by Jane Considine and runs alongside 'The Write Stuff' approach to writing. This structured approach gives children across KS1 and KS2 precise sentence stems to help clarify their ideas and understand about what they are reading. It can be applied to fiction and non-fiction texts.

The Reading Rainbow is a tool that we use to gain a deeper understanding of what we are reading. The different layers of this rainbow are as follows:

- The Fantastics (the ideas and thoughts created by reading) are the same as those on the Writing Rainbow. They give children the tools to develop an awareness of vocabulary and help children to understand the connections in language. This in turn feeds back into children's writing.
- The Stylistics are aimed at understanding meaning and enable children to 'zoom in' on a character or a setting, or 'zoom out' to look at wider themes within the text.
- The Analytics are focused on the higher order skills of reading, such as inferring, deducing and making predictions.

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 sessions. Using Booktalk bonus words (encouraging deeper discussion) extends children and provides them with a challenge to explain their understanding to others. This verbal communication leads to higher confidence levels.



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. 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.



Reading Teachers = Reading Pupils

Our teachers participate in a special programme run by Cheltenham Literature Festival. This involves termly meetings whereby two of our teachers are part of a teacher book group. 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 an annual event whereby children at participating schools meet the authors and share any work they have completed based on the books. Meeting authors provides the children with an aspirational link with real life heroes.

Year 6s at Cheltenham Literature Festival



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. We have used this service and have reserved our books for the coming year, in line with our long-term plans.



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. Successful quiz scores are celebrated and displayed on the school's accelerated reader board.

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 with bookmarks containing lenses from the Reading Rainbow. Parents are encouraged to support their children at home by discussing the sentence stems contained on the bookmarks. Children and parents record these ideas and send them back into school. The intention is that children to use the skills learnt within their Book talk sessions and share their thoughts about books with parents at home.

We also provide parents with a 'Performance of Reading' record card in their book bags. The card follows the 'Booktalk' format but is aligned to targets in line with the National Curriculum. Children are assessed against the 'I can' statements on the cards when each aspect has been covered. This provides parents with an update on their child's progress throughout the year.