



## **Reading at Rodbourne Cheney Primary School**



### **Intent**

At Rodbourne Cheney Primary and Nursery school our main aim in English is to embed and provide a lifelong love for reading and writing in all children no matter their ability, background or home life as we have identified this a defining factor in their attainment in all areas of English and beyond. We passionately believe that this is best done through setting quality texts at the heart of our curriculum and exposing children to a range of quality literature from the first moment they enter our school. The Planning at Rodbourne Cheney and Nursery School is therefore all linked to a central text and the skills of reading, writing and grammar are all interwoven.

We are acutely aware of the need to level the vocabulary gap for all our children ensuring that all children are given exposure to a rich range of vocabulary through the use of quality texts in English and the high level of language used by all adults in school as well as the systematic teaching of vocabulary. We aim to provide children with the linguistic skills they will need to take advantage of every opportunity throughout their future education through both the high quality texts that they are taught alongside high quality back and forth discussion about these texts in class.

### **Implementation**

Children at Rodbourne Cheney are read high quality texts from their entry to the school until the time they leave in order to both enthuse the children and expose them to high level vocabulary.

As well as being read to, children use the phonics reading books that directly match their phonics knowledge to build their fluency for reading. These books have been sub levelled to ensure that children can challenge themselves. Children then move on to becoming free readers and will read a range of different genres to develop their comprehension and vocabulary. These books are chosen from constantly changing class libraries and a well-stocked main library which is organised both by age and genre.

In EYFS and Year 1, children are taught reading on a 1:1 basis. The main purpose of reading is decoding fluency and accuracy. All children read to an adult at least once each week. Children's reading is assessed regularly using our phonics assessment to ensure the progression through the phases of letters and sounds.

All children in the school read regularly with an adult in their class - both teachers and TAs - in order to build their fluency and comprehension but most of all, this provides an opportunity to discuss and recommend book so as to further support the children's love of reading.

Across the school, reading and writing are linked; this allows the children to gain greater vocabulary and meaning to their writing as well as ensuring the coverage of reading objectives across the year.

Whole class guided reading is taught in phases. Children are taught four guided reading sessions per week that last approximately 30 minutes. Teachers plan their reading sessions linked to the objectives of their year groups and it is organised into three distinct phases:



## **Pre-phase**

The purpose of this phase is to develop the children's background knowledge and understanding prior to accessing the text/ animation in order to ensure all children come to the text with the requisite knowledge. This means that as the teacher reads the text, children will be able to make links/ infer as they will have the required knowledge. This is also an opportunity to give children the vocabulary they will need to fully understand the text.

## **Phase 1**

To make the reading and writing purposeful, the reading learning covered in phase 1 prepares the children for phase 2 writing as well as covering a required reading skill.

The reading may focus on vocabulary choices the writer has selected, a strategy used or a style of writing. Teachers will ensure each lesson is linked to a reading objective. Supplementary texts may be used in this phase to exemplify a skill/feature.

## **Phase 2**

In this phase, children will develop the skills to answer comprehension-style questions over the course of the week. The teacher will explicitly teach the skills and strategies the children need to answer these types of questions.

- Look: retrieval style
- Clue: inference style
- Think: may involve considering different aspects
- Word: understand the meaning of words/ authorial choice
- Text-text: make comparisons between texts
- Text-self: compare to their own experiences
- Text-world: make links to values/ issues and knowledge about the wider world

In Years 5 and 6 the children use the Accelerated Reader programme which carefully matches each book to the child's current reading level. The child then completes an online quiz to be able to proceed to the next level. This ensures every child is reading a book at the right challenge level for them, so they experience success and enjoyment in reading. Children's progress through the scheme is carefully tracked so that any pupil who is not making good progress can be quickly identified and the right support put in place.

Word of the week is taught systematically through the week to build children's vocabulary. The teacher selects words in the text that will challenge the children and that they will be able to use in their own writing. At the start of the week, they are given the definition and explore parameters for use (when it is used and when it is not). They also explore synonyms and antonyms and how to apply the word to their writing.



### **Impact**

By the time children leave our school they will:

- Be enthusiastic and motivated readers who are confident and will enjoy reading a range of genres and text types.
- Make good progress in reading from their starting point.
- Read for pleasure: fluently with good understanding.