



Cedars Primary School

Reading Curriculum Policy

“Reading is the gateway skill that makes all other learning possible” – Barack Obama.

INTENT

At Cedars Primary School, we believe that reading is the gateway to all learning and are passionate about ensuring all children become confident and enthusiastic readers. We value reading as a key life skill, one that lays the foundations for lifelong learning. We provide our pupils with a high-quality education in English that will teach them to speak, read and write fluently so that they can communicate effectively. We encourage and inspire all pupils to read widely across both fiction and non-fiction to develop their knowledge of themselves and the world in which they live and to gain knowledge across the curriculum. We aim to establish an appreciation and a love of reading and to develop pupils’ comprehension skills.

We believe that phonics provides the basis for this learning and enables children to become fluent readers. Therefore, the teaching of phonics is of high priority at Cedars. “Teach a child to read and keep that child reading and we will change everything. And I mean everything.” Jean Winterson. This quote epitomises the intent of the Read Write Inc. programme, which we use to teach phonics at Cedars. The Read, Write Inc. programme (RWI) is a systematic, synthetic phonics programme that explicitly teaches children to read accurately and fluently. At Cedars Primary School we want every child to learn to decode quickly and accurately so that reading becomes fluent and effortless. This enables children to develop their comprehension so that they can then begin to read for pleasure. The RWI reading books that the children access in their daily phonics sessions at school, as well as those that they take home, are matched to the children’s phonic knowledge and so are fully decodable.

Cedars Primary School is committed to ensuring every pupil will learn to read, regardless of their needs, background and abilities. The lowest 20% of children are identified from our half termly rigorous assessments and targeted for extra one-to-one tuition in order for them to “keep up, not catch up”. It is our intention to ensure that, by the end of their primary education, all pupils are able to read fluently, confidently and will be lifelong readers who read for pleasure.

IMPLEMENTATION

Phonics

- The systematic teaching of synthetic phonics has a high priority throughout the Early Years Foundation Stage (EYFS) and Key Stage 1.
- Phonics is taught daily to all children in EYFS, Year 1 and those in Year 2 who have not passed the phonics screening in Year 1 or completed the RWI phonics programme.
- Pupils work within ability groups, which are defined by their performance on RWI assessments.
- Pupils are assessed every half term and the groups are reorganised accordingly.
- In EYFS, as well as daily lessons, essential knowledge and skills in phonics is developed alongside the classroom provision areas.
- All children are encouraged to transfer the skills they learn in their phonics sessions into their independent reading and writing.
- RWI sounds posters and tricky red words are displayed in each classroom across EYFS and KS1, and the children use these to support their reading and writing in all lessons across the curriculum.
- Each RWI lesson is consistent and is based on the 5 Ps -
 - Pace** – Good pace is essential to each lesson.
 - Praise** – Children learn quickly in a positive climate.
 - Purpose** – Every part of the lesson has a specific purpose.
 - Participation** – All pupils are involved in all parts of the lesson through choral response and partner work. A strong feature of RWI lessons is partner work and the partners ‘teaching’ each other.
 - Passion** – It is the energy, enthusiasm and passion that teachers put into the lesson that bring the teaching and learning to life!
- Children are taught to:
 - recognise sounds and blend them together (Fred Talk);
 - decode letter/sound correspondences quickly and effortlessly;
 - read ‘tricky’ (red words) on sight;
 - read fluently and with expression;
 - understand what they read;
 - spell quickly and confidently when writing, by segmenting the sounds within words;
 - acquire a fluent handwriting style.

Whole Class Guided Reading

- A mixture of narrative, non-fiction and poetry is covered each term.
- At the beginning of Year 2, some pupils may still be on RWInc Phonics, but those who have completed the programme have daily RWInc Comprehension sessions.
- Year 3 to Year 6, reading is taught through daily whole class reading sessions.
- Each week, all pupils are immersed in an ability-appropriate text.
- This may be the whole text or an extract, which is high-quality and language rich.
- Throughout the school we structure our lessons using a consistent approach:

Monday – Vocabulary

We place a high emphasis on the importance of high-quality discussion about the text. Every week, each class spends time talking about their text in detail with their teacher. This includes new vocabulary, links to other texts, their own opinions and the authorial intent.

Tuesday – Echo Reading

During this session, pupils are introduced to the text through echo reading, where they are encouraged to copy the prosody of the class teacher. This is to support the children's developing fluency, ensuring that the text is read in the way the author intended. Once the pupils have practised this, they use text marking for a particular paragraph, which reminds them of the prosody used.

Wednesday – Follow Up

During this session, the class teachers plan for the pupils to respond to the text with a task that will immerse them and consequently, further enhance their understanding. This may include role play, further discussion or a written task.

Thursday – Open Ended Comprehension

As a school, we teach comprehension through the reading skills (Vocabulary, Inference, Prediction, Explain, Retrieval and Sequence/Summarise). This session focuses on the explicit teaching of one of these reading skills, with questions and lots of discussion related to our current text.

Friday – Mixed Comprehension Session

This session enables the pupils to answer a range of different questions in full sentences, using evidence from the text to support their response using APE. During this session, some pupils may work in smaller groups with adult support, whilst others may work more independently.

Home Reading

The focus for home reading at Cedars primary School is to consolidate reading progress and involve parents in their own child's reading. We provide the opportunity for each child to self-select their own reading books, within an appropriate reading level, so that children can develop a reading habit, on the books, authors or genres they enjoy and are able to read for pleasure. Once the children have progressed through the Home Reading Scheme and are fluent, confident readers they are then able to choose their own books which are still carefully monitored by the teacher for quality and challenge.

Independent Reading (SQUIRT)

- Throughout the school, we have a book banding system which the children select their 'fluency' book from. In EYFS and Key Stage One, this book is closely matched to their phonic knowledge and is a book they have read multiple times in class already. In Key Stage Two, the fluency book is closely

matched to their word level and accuracy rate. We focus on building the children's fluency, as we know that this has a huge impact on their understanding.

- Regular reading is encouraged throughout the day. Every day, classes take part in SQUIRT (Silent Quiet Uninterrupted Independent Reading Time) it is expected that these sessions are silent, so that the children can fully focus on the book they are enjoying. During this time, pupils can choose to read their fluency book or a book for pleasure for fluent, more able readers.

Story time

- Every day, teachers read to their class. We select books from the Recommended Reads for each year group. This ensures that the class reader is an engaging, age-appropriate text, which introduces the children to different cultures and authors. This time is for pure reading enjoyment!

We acknowledge pupils who need additional reading support through on-going formative and summative assessment. The lowest 20% of readers in each year group are heard regularly by an adult. This includes reading to a teacher, a teaching assistant or a volunteer. Our volunteers are trained to support our pupils, so that they have an impact on their reading development. We also identify spotlight pupils to take part in our RWInc Fast-Track and RWInc Fresh Start interventions.

To maintain a passion of reading across the school, we take part in lots of events such as World Book Day, World Poetry Day and National Story Telling Week. We also invite visiting authors into school, to share their top tips with us!

IMPACT

Children at Cedars Primary School will have a secure knowledge of phonics, enabling them to become confident, fluent readers at the end of KS1. The children will make at least expected progress and will be able to apply their phonic knowledge confidently when reading and writing. Attainment in phonics is measured by the Phonics Screening Check at the end of Year 1 and ongoing assessment throughout the RWI programme. Children will enjoy their phonics lessons and be familiar with a range of authors and genres. This will then lead to a love of reading and children taking pleasure in exploring the rich literary world around them, with a firm phonic basis to support them. All pupils will be fluent readers and their knowledge across the curriculum will be enhanced by their ability to read and research in all subjects. Pupils will enjoy reading and will want to read for pleasure. They will be able to talk confidently about a range of texts and discuss their favourite author, providing reasons for their choice. Pupils will have a wide vocabulary that they will be able to apply within their own writing. The percentage of pupils working at age-related expectations and above age-related expectations within each year group will be at least in line with national averages and will match the ambitious targets of individual children. There will be no significant gaps in the progress of different groups of pupils (e.g. disadvantaged vs non-disadvantaged). Parents and carers will have a good understanding of how they can support reading at home, and will contribute regularly to home-school records. Year 6 readers will be 'secondary ready': fluent, confident and able readers, who can use their reading skills to unlock learning in all areas of the curriculum.



Reading Long Term Plan

		AUTUMN	SPRING	SUMMER
EYFS	Story Explorers			
	Story Time	Class vote – end of the day story chosen by the children		
Year 1	Story Explorers	<ul style="list-style-type: none"> ▪ Lost and Found by Oliver Jeffers. ▪ Up and Down by Oliver Jeffers. ▪ Zog by Julia Donaldson. ▪ The Princess and the Dragon by Audrey Wood. 	<ul style="list-style-type: none"> ▪ The Enormous Turnip. ▪ The Tale of Peter Rabbit by Beatrix Potter. ▪ Jack and the Beanstalk. ▪ The Little Mermaid. ▪ Little Red Riding Hood. 	<ul style="list-style-type: none"> ▪ Stuck by Oliver Jeffers. ▪ Barnaby Bear big books. ▪ At the Seaside big book. ▪ The Three Little Aliens and the Big Bad Robot by Margaret McNamara.
	Story Time	Class vote – end of the day story chosen by the children		
	Independent Reading	Reading fluency books (book banded) Adults to listen to pupils reading (lowest 20% and disadvantaged pupils first at least 3 times a week)		
	Whole Class Reading	RWInc sessions		
		▪	▪	▪
Year 2	Story Explorers	<ul style="list-style-type: none"> ▪ Katie Morag by Mairi Hedderwick. ▪ The Pirates Next Door by Jonny Duddle. ▪ The Pea and the Princess by Mini Grey. ▪ The True Story of the Three Little Pigs by Jon Scieszka and Lane Smith. 	<ul style="list-style-type: none"> ▪ Books by Simon Bartram: ▪ Dougal's Deep Sea Diary. ▪ The Man on the Moon. ▪ The Disappearing Moon. ▪ Mudpuddle Farm: Six Animal Adventures by Michael Morpurgo. ▪ Farmer Duck by Martin Waddell. 	<ul style="list-style-type: none"> ▪ Ladybird Classics: The Wind in the Willows by Kenneth Grahame (retold by Joan Collins). ▪ The Day the Crayons Quit by Drew Daywalt ▪ The Sand Horse by Ann Turnbull. ▪ The Whales' Song by Dyan Sheldon.
	Story Time	Class vote – end of the day story chosen by the children (picture books that have been read before)		
	Independent Reading DEAR	Reading fluency books (book banded) Adults to listen to pupils reading (lowest 20% and disadvantaged pupils first at least 3 times a week)		
	Whole Class Reading	RWInc sessions, RWInc Comprehension, SATS preparation (focus on retrieval and inference)		

Year 3	Core Story time & English Texts Reading for Pleasure	<ul style="list-style-type: none"> The Old Lady who lived in a Vinegar Bottle. The Tin Forest by Helen Ward. Aesop's Fables by Michael Rosen. Penguin and Ostrich 	<ul style="list-style-type: none"> Stig of the Dump by Clive King. Stig of the Dump: Complete BBC Series The Iron Woman by Ted Hughes. Range of diary extracts. 	<ul style="list-style-type: none"> Who Were the Romans? by Phil Roxbee Cox. Different versions of The Spider and the Fly by Mary Howitt, such as: 	
	Independent Reading SQUIRT	Reading fluency books (book banded) Adults to listen to pupils reading (lowest 20% and disadvantaged pupils first at least 3 times a week)			
	Whole Class Reading				
	Narrative	Bigfoot Adventure Golden Apple Tree	Look Into My Eyes The Sleeping Volcano	The Celtic Crusaders Too Much Squash	
	Non-fiction	Let's find out! Unit 4 Nelson Pink I want to be a Palaeontologist Range of simple biographies including print and film versions	Beach Detectives Geocaching & Life in disguise	The Romans <ul style="list-style-type: none"> Who Were the Romans? by Phil Roxbee Cox. Romans in Britain - The Study Book by CGP Books. 	
	Classic/Modern performance Poetry	Firework Night by Enid Blyton How?/The Answers Rising Stars Progress	Scissors & unit 9 resources The Crocodile by Lewis Carroll Baa Baa Naughty Sheep (Twinkl)	Walking with my iguana & unit 8 resources Chocolate Cake by Michael Rosen	
Year 4	Core Story time & English Texts Reading for Pleasure	<ul style="list-style-type: none"> Until I Met Dudley By Roger McGough. Old Possum's Book of Practical Cats by T.S. Eliot with illustrations by Rebecca Ashdown. 	Bill's New Frock by Anne Fine <ul style="list-style-type: none"> Ladybird Classics: Gulliver's Travels by Ladybird. 	<ul style="list-style-type: none"> The Water Horse by Dick King-Smith. The Classic Tales of Brer Rabbit by Joel Chandler Harris. 	
	Independent Reading DEAR	Reading fluency books (book banded) Adults to listen to pupils reading (lowest 20% and disadvantaged pupils first at least 3 times a week)			
	Whole Class Reading				
	Narrative Author Focus	Lupe of the Pack Wet Breaks & Headless Trophies	Home Run Beth on the Nile	When The Brim Burst Planet Earth?	
	Non-fiction	How does your heart work? How do your lungs work? The Great Plague	Plague remedies & Ring-a ring o'roses Around the world (Nelson- Unit 4) How to	Extreme Weather Feet First	
	Classic/ Modern performance Poetry	Don't tread on worms Wind on the Hill by A.A. Milne What is Pink by Christina Rossetti	Quieter than snow & The Hills Don't Quit by John Greenleaf Whittier The Listeners by Walter de la Mare	If by Rudyard Kipling The Jumbies by Edward Lear Walking with my Iguana by Brian Moses	

Year 5	Core Story time & English Texts Reading for Pleasure	<ul style="list-style-type: none"> Outlaw by Michael Morpurgo. Beowulf by Michael Morpurgo. Oliver Twist retold by Gill Tavner. The Lion the Witch and Wardrobe by CS Lewis. 	<ul style="list-style-type: none"> Time Spinner by Roy Apps. The Invention of Hugo Cabret by Brian Selznick. 	<ul style="list-style-type: none"> Journey to the River Sea by Eva Ibbotson. <p>Stories from Ancient Civilisations: Greece</p>	
	Independent Reading DEAR	<p>Reading fluency books (book banded)</p> <p>Fluent, more able readers could be reading a chapter book of their choice</p> <p>Adults to listen to pupils reading (lowest 20% and disadvantaged pupils first at least 3 times a week)</p>			
	Whole Class Reading				
	Narrative Author Focus	Brain Academy Our Big Kitchen	Seven Hours to Save the World The Nightmare Machine	Wolf World Cyber Crime Files	
	Non-fiction	Mercury & Five freaky forces of nature The Earthship	New Explorers- can we live in space? Pompeii Today & advertisements for tourists	On the road Ocean Voices Golden Dreams	
	Classic/ Modern performance Poetry	Colonel Fazackerley Butterworth-Toast by Charles Causley Ning Nang Nong by Spike Milligan Why do you stay up so late? -The cats' protection league	The Owl and the Pussycat – Edward Lear No Breathing by Michael Rosen Two poems: Rain/Rain in the Summer	My Shadow by R L Stevenson Tell me, tell me, Sarah Jane (Cracking Comprehension) The Apple Raid & Early Last Sunday	
Year 6	Core Story time & English Texts Reading for Pleasure	<ul style="list-style-type: none"> Bear Grylls Mission Survival: Gold of the Gods. Running Wild by Michael Morpurgo. The Wizard of Oz by L Frank Baum. 	<ul style="list-style-type: none"> Macbeth by William Shakespeare. Romeo and Juliet by William The London Eye Mystery by Siobhan Dowd. 	<ul style="list-style-type: none"> Why the Whales Came by Michael Morpurgo. <p>Over Sea, Under Stone by Susan Cooper</p>	
	Independent Reading DEAR	<p>Reading fluency books (book banded)</p> <p>Fluent, more able readers could be reading a chapter book of their choice</p> <p>Adults to listen to pupils reading (lowest 20% and disadvantaged pupils first at least 3 times a week)</p>			
	Whole Class Reading				
	Narrative Author Focus	Omni: Your New Best Friend Chapter 1-6 Film Seen Chapters 1 - 6	Seeds of Doom Chapters 1 – 6 Just the beginning Chapters 1 - 6	Where Sea Eagles Fly Chapters 1 – 7 Magic Pen Chapters 1 - 7	
	Non-fiction	Michael Angelo (Aut 1) Prehistoric Britain Being Human (Sum 1)	CGP KS 2 SATS Buster Book 3 Section 3	CGP KS 2 SATS Buster Book 3 Section 4	
	Classic/ Modern performance Poetry	The Sound Collector by Roger McGough December by Valerie Bloom Titanic (Aut1) Geography lesson (Sum 1)	If by Rudyard Kipling Humpty Dumpty – The Truth (Twinkl)	The Highwayman by Alfred Noyes Dinner on Elm Street by Michaela Morgan Compare to Hubble Bubble by Shakespeare	

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