



Corporation Road Community Primary School

Reading Strategy



"The more you **read**
the more **things** you know.
The more that you **learn**
the more **places** you'll go."
-Dr. Seuss



At Corporation Road Community Primary school we believe that being able to read holds the key to our children's future successes. Throughout their time at our school, we build upon and teach them reading skills which prepare them for secondary school and adult life.

Reading unlocks the wider curriculum and allows our children to engage in both the real world and a world of imagination. They have opportunities to access language rich texts; reading these together and independently, listening to, sharing and discussing. It allows them to examine their own and others' experiences, feelings and ideas, giving these order and meaning. We believe it is integral to broadening a child's intellectual, emotional, spiritual, moral and social development.

Our intent for reading through the wider English Curriculum:

- Children become fluent readers across Early Years and Key Stage 1. They can then further develop their comprehension and broaden their knowledge of vocabulary across Key Stage 2.
- To expose our children to language rich texts, both fiction and non-fiction, inspiring and engaging them and opening the door to the real world and a world of imagination.
- Our children are taught comprehension skills, which ensure they understand what is read. We want our children to be able to independently explore texts and be able to participate in discussions around what they have read.
- Our children can read for meaning but also enjoy books whether that be listening to, sharing with a friend or reading individually for pleasure.

Implementation

Phonics

Our children embark on their journey through our Phonics scheme in Reception. Discrete lessons are taught daily until the end of Year 1, in some cases more than one lesson may be taught each day. In September 2024, we adopted the 'Little Wandle Letters and Sounds Revised' scheme of learning to deliver our phonics teaching in school. More information on the 'Little Wandle Letters and Sounds Revised' scheme for parents can be found here:

[For parents | Letters and Sounds](#)

Decodable Reading Books

The children in Reception and Year 1 access fully decodable reading books based upon their phonics learning. This supports and consolidates the learning taking place in the classroom. These books are changed weekly, and the children are expected to re-read to build fluency. Teachers may use their discretion if they feel more practise is needed and therefore a child may have a decodable reader for a longer period of time. However, this is closely monitored by the teacher to ensure that other barriers are not preventing the child from becoming fluent. There may be children in Years 2 upwards who require a decodable reading book. They will be accessing phonics catch up intervention.

Assessment

In Reception and Year 1, children are assessed at the end of each unit. Children receiving intervention are assessed every 3 weeks and those completing 'Rapid Catch Up' are assessed every 4 weeks.

Fluency beyond Phonics

Whilst decoding is one key element to building fluency, as a school we recognise that fluency needs to be built upon as children progress through their primary years. Staff build opportunities into their teaching to promote fluency. They model good reading, what to do if they get stuck and re-reading. Once our children complete Year 1, they have the phonemic knowledge to be able to read fluently. In Key Stage 2, children access fluency blast sessions at the start of each half term and use reading+ to build fluency. The following progression of decoding from the National Curriculum is followed:

Year 2	Year 3/4	Year 5/6
<ul style="list-style-type: none"> Continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent Read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes Read accurately words of two or more syllables that contain the same graphemes as above Read words containing common suffixes Read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word Read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered Read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation Re-read these books to build up their fluency and confidence in word reading. 	<ul style="list-style-type: none"> Apply 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 Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word 	<ul style="list-style-type: none"> Apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in English Appendix 1, both to read aloud and to understand the meaning of new words that they meet.

Home Reading beyond KS1

Once children have completed the Little Wandle phonics scheme, they are able to choose a book to read for pleasure from a carefully chosen selection of year group specific texts. This continues up to Year 6. These books are not fully decodable and rely upon the children to apply a variety of taught strategies to support fluency and comprehension.

Our approach to Reading

Reading is taught discretely using age appropriate texts. Decodable books are used to support children in Reception, Year 1 and some children beyond this. Throughout school, we promote a love of reading. We have reading areas in classrooms, which the children can access independently. We have a library which the children access and across the year we have volunteers who listen to children read. Across school, adults read to children during a daily story time session. This is an opportunity for children to listen to and enjoy stories and non-fiction texts for pleasure. Class novels have been carefully selected by teachers to ensure children are exposed to a wide variety of literature.

Early Years

Children in Early Years listen and take part in '*five a day*' language rich experiences each day (stories, poems, raps, rhymes, nursery rhymes, tongue twisters, songs). This is an approach adopted across the trust we are part of. We encourage a love of reading by providing an enabling environment. We have a range of stimulating books in our areas of learning, which include, poetry, songs, fiction and non-fiction. We listen to stories throughout the day and children are encouraged to talk about their books, describing story settings, events and characters. Story sacks, story CDs and staff and children telling stories ensures we offer a variety of ways to capture our children's imaginations and enthusiasm for learning. Children learn how stories are structured and predict what might happen next. Throughout the day, children can choose books independently and share them with their friends.

Once discrete Phonics lessons have begun, children are given a decodable reading book to practise segmenting and blending the sounds that have been taught. They participate in three reading sessions a week. Across the three days they focus on the following skills:

- Decoding
- Comprehension
- Prosody

During the other two days, children are listened to read on a 1:1 basis. Their decodable reading book consolidates the learning which has taken place in class. At times across the year, we hold sessions to encourage parents to come and take part in phonic lessons and listen to stories. We end the day with a story chosen by the teacher, TA or children.

Children in nursery can take a real book home to share with their family. We sing nursery rhymes daily, encouraging children to have and express their favourite rhymes and stories. We look at print and logos we see around us and develop the children’s interest in pictures and illustrations. In nursery we begin our early reading by listening to environmental sounds, body percussion, instrumental, rhyme and alliteration, and oral blending, while developing their listening and attention skills. To increase children’s vocabulary, we read a wide variety of stories and the language is transferred into the environment.

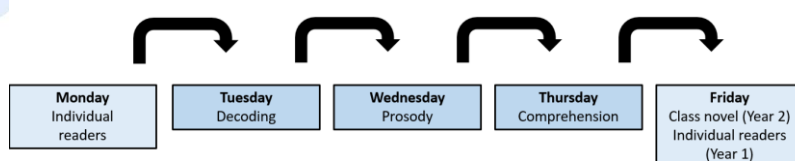
Key Stage 1

In Year 1, children participate in three reading sessions a week. They focus on the following skills:

- Decoding
- Comprehension
- Prosody

On the two remaining days the children are listened to 1:1.

Reading: the sequence (KS1)



**Days may change and this sequence may apply to groups of readers across the school*

Year 2, Lower and Upper Key Stage 2

Reading is primarily taught through a whole class approach. In some cohorts, a grouped approach may be used if required. Our children are taught a variety of comprehension skills using different genres of texts. The children then have opportunities to practise this skill, with teacher scaffolding and input targeted to develop the skills taught. Children then independently demonstrate their ability. Teachers carefully consider their sequence of teaching, ensuring that skills are continually revisited and opportunities to embed the strategies are given.

Reading: the sequence (KS2)



Comprehension Skills						
Summarising	Questioning	Monitoring and clarifying	Searching and selecting	Inferring	Visualising and organising	Predicting

Reading Plus

Children across KS2 access Reading Plus three times a week. When first starting, they complete a baseline assessment giving them a starting point for the scheme.

Fluency Blast

Children across KS2 access Fluency Blast sessions after each school holiday. Sessions last for 20-30 minutes and focus on building fluency. The number of sessions delivered is dependent upon how long the school holiday is.

Assessment of Reading

Informal, ongoing assessments are carried out when reading with, to or discussing a text. We have 'Reading End Points' which are used, alongside other assessments to build a picture of each child as a reader. Children in Y1 are assessed in Phonics whilst Year 2 upwards complete a fluency assessment as well as an NFER reading comprehension test.

Texts in the wider English Curriculum

Throughout school we ensure that our children are exposed to a range of texts and, where opportunity arises, in the wider curriculum. Teachers have carefully selected class novels, which are read to the children during story time. These novels are also used in key stage 2 as part of their teaching sequence. Each class displays the title of their class novel on their door. Adults and visitors are encouraged to ask the children about the novel. Children in Reception and key stage 1 have the opportunity to vote for texts read in class. We also have texts linked to our school virtues.

Reading at home

We encourage our children to read at home **at least three times a week**. This is monitored by staff on a daily basis and children are listened to in school to ensure they are having the opportunity to read aloud, to an adult. This is monitored on a termly basis, using a pyramid scheme. The 'First 20%' in each class are a priority as well as those who don't read at home. Teachers are aware of who these children are.

Reward System

If a child reads, at home, three or more times a week, they receive a sticker. For every week that they read three times or more, they receive a raffle ticket. This is entered into a class raffle and a winner is drawn every half term.

Developing a reading culture

We are continually working hard to develop a reading culture in school, one which our children are exposed to from Nursery through to Year 6. Our actions have included:

- Each class has a dedicated daily story time.
- Teachers (in years 1-6) have carefully selected class novels to read at story time. These are texts which our staff think will engage and excite our children. We will endeavour to update these to ensure we are exposing the children to new books. We have signs on our classroom doors so visitors know what we are reading.
- We have started a whole school display so children can share with friends what they are reading. This will spark conversations about different texts.
- Displays in class and across school include books or links to books such as English displays.
- Each class display their Reading Journey.
- Prizes for good work and kindness are primarily books.
- Our staff are reading role models.
- We have a school library which children access with their peers. Books are organised into fiction and non-fiction. Children can find books linked to topics as well as classic novels and picture books. Our library is updated to ensure children are exposed to new and interesting literature.
- Our library is open to parents and pupils after school across the year.
- We have 'Reading Sheds' on the playground, where children can read during break time and lunch time.
- We have Librarians who organise books to be taken onto the playground, keep the library tidy and ensure book areas across school are neat and tidy.

- We celebrate World Book Day and recognise significant events throughout the year linked to reading, texts or authors.
- We organise parent workshops to support and promote reading at home

