



Cockfield Primary School

Reading Strategy

“The more that you read, the more things you will know. The more that you learn, the more places you’ll go.” Dr Seuss

At Cockfield Primary school reading is at the heart of everything we do; learning to read allows children to open the door to the wider world and unlock their imaginations. We passionately believe in helping children to develop not only the technical skills of reading and writing, but also in generating a love for literature and reading which will stay with them forever.

Within our broader English Curriculum planning, our intent for reading is clear:

We aim

- to instil a love of reading for each child.
- to expose all children to a wealth of language rich texts.
- to develop independent and resilient readers.
- to develop comprehension skills enabling children to gain a deeper knowledge and understanding of literature.
- to expose children to a world of words to take with them on their learning journey.
- to ensure that with few exceptions all children reach the expected standard in phonics in Y1 and become fluent, confident early readers by the end of year 2 so that they can access and comprehend all that key stage 2 has to offer.

Phonics at Cockfield

Phonics is the first stepping-stone to reading. At Cockfield we believe the teaching of phonics is integral to reading success. The Keep Up Not Catch Up philosophy is central to our vision for teaching phonics. It is rooted in the highest expectations of what children can achieve and leads to excellent outcomes. Keep Up Not Catch Up is the relentless determination that no child will fall behind.

At Cockfield we recognise that reading is not an innate skill – it is something that needs to be directly taught. Children do not learn to read by accident, or by being given books to ‘read’ with sounds in which they have not been taught. Our reading schemes have been carefully chosen to ensure that the home reading books are closely linked to the sounds that have been taught – so that children do not encounter words which they cannot decode. As children become more confident readers, carefully chosen books also include the ‘Common Exception Words’ which children have been taught within the phonic scheme.

We believe all staff need a firm foundation in early reading skills to support struggling readers at all ages. Therefore, our teaching and support staff have been trained in the phonics programme ‘Sounds-Write’. Our teaching of reading and writing within



the school is based on the Sounds-Write programme. This begins very early on when children join Reception and continues until a child is a confident and competent reader and speller. Sounds-Write is used around the world and is one of the DfE approved schemes.

The knowledge of sounds and symbols is an important starting point for understanding and using written language and we believe that a strong and consistent approach to the teaching of phonics is vital for our children to begin to access the rest of the curriculum. This is, however, used in conjunction with many other strategies to help children to begin to read and write.

For more details, please follow this link - [What is Sounds Write?](#)

All children in Reception and Year 1 classes will receive at least one daily phonics session. We believe in a mastery approach to phonics where all children are exposed to whole class teaching.

As much as practicably possible, children will move through the order of sounds together: children who need extra support to catch up will be prioritised between sessions, to ensure that learning gaps do not appear, or widen over time.

The teacher is responsible for the teaching of phonics to all children; well qualified teaching assistants support the teaching and intervention, but the teacher has responsibility for the learning of all children.

Children's growing phonic knowledge is closely assessed and tracked, away from the point of teaching, to ensure that all staff know children's strengths and areas to practise in reading. Home phonic reading books are targeted appropriately and are changed regularly.

Phonic expectations

<u>Yr Gp</u>	Phonic Phase	SoundsWrite
<u>End of Reception</u>	Children will be secure in phase 3. Ready to access phase 4 on entry to Year 1.	By Christmas, children will understand that two letters can spell one sound (e.g. bell, boss, buzz) and be able to read and spell words containing sounds from Units 1-7. 3rd Term Bridging Lessons into the Extended Code using lesson 6, 7 & 8 Through the teaching in these lessons children will come to understand that the same sound can be spelled in different ways.
<u>End of Year 1</u>	Children will be secure in phase 5 Phase 6 is also covered (the prefix 'un' and simple unchanged suffixes such as 'ed')	Year 1 (Unit 1-26 of the extended code)
<u>End of Year 2</u>	Children will be secure in phase 6 and will then follow the school spelling progression. Confident readers will also then move on to the Accelerated Reader programme.	We will continue to teach and revise the sounds and spellings of the Extended Code progressing through the Sounds-Write Units. In many cases we will revisit a sound and



		cover 'more spellings' (complete list of spellings for a sound). Children will continue to practise reading and spelling polysyllabic words.
Year 3	Children in Year 3 who did not pass the phonics screening re-sit in Year 2 will then have daily access to high quality phonics teaching and will be closely monitored.	

Early reading

Alongside our teaching of phonics, children can apply their phonic knowledge using decodable reading books. They read and re-read their Dandelion or Sounds-write decodable reader. Decodable readers are used when learning to read and only contain the phonetic code that the children have been exposed to. This means that the children are able to read most of the words by applying their phonics. This success in reading builds confidence and helps instil a love of reading. It also helps to consolidate the skills and sounds learnt from the Sounds-Write phonics sessions and supports the development of good reading strategies. This in turn helps to build reading fluency. Decodable readers will be given to the children throughout their time in EYFS, year 1 and at the start of year 2. In Year 2 once they have mastered their phonics skills they move on to Accelerated Reader

Home reading expectations

<u>Reception</u>	Children take a phonic book home which is matched to the appropriate phonic phase which has been taught. We aim to change reading books three times a week . In addition to these children choose a reading for pleasure book which can be shared and enjoyed at home.
<u>Year 1</u>	Children take a phonic book home which is matched to the appropriate phonic phase which has been taught. We aim to change reading books three times a week . In addition to these children choose a reading for pleasure book which can be shared and enjoyed at home.
<u>Year 2</u>	Once phase 6 has been completed children can choose an appropriate levelled Accelerated Reader book. They can read this at their own pace. However, the school expects children read at least 5 times a week to maximise their reading progress. Once the book is completed, they then take a reading quiz and can choose a new book.



Reading beyond phonics

Once children reach Year 2 and complete phase 6 in phonics and they can access more demanding texts, they will progress onto Accelerated Reader. This is a computer-based programme used to monitor and assess children's independent reading. Children will take an initial base line assessment using STAR reader and from this assessment. In addition to the professional judgements of the class teacher, they will be assigned an individual level. This level will dictate which books children can choose from. Our bookshelves are carefully organised into these levels making it easy for children to locate a book suitable to their needs. Once a child has read a book, they take a short comprehension quiz to see how well they have understood the text. The quizzes provide a great source of motivation to pupils but also provide essential information to teachers about how well a child has understood the content within the book. Teachers can then use this information to make sure that the texts that children are accessing are suitable.

Home Reading

Learning is strongest when parents are true partners. We believe reading regularly at home has immeasurable benefits to our children. Our school provide each child with a home reading diary to record their reading and progress. We expect our pupils to read at least 5 times a week at home and actively encourage parental involvement to support their children.

Children who do not read at home and are falling behind will be afforded reading opportunities with adults in school. Developing healthy reading habits is something we strive to embed into our pupils from the very beginning.

From year 2 onwards, we also provide access to online books via MyOn which pupils can access from home.

Reading comprehension

Developing confident readers who can access, understand, and use information is a key priority at Cockfield. To ensure that this happens, from Year 2 to Year 6 we have a dedicated reading comprehension lesson once a week. Within these lessons, staff focus on developing the key skills required to understand a range of text types including non-fiction, fiction and poetry. These lessons ensure that progression in comprehension skills and knowledge are taught effectively across the school. Children are given the opportunities to develop their language capacity through discussing books and texts in a supportive and structured way. This approach supports our ethos of teaching vocabulary which is integral to all parts of our curriculum. Explicit teaching of new vocabulary and exposure to a wealth of rich language enables our pupils to gain a deeper understanding of everything they read. We believe words equal power.



Our teachers explicitly teach and model strategies such as predicting, summarising, inference and deduction and aim to build upon children's prior knowledge. We also hope to build children's confidence, stamina and resilience in reading so that they can

Content domain reference	
1a	draw on knowledge of vocabulary to understand texts
1b	identify / explain key aspects of fiction and non-fiction texts, such as characters, events, titles and information
1c	identify and explain the sequence of events in texts
1d	make inferences from the text
1e	predict what might happen on the basis of what has been read so far

Content domain reference	
2a	give / explain the meaning of words in context
2b	retrieve and record information / identify key details from fiction and non-fiction
2c	summarise main ideas from more than one paragraph
2d	make inferences from the text / explain and justify inferences with evidence from the text
2e	predict what might happen from details stated and implied
2f	identify / explain how information / narrative content is related and contributes to meaning as a whole
2g	identify / explain how meaning is enhanced through choice of words and phrases
2h	make comparisons within the text

Key Stage 2

tackle challenging texts and overcome barriers head on.

Teachers plan lessons using the content domains to explicitly teach reading.

Assessing Reading

It is vital that reading is continually assessed through school – not just when children are learning their phonic sounds or at the end of the year. At Cockfield Primary School assessment is an ongoing process.

Reception and Year 1 children are assessed half termly to track progress and identify areas to develop. When children reach Year 1, they will sit the phonics screening test in June to assess their phonic knowledge and understanding. If children do not reach the expected standard in Year 1, these children will be given additional phonic support and will be closely monitored and tracked into Year 2 where they will retake their phonic assessment.

Reading is assessed using a range of tools including Accelerated Reader, teacher judgments and Rising Stars reading assessments. From Year 2, children will be assessed termly (Year 1 are introduced to Rising Stars at the end of Spring) using Rising Stars reading comprehension tests. These assessments provide accurate information about a child's strengths and areas for development.



Reading for Pleasure

We encourage our children to read not only to develop their comprehension skills and decoding skills but also for fun! In addition to this, each class also has a range of texts for children to investigate and enjoy.

Real' books are at the heart of our curriculum, which is why within our school timetable, every year group enjoys a dedicated reading session – affording children sufficient time to practise their reading skills - and 'class book time' each day. We recognise the value of the class reading together, experiencing the joy and emotions of a good book together – but this can only be experienced if it is prioritised within the curriculum; at Cockfield, it is. Staff read to children of all ages – sharing a passion and skill in reading aloud to children. Reading aloud to children allows the opportunity to model the 'subconscious reader voice' – and simply enjoy a good book, with no pressure for the children listening. Modelling fluent reading... pace, flow, rhythm, language patterns, rhyme is key – as many children will not hear this quality oration at home.

Both Key Stage One and Two children participate in our "Once upon a time" assemblies where they listen to and join in with stories read aloud.

Whole Class Texts

Within our school day, children are given opportunities to read and listen to stories for enjoyment. We are passionate about reading aloud to our children and encourage each class to have a designated whole class text or a chosen text to enjoy each day.

Reading quality texts is also the central driver for our English curriculum; children's writing, discussion and skills work (e.g. grammar) will all stem from a 'good book' – immersing children in a credible and 'joined up' learning experience. We recognise that reaching the 'Expected Standard' in Year 2 or Year 6 doesn't make children a 'good reader' by default – but our curriculum aims to deepen children's love of reading through this immersion – and access to the best children's literature available – not only to develop children's reading and vocabulary skills, but also their growing cultural capital and appreciation and value of books, authors and reading.

Books are not set in stone for teachers to use, but there are parameters which teachers must consider when choosing books to share with children, so that the books children experience through direct teaching and story time deepen children's growing knowledge and understanding.



Reading Rainbow

From Year 1, class texts are selected from the 5 Plagues of a Developing Reader, which include:

- Archaic Language,
- Non-Linear Time Sequences,
- Narratively Complex Books,
- Figurative/Symbolic Texts
- Resistant Texts

The idea is that in each year, a child will cover all 5 plagues of reading so that, by the time they reach year 6 and beyond, they have a good understanding of all of them and are able to access the more complex books, expected of them in secondary schools. We call this our Reading Rainbow and this forms the basis of our reading spine across school. The 5 plagues of reading only considers narratives and poems, so we ensure children are exposed to a good balance of topic appropriate non-fiction books to help further develop children's background knowledge of the subject they are studying.

Currently, we have agreed that children will know certain stories well across Early Years and Key Stage 1, so that teachers can build upon these themes and structures progressively. We have also aligned a range of well-known nursery rhymes and songs to our Early Years Curriculum; this ensures that children are exposed to a strong language offer related to their area of learning, as well as ensuring children develop their cultural capital through a known bank of traditional rhymes and songs to pass on through the generations.

Children's reading stamina will be developed through increasing the length of the books that children will experience – these are explicitly planned for across KS1, with children listening to short chapter books before they are expected to read them for themselves. The list of books is not exhaustive, we would expect teachers to supplement this core spine with additional texts to support their ongoing topics, interests of the children and to support wider personal development – discussing and using books linked to a range of cultures and that reflect the population. Appropriate texts included at EYFS and KS1 to support work around families and family diversity include:

Prince Henry (Key themes of wealth and types of relationship)

Tango Laid an Egg (Key themes of parenthood and types of family)

It's OK to be Different (Everyone is different)

Mixed (Racial difference and segregation)

All classroom doors from Year 1 onwards display the current book which they are reading as a class. Adults from outside of the class are expected to ask the children



about the book in order to raise the profile of the class text and afford the children the opportunity to be experts in their current class text.

Listening to children read

We believe hearing children read is vital to a child's reading success.

In Reception and Key Stage One children are listened to **by an adult at least twice a week**.

In Key Stage One children enjoy "book time". This allows staff to listen to select children read and encourages all children to develop positive attitudes towards reading.

In Key Stage Two children are listened to **by an adult at least once a week**. This is to ensure that children's progress is closely monitored.

Celebrating Reading

Celebrating reading is an essential part of motivating children to read. At Cockfield Primary we aim to inspire our children by providing them with as many opportunities to see reading in a positive light. We celebrate reading in a variety of ways at Cockfield Primary School. For example, each week a Star Reader is selected from each year group to be celebrated in assembly and is rewarded with a certificate. This could be a pupil who has performed exceptionally well or tried exceptionally hard. Consistent reading at home is rewarded with stickers at the end of every week. Children can also win pencils for 100% scores in Accelerated Reader. Throughout the year we celebrate reading with special days, such as World Book Day and author days, for example Roald Dahl Day. Story tellers, authors and illustrators have also been invited into school. When new books are purchased they are displayed around the school and throughout the year teachers make book recommendations to children to capture their interest.

We aim to expose children to a world of texts which sparks a love of reading which will last a lifetime.