

Reading at Cawood CE VA Primary School

Intent	<p style="text-align: center;">Stepping Forward Together</p> <p style="text-align: center;">We strive to provide the highest standards of education.</p> <p>Our distinctive christian values of Perseverance, Friendship, Thankfulness and Wisdom (PFTW) drive our ambition, that every member of our community will flourish and fulfill their potential as a child of God.</p> <p>John Chapter 10 verse 10</p> <p style="text-align: center;"><i>...I have come that they may have life, and have it to the full.</i></p> <p><i>This is supported through our 5 ways to flourish which underpin our decision making and teaching and learning approaches.</i></p> <p>We believe that language underpins the whole curriculum.</p> <p>We strive to ensure that all children have a passion for reading and become life-long fluent readers.</p> <ul style="list-style-type: none">• As soon as our children enter our school, the children are surrounded by a rich language environment. In the early years at Cawood School, books are shared daily, developing story telling techniques, building upon word gaps and teaching and embedding language.• In nursery our children <i>tune into sounds</i> and when ready are introduced to the Read Write Inc. set one sounds. Read Write Inc gives our children a systematic approach to our teaching of synthetics phonics, ensuring that all children achieve the very best that they can.• In reception and KS1 we use the structure and consistency of the RWI programme to ensure rigorous phonic teaching, with regular assessments to support small group teaching. We believe in quality first teaching with the philosophy of ‘keep up not catch up’. If children do need additional support one to one interventions outside of our normal phonic lesson are taught to ensure reading continues to be a positive experience. Children are supported every step of the way through modelling and identifying individual ‘challenge ‘points to ensure rapid progress.• The rigorous teaching and learning of the Read Write Inc programme ensures that children are motivated and engaged in their development and rightly proud of their achievements. In year 2 the children move from RWI lessons to a literacy lesson based around carefully selected texts, and experiences. RWI Inc. reading books are continued for those children who have not yet completed the programme whilst other children read other carefully selected progressive reading books. These books consist of at times, guided group materials, whole class books and individual reading books.• Literacy in KS2 builds on the children’s reading capabilities developed through RWInc at KS1. <p>In KS2 literacy lessons are text based – whether it be whole class novel, non-fiction extract or poetry. This enables the children to access and experience a rich and diverse diet of good literature on a daily basis.</p>
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Implementation

We **celebrate a love of reading** throughout the school on every possible occasion.

We also recognise that the **development of oral language skills** is vital if we want our children to be confident, thoughtful readers. We expand children's knowledge of language, along with the rich variety of topics they might encounter when reading, enabling reading comprehension by equipping children to better understand the texts. Techniques such as partner talk, think out loud, discussions, book talk, and teaching and embedding vocabulary are regular parts of our daily routines.

Once off RWI our teaching and learning is built upon a knowledge of research evidence (e.g. EEF), an understanding of pedagogy and our children. We use a range of teaching techniques, to develop reading skills these include, whole class, guided group, and individual reading.

When appropriate we develop fluent reading capabilities – through guided oral reading instruction, for e.g. teachers model fluent reading, then pupils read the same text aloud with appropriate feedback and repeated reading, where pupils re-read a short and meaningful passage a set number of times or until they reach a suitable level of fluency.

We teach reading comprehension skills through modelling and supported practice. We model and scaffold these skills, then support pupils to increasingly use reading strategies independently as they progress.

Challenging and rewarding texts are carefully chosen by the class teachers. Reading **comprehension is modelled and scaffolded by teachers**, developing the skills of; prediction, questioning, clarifying, summarising, inference and activating prior knowledge. (Scarborough rope model). Children use the support of **VIPERS** (from year 3) to enable them to articulate their understanding of reading and to delve deeper into the different texts. A wide range of books are available to the children in each classroom and we encourage children to access a wide range of reading material.