

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

Dr. Seuss

Reading is at the heart of the curriculum at Cambrai Primary School; teaching a child to read is the greatest gift that we can give a child in our school. Because of this, we see it as a primary purpose of our curriculum. From Early Years to Year 6, we ensure that our children not only learn the skills and knowledge to enable them to read, but also to develop positive life-long dispositions and attitudes towards reading – that will take our children through secondary school and in to adulthood.

Teaching children to ‘decode’ or ‘read’ in its most basic form is a key driver for our early Years and Key Stage 1 curriculum. Once children can ‘read’, through a robust and systematic approach, the world opens up to them. It is our duty to ensure that our children are ready to embrace both the literary and wider world.

Research shows that approximately 90% of the vocabulary that we meet is only ever met through reading it; reading high quality texts, coupled with an interesting and knowledge rich wider curriculum, is key to securing our children’s confidence and mastery of the English language.

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

- Credible and rich texts will be the central driver to the English curriculum – promoting a love of reading, excellent models of language, cultural broadening and confidence.
- Children become fluent and age appropriate readers across Early Years and Key Stage 1 – so that they can access and comprehend all that Key Stage 2 has to offer, gaining a vitally growing vocabulary across the key stage.
- With few exceptions, all children reach the expected standard in year 1 phonics, with word reading fluency being the primary driver of the year 1 reading curriculum – so they are ready to gain greater reading comprehension skills as their decoding secures.

Phonics at Cambrai

We are resolute that only children with severe cognitive difficulties cannot learn the phonetic code, therefore at Cambrai we expect almost all children to learn to read through clear and progressive phonics teaching.

Direct phonics is started within the first few weeks of children starting school at Cambrai; no time is wasted. The phonics teaching is intensive, following the ‘Little Wandle Letters and Sounds Revised’ programme. The order of sounds taught is detailed in appendix 1.

At Cambrai 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 Little Wandle reading scheme has been carefully chosen to ensure that the home reading books are closely linked to the sounds and ‘Tricky Words’ that have been taught – so that children do not encounter words which they cannot decode.

In order to ensure that all staff are able to deliver this high priority teaching to a high standard, all staff who join Cambrai receive phonics training as part of their induction package: all teachers need a firm foundation in early reading skills to support struggling readers at all ages.

Phonics Teaching Approach

It is vital that the teaching of phonics in school is systematic and expectations are clear. Of the 26 letters and 44

phonemes, there are approximately 140 different letter combinations which children need to learn to become fluent readers. As such, the key ingredients to phonics teaching at Cambrai are:

- All children in reception and year 1 classes will receive at least one daily phonics session
- 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, based on this assessment
- Children's phonic reading ability is seamlessly linked to children's spelling abilities; a weak focus on the application within writing of children's growing phonic knowledge across Early Years and Key Stage 1 can lead to a weak foundation in spelling for Key Stage 2. Children apply their learnt sound on the day they are exposed to it. This is closely linked to the explicit teaching of letter formation
- Phonics teaching includes 'common exception words' – which whilst can be decoded with higher order phonic knowledge, most are phonetically irregular, so are best taught as 'sight words' – where children just 'know' the words without using phonic blending strategies. The Little Wandle Letters and Sounds Revised scheme calls these 'tricky words'
- Phonic application and revisiting is promoted across the early years environment
- Consistent phonics prompts are displayed in all classrooms and intervention spaces from reception to Year 6 – at the appropriate level – to support reading and spelling strategies
- Whilst school staff demonstrate fidelity to the 'Little Wandle Letters and Sounds Revised' approach, they ensure that phonics teaching is multi-sensory – particularly in Early Years. Creative teaching approaches are encouraged, so long as they do not deviate away from the systematic order and approach of the chosen programme
- Children develop speed and fluency within their reading, by being secure in phonics knowledge and the taught sight vocabulary – so that children do not lose the meaning of sentences, through struggling to decode. Children experience success when books are matched to taught phonic knowledge, instilling positive attitudes and further success. Success breeds success.
- Staff should aim to present the sounds in the children's regional accent, to avoid confusion
- We do not teach 'consonant blends', e.g. 'st', and associated 'st' word lists. s/t/e/p can all be phonetically decoded, without adding the additional 'st' learning burden to children's growing phonic knowledge
- In reception, we have ambition and expectation for our children, recognising that CVC words are not always letters, e.g. 'sheet' is a CVC word: sh/ee/t. Importantly, 'saw' is not a CVC word – s/aw
- We ensure that any words used to teach phonic sounds are clearly explained, e.g. a-e 'quake', to develop children's growing vocabulary
- Phonics learning is strongest when parents are true partners. As such, each child will always have home reading books to support home learning, as well as access to the online learning range from 'Big Cat Collins' online portal. Parents have access to both in school workshops and online support in this area. Our early home reading approach consists of:

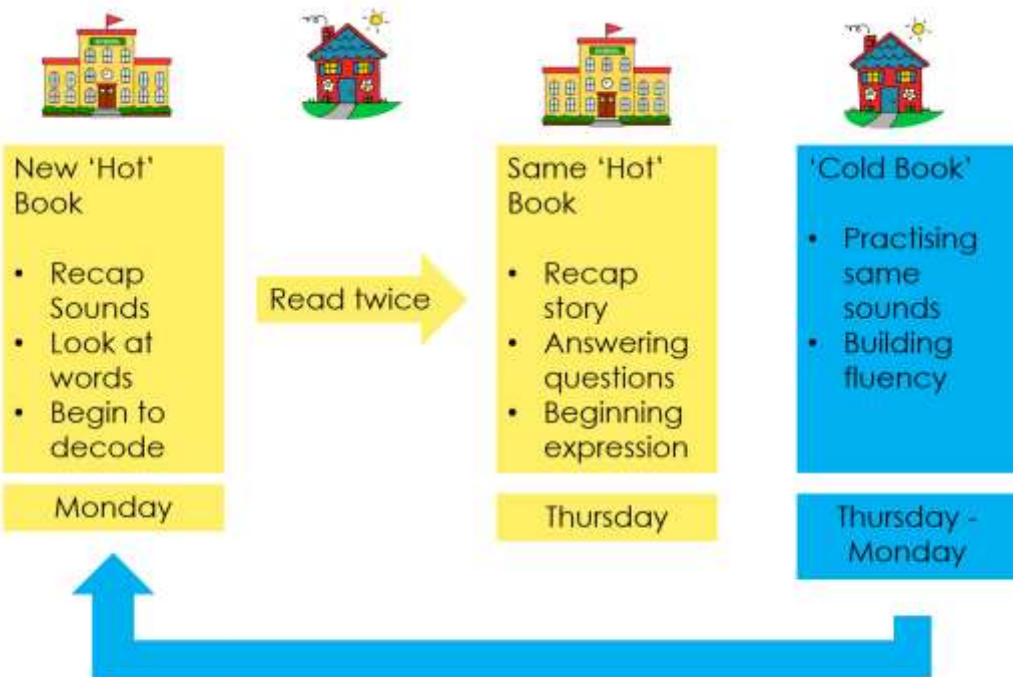
Reception – Year 1	Book Type	Rationale
	The sounds a child has learned	Reinforcing the current learning in school. Typically, this will not be a sound taught that week – we are always acutely aware of the need to instil confidence in our youngest, but practising sounds taught previously. We do not expect our parents to 'teach' our children to read.
	Potentially, a previous sound learned which needs reinforcement following teaching	Revisiting a previously learned sound – targeted to those sounds that assessment shows is least strong and that is being addressed in intervention in school . This is part of an intervention approach so not all children will receive an additional book.
Children's story books from our lending libraries	These books are to be read to children by at home adults. These books aim to develop children's love of reading, as well as support the growing vocabulary. Parents can request the school to buy books which they would like to read with their children.	

We expect all children to read at least 3 times per week at home. Children who do not read at home and are falling behind will be afforded reading opportunities with adults at school. This is to be recorded in children's reading diaries.

All children in reception and year 1 also have a 'sound book' to record the sounds and 'Tricky Words' that they have learned, to reinforce at home.

Children's books are changed weekly.

Our approach to seamlessly linking home and school reading practice sessions is detailed below:



Phonics Year Group Expectations

Reception (Also see appendix 1)

The end of year expectations for children's phonics ability is to be secure in **Phase 3** with children accessing Phase 4 upon exiting Reception. Phase 4 is also reviewed as children commence year 1. Staff embed opportunities to play with and explore sound, and equip children with core listening and sound discrimination skills which are required for success in reading and writing as the children grow. Children who are not secure in phase 1, will be supported in this phase alongside the teaching of phase 2. The children will be able to use, understand and demonstrate the following terms:

- Phonemes
- Digraphs
- Trigraphs
- CVC words
- Split vowel digraphs
- Capital and lower case letter

Year 1:

Children are expected to begin Year 1 at Phase 4 with an end of year aspiration of completion of **Phase 5**. Phase 6 is also commenced (*the prefix 'un' and simple unchanged suffixes such as 'ed'*) in accordance with our Trust reading and writing objectives. Our aspiration is that all children will meet the demands of the Phonic Screening Check.

Year 2:

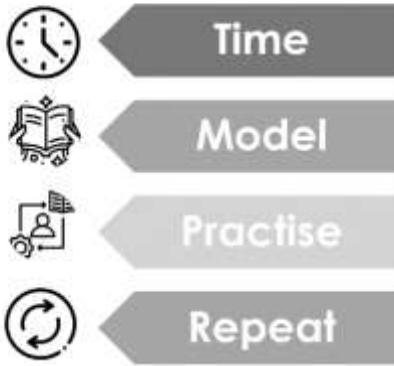
Expectations are for children to enter secure at Phase 5, so that children can progress to the spelling strand of the national curriculum for year 2. Due to the variety of rules and alternatives, time is spent deepening and ensuring a strong understanding of previous phases.

Progression in Fluency

Progression in fluency is underpinned by our approach to the teaching of reading, children are assessed on their fluency skills each term. In order to become fluent readers, children must master the appropriate phonic sounds detailed in the phonics overview (*full detail in appendix 1), however, in order to continue to develop as fluid readers, the following progression decoding from the National Curriculum is followed:

Reception*	Year 1*	Year 2*
<ul style="list-style-type: none">➤ Children read and understand simple sentences.➤ They use phonic knowledge to decode regular words and read them aloud accurately.➤ They also read some common exception words.➤ They demonstrate an understanding when talking with others about what they have read.	<ul style="list-style-type: none">➤ Apply phonic knowledge to decode words➤ Speedily read all 40+ letters/groups for 40+ phonemes➤ Read accurately by blending taught GPC➤ Read common exception words➤ Read common suffixes (-s, -es, -ing, -ed, etc.)➤ Read multisyllable words containing taught GPCs➤ Read contractions and understanding use of apostrophe➤ Read aloud phonically-decodable texts	<ul style="list-style-type: none">➤ Secure phonic decoding until reading is fluent➤ Read accurately by blending, including alternative sounds for graphemes➤ Read multisyllable words containing these graphemes➤ Read common suffixes➤ Read exception words, noting unusual correspondences➤ Read most words quickly & accurately without overt sounding and blending
Year 3 / 4	Year 5 / 6	By Key Stage 2, children should be able to decode accurately, and be applying a growing wider English curriculum knowledge to their reading of new and challenging vocabulary – progressively with the increasing level of challenge presented in the texts which they are presented.
<ul style="list-style-type: none">➤ Apply their growing knowledge of root words, prefixes and suffixes, 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), both to read aloud and to understand the meaning of new words that they meet	

How do we develop fluency?



For children who did not pass the Phonic Screening Check in Year 1, or Year 2, it is vital that intensive decoding work continues, in line with the Little Wandle scheme. Children who commence Key Stage 2 unable to meet the demands of the Phonic Screening Check, cannot access age appropriate text within the English and wider curriculum and this must be catered for appropriately across the full curriculum alongside intensive intervention, still founded in the Little Wandle Letters and Sounds Revised approach.

A Wider Reading Approach

At Cambrai we recognise that the teaching of 'reading' in its fullest terms, even in Early Years, must extend beyond phonics. In order for children to become successful readers in the longer term, children must develop language, comprehension, dispositions and linguistic skills that phonics alone cannot deliver.

The use of 'Real Books'

'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 Cambrai, 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.

This language focus starts with our Trust Ready Curriculum, for Early Years. The promise to our youngest children is that they will experience at least 5 language rich experiences every day: stories, non-fiction books, rhymes, songs, poems etc. Across the reception year, children have the simple homework of reading their books, using their sound books and learning a simple nursery rhyme at home, by heart. This develops children's understanding of rhyme, intonation, performance and vocabulary knowledge, with increasing complexity across the year.

Reading 'real' books are 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.

Not all books are 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. These considerations are:

- 👉 Teachers must include the 'Reading Spine' texts in their curriculum planning – so that children learn these stories by heart
- 👉 Ensure that children experience additional texts which are challenging and rich; the books read to children should be beyond their independent reading ability
- 👉 Include a range of text types over a year, including those listed in appendix 3 as 'Plague Texts'. Plague texts are categorised in to 5 types, which research shows that children should experience, to ensure that they become good and confident readers:

- Archaic Texts
- Resistant Texts (texts that challenge boundaries, e.g. cultural)
- Complexity of Plot
- Non-Linear narrative texts
- Complexity of Narrator

🌱 Books used are shared with the next teacher so links can be appropriately capitalised upon.

As our school grows, we are constantly reviewing and refining our book choices. Currently, we have agreed that children will know certain stories well across their time at Cambrai, 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 as a whole. Appendix 3 is used for this function, as well as teacher investigation. 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)
- ✓ Smeds and the Smoods (A direct link to 'Mixed' – similar story and message, different 'Space' context)

Comprehension Progression and Teaching

Example Medium Term Plan (Appendix 6)

Reading Overview | Curriculum Progression for Learning | Year 1



		Year 1					
		Enjoy		Decode/Fluency Development		Reasoning (GD5) Describe, Explain, Justify, Convince, Prove	
		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
FICTION NON-FICTION POETRY	<p>Use a variety of cues when reading: knowledge of the story and its context and awareness of how it should make sense grammatically.</p> <p>Understand how story language works and use some formal elements when retelling stories, e.g. 'Once there was... She lived in a little... he replied...'</p> <p>Read rhymes and predictable and repeated patterns and experiment with simple patterns.</p> <p>Explore and understand the difference between fiction and non-fiction and distinguish features of each.</p> <p>Read recapitulation and begin to recognise poems (rhymes, e.g. ordered sequence of words), use of words such as first, next, after when.</p> <p>Listen to poems being read and talk about line and stanzas including stanzas, puzzles, words and patterns.</p> <p>Explore Acoustic Poems using the structure and theme.</p>	<p>Re-tell stories and rhymes with predictable and repeating patterns, improving on patterns orally by substituting words and phrases, extending patterns, inventing patterns and playing with rhyme.</p> <p>Retrieve basic information about a character using pictures and simple language.</p> <p>Re-enact stories in a variety of ways, e.g. through role play, using dolls or puppets.</p> <p>Make simple notes on a text, e.g. underlining key words or phrases, adding labels and captions to pictures.</p> <p>Read and note basic features of single instructional text, e.g. recipes.</p> <p>Identify and appreciate rhyme and alliteration in poetry.</p> <p>Join in with class rhymes and poems.</p>	<p>Locate and read significant parts of the text, e.g. picture captions, names of key characters, rhymes and chants, e.g. 'You can't catch me in the Gingerbread man...'</p> <p>Identify and record some key features of story language from a range of stories and practice reading and using them.</p> <p>Use some simple processes for finding out information.</p> <p>Read a variety of reviewed texts noting descriptive, e.g. reviewer.</p> <p>Link themes in poetry to their own experiences.</p> <p>Explore Shape Poems/Collages (noting how the poem is presented in the shape of the object which it is describing and how the layout may either be with the words inside a shape, or around the outline of the shape).</p>	<p>Identify and discuss a range of story themes, subject and compare.</p> <p>Recognise ways that emphasis has been created in a text, e.g. capitalisation, bold print.</p> <p>Understand the purpose of commonly used information by page numbers and words by the initial letter.</p> <p>Collect word collections and identify simple repeating patterns describing the effect.</p> <p>Perform in unison, following the rhythm of the poem and keeping 'time'.</p>	<p>Describe story settings and incidents and relate them to own experience and that of others.</p> <p>Compare and contrast stories with a variety of settings, e.g. space, imaginary lands, animal homes.</p> <p>Identify descriptive language, e.g. adjectives.</p> <p>Recognise that non-fiction books on similar themes can give different information and present similar information in different ways.</p> <p>Discuss merits and limitations of particular book-review texts and compare with others to give an overall evaluation.</p> <p>Collect class and individual favourite poems for class anthologies, participate in reading about.</p> <p>Before riddles noting how the poem describes a noun but does not name it, how the last line usually directly addresses the reader and uses a question and the mood of the poem being light-hearted.</p>	<p>Identify and discuss characters, e.g. appearance, behaviour, qualities, speculate about how they may behave.</p> <p>Discuss how characters are described in the text and compare from different stories.</p> <p>Retrieve scope of character and dialogue, e.g. to role playing parts when reading about stories and plays.</p> <p>Identify simple questions and use text to find answers.</p> <p>Use key parts of text that give particular information including labelled diagrams and charts.</p> <p>Make simple comments on aspects such as word combinations, sound patterns, rhymes, rhythm, alliterative patterns and forms of presentation.</p> <p>Recite some poems in an audible voice by heart and perform to others, taking into account punctuation.</p>	

This document does not constitute the entire reading curriculum. Enjoyment, decoding/fluency development and reasoning should be always ongoing. Children's decoding and fluency progression is an additional strand to the teaching of English, which is tied to the school's phonics teaching approach and early reading strategy.



Whole Class Reading | Lesson Design

Whole class reading sessions are just one part of the reading curriculum offer for the children of Cambrai. Each part of the reading curriculum is carefully crafted to ensure that children's reading knowledge and dispositions deepens over time. In addition to a Whole Class Reading session, children also experience:

Daily Phonics Lessons*

Reading Practice Groups

Daily Story Time

'Reading Plus' Sessions*

Opportunities to read across the curriculum

Reading / Phonics Intervention Sessions

*Key stage dependant

The aims of the Whole Class Reading Session

- ☞ children to see themselves as, and enjoy being, 'readers', not just children who can read
- ☞ introducing a wide range of literature and non-fiction to children that they could not or might not choose to read or enjoy independently
- ☞ children benefiting from explanations, modelling and support from the teacher for different aspects of reading, including fluency
- ☞ allowing children to think deeply and discuss a range of rich and challenging texts

The texts chosen for a Whole Class Reading Session

It is important that children gain a rich and varied reading diet whilst at school. This opens their eyes and minds to the vast array of text types, authors and purposes of writing. Only by exploring a wide range of texts, in all of their forms, can we be secure in our aim of finding 'the hook' for each individual child.

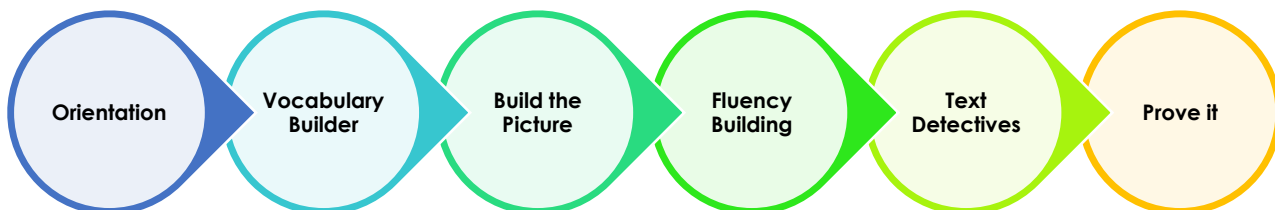
The components of the reading curriculum as detailed above are deliberately designed to afford children such opportunity. As such, the specific texts chosen for the Whole class Reading Sessions are linked to the school's reading spine, and the texts used to drive the wider English curriculum. These texts are reviewed and curated annually and detailed on the schools long term planning for reading.

Reading Comprehension Strategies

An effective reading curriculum develops key reading comprehension strategies throughout the session. These are full detailed in the Lingfield Education Trust Reading Framework and Appendix 8.

The structure of a Whole Class Reading Session

The structure for a reading session ensures that children have the opportunity to develop all of the appropriate reading knowledge, through appropriate modelling, practice and application. As such, the lesson design includes:



Orientation	<ul style="list-style-type: none"> ▪ Introduce / remind about the book title, the author (include a picture), and which other books that the author has written ▪ For a known book, review the setting, plot and main characters ▪ For a known book, recap any links to other books that pupils have read, or how it links in to the school reading spine ▪ Review any background knowledge that the children may need to access the section about to be read. E.g. if the chapter is about a 'workhouse' for example, take some time to introduce this concept so that they can fully understand what is read, and begin to develop an appropriate mental model
Vocab Builder	<ul style="list-style-type: none"> ▪ Select some vocabulary from the section of text that the children may not know. Ask children to research these using a dictionary (to develop dictionary skills), or IT to find their meanings. ▪ Ask children to select some words and find synonyms using a thesaurus or IT ▪ Discuss the words briefly, modelling their use in oral sentences - including any nuances of synonyms
Build the Picture (Teacher Modelling)	<ul style="list-style-type: none"> ▪ This is the opportunity for the teacher to model fluent reading, for pupils to enjoy and 'get in to' the text, whilst also developing the children's 'subconscious reading voice'. ▪ The teacher should balance reading enough for pupils to enjoy and understand the text, whilst also model the subconscious reading skills of: <ul style="list-style-type: none"> ○ Sense checking and summarising a paragraph (OK, so he's now in the woods, he's got his axe, and he's furious...) ○ 'I wonder' moments (I wonder why he did that? I wonder if he behaves like the character in our last book? I wonder if it goes to plan? I wonder why the author used the word 'scant'?) ○ 'This reminds me of' moments. Link to other books (particularly in the same spine) and/or real life. (This is just like when someone is left out at a party. This reminds me of when Bradley, from 'The Boy in the Girls Bathroom' lost his temper because he was scared – I wonder if this character is scared, deep down?) ○ Visualising (OK, I'm going to close my eyes and picture this scene that I've just read.. I know that there is a cold room, with closed curtains, with a single sofa and an empty fire. I bet it feels damp, and ominous and unwelcoming. I can't believe that this is her home... I wonder why she lives like this?) ▪ The children should not have a physical copy of the text for this section of the lesson.
Fluency Building	<ul style="list-style-type: none"> ▪ Children are given a <u>short</u> passage to practise reading to develop their fluency and prosody. This can be either: <ul style="list-style-type: none"> ○ A phonetically decodable (teacher created) text that aligns with what has been read (ADAPT approach and always in Y1) ○ A section from the text that has been read by the teacher (PAUSE approach) ○ The following section that has not been read by the teacher yet (STRETCH approach) ▪ Children can practise independently and with a partner and through whole class choral and echo reading. Children should master a sentence at a time, before moving on to the next one. ▪ All children should 'present' their reading back to their partner at the close of this section.

- This section of the lesson should afford the opportunity for children to think deeply about the text, through teacher questioning and reading activities.
- The texts that children need to investigate and respond to, should always be provided to the children at this point, in paper or on screen.
- The activities and tasks chosen should be drawn from what the text lends itself to, rather than being driven by a specific content domain. For example, some chapters of a text would be wholly unsuitable to discuss characters motivations or inferences about their actions.
- Some tasks may be linked to going back through text together, to discuss pertinent vocabulary choices, events or incidents, such as re-reading the following, and discussing the use of personification, or the inclusion of the 'Sun' as a proper noun.

There was a guard sitting in the shed, reading the Sun. In the distance, a crane coughed into life, then roared down on a battered Ford Mondeo, its metal claw smashing through the window to scoop up the vehicle and carry it away.

Or to discuss what the effect of a sentence, such as 'That was enough for Alex' may have on the reader.

- In this section, children should also deepen their knowledge of the text through individual, paired or group tasks. The 'Big Reading' book has some great examples, such as
 - 3 VIPs, where children have to decide what the 3 most important points are in a section of text
 - 'Order it' – where children have to order the main events of a text
 - 'Goodies or Baddies' – where children have to decide on positive and negative character traits for a character – based on the text
 - 'Ask2Swap' – where pupils have question and answer cards which they ask their friends and swap their cards once shared
 - Fact or Opinion – particularly useful for non-fiction texts
 - Feelings Graph – charting a character's feelings across a period of time within a text
 - 'Headlines' – write a headline for the chapter just read
 - 'In the beginning' – listing all we know about a plot, characters, setting from just the first section of a text
 - 'Inference grid' – using what is known to draw an inference
 - 'Alphagrid' – asking children to provide something from the text (character, place, time, event, object) for as many letters of the alphabet as possible
 - 'Telephone Conversations' – where children role play 2 characters having a conversation, following an event in the text
- The 'Big Reading' book has over 125 reading investigation tasks to help plan this section, but beware... some tasks are heavily linked to drawing (it is not an art lesson), or spotting features of texts (it is not a feature spotting session – this is done as part of the writing build up).

- This plenary session is an opportunity to develop some reading recording skills, so that children are not phased when it comes to a formal comprehension test. Many of the questions and tasks that children undertake throughout the reading sessions develop children's comprehension knowledge, but this short session ensures that pupils can record their reading knowledge more formally, using the key approaches below. For many Whole Class Reading Sessions, this may be the only formal recording of the lesson in children's books. Teachers should ensure a balance of these skills across a term, selecting one or two final questions for each lesson.

Multiple
Choice

Ranking and
Ordering

Matching and
Labelling

Find and
Copy

Short
Response

Longer
Response

Organising an Extended Response

As children move towards the end of Key Stage 2, their written comprehension responses become lengthier and require strong evidence. In order to achieve a consistent approach to this, we use the following approach →

This approach is developed through explicit teaching, so that children gain confidence and experience in organising an extended comprehension responses, rooted in evidence that is cited appropriately from the text.

THE PEE TECHNIQUE

When you are responding to a text you have read, this method of organising your paragraph will help you to make your ideas clear.

What's your point?
First make a simple statement about what the writer does:

Point

- The writer suggests that...
- The writer shows that...
- We can see from the text that...

Give evidence from the text to support your point

Evidence

- For example...
- I know this because the author says...
- This is shown when...

Explain how the writer's methods affect the reader
Explain how key words and techniques from the evidence help to get these effects.

Explanation

- The effect of this is...
- The author wants the reader to...
- It makes it appear that...

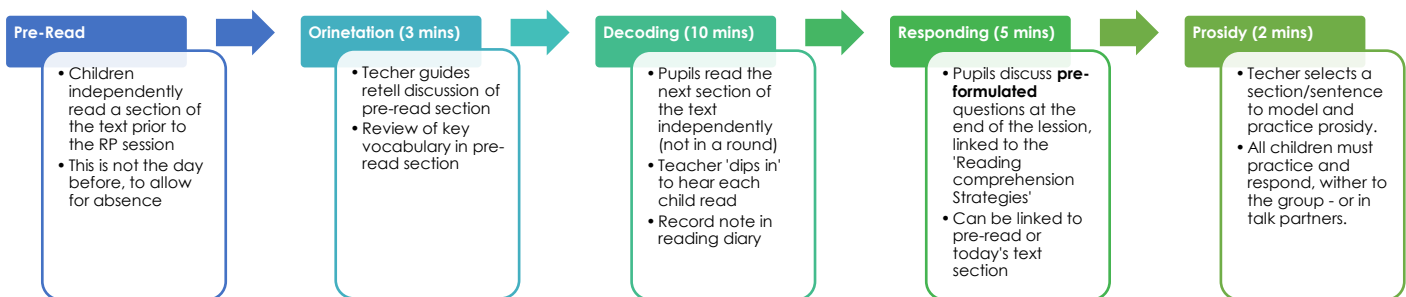
Reading Practice Groups – Beyond Phonics

Once children have complete the Little Wandle reading practice groups they transition to our 'beyond phonics' approach which continues to develop children's fluency and comprehension.

The key features of these sessions are

- Part of a carousel
- 20 minute sessions
- Each group has an independent and teacher led session each week
- Each group contains approx 6 children
- Texts chosen from year group 'set text' list
- Books can be chosen from previous years for those who may struggle
- Books do not go home!

The structure of these sessions is outlined below.



Assessing Reading

Reading Assessment

The assessment of reading is complex and a changing picture dependant on the age and stage of development for the child. For example, a child at the early stages of learning to read with be more heavily assessed for their understanding of the grapheme-phoneme correspondences, and whether these GPCs can be effectively blended, rather than their comprehension ability.

Phonics

Children in our school follow the Little Wandle Synthetic Phonics Scheme. The scheme has in-build opportunities and resources to assess pupil's growing phonic knowledge, teachers identify both the strengths and weaknesses of the cohort and the child. These weaknesses can then be addressed through whole class reviews, grouped intervention (for common needs), or 1:1 targeted work.

Ongoing assessment against what has been taught is the strongest indicator of a pupil's reading ability. The school and Trust also, however, expose pupils to a small number of past Phonics Screening Checks across Year 1. This data is analysed at Trust level to compare and identify schools which may require additional support and reviewed at school level to ensure that pupils are appropriately prepared for the test approach, such as knowing how to tackle 'alien words'.

Reading Fluency

As a school and Trust, we recognise the importance of developing reading fluency across school as the bridge between word reading and reading comprehension. Children's prosody is also informally assessed through 1:1 reading with an adult.

Reading Comprehension

In Reception and Key Stage 1, the Trust endpoints are used to judge whether children are making progress in relation to language comprehension.

Reading Assessment Schedule

	Autumn	Spring	Summer
Reception	<ul style="list-style-type: none">• Reception Baseline Assessment (on entry)• Ongoing phonics assessments• Judgement of attainment in Word Reading and Comprehension against statements in Trust Ready document	<ul style="list-style-type: none">• Ongoing phonics assessments• Judgement of attainment in Word Reading and Comprehension against statements in Trust Ready document	<ul style="list-style-type: none">• Ongoing phonics assessments• Judgement of whether children have met Early Learning Goals within Word Reading and Comprehension as part of the EYFSP
Year 1	<ul style="list-style-type: none">• Ongoing phonics assessments• Phonics Screening Check	<ul style="list-style-type: none">• Ongoing phonics assessments• Phonics Screening Check	<ul style="list-style-type: none">• Ongoing phonics assessments• Statutory Phonics Screening Check• Reading Fluency Check• Use Curriculum Endpoints for Year 1 to judge comprehension elements of reading
Year 2	<ul style="list-style-type: none">• Reading Fluency and Comprehension Check	<ul style="list-style-type: none">• Reading Fluency and Comprehension Check	<ul style="list-style-type: none">• Reading Fluency and Comprehension Check• Retake Phonics Screening Checks for those who didn't meet the standard in Year 1• Use Curriculum Endpoints for Year 2 to judge

			comprehension elements of reading
Year 3	<ul style="list-style-type: none"> • Reading Fluency Check • NFER Comprehension Test 	<ul style="list-style-type: none"> • Reading Fluency Check • NFER Comprehension Test 	<ul style="list-style-type: none"> • Reading Fluency Check • NFER Comprehension Test
Year 4	<ul style="list-style-type: none"> • Reading Fluency Check • NFER Comprehension Test 	<ul style="list-style-type: none"> • Reading Fluency Check • NFER Comprehension Test 	<ul style="list-style-type: none"> • Reading Fluency Check • NFER Comprehension Test
Year 5	<ul style="list-style-type: none"> • Reading Fluency Check • NFER Comprehension Test 	<ul style="list-style-type: none"> • Reading Fluency Check • NFER Comprehension Test 	<ul style="list-style-type: none"> • Reading Fluency Check • NFER Comprehension Test • SAT baseline
Year 6	<ul style="list-style-type: none"> • Reading Fluency Check • Practice SAT Reading Paper 	<ul style="list-style-type: none"> • Reading Fluency Check • Practice SAT Reading Paper 	<ul style="list-style-type: none"> • Reading Fluency Check • SAT Reading Paper

Links to Latin

In Key Stage 2, our chosen taught language is Latin. This structured language programme supports the teaching of reading seamlessly, by facilitating children's understanding of the etymology of words – and an investigative approach to working out word meanings from root words and the effect of common suffixes and prefixes. We aim for our children to be resilient and problem solving readers when they face words which they have not seen before or previously learned. The curriculum choice of teaching Latin supports this aim perfectly.

Home Reading – Year 2 Onwards (*Beyond the phonic scheme*)

Reading at home is vital in developing positive attitudes towards reading; it is a leisure activity, not 'homework'. We aim for all children to love reading, but recognise that if children are not appearing to be reading at home, it may be because of one of the following:

- The child can't decode it, because it is not appropriately matched to their phonic knowledge. This is frustrating, embarrassing and leads to no joy being found in the text. In early reading, home books are to practice taught sounds – not to expose children to new ones
- There is no reading role model at home
- There is nowhere quiet to read
- No adults that can read (well) at home
- An inappropriate or demotivating school book – not chosen by the child (beyond the phonic decoding systematic scheme)

When children do not read at home, they must be spoken to ascertain why. Staff must do all they can to mitigate the issues and allow the child to catch the 'reading bug'. For children who do not get heard to read at home by an adult, and adult in school must facilitate this. At least an extra session per week at Key Stage 2, and twice weekly at Key Stage 1 and Early Years – in addition to the information detailed below.

Books are changed two times per week at Key stage 2 (if the child has completed the book). Parents and carers are expected to record reading at home in the child's reading record. This is checked as books are changed.

Year 2 onwards home reading activities:

	Book Type	Rationale
Developing Readers	Reading scheme book Little Wandle – beyond phonics	These books develop children's vocabulary and reading skill progressively – allowing children to succeed in reading and build confidence and resilience. The scheme is available up to year 6, but once children are confident readers, a scheme can be demotivating and stifle a genuine interest in 'real' books. Staff will tread the line carefully as to when to taper off the scheme, as too

		early will demotivate children if they are not secure enough readers to enjoy a chosen 'real' book.
	Library books / Home books	Children will additionally access the school library to choose books to read independently – or for a parent to read to them. These books promote a love of reading – and allows children the opportunity to find what kind of books they enjoy.
Confident Readers	Library books / Home books	Children will access the school library to choose books to read independently. These books promote a love of reading – and allows children the opportunity to find what kind of books they enjoy, whilst reading credible and 'real' books. These books have been chosen in line with English Hub recommendations for each year group.
We expect all children to read at least 4 times per week at home.		

Reading Spaces and Reading Promotion

Each class also has a dedicated reading area – not a token 'book corner' – but a real celebration of reading, books and an integral part of every classroom. These reading areas from year 2 onwards contain a set of 'must read' books for the year group – children do not have to only choose these books, but are a carefully selected set of texts to develop vocabulary and understanding for each age group. The school also boasts an exciting library space – further showcasing and prioritising the importance of reading at Cambrai. We regularly review stock, holding book sales of old or damaged books in order to raise funds for the growing library and harnessing the children's voice regarding the restocking. We also encourage regular 'book swaps' – so that children can swap their own books, from home, for free.

All classroom doors 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.

Reading will never be used as a punishment at Cambrai Primary School.

Appendices

- 1 Phonics Overview
- 2 Decodable Book Overview
- 3 'Plague Texts'
- 4 Reading Comprehension Progression
- 5 Reading Practice Groups – Beyond Phonics
- 6 Reading Medium Term Plans (Y1-6)
- 7 An Overview of how we teach reading skills at Cambrai
- 8 Reading Comprehension Strategies

Reading Comprehension Strategies



Activating and Connecting



When we **activate**, we recall relevant prior knowledge or experiences from our long-term memory in order to take and make meaning from the text.



Why?

Activating prior knowledge and **connecting** it with new information that we have read increases our understanding of the text or topic.

Lingfield

Activating and Connecting

Teacher Prompts

- What do you know about the setting of this story?
- What have we learnt about this in our science lesson?
- Can you make a link to other texts we've read?
- You learnt about this in Year 3. Before we start reading, what do you remember?

Sentence Stems

- Text to self:
- I've been/seen/heard...
 - I can identify with this character...
- Text to text:
- This reminds me of ... because...
 - This is different to ... because...
- Text to world:
- This links to ...

Summarising

When we **summarise**, we create a shortened version of the text.

It contains the most **important points**.

Why?

Summarising helps us in **all** reading because the overall **goal** of **any** reading is to understand the most **important points**.

Lingfield

Summarising

Teacher Prompts

- To really enjoy this text, it's important to take a summary after each chapter.
- Your summary could be:
 - five key words
 - a quick picture with some annotations
 - a post-it note summary so you can take it home and share it with your grown-up

Sentence Stems

- The key idea is...
- The most important ideas are ... and I know that because...
- This part is about...
- The headline would be...
- In 10 words, ...
- The main theme is...

Questioning

Questioning is an important reading strategy.

Good readers ask questions

before, during and after they read.



Why?

Questioning helps to **clarify** and **comprehend** what is being read.

Lingfield

Questioning

Teacher Prompts

- Keep a note of the questions you have as we're reading.
 - Where is this story set?
 - What do I know about that country/time?
 - Why did the author choose that word?
 - What does this word tell me about the character?
 - I wonder if...

Sentence Stems

- I wonder:
 - who...
 - what...
 - why...
 - where...
 - whether...
 - if...
 - how...
- What if...?
- How do we know...?

Monitoring and Clarifying

As we read, we need to **monitor** for words or ideas that are unclear and use different approaches to **clarify** them.

Why?

Clarifying is an important reading strategy to make sure that you have **fully** understood what the writer is trying to say.

Lingfield

Monitoring and Clarifying

Teacher Prompts

- Keep a careful eye on what's happening. If you get lost, look for the words or phrases you're unsure of.
- It helps to go back and re-read if we're not quite sure what happened or why.
- Let's annotate any words or phrases we're unsure of in the text.

Sentence Stems

- I think that means...
- I didn't understand...
- What does ... mean?
- I need to re-read this part because...
- ... is a tricky word so I ...
- I didn't understand ... so I ...
- Let's re-read because it didn't make sense.

Searching and Selecting



When answering questions about a text, we need to decide which parts of the text are the most relevant to **search** back through in order to **select** the exact information needed to answer the question.



Why?

Searching and **selecting** helps us to find answers to questions in all subjects. Good readers summarise the main points as they read each section so they are able to **search** and **select** efficiently.



Searching and Selecting

Teacher Prompts

- Read on
- Decide whether it's important
- Go slowly and visualise
- Go back through it yourself

Tips

- Read with a purpose
- Skim first
- Get the reading mechanics right
- Underline/highlight and/or make notes
- Use your visualising to help

Inferring

When we **infer**, we draw out **hidden** meaning from the text – not revealed by the author but often hinted at.

Why?

Being able to **infer** gives us a much **deeper understanding** of the text.

To be able to do this, we need a wide range of **vocabulary**, **background knowledge** linked to the text and **experience of the world** around us.



Inferring

Teacher Prompts

- Idea 1 + Idea 2 = Inference



Sentence Stems

- The word...tells me...
- The part...tells me...
- This makes me think that...
- I think this (character) ... because...
- I think the setting is... because...
- I think the mood is... because...
- I think the writer's viewpoint is...
- I think this character's viewpoint is...

Predicting

When we **predict**, we use important details and clues from the text to anticipate what happens next.



Why?

Predicting forces us to think ahead while we are reading and helps us to get a better understanding of the text.



Predicting

Teacher Prompts

- What do the title and front cover tell me about the book and what to expect?
- Is the author leaving me hints about what might happen next?
- Can I find and use the hints and clues to make my predictions?
- I didn't expect that to happen! Can I 'squeeze' more evidence from what I've read to make new predictions?

Sentence Stems

- I wonder if...
- I predict...
- I think that...
- I bet that...
- I imagine...
- I think ... will happen
- I think I will learn...
- I think it will be set out...
- The next part will be about...

BECAUSE...

Visualising



When we **visualise**, we create images in our mind's eye as we read. To do this, we use our imagination, our own knowledge and experiences and what we sense from the text. As we read, we revise and refine our **visualisations**.

Why?

Good readers **visualise** automatically as it gives them a deeper understanding of the text.

