



The Cheshire Federation Cledford Primary School Reading Pedagogy 2023-24



1. MAKING READING A PRIORITY

- **Reading comes first in our curriculum**
- **Use of suggested high-quality texts.**
- Values of '**respect, responsibility and resilience**' reinforced through the recommended books - including '**No Outsiders**' texts.
- **Daily whole class reading lessons** in years 2-6 for 20-30 minutes.
- Children in EYFS and Year 1 - guided reading group with an adult 3 times per week.
- '**Little Wandle Letters and Sounds Revised**' taught daily in Reception and Year 1 (and for children in year 2 upwards who are not reading books containing phase 5 sounds fluently).
- Clear expectations that pupils are to **read 5 times per week at home.**
- Pupils not reading at home - extra provision in school.
- Wordless reading books for first steps in reading. Once children have developed their **phonics and decoding skills** - move on to texts that **match their phonic ability and that are fully decodable.**
- Children who are learning phonics to take home two books: a Little Wandle decodable book and a **reading for pleasure** book from their classroom reading area to share with an adult.
- Once children are reading a phase 5, set 5 book sufficiently fluently (assessed through the fluency assessment), they begin taking a levelled book home.

2. PROMOTING A LOVE OF READING

- Staff as **expert readers**: modelling reading skills, discussing texts and sharing their own love of reading.
- Teachers to **read class stories daily** to promote a love and enjoyment of stories.
- Opportunities to read a range of fiction, non-fiction and poetry.
- Regular school library access
- Pupils to change their individual and class books on a regular basis in line with their interests.
- Effective use of the **Education Library Service** on behalf of pupils.
- **Reading ambassadors** promote reading throughout the school, for example, by reading to younger children at lunchtimes and running reading competitions.
- Reading celebrated and promoted through events such as **World Book day, book fair, bedtime reading evening, golden tickets and theatre visits.**
- Visitors such as **authors and storytellers** in school to work with pupils.
- All pupils to visit the local library – termly if possible
- **Parental involvement** encouraged through workshops and events such as **bedtime reading evening, stay and read and reading breakfasts.**
- Using the **environment** to promote a love of reading - school library; inviting classroom reading areas and **author study displays. Inviting spaces around school for children to enjoy reading, including outdoors.**

3. SECURING PROGRESS

- Systematic phonics teaching using '**Little Wandle Letters and Sounds Revised**'
- Ongoing assessment to monitor progress against age related expectations
- **Children not keeping up quickly identified and targeted interventions put in place.**
- Guided reading lessons (Little Wandle) in EYFS and Y1 – 3 times weekly, include focus on **oracy, decoding, fluency, prosody and comprehension skills. Clear modelling** from the teacher and **guided practice.**
- Children in years 2-6 - daily opportunity to read independently and learn and use new vocabulary.
- High-quality resources and challenging texts support the teaching of reading. These are carefully mapped out across the school to ensure **progression** and exposure to a **range of genres including fiction, non-fiction, poetry and playscripts.**

- Clear progression of reading skills from Reception to Year 6 against which pupils' progress is measured and gaps noted and acted on.
- Children taught to take responsibility for their own learning and understanding by questioning and clarifying, for example by finding out the meaning of unknown vocabulary.
- Emphasis on **oracy** skills through opportunities to collaborate, discuss and debate.

Creating expert readers through the 'VIPERS' approach:

- V – vocabulary: explicit teaching of new vocabulary including children clarifying/checking that they have understood what they have read
- I – inference: inferring meaning by 'reading between the lines' and using clues from the text e.g. character actions
- P – predicting: using the knowledge of what we have read to make predictions about forthcoming events or actions in a story
- E – explaining: giving reasoned explanations involving inference/deduction and using evidence from the text to support
- R – retrieval: finding evidence from the text by skimming/scanning
- S – sequencing and summarising: identifying the main points of the text by recapping prior reading, scanning and using key words and putting the main points in order
- **Pupils struggling with decoding skills** (preventing them from accessing reading material): **targeted interventions or inclusion in a smaller reading group.** This intervention should follow the **Little Wandle keep up/rapid catch up** planning with precision teaching used to address specific gaps in children's learning.
- Pupils who need further opportunity to practise reading because they do not read given priority to read to an adult in school.
- Progress of the lowest 20% of readers and disadvantaged pupils closely monitored – regular pupil progress/intervention meetings with the English lead in order to address the needs of these pupils.
- **Supporting reading at home** - parents meetings, reading information meetings, information on the website and 1-1 meetings.

4. PHONICS FROM THE START

- Baseline assessments in communication, language and literacy to identify and support **speech, language and communication needs.**
- **Teaching of phonics starts early in the autumn term of Reception.**
- Phonics discussed with parents in the transition to school meeting and at each parents evening.
- **Direct teaching of phonics** daily in short burst lessons of between 10-30 minutes depending on the age and stage of the children being taught – see weekly content grids.
- Phonics learning reinforced and applied **in context** throughout the day.
- Assessment for learning used to ensure **adequate review and practice**, and to identify 'focus' children who need additional practice outside of the lesson.
- **Both spelling and reading practiced daily.**

All teachers and teaching assistants have the same:

- Pronunciation of phonemes
- Use of terminology
- Expectations of pace and progression
- High expectations for all

In lessons, everyone has/uses the same:

- Materials – grapheme cards, wall charts, friezes and word cards
- Routines and mantras (**limited teacher talk to reduce cognitive overload**)
- Expectations of behaviour and responses