

Reading at CTA

'Reading for Pleasure is the single most important indicator of a child's future success.' OECD 2002

At Cherry Tree Academy we strive for all our children to become skilled and competent readers, as we know that securing the foundational skills is the gateway to accessing the full curriculum offer. Reading is complex and, therefore, we support our children with fluency of decoding, alongside comprehension. Different teaching approaches are required for each dimension: a systematic, synthetic phonics programme helps children to master the alphabetic code, while a strong focus on language development, building background knowledge and application of reading strategies supports comprehension. Through our carefully-designed reading curriculum, we want our children to engage with a wide range of high-quality texts including fiction, non-fiction and poetry to develop knowledge of themselves, the world in which they live and the wider curriculum. Books unlock the imagination and at Cherry Tree Academy, we are passionate about ensuring that all our children experience the very best books which act as 'mirrors, windows and sliding doors', where they can see themselves, appreciate and understand the lives of others and elicit an emotional response.

Aims

Children will:

- Read with confidence, fluency and demonstrate a good understanding of what they have read.
- Develop the habit of reading widely and often, for both pleasure and information.
- Acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading and spoken language.
- Appreciate our rich and varied literary heritage.

Implementation

TEACHING READING

- We have a reading strategy which teaches the two main competencies of reading, supported by a number of strands which are interwoven.
- We have a progressive reading system, which starts with decodable books, transitions to guided reading to embed phonics knowledge before accessing age-appropriate books by the end of Y2 and across KS2.
- Children start by reading decodable books in line with their phonic skills before progressing to guided reading books which allow them to embed knowledge in order to read age-appropriate books independently by the end of KS1.
- Throughout KS2 children will be exposed to a breadth of age-appropriate texts.
- Each class has a daily story time to foster the enjoyment and love of reading. Each phase has a carefully selected reading for pleasure spine which covers a broad range of authors, genres and themes.
- We have an ambitious curriculum that is text driven to help the children to make connections and accumulate knowledge.

LANGUAGE COMPREHENSION

- At Cherry Tree Academy speaking and listening is the golden thread through all lessons: teachers focus on high-quality discussion and children have opportunities to orally rehearse responses.
- In Reception, Launchpad for Literacy is used to target gaps in pre-phonics skills.
- Reception use the Talk Through Stories approach, which targets tier 2 vocabulary.
- We explicitly teach tier 2 vocabulary through high-quality texts to develop both breadth and depth of vocabulary knowledge.
- We provide our children with rich and relevant reading experiences which link to the wider curriculum and have been deliberately chosen to expose them to new vocabulary.
- We have strong links between reading and writing so that children have opportunities to practise and apply new vocabulary in meaningful contexts.
- In lower KS2 we use the Chatta structure: teachers explicitly model vocabulary and language structures to support children with turning thoughts into words.

DECODING

- We teach the RWI systematic, synthetic phonics programme daily from the start of Reception.
- There is continued access to RWI daily lessons for those children who have not secured the phonics curriculum from Y2-Y4.
- There is Fast Track Tutoring for any child who is not keeping up with the pace of the programme or needs to make accelerated progress.
- All children accessing phonics read decodable books that are closely matched to their phonic knowledge and take home a book bag book for additional practice.
- The Fresh Start programme is used to support children in upper KS2 who have not yet secured their phonic knowledge.
- Assessment for children following the phonics programme takes place every half term, with more frequent assessment for those who are working below the expected standard.

FLUENCY

- Children will repeatedly read decodable texts which are matched to their phonics knowledge.
- Reading practice of decodable books has an instructional focus on prosody.
- Teachers model 'reading in a story-teller voice' as part of RWI programme, with children having many opportunities to explicitly practise together and then independently.
- All classes have a daily story time where teachers read aloud as expert models.
- Children following the phonics programme read a RWI book, which is practised in school and then goes home for further reading.
- We deliver guided reading sessions beyond the phonics programme to embed skills and knowledge in preparation for reading age-appropriate books.
- There is small group/individual reading support, with a focus on developing fluency, in Y2 and KS2.

READING COMPREHENSION

- In RWI sessions children practise comprehension skills through fastest finger and 'have a think' questions.
- In Y2 guided reading lessons take place with a focus on developing reading comprehension skills – supporting the end of KS1 teacher assessment framework.
- Children have a daily whole class reading lesson in KS2, with a particular focus on the explicit teaching of metacognitive reading strategies: question, predict, clarify, summarise, activate background knowledge and visualise.
- Children have opportunities within the weekly teaching structure to infer and apply their skills through comprehension questioning.
- Children study high-quality non-fiction within each half term to develop their retrieval skills.