

## Reading

At Crown Meadow First School and Nursery we aim to inspire and foster a love of reading amongst our pupils. Reading is fundamental to the development of children and the foundation for their learning throughout their time at school. We develop this love through exposing children to a range of high-quality texts in our Reading lessons and class libraries. Our class teachers teach through engaging and high-quality texts for children to build on their oracy and story-telling skills.



### Our Reading Intent

Alongside phonics lessons and phonics interventions, children in KS1 and KS2 take part in CUSP reading lessons. Through the CUSP Reading Curriculum, children are exposed to an extensive range of diverse, high quality, fiction and non-fiction texts which cover a range of relevant social issues, big ethical questions and moral dilemmas. The depth and breadth of the literary study intends to empower both the children and the teachers while providing enriching reading experiences. Children will read not just with fluency and understanding but with enjoyment and confidence. The curriculum and pedagogy behind its design are based upon the work of Rosenshine, Shanahan & Rasinski, Law et al, Lemov, Didau, Pankin and Mayer. It is a structured learning sequence, which explicitly teaches core reading strategies. Children's reading attainment will be assessed to identify and close gaps quickly and effectively. Through carefully chosen quality texts and teacher modelling children will be supported in developing their conceptual fluency, prosody and vocabulary across the curriculum to prepare them for future demands as well as develop cultural capital.

### Implementation - how do we plan and teach Reading?

- In Years 1 - 4, children take part in scaffolded CUSP lessons where they are given explicit vocabulary instruction, deliberate fluency guidance and explicit teaching of comprehension strategies.

Lessons focus on the key reading skills of summarising, retrieval, inference and prediction. Crown Meadow teachers follow the '*I do, we do, you do*' teaching model based on

Rosenshine's principles of instruction in order to guide and support all children effectively. All lessons are focused on rich, diverse, good quality core texts combined with relevant fiction and non-fiction extracts.

Throughout each two-week learning unit, children are taught to make links between the core texts and extracts and build upon what they have previously been taught.



- In EYFS, Year 1, Year 2 and KS2 (where appropriate) decoding, blending and comprehension skills are taught through Essential Letters and Sounds. With ELS, there is a daily phonics lesson where the teacher teaches a new sound (phoneme), or reviews sounds learned earlier in the week. Repetition and 'over learning' is part of the approach to the teaching of phonics.

Through their daily lessons, our children learn the letters that represent sounds (graphemes). As they learn to recognise these letters that match to the sounds, they then progress to orally blending these sounds together to form words. Soon they are able to decode words and sentences using the sounds that they have learnt. The children will also practise writing the letters that represent the sounds as part of their phonics lessons.

Children all progress at different rates. Within reading lessons and additional 1:1 reading, children who find remembering their sounds more difficult are identified, and bespoke interventions are swiftly put in place.

- Across the school, we hold a range of themed days/weeks and activities every year: Storytelling Week, where teachers choose engaging and high quality texts for children to build on their oracy and storytelling skills; World Book Day, where purposeful activities are planned to celebrate and share children's favourite books/characters; Usbourne sponsored R&R Week and the Scholastic Book Fairs, which promote and encourage a love of reading through rewards to buy new books of their choice; author visits to inspire children and paired reading where each class pairs up with a class of a different key stage to share books of their choice.

- Children are read to each day by their class teacher. This could be a book that the teacher recommends to the class, the CUSP text or a recommendation from the class.
- High quality texts are provided in each classroom's reading area as well as in the library.
- The CUSP reading spine allows for both parents and children to be aware of the high-quality texts that are covered in each year group and provides suggestions for age-appropriate books to read at home should they wish.

### **Impact - what does progress look like?**

At Crown Meadow, our children will have developed conceptual fluency and comprehension skills which they can use and apply across a range of subjects, lessons and in the wider world as they continue their educational journey. Through exposure to the diverse literature spine, children become inclusive, compassionate and aspirational citizens in the wider community. Learning walks show children having high quality discussions about vocabulary and texts while practicing fluency and prosody through a variety of reading strategies such as echo reading, paired reading and performance reading. Children's feedback demonstrates their passion, engagement and love for the carefully chosen texts they are exposed to. Children can also articulate what they have read and how the texts they are exposed to can have an impact on their writing. Attainment is measured by children's results in their phonics screening test, teacher assessment and through other formal reading assessment tests.