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| logoCHERITON BISHOP PRIMARY SCHOOLReading |
| Intent |
| It is our intent at Cheriton Bishop to ensure all children develop a love for reading and become independent, fluent readers. Through the design of our curriculum we aim for children to understand texts, discuss thoughts and opinions with others and adopt techniques learnt in their written work. By accessing inspiring and challenging texts, across a variety of genres, children will be articulate and use a broad range of vocabulary. |
| Implementation |
| *Accelerated Reader*All children in years 2-6 have an independent reading book at their level. Half termly Star reading tests and book quizzes allow teachers to monitor and track children’s progress | *Phonics*Phonics is taught systematically from pre-school and into Year 2  | *VIPERS*Reading comprehension is taught as a discrete skill using questions based on Vocabulary, Inference, Prediction, Explanation, Retrieval and Summarising. These are also used with the children’s own writing. | *Class story*Each class has a story or text that is specifically chosen. Children may take turns in reading passages of the text to the class in KS2. Classes often have a themed book each week and their provision centres around this. |
| *Cross curricular links*Children are exposed to texts in all curriculum areas and skills transferred between different subjects. | *English sequences*Inspiring texts are selected from the Babcock literacy scheme. Children spend time familiarising themselves with the text before imitating and then inventing the structure | *Epic Reading*Children are able to read books on the Ipad that are specific to their Accelerated Reader level. This is often used to support guided reading sessions or interventions | *Whole School events*We celebrate World Book Day, World Poetry Day and days linked to specific authors. Children take part in reading themes and competitions eg ‘Been Caught Reading’. |
| *Guided Reading*In groups, children work on specific targets using a whole class text | *Reading for pleasure*We aim for children to read for 15 minutes a day. During this time the teachers will conference with individuals. | *Interventions*When groups are identified through Accelerated Reader, children will have the appropriate intervention to make rapid progress and fill gaps |  |
| Impact |
| Children talk positively about reading; discussing texts and making recommendations.  | By reading and being exposed to texts, children know more. They make links between texts and use vocabulary, grammatical patterns and ideas in their writing. | Reading is taught progressively and children will cover National Curriculum objectives at an appropriate stage for individuals. | Attainment is measured using the statutory tests in Year 1, Year 2 and Year 6. Each year, children ate expected to meet ARE. Some will achieve greater depth and those not meeting ARE will be receiving specific intervention. |