Here at Cinnamon Brow CE Primary School, we believe that reading is pivotal to learning. It is a vital skill that supports children learning across the whole curriculum but furthermore it is an essential skill for fulfilling careers and rewarding lives. Consequently, reading is central to everything that we do at Cinnamon Brow. This is evidenced through an ongoing commitment to resourcing high quality texts, timetabling emphasis and well-planned continuous professional development.

As a school we will ensure that our children are taught to read with fluency, accuracy and understanding through a broad spectrum of reading opportunities. These includes the delivery of high-quality synthetic phonics, focused taught sessions, cross-curricular with a focus on developing vocabulary and subject specific knowledge and opportunities for children to read independently which encourage a love of reading.

**Reading Journey through school**

**Nursery**

During the Early Years Foundation Stage, the focus is on development of communication and language. This incorporates shared reading, storytelling and singing and rhyming activities. This approach supports children with the development of early reading and developing a phonological awareness. This forms part of the Letters and Sounds programme: phase one.

Research carried out by the Education Endowment Fund demonstrates that effective parental engagement is proven to improve children’s communication, language and literacy. Additionally, studies completed by Wells 1985 and Bus, Van Ijzendoorn, & Pellegrini 1995, found that the single most important activity for building understanding and skills essential for reading success appears to be reading aloud to children. As a result, this is a key focus across EYFS and the school as a whole.
In Nursery, the children take home a story sack to share with their family which incorporates a story book and props with ideas for engagement. Additionally, there is a bedtime stories library loan service. These activities encourage the development of language and engagement with reading.

**Reception**

In reception class, the bedtime stories library loan service continues alongside the introduction of synthetic phonics.

For the teaching of reading to be effective, it is essential that phonics is delivered systematically and using effective pedagogy. Therefore, phonics is taught with fidelity to Letters and Sounds. The reading scheme in Reception class has a variety of publishers including Songbirds, Oxford Reading Tree, Big Cat Collins and Dandelion; however, these have been organised to be in line with the phonics phases one to four from Letters and Sounds. Each week, the children take home two phonics reading books that match the phase that they are working within.

Children take part in guided reading sessions each week which integrate both decoding and comprehension skills.

**Key Stage 1**

In Key Stage 1, we believe in immersing the child in a literary rich whole school environment as we know that reading is pivotal to all learning. As a result, we provide each child with a range of reading materials to support their progress through KS1. These include phonics reading books, fiction and non-fiction books.

The reading scheme in Key Stage 1 has a variety of publishers including Songbirds, Oxford Reading Tree, Big Cat Collins and Dandelion. These have been organised to be in line with the phonics phases two to five from Letters and Sounds. Each week, the children take home one phonics reading book that match the phase that they are working within and a fiction or non-fiction book to develop their comprehension skills. The children also have the opportunity to take home a library book weekly. This is a book for adults to read to the child in order to promote a love of reading. A variety of high quality texts have been chosen to expand the children’s knowledge of authors and text types. This method is proved to support development in reading.

Children take part in guided reading sessions each week which integrate both decoding and comprehension skills.

In Key Stage 1, the reading journey is based on the recommendations of the Education Endowment Foundation (EEF) guidance report regarding the teaching of literacy. This takes place by:

**Developing pupils’ speaking and listening skills and wider understanding of language**

In key stage 1 we focus on developing oral language skills which is especially important for the development of a range of reading and writing skills in this age group. Some of the speaking and listening activities include: • pupils reading books aloud and being encouraged to have conversations about them; • the teacher modelling inference-making by asking relevant questions aloud and answering them herself; • pupils engaging in paired or group work so they can share the thought processes that lead them to make inferences; • activities which extend pupils’ spoken and
receptive vocabulary; and • a teacher encourages children to clearly articulate what they are going to say in their writing.

Effectively implementing a systematic phonics programme which explicitly teach pupils a comprehensive set of letter-sound relationships through an organised sequence.

A systematic approach to the teaching of reading is achieved via a continuation of phonics being taught, building on from Phases 1-3 in Reception. A comprehensive set of letter-sounds relationships are taught, through the organised planning of continuous provision in Year 1 and a direct teaching approach. Where needed, additional support is delivered to give identified pupils access to letter sounds as 1:1 or smaller group-learning to meet the needs of particular children.

The phonics programme is engaging and responsive to check if learning can be accelerated or extra support is needed and to identify specific capabilities and difficulties to focus teaching.

Using a balanced and engaging approach to develop reading, which integrates both decoding and comprehension skill as well as motivation and engagement to help children to develop persistence and resilience as well as enjoyment and satisfaction in their reading.

The evidence for including a combination of both decoding and comprehension-led approaches in teaching reading is extensive. The children have a wide range of language and literacy experiences to develop their understanding of written text in all its forms. This include active engagement with different media and genres of texts and a wide range of content topics. Pupils read both narrative (e.g. fictional stories and poetry) and informative texts. Introducing children to a range of texts and reading experiences support the development of pupils’ reading comprehension, and their inference skills in particular.

Teaching pupils to use strategies for developing and monitoring their reading comprehension

Reading comprehension is improved by teaching pupils specific strategies that they can apply to both check how well they comprehend what they read, and overcome barriers to comprehension. These include: • prediction; • questioning; • clarifying; • summarising; • inference; and • activating prior knowledge. Teachers introduce these strategies using modelling and structured support, which is strategically reduced as a child progresses until the child is capable of completing the activity independently.

Key Stage 2

In Key Stage 2 the majority of children have mastered decoding and are taught fluency alongside a love of reading. Fluent readers can read quickly, accurately and with appropriate stress and intonation.

We believe that by exposing pupils to an increasingly wide range of texts, with an appropriate level of challenge, they will develop their language capability. This includes active engagement with a wide range of genres and media, including digital texts.

By providing a variation of genre choices our children are motivated and engaged. We also do this to provide opportunities to explicitly teach the
features and structures of different types of text, which can develop more advanced comprehension and reasoning skills.

To achieve this, we use multi-staged strategies, reflecting the increasing depth and breadth of pupils’ knowledge and skills.

To support our strategy planning, we used research from the EEF ‘Improving Literacy’, The Simple View of Reading (Gough & Tunmer) and H S Scarborough to develop our systems for progress and to ensure our children grow as confident readers.

We know that as teachers of reading we share the goal of helping children develop skilful reading comprehension. Research demonstrates that skilful reading comprehension is a combination of separate but equally important components—word recognition skills and language comprehension ability. We use these components from the Scarborough Rope analogy to plan and deliver our reading lessons. In other words, to unlock comprehension of text, two keys are required—being able to read the words on the page and understanding what the words and language mean within the texts children are reading. If a student cannot recognise words on the page accurately and automatically, fluency will be affected, and in turn, reading comprehension will suffer. Likewise, if a child has poor understanding of the meaning of the words, reading comprehension will suffer. Children who have success with reading comprehension are those who are skilled in both word recognition and language comprehension.

At Cinnamon Brow we achieve this through guided reading instruction. The teacher modelling and the children collaboratively leading and refining the strategies linked to the Scarborough Rope:

- decoding unfamiliar vocabulary
- experiencing a breadth of vocabulary through texts choices
- the use reasoning and inference skills
- fluency

For identified pupils who continue to work on decoding; those who may be struggling to master fluency, the model of repeat reading is used until the child reaches a suitable level of fluency. In addition, phase 5 phonics, use of probes and over-reading methods are used to support.
In Key Stage 2, reading comprehension is taught by using specific strategies of ‘Reciprocal Reading’. Children are taught to predict, question, clarify and summarise. By doing so, we teach the important skills of inference and use of prior knowledge. We believe in consolidating the literacy skills taught into all curriculum areas to build vocabulary, develop fluency and grow confident children who are speakers, writers and readers of our language. We teach our children to use the strategies of ‘reciprocal reading’ with increased independence and sophistication to result in fluent, confident readers.

The text choices cover both fiction and non-fiction include:

- Extracts from longer novels (modern and classic)
- Short story texts
- Newspaper articles
- Song lyrics
- Video clips
- Poetry
- Explanation and Information

The chosen texts are high quality and match the level of reading for the children in the group.

**Reading Books**

In Key Stage 2, reading books are arranged in progress bands which have been created by the school to ensure children have access to quality text and challenge. The importance of challenge and range was crucial in our book banding system. We used data from comprehension assessments alongside fluency checks and diagnostic analysis to create an engaging progression of book choices. Children choose a ‘teacher directed book’ (this is banded), a non-fiction book and have access to a ‘free choice’ book from any level or from home. We would like our KS2 children to begin to make mature choices as to preferred authors. In this way they will build a knowledge of children’s authors and begin to make recommendations to their peers. This system is designed to challenge our children as well as encourage a love of reading.

**Parental Engagement and Reading at Home**

We believe that parents play a crucial role in supporting their children’s learning. Research by the EEF demonstrates that levels of parental engagement are consistently associated with children’s academic outcomes. Research by Hannon (1995) demonstrated the powerful effects that children’s reading to their parents/carers has on promoting confidence as well as reading proficiency. Additionally, research shows that children who regularly complete homework have better outcomes than those who do not. At primary level, the evidence is strongest for short and focused homework projects. Reading homework has a number of potential benefits including that of developing good habits and regulating children’s own
reading behaviours. Parental support for reading homework can promote the self-regulation in children necessary to achieve academic goals including goal setting, planning, perseverance, and the management of time. It is likely to be these capabilities—rather than direct involvement in the academic content—that parents can most usefully support. As a result, we support parents and promote engagement with their children’s reading in a wide range of ways, for example, by providing:

- regular feedback on children’s progress
- practical ways of engaging children in early reading ie games and story sacks
- online reading and mathematics challenges that are easily accessible
- homework club after school for families who do not have access to the internet
- parent workshops ie phonics and reading
- open door family poetry reading sessions
- open door family reading cafes
- termly Reading Award Celebrations

In addition, we provide daily Magic Breakfast (Bagel & A Book Time). The EEF trial of Magic Breakfast found that breakfast club had an impact of 2+ months progress on children’s outcomes at KS1 and KS2. Doors open at 8:45am and there is a relaxed reading focus until register time. We encourage parents to come in and share a book with their child during this time. Additionally, we invite identified children to attend early breakfast club from 8.15am to ensure they are arriving in school and ready to learn by 9am.

Journey around the World Readers

Our ‘Journey around the World’ reading system starts in reception and carries on to the end of Year 6. There is an expectation that children will practice their reading at home regularly to support progress. As shown in the section about, parental engagement in reading at home supports increased progress in reading. Each week, the children’s reading journal is checked and children will receive a stamp or a signature if they have read and had their journal signed three or more times per week. The children also keep track of the genres they have read on their record cards. Amount of reading and progress made is celebrated weekly and at the end of each half term in Family Celebration Assembly. This has led to parental engagement and children sharing a love of reading from a variety of genres.

In EYFS, KS1 and LKS2 all children have access to the online reading platform from Pearson Active Learn. It is a robust guided reading programme that helps children master fluency and deepen comprehension, giving them overlearning from teacher directed book bands. The online interactive books provide a variety of genres and interests from EYFS all the way up to fluent and comprehensive readers in KS2. These tasks are completed in school as part of guided reading.
sessions each week and encouraged to be used at home as an additional love of reading to promote comprehension.

At Cinnamon Brow we use Reading Plus as an online learning platform. Our Y5/6 pupils are assessed at the start of the programme to benchmark their reading ability and speed. From this, online books are allocated into a library and the children are able to select from a range of genres to promote knowledge, fluency and comprehension. Following each book, a comprehension and a vocabulary check are completed. Data from these are analysed by the teachers and used to plan guided reading sessions.

**Assessment**

There are many ways in which the children’s progress and achievement in reading is assessed. The teaching staff uses daily formative assessment, based on the work that the children complete in class. This provides valuable information about the children’s progress and next steps.

The guided reading sessions provide teachers with invaluable information about the children’s progress in reading. The children’s oral and written responses are used by the teacher to carefully track the children’s progress in each of the content domains (Retrieval, Inference, Understanding of vocabulary in context, Summarising, Predicting and Effect)

This information is then used by the teacher to plan appropriate teaching and learning opportunities to ensure that all children make good progress in all areas of reading.

Phonics assessments are carried out daily as part of formative assessment but also at least half termly summative phonic assessments are completed. These ensure that groupings are still accurate and supports identifying gaps and next steps. In EYFS and KS1 (below purple book band), children’s book band is related to these phonics assessments.

Each term the children will complete a more formal reading test Y2-Y6 using NFER or previous SAT papers set by the DfE. The children will read short texts, made up of a variety of genres, and be required to answer a variety of questions presented in different ways, from multiple-choice to questions that require longer, more detailed answers.

In Year 1, the children complete an NFER Reading test in the summer term, ready for their transition into Year 2.

The results of these tests are analysed by the teacher and used to inform planning for the next term.