

# READING AT THE COPPICE



## VISION

Our aim is to ensure that every child becomes a fluent, enthusiastic reader with a foundation for understanding the world and a positive attitude to learning.

We believe that reading is the 'master skill' that unlocks all other learning: Success in reading directly correlates with progress in all other areas of the curriculum and is crucial in developing pupil's self-esteem, motivation and life chances.

Through our teaching of reading we intend to:

- increase the likelihood of children reading for pleasure,
- increase the likelihood of children understanding the next book that they read,
- support children to develop broader and deeper vocabulary knowledge
- help children to gain general knowledge and cultural capital.



## DESIGN

Alongside daily storytelling, rhymes and games to develop phonological awareness, our Early Years' reading strategy uses the Sounds-Write Phonics programme to teach children the sound-spelling correspondences of our language in the context of real words, working from simple one-to-one sound-spelling correspondences before teaching the greater complexities of the code. Diagnostic assessment is used throughout the programme to identify children for 'keep up' and 'catch up' intervention.

Once children have learned the code, our next priority is to build reading fluency (accuracy, automaticity and rate) through reading plenty of short extracts in Year 2. This work continues throughout school and is assessed termly to identify children who need extra support. Alongside this, teachers check that children have understood the extract and use discussion to ensure that they do.

In Key Stage 2, we teach whole-class reading that prioritises the development of vocabulary and background knowledge. Each term is organised around an anchor novel which is read daily and used for around 50% of reading instruction, with the other 50% comprised of related fiction, non fiction, poetry, picture books, poems and song lyrics.

## CONTENT

We begin by teaching children the relationship between spoken language and written words through our linguistic phonics programme, Sounds-Write. It starts with what the children acquire naturally, spoken language, and teaches them the relationship between sounds and the spellings that represent them. Teaching children to read through linguistic phonics allows them to develop their reading and writing skills; this supports children in learning to put sounds together (blending) for reading, separate words into their sounds (segmenting) for spelling and swap sounds in and out of words (manipulating) to develop accuracy in reading and spelling. Code-controlled books (sometimes called decodables) that are precisely matched to the Sounds-Write phonics programme are employed throughout Reception and Year 1 as part of children's daily reading diet. Children take home code-controlled books each week to practise their decoding alongside a book of their choice from the reading corner of their classroom to be shared with their parents/carers.

Once children have automatised the sound-spelling correspondences of the initial and extended code, we regularly and explicitly teach reading fluency. Children develop this through hearing expert models of prosody, through repeated oral reading practice and through increasing their independent 'reading mileage'. This practice continues throughout the children's time in school, with the challenge of the texts gradually increasing as the children develop into increasingly independent and proficient readers. Alongside this, Key Stage 1 teachers will read and interact with a range of books in whole-class and small-group sessions to support children to develop their reading comprehension.

In Key Stage 2, we deliver whole-class reading lessons. This means that every child in the cohort is exposed to the same high-quality text and participates in rich questioning and discussion to improve their comprehension. These sessions will prioritise the development of children's understanding of vocabulary and background knowledge, while asking thoughtful questions to elicit understanding and share interpretations of the text.

We recognise that the relationship between 'the will' to read and 'the skill' to read is reciprocal, so alongside working hard to develop children's reading proficiency, we also ensure we foster an enjoyment of reading through having a reading for pleasure pedagogy: we ensure that, once they can decode, children have time for volitional reading; teachers read aloud to their classes daily; we regularly facilitate social 'book talk' and recommendations.