

Reading at CwR

The love of reading needs to be developed from an early age. It is vital that children are encouraged to read frequently both at school and at home. This helps with fluency, pace and comprehension skills. It also allows the children to enjoy a variety of texts in a calm environment and promotes an early love of reading which helps their comprehension improve. This will continue to help them as they move up school as their sustained reading will be developed and it is this stamina that will help them with their further education. In order to monitor this, their reading records will be checked and signed at the end of each week to ensure children have read at least three times per week. We encourage parents, guardians and older siblings to discuss the books with the children. In School, we encourage competent readers to choose from a more challenging set of books in order to improve their vocabulary choices for both speaking and writing. It is important that all children choose a variety of genres so that they have had experience of them throughout school.



Guided Reading

- Year one and two teachers will deliver a carousel of appropriate reading related activities during guided reading time.
- For the first half term, if required, Year 3, 4, 5 and 6 learning groups will complete a carousel of appropriate reading activities where the teacher has a different reading group each day. This is so that teachers can assess where the children are in terms of their reading abilities and comprehension skills.

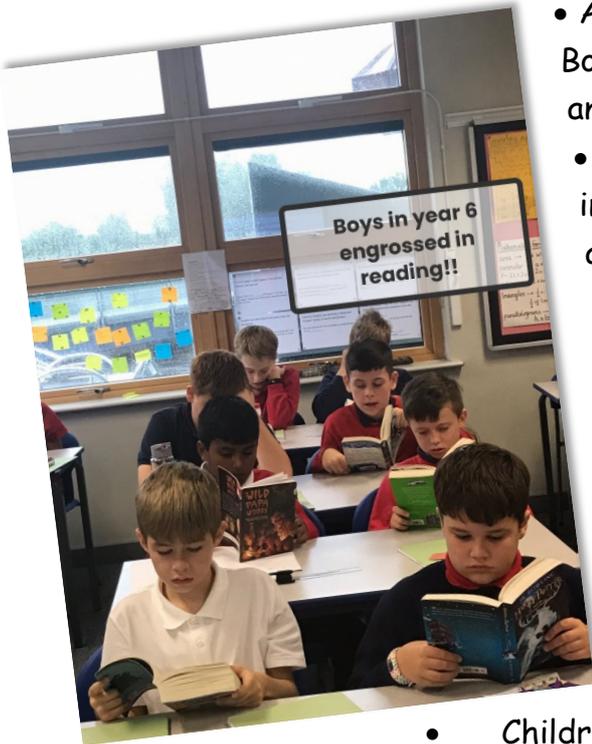
- After the first half term whole class guided reading sessions from Year 4 upwards will proceed.
- Year 3 will continue with a carousel of appropriate reading related activities until the last half term of the year when they will move onto whole class guided reading. This is in preparation for year 4.
- Each child should have at least one 'reading/skills activity with the teacher' session each week.
- Children will be given the opportunity to respond to written questions each week.
- These questions need to cover the reading domains as stated in the year six SATs mark scheme.
- Question stems should be based on the wording from the Key Stage assessment to ensure that the children are familiar with the wording and not thrown by it in test scenarios.
- Also, written questions need to take the form of responses to a 'cold text' ie. a text they have not read before (as they would in a test)
- Either during whole class or carousel guided reading, the reading skills will be taught discretely on a weekly basis.
- Once the children are reading fluently (beyond lime/white book band) there is no need to listen to the children read aloud every time. This should be an opportunity to discuss the text with the children (even if the children are still reading aloud).

Reading at home

- Children in year one and two take home book banded reading books which are specific to the child's level and ability.
- None fluent readers in year 3 and 4 take home book banded reading books.
- Those children who are fluent readers have the choice of reading their own appropriate book from home or a library book from the school library.

Reading for pleasure at school

- Children will be given the opportunity, each week, to read with a buddy from another year group. Library time can be used for this but other areas of the school can be used.
- Library curriculum time will be used to increase reading in other curriculum areas.



- All year groups will have a 'Reading Challenge Book' to challenge the children to read at home and at school.
 - We expect good quality reading displays in each phase to encourage children to read and support them in their choice of book.
 - Teachers regularly read high quality texts aloud in class and share favourite books in assemblies. (This is done during star of the week assemblies.)
 - Time is set aside for independent silent reading time in all phases. A sustained reading challenge is encouraged in order to develop reading stamina. (a graph is used to track how long children read for.)
- Children will be given opportunity to read and chat informally about what they're reading.

