READING AT CEDAR PARK SCHOOL AND NURSERY

INTENT

Our ambition is for all children to be good readers, whatever their starting point or background. Good readers will:

- Read widely
- Read at school and at home
- Make connections between things they read and the wider world
- Read with fluency
- Ask questions about what they read
- Read for meaning

Everything we do within lessons and beyond is geared towards producing good readers.

STRENGTHS

- End of KS2 outcomes for reading.
- Number of EYFS children reaching the Early Learning Goal.
- Rich and varied texts through reading lessons, the Read to Write scheme, Supersonic Phonics and Being Different weeks.
- A well-stocked and well used library.
- Supersonic Phonics taught consistently across EYFS and KS1.
- Emphasis on learning new vocabulary.
- Dedicated phonics and reading training for ALL staff, during INSET and staff meetings.
- Targeted support for certain children.
- Reading enrichment activities, days and weeks.
- Children's view of reading within the school.
- Parental involvement in terms of attending workshops and reading at home.
- Reading champions (trained volunteers) who support our most disadvantaged pupils with their reading.

IMPLEMENTATION

Reading and Phonics begins right from the very beginning of Early Years at Cedar Park. We want to maximise the reading opportunities the children have. We also teach it right at the start of every day, when the children are fresh and alert. Word reading and language comprehension are always taught in unison.

EYFS:

- Daily Supersonic Phonics
- 1:1 or small group reading.

KS1:

- Daily Supersonic Phonics
- Small group reading focusing on VIPERS skills
- Children apply taught phonics through reading and re-reading books
- Re-reading is to build fluency and focus more on language comprehension.

KS2

- Whole class daily reading focused on VIPERS skills
- Different reading structures built in to enhance prosody, automaticity and fluency.

TO IMPROVE, OUR PRIORITIES ARE:

- Increasing the percentage of children that achieve ARE in the Year 1 phonics check.
- Having a focus on non-fiction texts, ensuring children understand what these are and what forms they may come in.
- Ensuring Year 4-6 children have appropriately stimulating and challenging books going home.

CHILDREN WITH BARRIERS TO LEARNING

At Cedar Park, reading is adapted to meet the various needs we have within classes. This might be done by changing the reading structure within the lesson or by using additional resources and scaffolds.

We also have targeted support for children that have fallen behind in both phonics and reading. This takes the form of catch-up or in certain cases, pre-teaching. Nessy is our morning reading club that takes place before school. This supports KS2 children, who have found phonics learning challenging in younger years. In addition, we have a therapy dog, who reluctant readers read to.

LOVE OF READING

The school put on lots of events that build a love of reading. These often come from our 'Love of Reading Committee', who meet throughout the year. We have done things like The Big Bedtime Read; The Big Book Giveaway, Story Club, Extreme Reading and The Hidden Book Swap.

SUBJECT OUTCOMES

- 89% of children leave Cedar Park at age related expectations.
- 43% of KS2 left reading at Greater Depth.
- 83% of children within EYFS hit the Early Learning Goal.
- 93% of children passed the PSC.

SUBJECT ASSESSMENT

All class teachers assess children word reading and language comprehension. This is inputted onto target tracker, which has a list of our reading objectives.
Teacher assessments are supported by NFER and SATs style testing, that help teachers establish emerging gaps in skills and knowledge.
Pupil Progress Meetings are used to place in targeted support based on both teacher assessment and formal testing.

Within phonics, teachers in EYFS and KS1 use a phonics tracker to support teaching and to highlight gaps in phonics knowledge. This helps support targeted intervention and book choice.

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