Cedar Park School & Nursery

Be kind ★ Be inspired ★ Believe

Reading at Cedar Park.

Our Aim

At Cedar Park, our aim is to produce fluent, confident and motivated readers. We do this by making reading our top priority.

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.	Read for meaning.
Read with fluency.	Make connections between things they read and the wider world.	Ask questions about what they read.

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



Phonics

At Cedar Park, we follow the Supersonic Phonics Friends Scheme of work. Phonics takes priority at Cedar Park, and so we begin from Day 1. This aligns with our mantra of learn to read, read to learn.

All children are exposed to a daily phonics whilst in the infants. For some children, this daily phonics lesson is not enough and so we have catch up sessions that run outside of the Supersonic class session. This might be 1:1 or in small groups. A child will be in catch up until the point at which they can access daily class phonics without it.

Supersonic Phonics is taught in a 7 - part model each day.

- Listening Len: The focus sound will be introduced and chilren will listen to the sound.
- See it Sam: Children will see the grapheme (spelling) of the sound.
- Segmenting Seb: Children will segment words into phonemes (sounds) and graphemes (spellings).
- Blend it with Ben: Children will use the segmented sounds and blend them back into words.
- Build with Bill: Children will 'build' words using individual spellings.
- Read with Rex: Children will read words that contain the focus sound alongside Rex.
- Write with Ron: Children will write words containing the focus sound, dictated by the teacher.

The delivery of phonics is consistent in that this model is delivered to all children, using the same actions and the same characters. It is consistent due to the fact that all staff have had training, both internally and through the creator of Supersonic.

Phonics continued ..

Our Year 1 phonics results have been broadly in line with national norms since 2019. The percentage of Year 1 children passing the phonics screening was as follows:



In 2024, 83% of our children will pass the screening, assuming the threshold stays the same as it has done in previous years. In addition, all Year 2 children who participated in the re-take passed the screening.

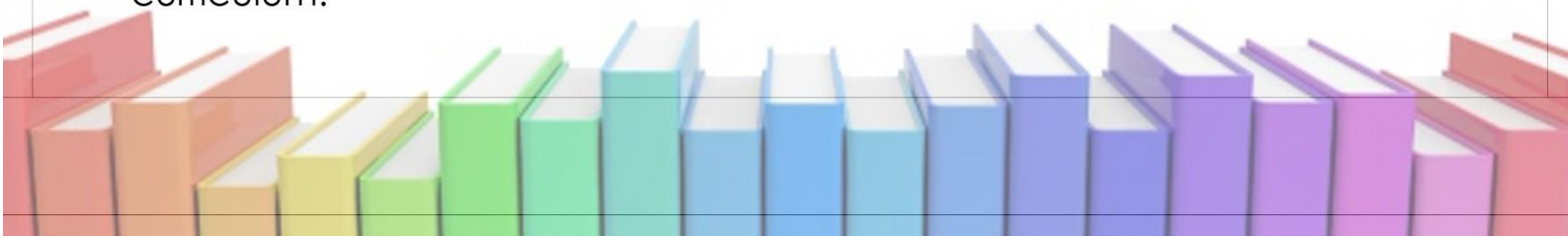
Reading is a priority ..

At Cedar Park, we prioritise reading above anything. We need our children to be accessing all areas of the curriculum and so teaching them to read effectively is a priority.

This is demonstrated by the fact that reading has been led by senior leaders since September 2021. We wanted to ensure that our teaching and learning style was based around latest research and then monitor its impact closely. Reading is talked about at senior leadership meetings regularly.

In addition to this, we created a Love of Reading Committee that ran from 2021 to 2023. This was a committee that included school leaders, as well as other passionate staff. The committee met to share ideas on how to enhance the reading experience for all of our children.

Financially, more money has been spent on reading than on any other subject. We have invested over £30,000 in books for our reading and writing curriculum.



Reading in Early Years.

Children have numerous stories read to them by adults, when together as a whole class. But they also have plenty of opportunities to read in a small group or in a 1:1 scenario. Children who require more teaching in order to get them to the expected standard of reading will have more opportunities to read with adults.

Children will take both decodable phonics books and books from the school library home with them. Decodable books are chosen deliberately to consolidate previously taught phonics.

Reading in KS1.

Children in KS1 will read the same text twice within one week. The first read will have a word reading focus and will be encouraging children to use the strategies and knowledge taught within our Supersonic lessons. The second read has two functions:
- To help build children's reading fluency through practice of automaticity, accuracy and prosody.
- To help build children's language comprehension by modelling how to retrieve, infer, summarise, predict and explain.

Children take books home, which include the following:
- A previously seen decodable book, which is designed to help improve fluency and language comprehension
- A previously unseen decodable book, used to consolidate phonics teaching
- A book from the library that helps to build love of reading.



Reading in KS2

In KS2, we have adopted the whole-class reading approach. This decision was made after research and observation of schools that have implemented it successfully. Children are exposed to narrative, poetry and non-fiction throughout the year.

Each lesson will have a different language comprehension focus. On Monday, all classes are working on vocabulary to help our children improve vocabulary choices within their spoken and written language. At other times in the week, they may be improving retrieval, inference, summarising, prediction or explanation.

To help build fluency in our KS2 readers, we change the reading structure throughout the week. It might be that children read silently in their heads; teachers could choose to read themselves, modelling prosody and automaticity; they could echo read, where children directly follow the style that the adult is reading in; or there could be some reading theatre performed, with a focus on characterisation.

Children take books home with them. Our library is now banded so that we have greater accuracy when matching KS2 children to their reading book. PM Benchmarking aids us in making this decision.

Pupil voice is fundamental to everything we do at Cedar Park, but it is particularly crucial in terms of our reading curriculum and our library catalogue. Children are able to input as to which books they'd like to see in our library, as well as helping school leaders decide upon whole class readers for the following year.

Reading is Everywhere.

We don't just read during reading and phonics lessons. Reading is everywhere in our curriculum.

Read to Write underpins our writing curriculum. Children read quality texts as a muse to their subsequent writing.

Power Maths has reading within the Discovery section of learning. Children have to read a mathematical problem in a real-life context.

Non-core subjects like science, geography, history and RE all involve elements of reading, which mean that it is paramount that we are nurturing fluent and motivated readers.

Training.

As well as the training that has gone into Supersonic Phonics (mentioned above) we have facilitated lots of other CPD for staff in different roles.

- TCR Reading Leadership training for reading leaders
- TCR Building Love of Reading for leaders
- Whole class reading training for leaders and KS2 staff
- Reading training for all staff during INSET, focused on language comprehension
- Adaptive practice within reading for all teachers
- 1:1 reading training for TAs

We are committed to training all of our staff when it comes to reading provision and will continue to ensure our teachers and TAs are best equipped to help our children learn to read.



Reading for SEND Children.

We adapt reading sessions so that all children can access the objective being taught. We also ensure that the reading material children are taking home is well matched to the child's attainment. The books should appropriately challenging the children without becoming overwhelming and putting children off reading.

There are often interventions taking place around the school. These interventions are short and regular. They are designed to close the gap between out lowest attaining reader and their peers. Some SEND children will follow intervention schemes such as Toe by Toe, which have been recommended by external professionals.

Any child who has not passed the phonics re-screen in Year 2 will have Supersonic intervention throughout the week. If a child gets to Year 4 and they are still struggling to segment and blend sounds, we move them on to the online learning through Nessy Reading and Spelling.
Nessy Club runs before school on four mornings of the week. Lots of SEND children attend our Nessy Club and those that don't are given logins to access the platform from home. Nessy is designed to pitch learning at an appropriately challenging level based on benchmark assessments. Children enjoy Nessy and we have seen improvements in reading ability, spelling and reading motivation after consistent use.

We have some children in the school that have been diagnosed with dyslexia. With this in mind, we have updated our school library with dyslexia friendly books and also have plenty of overlays that children can use to help them read more fluently.

Earlier in the year, the school leadership trained 11 Reading Champions. These people are volunteers, who read weekly with some of our children who require more regular 1:1 reading time. They received similar training to that in which our TAs attended. Feedback so far is that children have loved seeing their Reading Champion each week.

Outcomes.

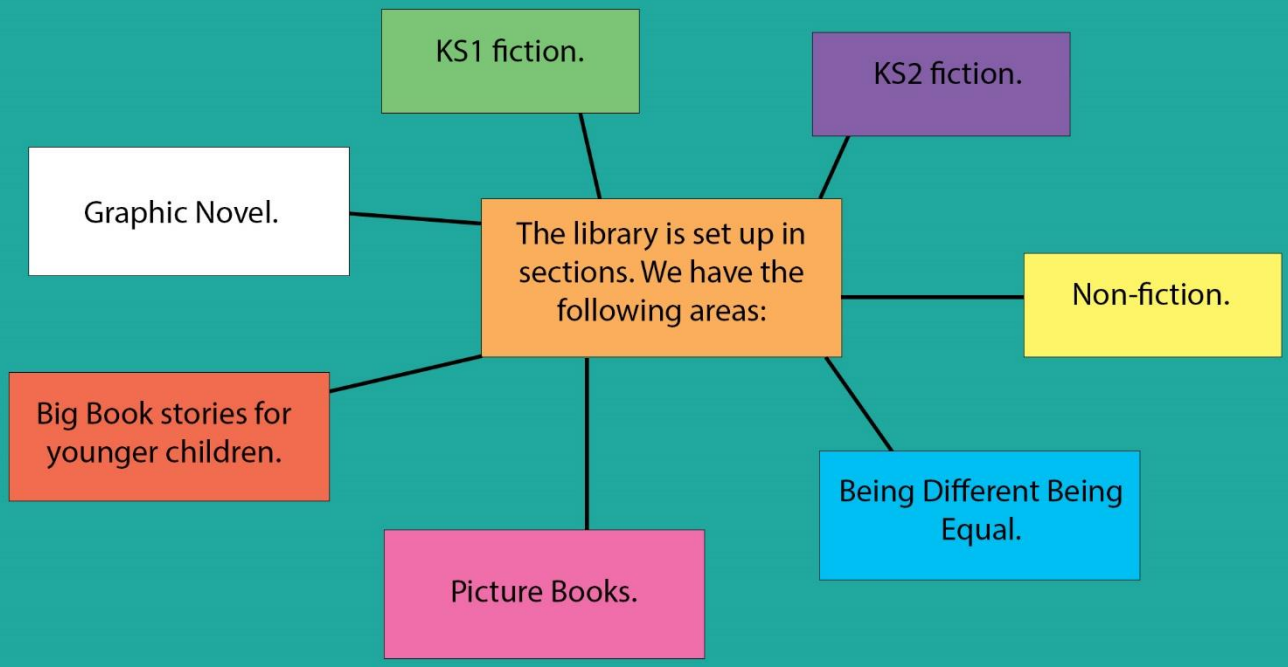
In both 2019 and 2022, 90% of our children left KS2 at the expected level of attainment within reading. This went up to 97% in 2023, when we were recognised by the Minister for Education for our extremely high attainment percentage.

In addition to this, 50% of children left for secondary school last year having achieved the Greater Depth standard in their KS2 SATs examination. This was real validation for the curriculum we have set up, the excellent standards of reading teaching and the literature choices we have made.

Children with SEND have done very well in their KS2 SATS. In 2022, 80% of our SEND children reached ARE, with 40% of SEND children attaining at Greater Depth. This increased to 100% ARE and 50% Greater Depth in 2023.

Our Library

We are blessed to have a lovely library with a plethora of books for the children to enjoy. We are always looking at updating our book collection and so the school, parents and PTA help us to bring in new books. Many of these books are chosen by the children through our library pupil voice box.



The graphic novel section was introduced having established that many of our KS2 children absolutely adore them.

The KS2 fiction section has been recently updated, using a banding system. We wanted to be more confident that the books we were providing for the children were well matched to their attainment.

Each child from Nursery up to Year 6 has a weekly library session, where they are able to exchange books and read books. Adults use this time to read with children who require additional 1:1 reading time. In KS2, this is particularly important having moved towards a whole class reading style, where hearing children read on an individual basis is more difficult.

There are some lunch times when the library is also open. This was based on pupil feedback. Some pupils wanted to spend more time reading than being on the playground, so we opened up more opportunities for the children to do this.



Wider Reading Opportunities

We love to enrich our curriculum at Cedar Park. Wherever there is an opportunity to run a reading event on top of our daily reading offer, we take it. In the last two years we have:

Hosted our inaugural Poetry Festival, facilitated by poet, Simon Mole.

Designed Read Racetracks for KS2 classes, in which children earn prizes for their quantity of home reading.

Introduced a graphic novel section of the library to enthuse KS2 readers who weren't as motivated to read.

Facilitated book draws, where children have the chance to own a new release.

Carried out a Hidden Book Swap for charity.

Delivered book shouts through assemblies and newsletters, where children recommend books to their peers.

Hosted The Big Bed Time Read after school.

Celebrated difference by reading books in our Being Different, Being Equal week.

Facilitated story club, weekly.

It is often these moments that children remember. We want children to leave us with fond memories of read and books.

Still to Come ....

We are always on a continuous drive for improvement. In the future, we will be working on the following:



Continuing to develop our library so that we have enough books for each band. Particularly those bands that are the transition between KS1 and KS2.



Use staff voice and pupil voice to ensure our curriculum has books that are engaging and challenging. We will also be doing an analysis into whether our books are culturally diverse in terms of authors and characters.



We believe that we can get a greater percentage of our children passing the phonics screening by the end of Year 1. Our aim is to have 90% achieving this mark by 2025.



Creating more opportunities within the busy working week for reading stories to the children.