



# Reading Strategy

*“The more that you read, the more things you will know.  
The more that you learn, the more places you'll go.”*

Dr. Seuss

Reading is at the heart of the curriculum at Cambrai Primary School; teaching a child to read is the greatest gift that we can give a child in our school. Because of this, we see it as a primary purpose of our curriculum. From Early Years to Year 6, we ensure that our children not only learn the skills and knowledge to enable them to read, but also to develop positive life-long dispositions and attitudes towards reading – that will take our children through secondary school and into adulthood.

Teaching children to 'decode' or 'read' in its most basic form is a key driver for our early Years and Key Stage 1 curriculum. Once children can 'read', through a robust and systematic approach, the world opens up to them. It is our duty to ensure that our children are ready to embrace both the literary and wider world.

Research shows that approximately 90% of the vocabulary that we meet is only ever met through reading it; reading high quality texts, coupled with an interesting and knowledge rich wider curriculum, is key to securing our children's confidence and mastery of the English language.

**Within our broader English Curriculum planning, our intent for reading is clear:**

- Credible and rich texts will be the central driver to the English curriculum – promoting a love of reading, excellent models of language, cultural broadening and confidence.
- Children become fluent and age appropriate readers across Early Years and Key Stage 1 – so that they can access and comprehend all that Key Stage 2 has to offer, gaining a vitally growing vocabulary across the key stage.
- With few exceptions, all children reach the expected standard in year 1 phonics, with word reading fluency being the primary driver of the year 1 reading curriculum – so they are ready to gain greater reading comprehension skills as their decoding secures.

## Phonics at Cambrai

We are resolute that only children with severe cognitive difficulties cannot learn the phonetic code, therefore at Cambrai we expect almost all children to learn to read through clear and progressive phonics teaching.

Direct phonics is started within the first few weeks of children starting school at Cambrai; no time is wasted. The phonics teaching is intensive, following the 'Little Wandle Letters and Sounds Revised' programme. The order of sounds taught is detailed in appendix 1.

At Cambrai we recognise that reading is not an innate skill – it is something that needs to be directly taught. Children do not learn to read by accident, or by being given books to 'read' with sounds in which they have not been taught. Our 'Big Cat Collins' reading scheme has been carefully chosen to ensure that the home reading books are closely linked to the sounds that have been taught – so that children do not encounter words which they cannot decode. As children become more confident readers, carefully chosen books also include the 'Tricky Words' which children have been taught within the phonic scheme.

In order to ensure that all staff are able to deliver this high priority teaching to a high standard, all staff who join Cambrai receive phonics training as part of their induction package: all teachers need a firm foundation in early reading skills to support struggling readers at all ages.

## Phonics Teaching Approach

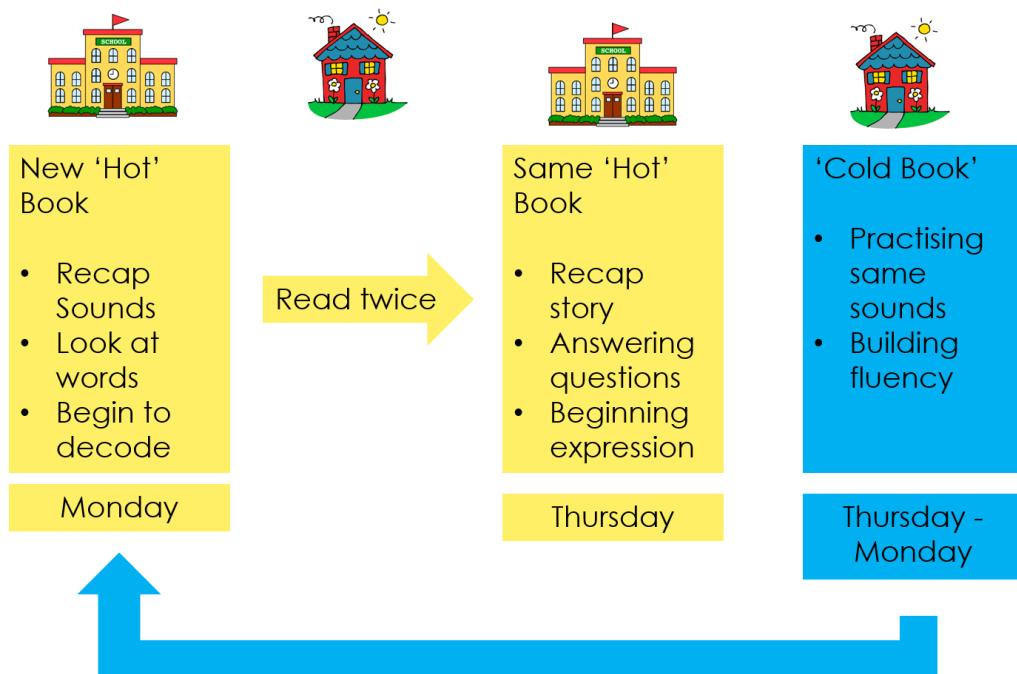
It is vital that the teaching of phonics in school is systematic and expectations are clear. Of the 26 letters and 44

phonemes, there are approximately 140 different letter combinations which children need to learn to become fluent readers. As such, the key ingredients to phonics teaching at Cambrai are:

- All children in reception and year 1 classes will receive at least one daily phonics session
- As much as practicably possible, children will move through the order of sounds together: children who need extra support to catch up will be prioritised between sessions, to ensure that learning gaps do not appear, or widen over time
- The teacher is responsible for the teaching of phonics to all children; well qualified teaching assistants support the teaching and intervention, but the teacher has responsibility for the learning of all children
- Children's growing phonic knowledge is closely assessed and tracked, away from the point of teaching, to ensure that all staff know children's strengths and areas to practise in reading. Home phonic reading books are targeted appropriately, based on this assessment
- Children's phonic reading ability is seamlessly linked to children's spelling abilities; a weak focus on the application within writing of children's growing phonic knowledge across Early Years and Key Stage 1 can lead to a weak foundation in spelling for Key Stage 2. Children apply their learnt sound on the day they are exposed to it. This is closely linked to the explicit teaching of letter formation
- Phonics teaching includes 'common exception words' – which whilst can be decoded with higher order phonic knowledge, most are phonetically irregular, so are best taught as 'sight words' – where children just 'know' the words without using phonic blending strategies. The Little Wandle Letters and Sounds Revised scheme calls these 'tricky words'
- Phonic application and revisiting is promoted across the early years environment
- Consistent phonics prompts are displayed in all classrooms and intervention spaces from reception to Year 6 – at the appropriate level – to support reading and spelling strategies
- Whilst school staff demonstrate fidelity to the 'Little Wandle Letters and Sounds Revised' approach, they ensure that phonics teaching is multi-sensory – particularly in Early Years. Creative teaching approaches are encouraged, so long as they do not deviate away from the systematic order and approach of the chosen programme
- Children develop speed and fluency within their reading, by being secure in phonic knowledge and the taught sight vocabulary – so that children do not lose the meaning of sentences, through struggling to decode. Children experience success when books are matched to taught phonic knowledge, instilling positive attitudes and further success. Success breeds success.
- Staff should aim to present the sounds in the children's regional accent, to avoid confusion
- We do not teach 'consonant blends', e.g. 'st', and associated 'st' word lists. s/t/e/p can all be phonetically decoded, without adding the additional 'st' learning burden to children's growing phonic knowledge
- In reception, we have ambition and expectation for our children, recognising that CVC words are not always letters, e.g. 'sheet' is a CVC word: sh/ee/t. Importantly, 'saw' is not a CVC word – s/aw
- We ensure that any words used to teach phonic sounds are clearly explained, e.g. a-e 'quake', to develop children's growing vocabulary
- Phonics learning is strongest when parents are true partners. As such, each child will always have home reading books to support home learning, as well as access to the online learning range from 'Big Cat Collins' online portal. Parents have access to both in school workshops and online support in this area. Our early home reading approach consists of:

Reception - Year 1	Book Type	Rationale
	The sounds a child has learned	Reinforcing the current learning in school. Typically, this will not be a sound taught that week – we are always acutely aware of the need to instil confidence in our youngest, but practising sounds taught previously. We do not expect our parents to ‘teach’ our children to read.
	Potentially, a previous sound learned which needs reinforcement following teaching	Revisiting a previously learned sound – targeted to those sounds that assessment shows is least strong and that is being addressed in intervention in school. This is part of an intervention approach so not all children will receive an additional book.
	Children’s story books from our lending libraries	These books are to be read to children by adults. These books aim to develop children’s love of reading, as well as support the growing vocabulary. Parents can request the school to buy books which they would like to read with their children.
<p>We expect all children to read at least 3 times per week at home. Children who do not read at home and are falling behind will be afforded reading opportunities with adults at school. This is to be recorded in children’s reading diaries.</p> <p>All children in reception and year 1 also have a ‘sound book’ to record the sounds and ‘Tricky Words’ that they have learned, to reinforce at home.</p> <p>Children’s books are changed weekly.</p>		

Our approach to seamlessly linking home and school reading practice sessions is detailed below:



## Phonics Year Group Expectations

### Reception (Also see appendix 1)

The end of year expectations for children's phonics ability is to be secure in **Phase 3** with children accessing Phase 4 upon exiting Reception. Phase 4 is also reviewed as children commence year 1. Staff embed opportunities to play with and explore sound, and equip children with core listening and sound discrimination skills which are required for success in reading and writing as the children grow. Children who are not secure in phase 1, will be supported in this phase alongside the teaching of phase 2. The children will be able to use, understand and demonstrate the following terms:

- Phonemes
- Digraphs
- Trigraphs
- CVC words
- Split vowel digraphs
- Capital and lower case letter

### Year 1:

Children are expected to begin Year 1 at Phase 4 with an end of year aspiration of completion of **Phase 5**. Phase 6 is also commenced (*the prefix 'un' and simple unchanged suffixes such as 'ed'*) in accordance with our Trust reading and writing objectives. Our aspiration is that all children will meet the demands of the Phonic Screening Check.

### Year 2:

Expectations are for children to enter secure at Phase 5, so that children can progress to the spelling strand of the national curriculum for year 2. Due to the variety of rules and alternatives, time is spent deepening and ensuring a strong understanding of previous phases.

## Progression in Fluency

In order to become fluent readers, children must master the appropriate phonic sounds detailed in the phonics overview (\*full detail in appendix 1), however, in order to continue to develop as fluid readers, the following progression decoding from the National Curriculum is followed:

Reception*	Year 1*	Year 2*
<ul style="list-style-type: none"><li>➢ Children read and understand simple sentences.</li><li>➢ They use phonic knowledge to decode regular words and read them aloud accurately.</li><li>➢ They also read some common exception words.</li><li>➢ They demonstrate an understanding when talking with others about what they have read.</li></ul>	<ul style="list-style-type: none"><li>➢ Apply phonic knowledge to decode words</li><li>➢ Speedily read all 40+ letters/groups for 40+ phonemes</li><li>➢ Read accurately by blending taught GPC</li><li>➢ Read common exception words</li><li>➢ Read common suffixes (-s, -es, -ing, -ed, etc.)</li><li>➢ Read multisyllable words containing taught GPCs</li><li>➢ Read contractions and understanding use of apostrophe</li><li>➢ Read aloud phonically-decodable texts</li></ul>	<ul style="list-style-type: none"><li>➢ Secure phonic decoding until reading is fluent</li><li>➢ Read accurately by blending, including alternative sounds for graphemes</li><li>➢ Read multisyllable words containing these graphemes</li><li>➢ Read common suffixes</li><li>➢ Read exception words, noting unusual correspondences</li><li>➢ Read most words quickly &amp; accurately without overt sounding and blending</li></ul>

Year 3 / 4	Year 5 / 6	By Key Stage 2, children should be able to decode accurately, and be applying a growing wider English curriculum knowledge to their reading of new and challenging vocabulary – progressively with the increasing level of challenge presented in the texts which they are presented.
<ul style="list-style-type: none"><li>➢ Apply their growing knowledge of root words, prefixes and suffixes, both to read aloud and to understand the meaning of new words they meet</li><li>➢ Read further exception words, noting the unusual correspondences between</li></ul>	<ul style="list-style-type: none"><li>➢ Apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), both to read aloud and to understand the meaning of new words that they meet</li></ul>	

spelling and sound, and where these occur in the word

For children who did not pass the Phonic Screening Check in Year 1, or Year 2, it is vital that intensive decoding work continues. Children who commence Key Stage 2 unable to meet the demands of the Phonic Screening Check, cannot access age appropriate text within the English and wider curriculum and this must be catered for appropriately across the full curriculum alongside intensive intervention, still founded in the Little Wandle Letters and Sounds Revised approach.

### **A Wider Reading Approach**

At Cambrai we recognise that the teaching of 'reading' in its fullest terms, even in Early Years, must extend beyond phonics. In order for children to become successful readers in the longer term, children must develop language, comprehension, dispositions and linguistic skills that phonics alone cannot deliver.

### **The use of 'Real Books'**

'Real' books are at the heart of our curriculum, which is why within our school timetable, every year group enjoys a dedicated reading session – affording children sufficient time to practise their reading skills - and 'class book time' each day. We recognise the value of the class reading together, experiencing the joy and emotions of a good book together – but this can only be experienced if it is prioritised within the curriculum; at Cambrai, it is. Staff read to children of all ages – sharing a passion and skill in reading aloud to children.

Reading aloud to children allows the opportunity to model the 'subconscious reader voice' – and simply enjoy a good book, with no pressure for the children listening. Modelling fluent reading... pace, flow, rhythm, language patterns, rhyme is key – as many children will not hear this quality oration at home.

This language focus starts with our Trust Ready Curriculum, for Early Years. The promise to our youngest children is that they will experience at least 5 language rich experiences every day: stories, non-fiction books, rhymes, songs, poems etc. Across the reception year, children have the simple homework of reading their books, using their sound books and learning a simple nursery rhyme at home, by heart. This develops children's understanding of rhyme, intonation, performance and vocabulary knowledge, with increasing complexity across the year.

Reading 'real' books are also the central driver for our English curriculum; children's writing, discussion and skills work (e.g. grammar) will all stem from a 'good book' – immersing children in a credible and 'joined up' learning experience. We recognise that reaching the 'Expected Standard' in Year 2 or Year 6 doesn't make children a 'good reader' by default – but our curriculum aims to deepen children's love of reading through this immersion – and access to the best children's literature available – not only to develop children's reading and vocabulary skills, but also their growing cultural capital and appreciation and value of books, authors and reading.

Not all books are set in stone for teachers to use, but there are parameters which teachers must consider when choosing books to share with children, so that the books children experience through direct teaching and story time deepen children's growing knowledge and understanding. These considerations are:

- Ensure that children experience texts which are challenging and rich; the books read to children should be beyond their independent reading ability
- Include a range of text types over a year, including those listed in appendix 3 as 'Plague Texts'. Plague texts are categorised in to 5 types, which research shows that children should experience, to ensure that they become good and confident readers:
  - Archaic Texts
  - Resistant Texts (texts that challenge boundaries, e.g. cultural)
  - Complexity of Plot
  - Non-Liner narrative texts
  - Complexity of Narrator

 Books used are shared with the next teacher so links can be appropriately capitalised upon.

As our school grows, we are constantly reviewing and refining our book choices. Currently, we have agreed that children will know certain stories well across Early Years and Key Stage 1, so that teachers can build upon these themes and structures progressively. We have also aligned a range of well-known nursery rhymes and songs to our Early Years Curriculum; this ensures that children are exposed to a strong language offer related to their area of learning, as well as ensuring children develop their cultural capital through a known bank of traditional rhymes and songs to pass on through the generations.

Children's reading stamina will be developed through increasing the length of the books that children will experience – these are explicitly planned for across KS1, with children listening to short chapter books before they are expected to read them for themselves.

The list of books is not exhaustive, we would expect teachers to supplement this core spine with additional texts to support their ongoing topics, interests of the children and to support wider personal development – discussing and using books linked to a range of cultures and that reflect the population as a whole. Appendix 3 is used for this function, as well as teacher investigation. Appropriate texts included at EYFS and KS1 to support work around families and family diversity include:

- ✓ Prince Henry (Key themes of wealth and types of relationship)
- ✓ Tango Laid an Egg (Key themes of parenthood and types of family)
- ✓ It's OK to be Different (Everyone is different)
- ✓ Mixed (Racial difference and segregation)
- ✓ Smeds and the Smoods (A direct link to 'Mixed' – similar story and message, different 'Space' context)

### Comprehension Progression and Teaching

Children will also experience explicit teaching of reading skills and knowledge throughout school, through dedicated whole class and reading practice sessions in key stage 1 and whole class reading sessions in key stage 2. These sessions are designed to explore texts in detail, developing children's comprehension, vocabulary, inference and deduction skills. These sessions are designed from the school's reading Medium Term Planning and Comprehension Progression documents.

These lessons ensure that progression in comprehension skills and knowledge are taught effectively across the school. This progression extends beyond the National Curriculum and has clear year group expectations in relation to the 'Content Domains' for reading. These are detailed below for Key Stage 1, and opposite for KS2:

Content domain reference
1a draw on knowledge of vocabulary to understand texts
1b identify / explain key aspects of fiction and non-fiction texts, such as characters, events, titles and information
1c identify and explain the sequence of events in texts
1d make inferences from the text
1e predict what might happen on the basis of what has been read so far

Content domain reference
2a give / explain the meaning of words in context
2b retrieve and record information / identify key details from fiction and non-fiction
2c summarise main ideas from more than one paragraph
2d make inferences from the text / explain and justify inferences with evidence from the text
2e predict what might happen from details stated and implied
2f identify / explain how information / narrative content is related and contributes to meaning as a whole
2g identify / explain how meaning is enhanced through choice of words and phrases
2h make comparisons within the text

Key Stage 2

Using these content domains, teachers plan lessons in order to teach reading. At Cambrai Primary School we understand that 'Doing Reading' and 'Teaching Reading' are two very different things. Using the appropriate text, year group and content domain foci, teachers plan lessons and activities to meet the specific foci of the Reading Progression expectations (see appendix 4 and 6).

Teachers can use the Content Domain question stems (appendix 5) to support their planning to meet the specific foci, as well as the teaching resources linked to the 'Big Reading' teaching programme. At Cambrai, we use aspects of this programme to organise reading lessons and to provide a firm foundation for staff in the skills required to the teaching of comprehension across the school.

## **Example Medium Term Plan (Appendix 6)**

[Reading Overview](#) | Curriculum Progression for Learning | Year 1

This document does not constitute the entire reading curriculum. Enjoyment, decoding fluency development and reasoning should always ongoing. Children's decoding and fluency progression must always stay in line with their age and ability.

## Comprehension Progression Document (Appendix 3)

## **Reading Comprehension | Curriculum Progression for Learning**

The Big Read programme is organised by using 4 characters, each concentrating on specific Content Domain skills. These are detailed below:



Rex the Retriever	Expi the Explorer	Ansa the Analyser	Dood the Detective
<b>'R' Knowledge &amp; Skills</b> Retrieval Understanding Sequencing Summarising	<b>'E' Knowledge &amp; Skills</b> Vocabulary Choices Grammar effects Punctuation Effects	<b>'A' Knowledge &amp; Skills</b> Organisational Effects Text Features Linking Structures	<b>'D' Knowledge &amp; Skills</b> Inference Deduction Using Evidence Informed Prediction
<b>Content Domains</b> Key Stage 1 1a 1c	<b>Content Domains</b> Key Stage 1 1a	<b>Content Domains</b> Key Stage 1 1b	<b>Content Domains</b> Key Stage 1 1d 1e
Key Stage 2 2b 2c 2f 2h	Key Stage 2 2g 2g	Key Stage 2 2f	Key Stage 2 2d 2e

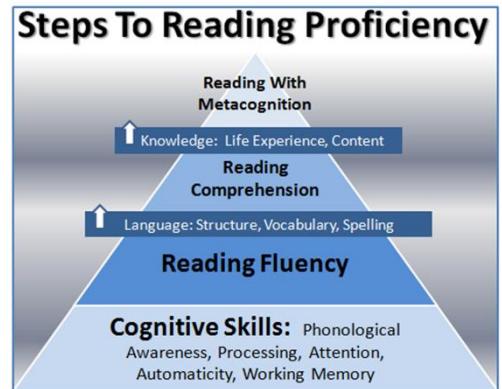
Each of the skill sets have related tasks and activities in order to develop the specific reading skills. Teachers can use these to plan lessons and are found in pages 106-155 in the 'Big Reading' manual.

A key aspect of the reading teaching methodology is '**Investing in the talk, is investing in the reading.**' Many of the Big Reading activities ensure that reading lessons are talk and language rich – dispelling the myth that reading lessons are always silent 'reading comprehension tasks'.

If children are to reach the highest skills in reading comprehension, then considering reading 'beyond the page' is key in securing successful readers who can securely infer appropriately. In order to do this, children need to link their reading to life experiences – hence the reason for the acute need for children to experience a broad, balanced and language rich curriculum in all subjects, not just English.

In order to be a successful reader, children must develop a '**subconscious reading voice**', in order to begin to make these important links beyond the text. This does not develop naturally and must be taught – primarily through the teacher's quality reading aloud to children and appropriately planned questioning opportunities whilst reading texts together. Examples of subconscious questions that require modelling are:

- Why does that sound familiar? Which character does this person remind me of?
- I wonder why the author chose to set the scene in the mist?
- I wonder why this is a flashback... can I make links to 'now'?
- I wonder why the author chose to write in such long sentences – how is he trying to make me feel?



Reading, of course, is not limited to dedicated reading lessons. At Cambrai, children read across the curriculum – and day – every day, embedding and practising the reading skills and knowledge taught.

### Organising an Extended Response

As children move towards the end of Key Stage 2, their written comprehension responses become lengthier and require strong evidence. In order to achieve a consistent approach to this, we use the following approach →

This approach is developed through explicit teaching, so that children gain confidence and experience in organising an extended comprehension responses, rooted in evidence that is cited appropriately from the text.

### Assessing Reading

It is vital that reading is continually assessed through school – not just when children are learning their phonic sounds. Clear phonics and comprehension overviews allows teachers and leaders to quickly identify what children should be able to do – and by when. This is key in the monitoring of reading and in the assessment of the children across the school.

At Cambrai Primary School, all children are assessed globally in their reading ability – looking at pupil's decoding age (once secure to phase 5), and comprehension ability – in line with the 'Simple View of Reading'. We achieve this through our Trust Reading Standards, simple comprehension tests and a decoding test (Single Word Reading Test) from the Spring of year 2 onwards (Phonic records and assessments prior to this). This allows teachers to target support in the correct area – whether children are struggling to read, or comprehend the texts given to them. This aligns

### THE PEE TECHNIQUE

When you are responding to a text you have read, this method of organising your paragraph will help you to make your ideas clear.

#### **What's your point?**

First make a simple statement about what the writer does:

- The writer suggests that...
- The writer shows that...
- We can see from the text that...

#### **Give evidence from the text to support your point**

- For example...
- I know this because the author says...
- This is shown when...

#### **Explain how the writer's methods affect the reader**

Explain how key words and techniques from the evidence help to get these effects.

- The effect of this is...
- The author wants the reader to...
- It makes it appear that...

with the 'simple view of reading' approach and allows teachers to identify the specific reading skills and content domains which children require further support in mastering.

In Year 1, all children sit the 'Phonic Screen'. This diagnostic test allows staff to carefully assess phonic reading standards at this important point, to share with parents, but also to carry out a 'point in time' diagnostic assessment of children's knowledge, from which to build on in Year 2. Achieving the expected standard does not mean that a child is secure with every sound – staff must be acutely aware of this. This is doubly important for any child not meeting the standard (or indeed 'just' meeting the standard) and transitioning in to Year 2, or Year 3.

### **Links to Latin**

In Key Stage 2, our chosen taught language is Latin. This structured language programme supports the teaching of reading seamlessly, by facilitating children's understanding of the etymology of words – and an investigative approach to working out word meanings from root words and the effect of common suffixes and prefixes. We aim for our children to be resilient and problem solving readers when they face words which they have not seen before or previously learned. The curriculum choice of teaching Latin supports this aim perfectly.

### **Home Reading – Year 2 Onwards (Beyond the phonic scheme)**

Reading at home is vital in developing positive attitudes towards reading; it is a leisure activity, not 'homework'. We aim for all children to love reading, but recognise that if children are not appearing to be reading at home, it may be because of one of the following:

- ☞ The child can't decode it, because it is not appropriately matched to their phonic knowledge. This is frustrating, embarrassing and leads to no joy being found in the text. In early reading, home books are to practice taught sounds – not to expose children to new ones
- ☞ There is no reading role model at home
- ☞ There is nowhere quiet to read
- ☞ No adults that can read (well) at home
- ☞ An inappropriate or demotivating school book – not chosen by the child (beyond the phonic decoding systematic scheme)

When children do not read at home, they must be spoken to ascertain why. Staff must do all they can to mitigate the issues and allow the child to catch the 'reading bug'. For children who do not get heard to read at home by an adult, and adult in school must facilitate this. At least an extra session per week at Key Stage 2, and twice weekly at Key Stage 1 and Early Years – in addition to the information detailed below.

Books are changed two times per week at Key stage 2 (if the child has completed the book). Parents and carers are expected to record reading at home in the child's reading record. This is checked as books are changed.

Year 2 onwards home reading activities:

Developing Readers	Book Type	Rationale
	Reading scheme book 'Bug Club' – beyond phonics	These books develop children's vocabulary and reading skill progressively – allowing children to succeed in reading and build confidence and resilience. The scheme is available up to year 6, but once children are confident readers, a scheme can be demotivating and stifle a genuine interest in 'real' books. Staff will tread the line carefully as to when to taper off the scheme, as too early will demotivate children if they are not secure enough readers to enjoy a chosen 'real' book.

	Library books / Home books	Children will additionally access the school library to choose books to read independently – or for a parent to read to them. These books promote a love of reading – and allows children the opportunity to find what kind of books they enjoy.
<b>Confident Readers</b>	Library books / Home books	Children will access the school library to choose books to read independently. These books promote a love of reading – and allows children the opportunity to find what kind of books they enjoy, whilst reading credible and 'real' books.
We expect all children to read at least 4 times per week at home.		

### **Reading Spaces and Reading Promotion**

Each class also has a dedicated reading area – not a token ‘book corner’ – but a real celebration of reading, books and an integral part of every classroom. These reading areas from year 2 onwards contain a set of ‘must read’ books for the year group – children do not have to only choose these books, but are a carefully selected set of texts to develop vocabulary and understanding for each age group. The school also boasts an exciting library space – further showcasing and prioritising the importance of reading at Cambrai. We regularly review stock, holding books sales of old or damaged books in order to raise funds for the growing library and harnessing the children’s voice regarding the restocking. We also encourage regular ‘book swaps’ – so that children can swap their own books, from home, for free.

All classroom doors display the current book which they are reading as a class. Adults from outside of the class are expected to ask the children about the book in order to raise the profile of the class text and afford the children the opportunity to be experts in their current class text.

Reading will never be used as a punishment at Cambrai Primary School.

### **Appendices**

- 1** Phonics Overview
- 2** Decodable Book Overview
- 3** ‘Plague Texts’
- 4** Reading Comprehension Progression
- 5** Question Stems for Reading Domains
- 6** Reading Medium Term Plans (Y1-6)
- 7** An Overview of how we teach reading skills at Cambrai