



## Intent

Through our vision of 'Creating success together', we have established a comprehensive approach to teaching reading that aligns with our core values. Our foremost objective is to inspire every individual to learn and excel in their reading abilities. We believe that proficiency in reading not only enhances academic achievement but also lays the foundation for personal growth and character development. By placing a strong emphasis on reading, we equip our pupils with the essential skills needed for success with their reading.

### Delivery of reading teaching:

At CCA, reading fluency is prioritised within every taught, daily reading lesson. Additionally, we ensure that a wide range of reading skills are taught across a two-week cycle to ensure that we maintain a holistic approach to our reading provision.

Wk1 Day	Focus
1	Vocabulary acquisition (F)
2	Retrieval (F)
3	Inference and deduction (F)
4	Recognising author's choices (F)
5	Structure and organisation (NF)
Wk2 Day	Focus
1	Vocabulary acquisition (F)
2	Retrieval (F)
3	Making predictions and comparisons (F)
4	Demonstrating understanding (F)
5	Structure and organisation (NF)

### Independent reading:

At CCA we have a wide variety of books available for our pupils for them to practise their reading.

In Reception, children have access to the reading corner every day in their free flow time and the books are continually refreshed.

Our selection of 'Inspired Reads' allows children to be inspired and motivated to practise. We ensure that reading practice involves certain attributes: It must be at the right level of difficulty, cover a sufficient amount of time, be guided by the teacher, and be enjoyable enough to sustain. To ensure we balance this, we are approaching independent practice using the following components:



## Implementation



### Subject delivery

Direct and Daily	Indirect and Daily	Direct and Targeted
Teaching of phonics and sight vocabulary. Explicit strategy instruction focusing on decoding and comprehension. Reading aloud (read-aloud) a wide range of quality literature. Explicit vocabulary development.	Wider independent reading. Exploration of vocabulary development within the wider curriculum. Engagement with literature in all curriculum areas.	High-quality, evidence based, structured interventions that support pupils trying to close the attainment gap in reading.

### Reception and Year 1 Methods of Delivery

Phonics	Read Aloud	Shared Comprehension
We teach phonics for 30 minutes a day. In Reception, we build from 10-minute lessons, with additional daily oral blending games, to the full-length lessons as quickly as possible. Each Friday, we review the week's teaching to help children become fluent readers.	Teachers read aloud to their pupils daily at the end of the day, so that they are able to model fluency and prosody.	Each reading lesson is designed to focus on three key reading skills: - decoding - prosody: teaching children to read with understanding and expression - comprehension: teaching children to understand the text.

### Year 2 Methods of Delivery

Phonics and Fluency	Comprehension	Read Aloud	Independent Reading
We timetable daily phonics lessons for any child in Year 2 and above who is not fully fluent at reading. We use the Rapid Catch-up assessments to identify the gaps in their phonic knowledge and teach to these using the Rapid Catch-up resources – at pace.	Each reading lesson is designed to focus on three key reading skills: - decoding - prosody: teaching children to read with understanding and expression - comprehension: teaching children to understand the text.	Teachers read aloud to their pupils daily at the end of the day, so that they can model fluency and prosody.	Daily independent reading.

### KS2 Methods of Delivery

Comprehension	Read Aloud	Independent Reading
Each reading lesson focuses on different reading skills and builds on from the previous learning across the cycle. There is a particular focus around fluency and vocabulary teaching, to ensure that children become proficient readers with a range of skills to allow them to 'fly high' in their reading. Children are exposed to fiction, non-fiction and poetry within the cycles, as well as built-in reading for pleasure sessions.	Teachers read aloud to their pupils daily at the end of the day, so that they can model fluency and prosody.	Daily independent reading.

### Library

All children have access to the school library. Each class has a protected library slot for them to read for pleasure and select from a wide range of books for them to enjoy. Every pupil has the opportunity to borrow a library book, each week, from the library and enjoy this at home. The children thoroughly enjoy their time in the library, sampling a range of reading materials with their friends.

## Impact



Every child will 'fly high' with their reading.

- Little Wandle Fluency Programme.
- Little Wandle Catch Up Programme.
- Little Wandle SEND Programme
- Language Link Intervention.
- Lightning Squad.



Assessment for learning is used:

- daily within class to identify children needing Keep-up support.
- weekly in the Review lesson to assess gaps, address these immediately and secure fluency of GPCs, words and spellings.

### Preparing for Year 5 and the future.

The reading curriculum at CCA is designed to provide a solid foundation for Year 5 and Year 6. We focus on developing fundamental literacy skills, ensuring that children establish a strong grasp of phonics, vocabulary, and comprehension. As pupils progress through CCA, the curriculum becomes progressively more sophisticated, introducing a diverse range of literary genres and complex texts. We incorporate a variety of reading materials, including fiction and non-fiction, to expose pupils to different writing styles and subject matter. Moreover, the curriculum encourages independent reading habits, allowing children to explore literature at their own pace and develop a genuine love for reading.