



[Reading@Chacewater School](#)

<b>Intent</b>	It is our intent at Chacewater to provide all pupils with a high-quality reading provision, which will enable our children to be well equipped to access all other learning on offer. We envisage that our pupils are able to read fluently and confidently in all subjects, across a range of genres, by the end of their primary school journey. This will be essential in developing a real love of reading and leave our pupils prepared for the next chapter of their education.
<b>Implementation</b>	<p><b>Reading Aloud to Children</b> To develop an enjoyment for reading: adults in school read aloud to children in daily dedicated 15-minute sessions; texts are carefully selected, using the Chacewater Reading Tree, which are beyond what the children could read themselves: and authors that they might not choose to read themselves.</p> <p><b>Reading Instruction</b> Word Reading: Phonics is taught daily, in EYFS and KS1, following the Read Write Inc (RWI) progression of sounds to ensure a systematic approach. Pupils who are struggling with decoding skills (preventing them from accessing reading material) have targeted interventions or are part of a smaller reading group. Targeted intervention follows the RWI scheme and the Fresh Start Scheme in KS2: staff implementing this are fully trained. Once children have completed the RWI programme, they move onto Accelerated Reader. The Accelerated Reader programme, ensures that children continue their reading journey in a structured way. Comprehension: The comprehension aspect of reading is taught through whole class and group sessions. The knowledge and skills that pupils need in order to comprehend are very similar at different ages. This is why the Chacewater Reading tree ensures that the complexity of texts read increases the level of challenge.</p>
<b>Impact</b>	<p>The impact of the teaching of phonics can be seen in daily formative assessment and in summative assessment through half-termly RWI and phonics screening at the end of year 1.</p> <p>The impact of the teaching of reading can be seen by formative assessment. The teachers focus their questioning on the National Curriculum reading domains. To support the children's understanding, dual-coding through 'The Pawsome Gang' is used.</p> <p>Summative assessments: EYFS, KS1 SATS, Y3/4/5 termly NFER assessments and in the end of KS2 SATS.</p>

## 'L E A P' Into Reading at Chacewater

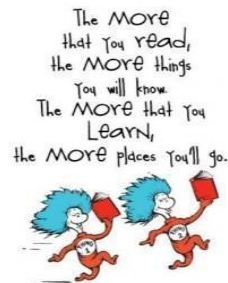
**L**ocal - We provide each class texts that are set in Cornwall or written by Cornish authors. For example: Soggy the Bear series by Michael Foreman; Storm Lion of Penzance by Troon Harrison; Dead Man's Cove by Lauren St John; Ingo by Helen Dunmore.

**E**ngaging - We want all our children to be passionate about reading. Every class has a dedicated reading zone, which includes a range of class favourites and cross-curricular books that are changed termly through the Education Library Service. We also encourage children to read throughout the day, providing access to reading material at break and lunchtimes. As a whole school we take part in National Events, such as: Roald Dahl's birthday celebrations and World Book Day. We provide a range of opportunities: visits to Truro library and the Education Library van, which visits twice a year: Invite visitors into school; authors; storytellers and performers. Attend the Hall For Cornwall to see productions of popular books; for example: Awful Aunties; The Gruffalo.

### **A**spiring & Ambitious

We make reading challenging and exciting by using a wide range of high-quality texts across a variety of genres. We ensure there is diversity within our reading curriculum through careful selection of texts – Chacewater Reading Tree. We are supported in this by: The Education Library Service; Centre for Literacy in Primary Education (CLPE); Pie Corbett Reading Spine; Book Trust; Accelerated Reader.

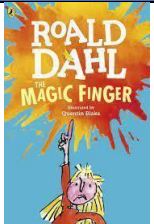
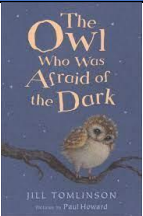
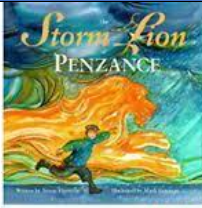
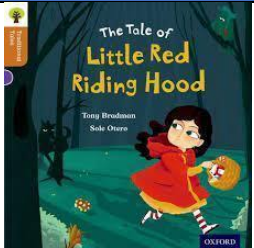
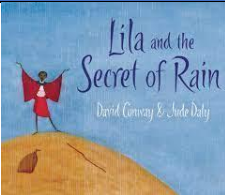
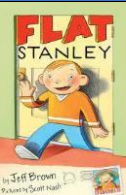
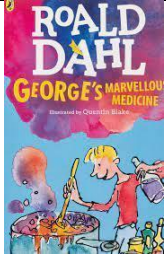
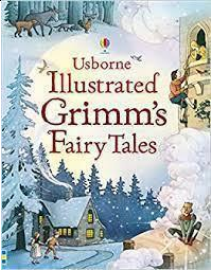

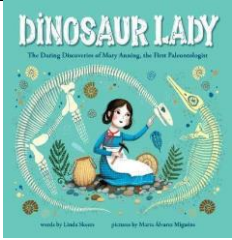
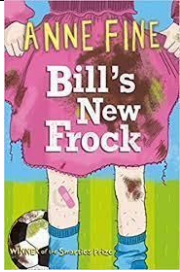
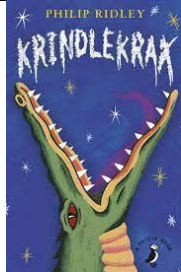
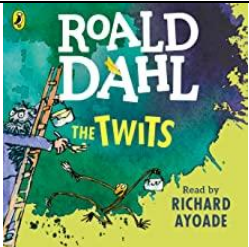
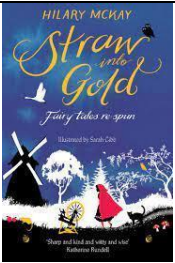
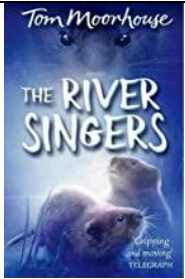
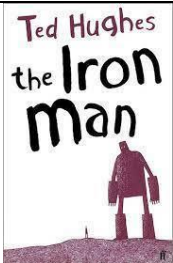
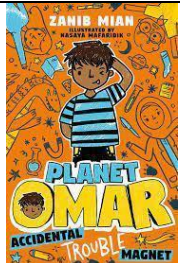
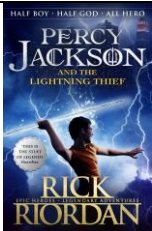
**P**owerful & purposeful - The skills of reading and a love of reading, ensure a world of opportunity for our children. Reading is essential to access not just the primary school curriculum, but is also preparation for learning at secondary school. As a skill necessary for life-long learning, it provides endless possibilities and opportunities for improvement and as a pleasure it feeds imaginations and takes us to people and places that we can only dream about.



## Chacewater School Reading Aloud to Children

Expose children to texts beyond what they can read themselves; developing an enjoyment for reading through daily dedicated 15-minute sessions

	Autumn Term		Spring Term		Summer Term	
	Build a bank of story and rhyme knowledge					
EYFS	 <p><b>Class Reads</b> Owl Babies, The Smartest Giant, The Colour Monster, The Rainbow Fish, What Makes Me and Me, Elmer The Elephant, My Funny Family</p>	 <p><b>Class Reads</b> The Jolly Postman, Farmer Duck, Christmas Story / Nativity, Rama and Sita, Stick Man, Room On a Broom, Gingerbread Man, Bonfire Night</p>	 <p><b>Class Reads</b> Chip, My mum the supermum, 10 superheroes, Supertato valley of doom, Supertato run veggies, Supertato, Superworm</p>	 <p><b>Class Reads</b> The Very Hungry Caterpillar, Tiger who came to tea, Diary of a wombat, Pig in the Pond, Monkey Puzzle, Dear Zoo, Snail and the Whale</p>	 <p><b>Class Reads</b> The Tiny Seed, Jack and the Beanstalk, Tree, Seasons come and seasons go, A stroll through the seasons, The Enormous Turnip</p>	 <p><b>Class Reads</b> Under the sea, Soggy the Bear, Where in the world shall we go? Chip the seagull, Lighthouse keepers Lunch</p>
Y1	<p><b>Storytime author</b> Jill Murphy</p> <p><b>Class Reads</b> The Colour Monster Dogger The three little pigs The three little wolves Roald Dahl: The Enormous Crocodile</p>	<p><b>Storytime author</b> Julia Donaldson</p> <p><b>Class Reads</b> The Toy Museum It's My Birthday Non-fiction (toys loan box)</p>	<p><b>Storytime author</b> Eric Carle</p> <p><b>Class Reads</b> 'A penguin couldn't do that'</p>	<p><b>Storytime author</b> Pat Hutchins</p> <p><b>Class Reads</b> The Gingerbread Man Going on a Bear Hunt Oliver's Vegetables / Fruit</p>	<p><b>Storytime author</b> Oliver Jeffers</p> <p><b>Class Reads</b> Lost &amp; Found Weather (non-fiction)</p>	<p><b>Storytime author</b> Rhonda &amp; David Armitage</p> <p><b>Class Reads</b> Stuck The Lighthouse Keeper's lunch</p>

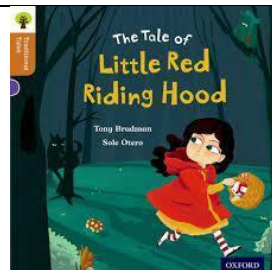
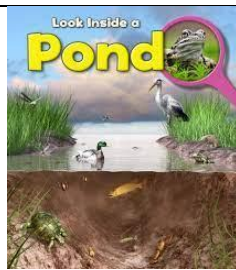
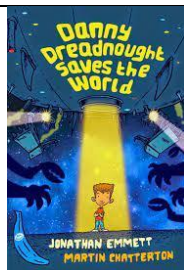
Y2	<p>Widening knowledge of texts and authors</p> <p>Sustaining stamina in listening and making connections within a book</p>					
	 <p>whole school author AR 3.1</p>	 <p>Link to theme: Flying AR 3.6</p>	 <p>Stories set in Cornwall Percy Pengeley and the Wibbly Wobbly, Mermaid of Zennor, Seal Surfer,</p>	 <p>Traditional tales AR 3.8 Little Red, Jim and the Beanstalk, Jack and the Beanstalk</p>	 <p>Stories from other cultures AR 3.9</p>	 <p>Longer text AR 3.2</p>
LKS2	Introducing children to a wider range of authors and contexts					
Y3	 <p>whole school author AR 4</p>	 <p>Traditional tales</p>	 <p>Link to theme: Rainforest AR 4.5</p>	 <p>Link to theme: Rocks &amp; Fossils</p>	 <p>Gender AR 4.3</p>	 <p>Stereotypes AR 4</p>
Y4	 <p>whole school author AR 4.4</p>	 <p>Traditional tales with a twist AR 5</p>	 <p>Link to Theme: Rivers AR 4.6</p>	 <p>Classic Text AR 4.7</p>	 <p>Muslim Family AR 5.2</p>	 <p>Link to theme: Ancient Greece AR 4.5</p>



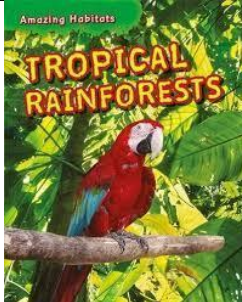
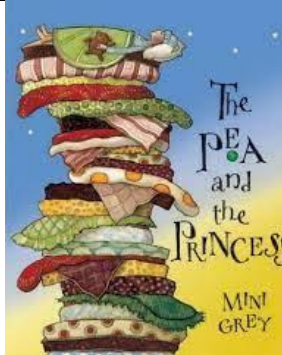
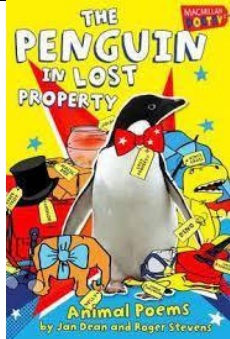
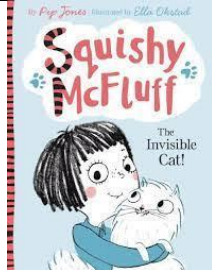


UKS2 Exposing children to challenging texts						
Y5	 <p>whole school author AR 4.7</p>	 <p>AR 3.8 MY</p>	 <p>Link to theme: Volcanoes AR 5.3</p>	 <p>Link to theme: Space AR 5.8</p>	 <p>Literary Heritage AR 4.7 MY</p>	 <p>Self-perception AR 3.4 MY</p>
Y6	 <p>whole school theme AR 4.7 MY</p>	 <p>Link to theme: Vikings AR 5.2</p>	 <p>Link to theme: Evolution AR 6.1</p>	 <p>Kurdish refugee AR 5.4</p>	 <p>Strong female lead AR 4.7 MY+</p>	 <p>Classic Literature AR 7.7</p>

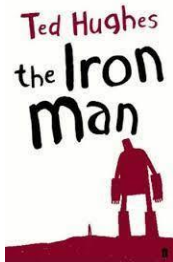
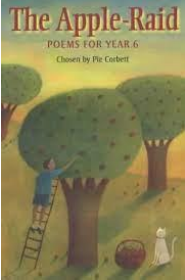

## Chacewater Reading Instruction

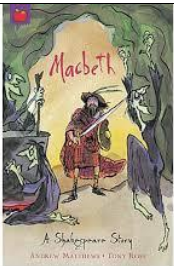

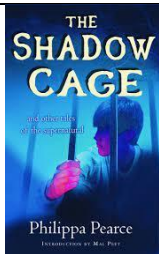
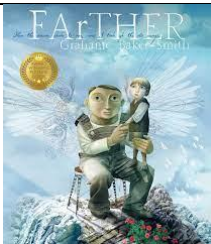
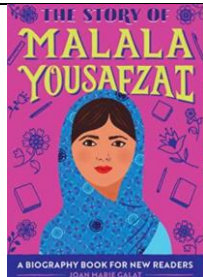
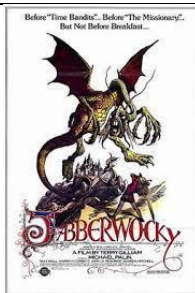
Intent: To teach the comprehension, decoding and phonics skills required to achieve age-related expectations

	Autumn Term	Spring Term	Summer Term		
EYFS Y1 / 2	Implementation and Teaching sequence supported by RWI Introduction: teach the context Comprehension focus: Questions to Talk About; Find it Questions; Prove it; Questions to read and answer Formative assessment supported by the 'Pawsome Gang'				
Year 2	Implementation: twice weekly 30-minute guided reading sessions Careful selection of text that is engaging and fit for purpose and are based on the learning needs of the class. Teaching sequence supported by Re-Think Reading				
Text			 Tony Bradman: The Tale of Little Red Riding Hood	 Louise Spilsbury: Look Inside a Pond	 Jonathan Emmett: Danny Dreadnought Saves the World
Focus			Making inferences Prediction	Vocabulary: clarifying Organisation of non-fiction books Answer and ask questions Predicting from the front cover and previous knowledge	Prediction: how the story will end. Making inferences Exploring how the author uses words to create effects

<b>KS2</b>	<p>Implementation: Twice weekly 30-minute guided reading sessions</p> <p>Careful selection of text that is engaging and fit for purpose and are based on the learning needs of the class.</p> <p>Teaching sequence supported by Re-Think Reading</p> <p>Teach the context: Start by teaching the required background knowledge and vocabulary. This provides a scaffold and ensures that the children start with the necessary information to engage with the text. Background knowledge is the most important component of language comprehension.</p> <p>Read the text twice in succession: The first read of the text focuses on modelling fluency and expression, and allows the children to develop an initial response. The second read then focuses on comprehension. Give the children a specific focus to keep in mind, such as tracking the emotions of the characters or identifying the descriptive language. Use questioning, supported by the Pawsome Gang and stem sentences.</p>					
<b>Year 3 Text</b>	 <p>Maudie Smith: All the King's Tights</p>	 <p>Jane Porter: So you Want to Be an Owl</p>	 <p>Leon Gray: Tropical Rainforests</p>	 <p>Mini Grey: The Pea and the Princess</p>	 <p>Jan Dean: The Penguin in Lost Property</p>	 <p>Pip Jones and Ella Okstead: Squishy McFluff The Invisible Cat</p>
<b>Focus</b>	<p>Fiction Traditional story conventions Summarising</p>	<p>Non-fiction predict what might happen from details stated and implied identifying main ideas summarising retrieve and record information</p>	<p>Non-fiction Clarifying words Organisation of non-fiction Retrieving information</p>	<p>Fiction Prediction - comparing to known texts. Summarising Inference – describing characters' feelings and justifying using the text and inference about the resolution of the story.</p>	<p>Poetry Prediction Clarification Inference</p>	<p>Fiction Dictionary definitions Inferring character feelings</p>



<p><b>Year 4</b> <b>Text</b></p>	 <p>Ruth Owen: Welcome to the Rock Pool</p>	 <p>In Your Dreams from the collection Short Too! by Kevin Crossley-Holland</p>	 <p>Kit Wright: The Frozen Man</p>	 <p>Ted Hughes: Iron Man</p>	 <p>Norman Nicholson: Weeds</p>	 <p>The Cat, The Dog, Little Red, The Exploding Eggs, The Wolf And Grandma's Wardrobe by Diane and Christyan Fox</p>
<p><b>Focus</b></p>	<p>non-fiction Text organisation Retrieving information Summarising</p>	<p>Fiction Clarifying words Inference Books structured in different ways Summarising</p>	<p>poetry Prediction Poetic language and imagery (personification, simile) Inference Questioning</p>	<p>Fiction Draw inferences, such as inferring characters' feelings, thoughts and motives from their actions, authors use language, including figurative language, considering the impact on the reader.</p>	<p>Poetry Clarifying vocabulary Exploring imagery Expressing likes and dislikes Free verse Differences between literal and inferential understanding</p>	<p>Fiction Traditional story conventions Text organisation themes Clarifying vocabulary Inference prediction</p>
<p><b>Year 5</b> <b>Text</b></p>	 <p>The Apple-Raid by Vernon Scannell</p>	 <p>The Viewer by Gary Crew and Shaun Tan</p>	 <p>DKfindout! Volcanoes by E. T. Fox</p>	 <p>Blue Bottle by Judith Nicholls</p>	 <p>Kensuke's Kingdom by Micheal Morpurgo</p>	 <p>Mysteries of Çatalhöyük: An Archaeological Investigation [online] by the Science Museum of Minnesota</p>

<b>Focus</b>	Poetry and biography Language choice Inference Historical context	Fiction Inferring about characters Prediction Exploring how language choice contributes to meaning Discussing texts Using texts to confirm answers	Reading for information Layout and presentation of non-fiction text	Poetry Clarifying vocabulary Inference Prediction Use of figurative language	Draw inferences, such as inferring characters' feelings, thoughts and motives from their actions, and justify inferences with evidence.	Online, multimedia text Texts structured in different ways Clarifying vocabulary Retrieving information
<b>Year 6 Text</b>	 <p>W. Shakespeare: Macbeth (Extracts)</p>	 <p>Michael Morpurgo: Beowulf</p>	 <p>Phillipa Pearce: The Shadow Cage and other Tales of the Supernatural</p>	 <p>Grahame Baker Smith: FaRther</p>	 <p>Biographies of inspirational Females</p>	 <p>Lewis Carroll: Jabberwocky</p>
<b>Focus</b>	Clarifying archaic words Reading stories from our literary heritage	Infer characters' feelings, thoughts and motives from their actions, and justify them with evidence. Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader.	Themes and conventions in ghost/supernatural stories Make comparisons across two stories. Inference Summarising from the main settings	Themes and 'big' ideas Inference: character/motivation Poetic use of language Using evidence from across a whole text	Infer characters' feelings, thoughts and motives from their actions, and justify them with evidence.	Read texts from our literary heritage Clarify words from the context and syntax Prepare and perform using intonation, tone and volume.