



Ysgol Fabanod Cwmaber Infants School

Reading

The Four Purposes

At the heart of our writing Framework lie the Four Purposes. Everything that we do is to enable These Four Purposes to be met:

- ambitious, capable learners, ready to learn throughout their lives
- enterprising, creative contributors, ready to play a full part in life and work
- ethical, informed citizens of Wales and the world
- healthy, confident individuals, ready to lead fulfilling lives as valued members of society

Our Vision

The What Matters statement “Literature fires imagination and inspires creativity” is a driving force in our vision for reading at Cwmaber Infants. We provide a variety of diverse literature that allows them to learn about their own history as well as exploring other cultures and beliefs, which helps to develop empathy. We recognise that our learners’ use of spoken language together with their listening skills will have a direct link with their progress in reading, so we ensure that a holistic approach is used to teach all areas of languages, literacy and communication. We provide a language rich environment in which our children develop a love of reading through Story books, well known nursery rhymes, Welsh books, poetry, information books, newspapers, big books and digital books. It is essential that we equip our learners with the vital reading skills that they can apply across all areas of learning, where they gain confidence and independence and appreciate the importance of reading as a life skill. We feel that it is essential to teach reading using a variety of approaches and strategies, including a structured and comprehensive phonics programme. Comprehension and understanding of what they read is as important as decoding, so we ensure that this a key skill from a young age. We aim to promote learners’ interest in reading for enjoyment, imagination and for learning. Wherever possible, we use Welsh contexts to develop Cynefin.

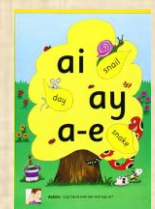
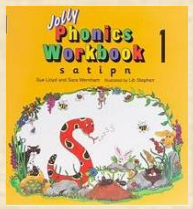
Principles of Progression

Increasing effectiveness as a learner
Increasing breadth and depth of knowledge
Deepening understanding of the ideas and disciplines within Areas
Refinement and growing sophistication in the use and application of skills
Making connections and transferring learning into new contexts

Oxford Reading Tree

We use this reading scheme, from Reception onwards. The characters and their names are introduced first, alongside the stage 1 picture books. As pupils learn the key words, they progress through the stages, reading fiction, non-fiction and poetry. We ensure learners have a range of reading experiences and focus on understanding rather than purely decoding. We have now invested in a full range of phonic based ORT books to support the learners who struggle with their sight vocabulary.

Sounds Family 3		
	Read	Spell
g		
o		
u		
l		
f		
b		

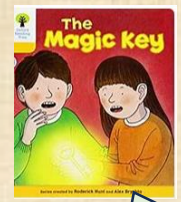


Guided Reading

We introduce guided group reading in Year 1 and continue on a fortnightly basis, throughout Years one and two. Rigby Star group Readers allow us to use carefully levelled texts, using a range of genres, to cater for the different reading abilities. Younger readers also use ORT books for GGR sessions. We use simple Welsh books to develop discussion and recognition of key vocabulary. We use GGR record sheets to record each session.

Assessments

We assess children’s phonics, Tricky word and ORT word recognition at the start of each term and informally throughout the year. In Year 1 and 2 we carry out the Salford Reading test in order to get a standardised reading age. This helps to ensure that appropriate reading books are provided and allows us to measure progress in reading. In Year 2, we use the National Reading Test in Autumn and Summer term to gather standardised scores and measure progress.



Tricky Words 1-10		
	Read	Spell
I		
the		
he		
she		
me		
we		
be		
was		
to		
do		

Tricky Words

We introduce tricky words through the daily Jolly Phonics sessions. We practise as a class, in groups and on an individual basis as part of 1-1 reading sessions using Home school packs.

Phonics

Jolly Phonics is used from Nursery onwards, through interactive whiteboard lessons taught daily. Sounds are taught in families and reinforced through whole class. Group and individual sessions. Each child progresses through the letter families at their own pace, practising on a 1-1 with the teacher/TA as well as at home. We begin blending sounds using Word Boxes, which reinforce the letter families, and these are also practised on a 1-1 basis. Each class has a Jolly phonics frieze to help children learn the sound of letters and vowel digraphs through mnemonics. The Year 2 class uses the vowel trees to support learners to make the same sound in different ways.

Reading Eggs

Reading Eggs is used from Nursery onwards, initially through Fast phonics then through Reading Eggs where pupils can earn eggs for the most activities, or most books read.

Home School Books

Reception children are given their home school reading pack during the first two weeks of the Autumn Term. This contains the character booklet, a reading book, Sounds family 1 and a reading record book for parents and staff to write in. This is all stored in a reading bag which is returned to school daily/on specified days

Independent Reading

All classes have an ERIC box of books which the children use when reading together as a class. They also have access to books linked to the topic in their reading area.