Cannon Lane Primary School

Reading Guide for Parents





Article 3: The best interests of the child must be a top priority in all decisions and actions that affect children.

Reading Intent

Every child has the skills to read, decode, blend and sound out so they can access the full curriculum by the end of Year 1. Then every child develops comprehension, deduction and inference to enable mastery of text analysis and composition throughout Year 2 until Year 6.

Reading Implementation

Cannon Lane teaches an English curriculum based on the National Curriculum for primary schools. At Cannon Lane we have our own creative curriculum model of doing this:

- English lessons
- Guided Reading sessions
- Big Reading
- Phonics (Letters and Sounds)
- Home reading books
- Independent reading
- Library books and visits
- Reading Challenge
- Reading interventions
- Reading across the curriculum

Each of the above work together to ensure reading is implemented effectively. This helps to achieve that every child is a reader by the end of Key Stage 1 and promotes engagement and passion in reading.

Word Reading

Skilled word reading involves the speedy working out of the pronunciation of familiar printed words (decoding) and the speedy recognition of familiar words. Underpinning both is the understanding that the letters on the page represent sounds in spoken words (Rose Review of the teaching of early reading, DfE 2006).

At Cannon Lane, our children follow the Letters and Sounds programme. This is in place throughout Reception and Key Stage 1. There are also some interventions in place for children in lower Key Stage 2. We are very proud of our teaching of phonics and have been recognised as a learning hub for Phonics by the local authority. Word reading is assessed through continuous teacher assessment along with assessments at the end of each phase of sounds on Phonics Tracker. This is supported by our levelled reading scheme which allows children to apply their decoding skills.

Comprehension Skills

Good comprehension draws from linguistic knowledge (in particular of vocabulary and grammar) and on the knowledge of the world. Comprehension skills develop through pupils' experiences of high quality discussion with the teacher, as well as reading and discussing a range of stories, poems and non-fiction
(Rose Review of the teaching of early reading, DfE 2006).

At Cannon Lane, comprehension is taught to children through English lessons and Guided Reading sessions.

We use Big Reading to teach children the skills of reading, this structured and consistent approach to covers the following areas:

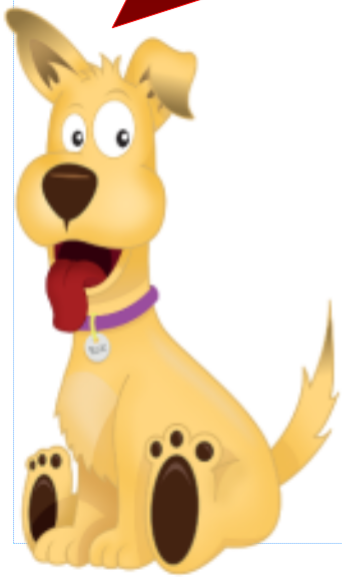
R-Retrieve information from the text
E- Explore the author's language
A - Analyse the structure and or organisation of the text
D – Deduce and infer (looking at deeper meanings in the text)

Each reading skill has a character to support children understand what that skill involves.

Hello! My name is Rex Retriever.

My favourite activities include:

- retrieving information from different texts;
- chasing after questions to find the answers;
- retelling events from the text;
- summarising what has been read
- Identifying 'Very Important Points' (VIPs);
- Skimming texts to get the main idea;
- Scanning texts to find exact information; and
- Referring back to and quoting from a text to back up my ideas



Hello! My name is Expi Explorer.

My favourite activities using my exploration skills include:

- Exploring texts in lots of detail;
- Discovering the different ways authors write for different effects;
- 'Power features' of big Writing found in texts-I love them!;
- Finding as many 'WOW' words as I can-the more the merrier!;
- Gathering sentences to find out how the author has written them in a deliberate way for a certain effect;
- Helping you ask lots of questions about why authors have written in certain ways; and
- Deciding on the author's viewpoint in texts they have written.



Hello! My name is Ansa Analyser.

My favourite activities using my analysing skills include:

- being incredibly organised– I like everything to be in the correct place;
- Labelling the key features of texts– I love headings, sub-headings, paragraphs, and so on;
- Playing jigsaws with texts. Nothing pleases me more than putting texts back together after they have been taken apart;
- Playing 'Spot the difference' with different types of text;
- Analysing the structure and organisation of lots of different text types-I love fiction, non-fiction, poetry, plays...You name it– I'll analyse it!; and
- Looking at how texts 'hang' together-how they link and flow from one thing to the next.



Hello! My name is Dood Detective.

My favourite activities using my 'deducing detective' powers include:

- Finding clues;
- Looking for evidence and thinking about what it suggests;
- Making connections between different pieces of information;
- Making connections between clues in the text and things that happen in our lives and the world around us;
- 'reading between the lines' to add more detail to the meaning of texts;
- Predicting what is going to happen next from clues in the story
- Making inferences and using the clues I have found to back up my thoughts and opinions.



Children participate in Big Reading lessons as a whole class once a week as part of their English lessons.

These skills are also developed in in guided reading sessions where they read in small groups with the support of an adult. During these sessions, children will focus on one of the above skills to develop.

English lessons are organised into units of learning around high quality texts. These are often linked to topic to promote enjoyment and purpose. These texts provide the stimulus of much of their writing work.

Comprehension is assessed through English lessons and Guided Reading against the Big Reading criterion assessment scale and against National Curriculum objectives on Classroom Monitor.

In addition to the above, children at Cannon Lane have the opportunity to read independently and listen to books read to them by an adult. Every class has a class book and this promotes comprehension and vocabulary skills as well as helping children to enjoy reading and losing themselves in a story.