



Reading at Moorside

National Curriculum:

Through reading, pupils have a chance to develop culturally, emotionally, intellectually, socially and spiritually. Reading enables pupils both to acquire knowledge and to build on what they already know. It is essential that, by the end of their primary education, all pupils are able to read fluently, and with confidence. Reading widely and often increases pupils' vocabulary because they encounter words they would rarely hear or use in everyday speech. Reading also feeds pupils' imagination and opens up a treasure house of wonder and joy for curious young minds.

Our Intent:	<i>Every child is a reader; every child at Moorside Primary School and Nursery loves to read for pleasure and uses reading confidently as a tool to improve their knowledge.</i>		
	Key Stage 1	Lower Key Stage 2	Upper Key Stage 2
Word Reading	<ul style="list-style-type: none"> • Read words with contractions [for example, I'm, I'll, we'll], and understand that the apostrophe represents the omitted letter(s) • Apply phonic knowledge and skills as the route to decode words until automatic decoding becomes embedded and reading is fluent • Read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes • Read accurately words of two or more syllables that contain the same graphemes as above • Read words containing common suffixes 	<ul style="list-style-type: none"> • Apply growing knowledge of root words, prefixes and suffixes (etymology and morphology) both to read aloud and to understand the meaning of new words • Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word 	<ul style="list-style-type: none"> • Continue to apply 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

	<ul style="list-style-type: none"> • Read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word • Read most words quickly and accurately, without overt sounding and blending, when words have been frequently encountered • Read aloud books closely matched to children’s improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation • Re-read these books to build up fluency and confidence in word reading 		
<p>Comprehension</p>	<ul style="list-style-type: none"> • Link what they read or hear to their own experiences • Discuss the significance of the title and events • Develop pleasure in reading, motivation to read, vocabulary and understanding. • Listen to, discuss and express views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently • Discuss the sequence of events in books and how items of information are related 	<ul style="list-style-type: none"> • Develop positive attitudes to reading and understanding of what they read • Listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks • Read books that are structured in different ways and read for a range of purposes • Use dictionaries to check the meaning of words that they have read 	<ul style="list-style-type: none"> • Maintain positive attitudes to reading and understanding of what they read • Continue to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks • Reading books that are structured in different ways, reading for a range of purposes • Increase familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions

- Become increasingly familiar with and retell a wide range of stories, fairy stories and traditional tales
- Be introduced to non-fiction books that are structured in different ways
- Recognise simple recurring literary language in stories and poetry
- Discuss and clarify the meanings of words, linking new meanings to known vocabulary
- Discuss favourite words and phrases
- Build up a repertoire of rhymes and poems learnt by heart, appreciating these and recite some, with appropriate intonation to make the meaning clear
- understand both the books that they can already read accurately and fluently and those that they listen to
- Check that the text makes sense as they read and correct inaccurate reading
- Make inferences on the basis of what is being said and done
- Answer and ask questions, predicting what might happen on the basis of what has been read so far
- Participate in discussion about books, poems and other works that are read to them and those that they can read for themselves, taking turns and listening to what others say

- Increase familiarity with a wide range of books, including fairy stories, myths and legends, retelling some of these orally
- Identify themes and conventions in a wide range of books
- Prepare poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action
- Discuss words and phrases that capture the reader's interest and imagination
- Recognise some different forms of poetry [for example, free verse, narrative poetry]
- Check that the text makes sense, discussing understanding and explaining the meaning of words in context
- Ask questions to improve understanding of a text
- Draw inferences such as inferring characters' feelings, thoughts and

- Recommend books that they have read to their peers, giving reasons for their choices
- Identify and discuss themes and conventions in and across a wide range of writing
- Make comparisons within and across books
- Learn a wider range of poetry by heart
- Prepare poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience
- Check that books makes sense to them, discussing their understanding and exploring the meaning of words in context
- Ask questions to improve their understanding
- Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence
- Predict what might happen from details stated and implied
- Summarise the main ideas drawn from more than one paragraph, identifying

	<ul style="list-style-type: none">• Explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves.	<p>motives from their actions, justifying inferences with evidence</p> <ul style="list-style-type: none">• Predict what might happen from details stated and implied• Identify main ideas drawn from more than one paragraph and summarising these.• Identify how language, structure, and presentation contribute to meaning• Retrieve and record information from non-fiction• Participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say	<ul style="list-style-type: none">• Key details that support the main ideas• Identify how language, structure and presentation contribute to meaning• Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader• Distinguish between statements of fact and opinion• Retrieve, record and present information from non-fiction• Participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously• Explain and discuss understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary• Provide reasoned justifications for their views.
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Implementation

Reading is at the heart of our curriculum; our curriculum at Moorside is centred around carefully-selected engaging class texts, driving our curriculum themes, which inspire our pupils to read and learn. Reading is explicitly taught, promoted and embedded throughout the curriculum:

- Class texts are used to gather information and deepen knowledge and understanding of other curriculum areas, such as history and science; these captivating texts support the launch of new termly topics.
- All classrooms include an age-appropriate inviting reading corner, offering children a quiet place to get lost in their favourite book with reading materials from a range of genres to appeal to all readers.
- All children take part in weekly guided reading sessions to develop reading skills, explore a range of texts in detail and participate in discussions (answering and asking questions) about what they have read.
- Children are read to regularly by adults, providing opportunities for children to enjoy and experience texts which they may not otherwise experience.
- All children have a reading book suited to their reading ability; children read their book to an adult regularly and change this frequently.
- Daily reading at home is celebrated with our High 5 Reader competition, whereby children in each class, who read 5 times a week, are rewarded termly for their effort.
- Authors of class texts and well-known children's authors visit the school to further promote reading and inspire our children as readers and writers.
- The Month of Reading Madness is an annual celebration, involving a wide range of fun and engaging activities to promote reading throughout school.
- Monthly Reading Cafés are held by classes, offering regular opportunities for children to share their reading environments with family and providing the chance to spend some quality time sharing favourite texts with family.
- Reading Plus (a personalised online reading program) is used by all Key Stage Two pupils to open the gateway to discovering reading as a source of knowledge, insight and joy, whilst developing all three domains of reading: physical, cognitive and emotional
- Children are given regular opportunities to share their developing reading skills with an audience by reading aloud in different situations: one to one with adults, reading to peers, reading in assembly, poetry recitals, annual performances and class debates, to develop confidence and show their understanding through intonation, tone, and volume, so that meaning is clear to an audience.

	Key Stage 1	Upper Key Stage 2
Impact	Children are proficient readers by the age of seven, decoding words fluently to read for pleasure and information. They can read fluently to infer information, express their preferences and identify links between books they are reading and have already read.	Children understand the importance of reading as a vital life skill. Their positive attitude towards reading result in them becoming confident life-long readers, who read for pleasure, as well as information. Children understand and use a rich bank of vocabulary and can state preferences regarding authors and genres, justifying their reasons. They can use their reading skills to research and further improve their general knowledge and have a greater appreciation of other cultures.