



## Moorside Primary School and Nursery

### Reading Intent

#### Intent

The National curriculum for reading aims to ensure that all pupils:

- develop a love of literature through widespread reading for enjoyment
- read easily, fluently and with good understanding
- develop the habit of reading widely and often, for both pleasure and information
- acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions
- appreciate our rich and varied literary heritage

Our Reading intent is echoed through our **school's vision**:

#### **-A culture of success and achievement for all**

*All children are supported to access the reading curriculum in line with their peers and feel successful through their developing fluency, enabling them to access a wider range of texts to read for pleasure. Progress in reading is celebrated and frequency of reading at home is promoted.*

#### **-An aspirational and inspirational curriculum**

*We aim to inspire our children through age-appropriate and inspiring class texts and purposeful opportunities to read for knowledge and to support learning across the curriculum.*

#### **-Strong relationships between the school, families, pupils and our community**

*Children are encouraged to read at least five times a week at home through our High 5 Reader competition, which rewards those children who do this regularly. We support our families with advice on how to help their children read at home and we share progress and successes in reading with parents through regular communication in children's reading records and a 'Marvellous Me' app, to engage them in their child's learning. They also receive a termly report about their child's progress and staff will contact parents prior to share any concerns to offer support at home.*

#### **-A whole school inclusive and nurturing ethos**

*Children can and will leave Moorside Primary School and Nursery as life-long readers who read for pleasure, as well as for information. We ensure this through a rigorous, systematic approach to teaching phonics, appropriate scaffolding, well-pitched questioning through whole class and group guided reading sessions and timely keep up, catch up support or pre-teaching. Targeted provision is put in place for ALL children not meeting age-related expectations in reading, to ensure rapid progress is made so that the children keep up with their peers.*

**-High expectations for all stakeholders, surrounding our children with the best educators and specialists**  
*Leadership of reading is rigorous and supportive for staff and children. As a team, teachers are reflective and open to development opportunities, collaboration and whole- school projects to continually drive further improvement. Teaching staff work closely to ensure consistency in progression and teaching strategies and assessment across all key stages at Moorside Primary School and Nursery.*

In line with our school curriculum intent and linking with the National Curriculum for Reading, at Moorside we:

***Ensure that 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.***

We teach reading through engaging daily phonics sessions in the Early Years and Key Stage One, and guided, shared and whole-class reading sessions from Years One to Six. With appropriate scaffolding and support, along with well-pitched questioning and challenge, ALL children access phonics and reading sessions pitched at age-related expectations. Reading is further embedded throughout the curriculum with daily opportunities for children to use reading as a key tool to improve their knowledge.

We follow Letters and Sounds for the teaching of phonics, ensuring children move systematically through the phases. Our reading scheme is clearly organised into the phonic sounds, as taught through Letters and Sounds, to ensure that children are able to practise and apply their current phonics knowledge through reading. Children are also encouraged to borrow books from our school library and classroom reading areas to enjoy with their families at home, so that they can experience listening to texts, as well as read independently to develop their phonic and decoding skills.

Reading inspires our children to be writers: we unpick author's use of language and writing craft, which the children then use as a stimulus for writing. We deeply value the importance of writers as readers and readers as writers and embrace all opportunities for children to use reading to gain knowledge and motivate them to use the vocabulary and grammatical skills that they acquire through texts to be confident and fluent writers.

As we are aware of the vital importance that understanding language and vocabulary has on our children's reading, we ensure that children are exposed to and explicitly taught new, age-appropriate and challenging vocabulary daily, across the curriculum. From EYFS to Year 6, we use agreed Word Aware strategies and take time to select appropriate class reads, focusing on a number of elements such as context and Lexile rating.

### **Implementation**

Our Moorside Phonics Pathway (which follows the Letters and Sounds programme) is followed meticulously from the Early Years to the end of key Stage One. Children who require additional phonics teaching in Key Stage Two (children who did not pass the phonics screening check in Year 2 and beyond) take part in daily 1:1 catch up sessions (as described in the Pathway) to identify and address gaps, ensuring these children make rapid progress, so that their reading attainment is in line with their peers. Daily reading to an adult and the online programme 'Reading Eggs' (KS2) is also used to support our children in making more rapid progress.

We use whole-class reading sessions to develop age- related comprehension skills (taken from the National Curriculum) through rich conversations about texts. Whole class reading sessions create interest and enquiry, support lots of hard thinking, and drive learning through talk. Every session focuses on foregrounding the pleasures of reading; every lesson is about enjoyment. Teachers model how to be a 'real reader', modelling their thought processes as a reader, including the questions which arise throughout the process. Teachers position themselves as a reader with the children, modelling what it is to be a reader.

Throughout the day, every child at Moorside is given a breadth of reading experiences: reading independently for pleasure, listening to stories being read for enjoyment, reading as tool for building on their knowledge, independent reading to develop decoding skills and reading to develop comprehension skills. Texts are carefully selected to link with learning across the curriculum. All children in Key Stage Two also use the online learning programme Reading Plus as an intervention for improving their fluency and comprehension skills.

### Word Aware

The following Word Aware strategies are used across school to ensure all children develop the necessary language and vocabulary to read and understand texts in line with national expectations and beyond: rewards for using powerful vocabulary appropriately in writing; key vocabulary is highlighted and explicitly taught across all curriculum subjects; adults read aloud to children to expose them to vocabulary they wouldn't necessarily be able to read themselves yet; powerful words and phrases are collected to use in own writing or talk; one specific word per lesson is chosen to be taught and this is identified on planning and added to classroom 'word pots'; SPAGERCISE sessions are used to support children in understanding syntax; and pre-teaching of some vocabulary in small groups is used where need is identified.

### Phonics sessions

Systematic synthetic phonics is taught using the Letters and Sounds programme throughout EYFS (Nursery and Reception) and Key Stage 1 (Years 1 and 2). Children are taught as one group (in their year group classes) so that every child has access to age-related phonics teaching. Some children are then given additional practice in small groups, or on a one to one basis, depending on identified needs. These practice sessions are regular and flexible, and in response to identified needs/ gaps in phonics knowledge and skills.

During daily phonics sessions, flashcards and interactive resources are used to support children in learning a new sound and/or using known phonemes in longer words. Phonics sessions follow the revisit and review, teach, practice and apply format and provide opportunities for application through reading and writing so that children can see how these skills are interrelated. Sessions are planned to ensure maximum participation for all children using the teacher (or teaching assistant) for modelling and facilitating. Lessons are kept fast-paced and usually last no more than 30 minutes: this is to ensure that all pupils are fully engaged and enjoying their phonics learning. The introduction of new GPCs is used as an opportunity to revisit other graphemes which make the same sound.

Formative assessment takes place during all phonics lessons, quickly identifying children who require additional support to keep up. Summative assessment takes place half-termly, where knowledge of each sound is checked, along with the skill of application when reading words. Teachers use the half termly Phonics Assessment (below) to track progress and identify children who require catch up support, along with the gaps which need addressing. Children who are not yet secure at their age related phonics phase, will take part in regular catch-up sessions additional to whole class teaching.

### Whole Class Reading

Teachers deliver whole class reading sessions following this sequence: prepare, read, react and process. The length of this sequence is flexible: it could range from 1 to 5 sessions. Each part of the sequence may be only a few moments or an extended piece of learning.

Each sequence begins by **preparing** children for the text they will be reading. Preparing helps to scaffold the children's first encounter with the text and provide them with necessary information and understanding required to access the text successfully. This may include recapping on previous reading, pre-teaching of vocabulary, pre-teaching of cultural, historical or geographical context etc.

During the **Reading** stage, a number of strategies are used to make pupils' reading of the text as engaging as possible and pupils are supported in keeping track while either listening to it or reading it for themselves. Some

strategies for reading the text may include reading one section at a time, reading aloud to pupils to model comprehension, modelling and reacting to 'I wonders', bringing the text to life through drama, echo reading (where children are encouraged to mirror expression) etc.

Children are given opportunities to then **react** to the text personally, as readers. They do this in various ways which could include, pausing to discuss impressions and reactions; dramatic writing: suddenly stopping and writing in role; recording immediate thoughts and reactions, discussing 'I wonders'; annotating the text with questions, feelings, thoughts; picking out favourite/most effective/most interesting word/phrase/line and explaining etc.

To further **explore** the text, pupils practise reading closely or analytically by making inferences, picking out words, phrases or details, making connections and finding evidence for ideas.

Children are then given the opportunity to **process** the reading and record their responses and understandings after discussion in writing, talk or another creative mode.

Teachers ensure all sessions include a vocabulary focus with key vocabulary visible and explained to the children, and all discussions and expectations are clearly modelled using extracts of the texts visible for children to follow. All lessons are carefully scaffolded and differentiated to ensure every child is able to access the learning, and questioning is used skilfully challenge and extend learners, making sure all children make expected or better than expected progress from their individual starting points.

The National curriculum objectives for reading comprehension are used to carefully plan these reading sequences; this ensures that learning is progressive and that all children access age-appropriate reading. Class texts are selected using a number of factors to ensure suitability and challenge for all year groups. The books are chosen to link carefully with learning across the curriculum (to support children in developing their knowledge, as well as love of reading). The Lexile rating of a text is used to ensure sufficient challenge and accessibility for every cohort of children.

Every child at Moorside has an individual reading book (appropriately selected for their age and stage) and a reading record to record their reading activities. Independent reading is rigorously monitored to ensure all children make good progress with their decoding of reading, as well as their growth of reading for pleasure. Reading Plus (a personalised online reading programme) 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.

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 reading corners or classroom provision areas are also stocked with information books linked to their current learning across the curriculum. All classrooms also have a phonics or spelling display, linked to current stage of learning and THRASS charts to support children when spelling. Use of these materials is modelled by adults.

We promote aspiration for reading through visiting authors, library and book shop trips and also through our annual Month of Reading Madness. This is to support our children in developing positive habits in reading for pleasure. We also hold regular Reading Cafés, with the aim to broaden children's reading opportunities with parents as a social event and an opportunity to share activities linked to stories together. Additionally, have visits from key figures, such as the Mayor and Kenyan storytellers for special assemblies to promote a love of reading.

## **SEND**

All pupils are supported to access the Reading curriculum for their age and stage. Gaps in phonic knowledge and reading skills are carefully identified and targeted provision is provided to ensure rapid progress is made. Specific reading targets and provision are clearly outlined on children's Individual Provision Maps (IPMs). Pupils on the SEND register are supported in a number of ways to ensure they access the learning for their age and stage along with their peers, whilst taking part in additional carefully-planned sessions to identify gaps and 'keep up.' Within whole-class and group reading sessions, children are supported in a number of ways to access the learning successfully; such support may include the following: peer reading support, use of images, word banks, pre-teaching of key vocabulary and themes, use of a range of media and varied ways of recording learning. Steps to Success are also used to ensure independent learning is organised into small manageable chunks so that all learners feel they are capable of achieving success. Individual timetables are also created for specific children to further support them with their decoding and comprehension skills. The timetables include daily reading to an adult, additional daily phonics, use of online programmes (Reading Plus and Reading Eggs) and additional comprehension activities. Our High Five Reader competition is used to track children, as well as reward those who read regularly at home; children with SEND and vulnerable children, who do not read at home, are prioritised to read daily with adults in school.

### **Assessing Impact**

The English Subject Leader and Headteacher monitor through lesson observations, planning and work scrutinies, as well as learning walks and pupil voice, to ensure that all teaching environments are up to date and used effectively. The Subject Leader talks to children alongside looking at their work, to gain an insight into the progression and development of reading and outcomes in each class from the children's perspective.

Termly data through PIRA assessments is analysed and scrutinised to identify areas for development and further resourcing for each year group. Data from Reading Plus and Reading Eggs (personalised online programs for children in Key Stage Two) is analysed regularly to monitor progress and identify strengths and areas for development for specific target children, as well as whole classes.

There is great emphasis on Assessment for Learning at all points within the lesson by the class teacher and/or teaching assistant and activities adapted during the lesson if necessary. Pupils who are identified for rapid keep up/catch up receive more targeted support as soon as possible by the class teacher or teaching assistant.

### **Impact**

- Children use their phonic knowledge to segment and blend words to decode their reading books accurately.
- Formative assessment takes place on a daily basis and teachers adjust planning accordingly to meet the needs of their class.
- Teachers develop their own subject pedagogy and CPD is provided through internal peer to peer modelling as well as external providers to continually improve the quality of teaching and learning.
- Pupils achieve and make progress. Key Stage meetings and pupil progress meetings target individuals who need rapid intervention and more regular monitoring.
- Children talk positively about reading and enjoy reading for pleasure.
- Children value the importance of reading as a tool for developing knowledge.
- Children use their reading skills to support them in all areas of the curriculum.
- Children can talk confidently about how they select a book to read for pleasure.

*H Rogan, English Subject Leader -Autumn 2021*