



## 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. Termly Reading Cafes are held at school for families of ALL children to celebrate and enjoy reading activities together. 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. Parents also receive a termly report about their child's progress.*

#### **-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 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, 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 the **Little Wandle Letters and Sounds Revised** programme for the teaching of phonics, ensuring children move systematically through the phases. Our reading scheme is clearly organised into the phonic sounds, as stated in Moorside's **Little Wandle Letters and Sounds Revised** Phonics policy, to ensure that children are able to practice 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 enjoy listening to texts, as well as reading 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 they acquire through texts to be confident and fluent writers.

## **Implementation**

The Phonics Policy for **Little Wandle Letters and Sounds Revised** 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 regular phonics interventions to address the specific gaps identified through regular assessment, 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 programmes 'Reading Eggs' (KS1) and 'Reading Plus' (KS2) are also used to support our children in making more rapid progress.

We use whole-class reading sessions from Year 1 to Year 6 to develop age-related comprehension skills (taken from the National Curriculum) through rich conversations about texts. Whole class reading sessions create interest and enquiry, supporting lots of hard thinking, and driving 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.

In addition to whole class reading sessions, group guided reading sessions are also used in Reception and KS1 for children to develop their fluency in reading, linked to their current phonics knowledge.

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 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 Reading Plus as an intervention for improving their fluency and comprehension skills.

**Phonics sessions** Systematic synthetic phonics is key to teaching children how to read. Therefore, we follow a rigorous systematic synthetic phonics programme, *Little Wandle Letters and Sounds Revised*, in order to teach early reading throughout Early Years and Key Stage One.

With reference to our Phonics Policy, in Nursery, we follow Phase 1. We plan whole class activities, activities in the areas of provision and make sure to capture opportunities as they naturally arise. In February, the children who are due to start Reception in the following September are assessed, and if they are ready, we start phase 2 with this group alongside their phase 1 work. This gives them extra practice at blending and segmenting, and introduces them to some letter names and sounds. In the second half of the summer term, the children due to start school visit the school library weekly and have the chance to borrow a book.

Children entering Year 1 should have secured the skills of blending and segmenting and have knowledge of the letters and sounds up to Phase 4. This should enable them to promptly start Phase 5, which runs throughout Year 1. All children will be taught Phase 5 phonics in the morning session. Through teaching Phase 5, there will also be opportunities to secure previous learning through the revisit and review element of each phonics session.

Children who are not yet secure at Phases 2, 3 and 4 will take part in a catch-up intervention through sessions additional to the whole class teaching. Phonics sessions follow the revisit and review, teach, practice and apply format and will 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.

Half termly phonics assessments and the Year 1 Phonic Screening Check date will be used to identify children who may need further phonics practice in addition to the class session. These one to one interventions will take place at appropriate times throughout the day.

**Whole Class Reading** Whole Class Reading sessions are taught using either the class text (fiction), a non-fiction text (linked to a current topic area/current affairs) or a poem. 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 in Key Stage Two to ensure sufficient challenge and accessibility for every cohort of children. Class texts for each year group (fiction, non-fiction and poetry) are carefully mapped on the **Literacy Key Texts** documents to ensure all children are exposed to a breadth and variety of texts to inspire and challenge throughout the year.

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.

**Individual Reading Books** Every child at Moorside has an individual reading book. These are taken from their year group's Recommended Reads shelf in the classroom (appropriately organised for their age and stage). Children who are reading below age-related expectation are given books appropriately matched to their stage of reading. Every child also has 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 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.

**Growing a LOVE of reading** 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 'Grow the Code' 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 a termly Reading Café, 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, we have had visits from key figures, such as the Mayor and a Kenyan storyteller 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, lesson studies, 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 analysis of PIRA papers identifies children who require additional intervention to ensure they reach their individual reading targets. These children take part in a SHINE intervention to address identified gaps. Progress made in the SHINE interventions is reviewed termly. Data from Reading Plus and Reading Eggs (personalised online programs for children in Key Stage One and 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 Jemmett, English Subject Leader - Autumn 2022*