

# Moorside Primary School



## Reading Policy



## **MOORSIDE PRIMARY SCHOOL PURPOSE, VISION & VALUES**

### **Our Purpose**

Moorside Primary is a school at the heart of our diverse community in the West End of Newcastle.  
We pride ourselves in being a caring school community where everyone is welcome.  
We strive to deliver an outstanding education for all our children.  
We help everyone to become caring and active citizens  
We encourage everyone to thrive and achieve their full potential.

### **Our Vision**

We want everyone in our school to work together to make us as good as any school can be.  
We want to create new opportunities for everyone to succeed.  
We want to create a culture which broadens all of our horizons.  
We want everyone to be able to tackle the challenges we will face in an ever changing world.  
We want all of our children to effectively engage with each other and with our community.

### **Our values**

#### **We all believe that**

Our local community deserves a school they can be proud of.  
We are a caring community where everyone is welcome.  
We all value, respect and support each other.  
Our community has the right to be safe and healthy.  
Our children should have the chance to enjoy and be enthused by their time in our school.

#### **We all work together to make sure that**

Everyone always tries their best and take pride in all that they do.  
Everyone demonstrates good manners at all times.  
Everyone respects each other and show consideration.  
Everyone respects and cares for our environment and resources.  
Everyone celebrates each other's successes and achievements.

## **Rationale**

Reading is a vital skill that will support children's learning across the whole curriculum. As a school, we work to ensure that our children are taught to read with fluency, accuracy and understanding through a variety of discreet and cross-curricular learning opportunities. Above all, we want children in our school to become enthusiastic, independent and reflective readers. Essentially, we want children to develop a pleasure for reading.

In order for our children to fulfil their potential in reading we need as much parental support as possible and our aim, with this policy, is to demonstrate how school and home can work together.

## **Our Teaching Philosophy**

The development of reading cannot be seen in isolation from writing, speaking and listening and other drama and performance activities. The best readers are the best writers - we read as writers and write as readers! Strategies for writing, speaking and listening and drama form an integral part of this policy.

At Moorside Primary School, we strive to give children a stimulating environment, where reading materials are presented in an attractive and inviting way. Furthermore, within English lessons we create an environment that stimulates the generation of ideas from high quality texts where all ideas are accepted and valued.

Teachers act as role models in their enthusiasm for both reading and writing by keeping up to date with current children's literature.

## **Aims**

- We aim to enable our children to read confidently, fluently, accurately and with understanding.
- We aim to foster an interest in words and their meanings and to gain an appreciation of books from a variety of genres.
- Instill children with a love of reading that lasts for their lifetime, share with them an enthusiasm for children's literature and help children to recognise the value of reading as a life skill.
- Encourage children to become enthusiastic and reflective readers by introducing them to good quality books, from a variety of cultures, diverse authors and in a range of different styles and formats.
- Develop our children's understanding of a variety of text types including non-fiction, fiction, poetry and drama.
- Develop children's confidence, fluency, and independence when reading for different purposes.
- Develop children's abilities to reflect on and have an interest in what they have read and the language and punctuation choices made by the author.
- Use drama and role-play, where appropriate, to immerse children in the text.
- Ensure our children have sound phonic awareness and use a phonics first approach to reading.

## **Teaching of Phonics**

At Moorside Primary we have heavily invested in and implemented a high-quality phonics programme called Read, Write Inc (RWInc). As part of the programme we have placed funding into training teachers and teaching assistants in the correct method to teach this particular programme. This is to ensure that we have a common understanding between those that teach the programme to enable our children to get the same consistent approach regardless of who is teaching them.

We have regular visits and development days with our RWInc consultant and during these days, staff are observed and given immediate feedback to ensure the high quality and consistent teaching of RWInc across EYFS and Key Stage One. There are small groups of children whom access RWInc in Key Stage Two and the delivery of RWInc is repeated within the school day to ensure swift progress.

Our RWInc consultant has trained and upskilled specific members of our staff that will support with internal CPD. All staff have access to the **Ruth Miskin Portal** where they can access online CPD videos and where individual pathways are set up by the Leadership Team so that they can improve their practise.

Children are assessed and grouped based on their progression through the RWInc colour system and this assessment should be carried out each half term, ensuring progress is made by all children. Those children who continue to be at risk of falling behind may be given additional booster sessions throughout the school day or will be identified as needing 1:1 tutoring.

Children who may have gaps in their phonological knowledge will be identified using the YARC assessment and then teachers can plan for their needs accordingly within Guided Reading sessions.

Our aim is to build on the progress children are making with phonics and apply these skills to their reading. The Senior Leadership Team and Middle Leaders monitor progress consistently and identify at an early stage when children are beginning to struggle and are at risk of falling behind. We then implement the correct support and extra help where appropriate. We have also provided and continue to hold RWInc workshops to support Parents/Carers in developing an understanding of RWInc and the ways in which can support their children with their learning.

For older children who join our school at different stages and have English as an Additional Language, we use a range of letter and sound recognition resources within Guided Reading sessions as well as implementing the RWInc programme.

### **Lexia Programme**

Lexia is an interactive program we have brought in to school using our funding as it has proven to be successful when implemented alongside the guidance of teaching staff. Lexia Reading is a computerised reading program that provides phonics instruction and gives children independent practice in basic reading skills. Lexia Reading is designed to supplement regular classroom instruction.

Lexia's research-proven program provides explicit, systematic and personalised learning. According to the National Reading Panel, there are five critical skills that children must master in order to become proficient readers: phonemic awareness, phonics, fluency, vocabulary and comprehension. Lexia allows children to work independently at their own pace through personalised learning based on their current reading needs. Teachers are notified when children need support or intervention and are provided with the resources for face to face instruction.

### **Shared Reading**

*The EEF KS2 Literacy Guidance document states that "reading comprehension can be improved by teaching pupils specific strategies that they can apply both to monitor and overcome barriers to comprehension". It goes on to say "strategies should be modelled and practised to ensure they become embedded and fluent". It concludes that "The potential impact of these approaches is very high, but can be hard to achieve, since pupils are required to take greater responsibility for their own learning. This requires them to learn three things: what the strategy is, how the strategy is used, and why and when to use the strategy. Developing each of the strategies requires explicit instruction and extensive practice".*

At Moorside, the whole class shares a text, which is targeted above their independent reading ability often using an enlarged text with the young children; this text is separate to the text they are reading in English. It may be chosen by the children or the teacher. It is an interactive reading experience that occurs when children join in or share the reading of a book or other text whilst guided and supported by a teacher. It provides a context for teacher modelling and applying reading skills.

In Key Stage One this may include:

- apply and practise phonics in context;
- teach text direction and 1:1 word correspondence;
- model and teach punctuation;
- make deliberate errors for children to spot, discuss and correct;
- mask words, part words, phrases etc. for prediction (cloze);
- re-read for fluency and accuracy -up to appropriate speed and expression;
- explore and infer word meanings –to extend vocabulary
- discuss to develop comprehension.

In Key Stage One and Two, to encourage deeper exploration of a text we use 'book talk'. This is where the adults models deeper understanding of the text through asking open ended questions out loud. We teach readers to be active thinkers in the moment of reading.

The guidance for this process is as follows:

- teach specific comprehension strategies;
- model the read aloud-think aloud method with the whole class on a regular basis;
- give the children opportunities to rehearse and consolidate using the strategies independently and in guided groups;
- focus on one strategy by using whole-class read aloud-think aloud;
- practise the strategy in small groups and over a number of sessions;
- when introducing a new strategy, ask pupils to use the strategy/ies already shown;
- model using multiple strategies;
- model across the curriculum.

### **Texts in English lessons**

Children at Moorside are exposed to a number of high-quality pre-selected texts that show progression throughout the year groups and key stages. Teachers are expected to base their English lessons around these texts, allowing the children to grasp a firm understanding of the text and acquire good vocabulary ready to apply to their own writing. Children need to develop a wide range of vocabulary to be able to make sense of the world around them. New vocabulary is acquired through being involved in a rich learning environment where good models of spoken language and written language are demonstrated, which is why we have invested in high quality texts for each class.

### **Guided Reading**

Guided Reading takes place in a small group, with a teacher or teaching assistant, and focuses on developing children's ability to become independent readers, thinkers and learners. The children are grouped by ability and read individual copies of the same text, which matches the reading level of the group. The text needs to be at the instructional level. Texts are selected from the school's guided reading sets of books which are located in the library. The recommended teaching sequence is used by all teachers.

The sequence is:

- a book introduction,
- strategy check,
- individual reading,
- returning to the text.

We use the following format with the children when teaching comprehension strategies within Guided Reading sessions:

- make connections with your own experiences, other texts and world knowledge
- make predictions asking yourself, 'I wonder why/what/if...' then read on to find out more
- visualise- create pictures in your mind about what you are reading
- infer- use clue in the text and think like a detective
- notice when your understanding has broken down and know how to fix it
- watch out for important words and phrases which will help with your understanding
- summarise- pick out the main ideas and information in the text- use skimming and scanning techniques
- think about the author's intent. What are they trying to convey in the text?

A file is kept in the classroom of evidence, possible question, possible activities and assessment information that can be accessed to allow for planning of guided reading lessons. These folders are monitored by SLT and MLT ensure guided reading is being taught regularly and consistently.

Guided reading occurs daily outside the English session and is based on a rotation during the week within the class. The children who are not engaged with adult led guided reading are given a purposeful activity to do independently e.g. spelling or vocabulary games, comprehension questions, pre-reading or a follow-up activity. AfL is key to ensuring all children are receiving learning tailored to their individual needs. Our school group teaching model alongside each child's individual assessment sheet and YARC assessment ensures delivery of learning is succinct.

For those children who have not passed a Phonics screening test, Guided Reading sessions must also have a phonic and word reading focus as well as other comprehension focuses.

### **Independent Reading Time**

The school has a library which can be accessed by all children. A timetable has been created providing each year group with a specific day to access the library. Children are able to select and read material which interests them, to assist them in fostering a genuine love of reading and to help them to appreciate its value. During independent reading time, children will read either their school reading book, a book which they have chosen from the school library or a magazine or newspaper. The school has subscriptions to magazines and comics.

### **Whole Class Story Time**

Regular whole class story time takes place in classes across the school. Texts appropriate to other curriculum subjects or objectives covered in the English lessons are read aloud by the teacher. These sessions also allow the teacher to check a child's comprehension, by asking literal and inferential questions, which aid deeper understanding of the plot and themes of the story, also increasing their vocabulary. These sessions take place in various locations around the school.

### **Reading Partners**

We have found great success in our older children sharing books and stories with younger children on a daily basis. This is an opportunity for children to share stories they have enjoyed and give all children opportunities to discuss their views of a story with other children. It allows for opportunities for younger children to be exposed to more challenging texts and gives older children the opportunity develop their own understanding of a text when the opportunities for questioning arises. Reading buddies are a pairing of one older and one younger child that meet every day to share a story; the time should be determined by the class teachers.

### **Cross Curricular Reading**

In order to create a cohesive and meaningful learning programme for our children, we identify links during the planning stage and give children the opportunity to use their subject knowledge and skills in real contexts.

Cross-curricular reading offers a creative way to develop children's knowledge, skills and understanding while motivating them to learn through stimulating, interconnected topics. Teachers are expected to plan cross curricular reading activities where the children will be 'reading to learn' but also rehearsing and consolidating the whole range of reading skills. For example, historical documents have the potential to offer a full range of genres from letters and diaries to official speeches and reports, from narrative accounts to poetry, from instructions to persuasive arguments and advertisements.

### **Teachers as Readers**

Teachers and teaching assistants are expected to regularly recommend books and to share a passion for reading with the children.

### **Talk for Writing**

We use some of the Talk For Writing strategies as another one of our tools for teaching and developing good reading skills.

There are two aspects of the Talk for Writing process that involve reading:

- reading as a reader;
- reading as a writer.

Reading the text as a reader:

- read, re-read, discuss and enjoy the written text fluently and with expression as a shared text – usually from an enlarged version.

Comprehension:

- identify evidence in the text, which answers questions – literal and inferential, mark up the text;
- identify key language features built in to the text and discuss their meanings and effects e.g. what difference would it make if they were changed?

Vocabulary:

- check meanings of words and phrases and explore their use investigate alternatives to author's choices etc.
- magpie words and expressions –save for future use.

Text structure:

- identify sequence and story plot of text ready for boxing up.

Reading the text as a writer:

- boxing up, labelling each section of the text in sequence to capture its overall structure.
- then identify key elements of each section in generalisations that can be applied to other content.
- co-construct toolkits focussing on how writers create an effect.
- ensure that working walls or washing lines display maps, texts, word banks, sentence patterns, etc.

### **Display**

We recognise the important role display has in informing, stimulating, motivating and celebrating the work of our children. Reading will be in evidence in all classrooms. Each class has an English themed 'working wall'. The purpose of the working wall is to support the children in their current learning and enable them to become more independent. Both aspects are of utmost importance in the primary classroom. All children must be taught how to use it and teachers must keep it up to date with the current unit being taught.

A working wall should typically include the following:

- learning intention;
- immersive examples eg the text type – annotated with key features and questions for the children to consider and respond to;
- key vocabulary and images as appropriate;
- examples of the teacher's work/modelling from the lesson, accompanied by annotation.

### **Equal Opportunities**

In line with our Inclusion Policy, we believe all children are entitled to high quality teaching and learning, with regard to reading and we embrace the philosophy of inclusion.

### **Special Educational Needs and Disabilities**

All children with Special Educational Needs and Disabilities will follow the same educational curriculum as their peers, differentiated where necessary to meet their individual needs. When selecting a phonically decodable book for guided reading, teachers must ensure that it consolidates the teaching of recently taught phonemes and high frequency tricky words. Children who are making slow progress with their reading need to be heard read by an adult at least three times a week. Additional resources to support for children who are struggling to make progress with their reading will be directed by the SENCOS alongside the teachers.

### **Work with other Professionals**

Speech and Language Therapists- to identify children struggling to access specific reading skills.  
ASAP team- to support children facing cognitive barriers to learning.

Staff have had training to identify signs and symptoms in relation to dyslexia and children should be referred if there are any concerns.

### **Assessment and Monitoring of Progress**

At the start of the academic year, teachers use data from previous assessments to inform their planning and identify key priorities for the cohort.

Each child will have also undertaken a YARC assessment. The data collected from the YARC is then analysed by the class teacher to inform their planning. The YARC categorises children into four quadrants based on their fluency in reading and comprehension skills. Teachers use this data as a base line to target gaps in children's learning and give each child personalised learning to close those gaps. The YARC is a tool to be used to inform planning, teachers should not use it as the sole basis on which to group and assess children. It can be used to plan and implement bespoke curriculums for children so that all of their learning needs are met.

In Foundation Stage, children's reading ability is assessed using development matters. Base lines are set out in the autumn term and updated regularly. Alongside this, children's phonics ability is assessed every half term to monitor progression through the RWInc scheme. This then informs the teacher's assessment and is used to update the assessment.

In Key Stage One, children still accessing phonics should be assessed every half term to monitor progress and movement throughout the RWInc stages. A practice phonics screening is also carried out in the spring term for children in Year One and children who are resitting in Year Two. Teachers can also assess children's reading ability using reading assessment sheets which we have for each child. These assessments are then put into the school tracking system at the end of each term.

All teachers assess all children's reading ability using reading assessment sheets which we have for each child. These assessments are then put into the school tracking system at various points throughout the year.

### **Book Areas in the Classroom**

Each class has an established book area and these include the following:

- Non-fiction books linked to the class topic.
- Book banded reading books.
- Longer, more challenging texts.
- Books which link to the genre being covered in English.
- Picture books.
- Dictionaries, Thesaurus and atlases.

Books should be organised and be easily accessible to the children. Banded reading books are sorted into boxes, colour coded and labelled to assist with organisation. Children should be actively involved in the management of the area.

Subject specific books have dedicated areas around the school. They are labelled with the subject and the units studied within each subject to make them easily accessible. Children should be taught to access these books independently and should be actively involved in organising and managing each of these areas.

### **Library areas in School**

We have created a library area which is timetabled for classes from Early Years to Year six to use. These have a wide range of fiction, non-fiction and poetry books as well as comics, which also includes a range of dual language texts. The environment is welcoming and inviting and provides a space where children are able to access texts that interest them. It invites children to sit and share a text with others and provides opportunities for role play and drama.

Children should also be actively involved in maintaining and managing this area; librarians are chosen from upper key stage two to check the maintenance of the library and possibly recommend books to those using the library. They also show younger children how to use the library correctly e.g. putting

books in to the correct place and on to the shelves correctly. However, it is each year group's responsibility to ensure the library and books are cared for and kept tidy.

### **The Care of Books**

All teaching staff will encourage children to treat books with care and respect. Caring for books should be reiterated by all adults and children should be shown how to care for books properly.

### **Book Bags**

Strong school reading folders are provided for every child from Reception to Year six at whatever point they join the school. All children are expected to bring their book bags in every day and this is monitored.

### **Parental Involvement and Home Reading**

Parents/Carers are asked to share books with their children and hear their children read at home. Once the book has been shared with the Parent/Carer, they can write a comment about the book in their reading record. For children, teachers should model appropriate comments that can be made when commenting independently. The child will then be able to select a new book from the appropriate reading box. Children are expected to bring their reading record book into school every day allowing them to read a variety of texts throughout the week. This is monitored using a home reading record folder, where all children have an individual sheet and they are expected to sign the books they take home, in and out with the date and title. These are readily available in a folder in all classrooms.

Information sessions for Parents/Carers take place throughout the year and they are actively encouraged to come into school to support their children.

### **Homework**

Homework will be given out in the form of half termly overview sheets that show the key texts the children will be studying, they will list key questions linked to the texts as well as key vocabulary that could be explored further at home. The main homework across the school will consist of a reading book which will be taken home on a regular basis as well as a list of key words to explore, rehearse and spell.

### **Links to other policies**

- English Policy
- Writing Policy
- Reading Intent, Implementation and Impact document
- Curriculum Policy
- Curriculum Intent, Implementation and Impact document

Date to be implemented	September 2023
Date to be reviewed	July 2024