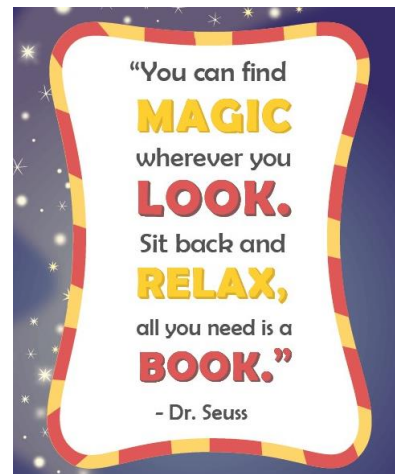


Moorside Primary School

Reading



Intent, Implementation, Impact

Intent

At Moorside Primary School it is our intent to ensure that, by the end of their primary education, all children are able to read fluently, with confidence and passion, in any subject by establishing an environment where reading for pleasure is at the forefront and for children to be able to access and acquire knowledge across the curriculum using their comprehension skills.

We believe that the teaching of reading is integral to a child's understanding and appreciation of the world around them; a platform that allows our children to see beyond what they know, share in cultural experiences and develop the vocabulary they need to effectively express themselves. Our reading curriculum strives to create the perfect balance between instruction in cognitive reading processes which develop the children's technical and comprehension skills and affective experiences which foster a lifelong love of reading. Through this, we cultivate the behaviours that they will need, to be discerning readers as they read frequently and widely using self-regulation strategies and discuss what they read.

Implementation

As stated in the National Curriculum programmes of study, reading consists of two very clear dimensions:

- word reading
- comprehension (both listening and reading).
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It is essential that both are implemented in different ways as they require contrasting teaching strategies and approaches. The success in both of these dimensions lead to a child becoming an effective reader in-line with expectations.

Word reading

The initial approach to word reading is the same regardless of age. A child within Reception will follow the same process as a child in Year Four who is new to English.

Moorside has fidelity to 'Read Write Inc', produced by Ruth Miskin, which is a fast-paced, rigorous and structured phonics programme. It allows staff across school to deliver our intent through its consistent and systematic teaching approach. Children are taught the relationship between sounds and the written spelling pattern, or graphemes, which represent them. Regular training, monitoring of teaching and regular assessment of children, ensures high-quality teaching that is appropriate to the needs of each child. This systematic teaching of phonics has a high priority throughout the Early Years Foundation Stage and Key Stage One, also Key Stage Two where children are below age related expectations.

The children, following regular, routine assessment, are grouped by ability to ensure swift, effective teaching at a pace that ensures an appropriate timely progression in learning. Within these lessons children are actively engaged as they participate in speaking, listening and reading activities that are matched to their current needs.

Observations and continuous assessment ensures children are stretched and challenged, whilst also identifying those who may need additional support. Timely intervention is planned for those children who are working below expected levels as soon as their needs are identified.

As a school we recognise that systematic, high quality phonics teaching is essential, but additional skills and opportunities are needed for children to achieve the goal of being a well-rounded reader. Both during and after the completion of the 'Read, Write, Inc' phonics programme, children build on, revise and consolidate all grapheme-phoneme correspondences (GPCs). This in turn allows children to embed their knowledge transferring this from their short term memory to their long term memory. This will be supported by

practise in reading books within school and at home consistent with their developing phonic knowledge and skills, also their knowledge of common exception words.

While children are developing their word reading skills, in addition to a phonics lesson, they have opportunities in guided reading sessions weekly to apply these skills as they continue to read a range of text types that match their ability.

On a daily basis all children take home a reading book that is also matched to their reading ability to consolidate learnt skills at home. All reading books for children continuing to develop their word reading skills are colour coded progressively, accessible and organised effectively to allow both adults and children to select appropriately. Children also take home a library book, which the children have selected themselves for enjoyment purposes.

The lowest 20% of readers are identified within each class and will receive additional intervention to that all children are expected to receive. The approach to this, including strategies and resources, is dependent on the individual needs of the child.

Comprehension

Comprehension skills are developed throughout all stages of education. Initially this begins as oral comprehension within EYFS transitioning to comprehension based on written text once children are word reading speedily all of the forty plus phonemes.

Speaking and listening alongside developing children's vocabulary is a high-priority across the school. All children should listen to and discuss a wide range of stories, poems, plays and non-fiction texts; including whole books. Children listen to adults read aloud daily in a variety of contexts. The purpose of which is to model pace, intonation and accuracy. During these opportunities the modelling of vocabulary clarification is key to the development of comprehension.

Within English and literacy activities/lessons a focus text allows the opportunity to delve into the features and content with depth. All texts from Playgroup to Year Six are chosen strategically in order to expose children to a rich range of vocabulary and literature and to broaden children's horizons through exploration of authors' language, choices, characterisation, and experiences. These strategically mapped out texts provide progressive opportunities for children to ask questions and infer reasonable responses around a plot, character and theme. The texts selected are a range of genres are mapped out across the year by the senior leadership team to ensure all children are exposed to fiction, nonfiction, plays and poetry. This exposure is continued through class texts (whole class read), guided reading, home reading and independent reading in class. Additional weekly guided reading lessons are planned according to the ability of children relating to their level of understanding and inference.

Children are grouped on their ability assessed through continuous observations and discussions alongside more formal assessment. Twice yearly, or when appropriate, all children who are word reading fluently complete a YARC (York Assessment of Reading Comprehension). This is done on an individual basis and from this children are grouped based on the Simple View of Reading. This allows guided reading lessons to be strategically planned to meet individual needs and to challenge through higher order thinking skills.

Within guided reading lessons a range of strategies are used that best meet the needs of the children and the progress needing to be made. Within guided reading, opportunities are planned for children to be exposed to texts that can challenge their reading skills. Through effective scaffolding from the teacher, children will be able to carry out comprehension skills on a text that offers appropriate challenge.

Impact

At Moorside the impact of daily teaching and learning is measured and monitored through a variety of means. This includes informally on a day to day basis through assessment for learning and more formal assessments that may take part at various times within the school year. Regardless of which type of assessment, it all serves the same purpose, that is to assist in identifying what child can do and their next steps in learning to ensure achievement and success.

Monitoring of whole school teaching and learning is fundamental in order to have a strategic approach that ensures all children achieve their full potential throughout school. This educational provision delivered, best suited to the needs of every child, is everyone's responsibility.

Continuous monitoring of the impact of our implementation is key to ensuring no child is left behind and all children reach their full potential. The purpose of which is to:

- ensure all children make the appropriate amount of progress that enables them to be ready for the next stages in their education
- identify children who are not making the relevant amount of progress and identify what gaps there are in their learning and how they can be addressed on a day to day basis through high quality first wave teaching
- identify children who are not meeting age related objectives so that a rigorous and strategic plan can be put into place to ensure swift progress based on individual needs that may comprise of a range of methods including pre-teach and additional intervention
- identify children who require additional challenge, breadth and depth

Impact is measured through a variety of means that all play a fundamental part in understanding each child as a whole. This can include day to day discussions with children, observations of children, written work, results and answers to tests or quizzes, parent/carer feedback and home reading records. On-going day to day, termly assessments highlight areas of need along with strength.

The frequency for more formal assessments is dependent on the reading focus being assessed and the ability of the child against age-related expectations. These can include:

- Read Write Inc assessments (half termly)
- YARC assessments (can be termly or annually)
- Pupil voice (termly)
- One to one reading (termly)
- Baseline assessments (annually)
- End of year assessments (annually)

In combination with assessments the impact will be evident in the attitudes, engagement and enthusiasm towards reading by adults in school, children and their parents/carers on a daily basis. Some evidence of this will be seen in the:

- enthusiastic approach children show when selecting, talking about and sharing a variety of books and text types
- children bringing to school their reading folders each day
- children taking books home to read daily (not necessarily new books each day)
- comments made by children and parents/carers in their reading records
- comments/discussions by children in reading sessions in school
- success, confidence, discussions children have with each other not directed by an adult regarding, books and authors, any text types they have read
- various embedded reading strategies demonstrated by all children at all times, not just in a reading lesson, linked to both word-reading and comprehension.
- good understanding all adults (including parents/carers) demonstrate when supporting children read.