

# Reading Subject on a Page



<b>Leader:</b> Johanna Nickolls
<b>Rationale – National Curriculum &amp; Scheme if appropriate (Website links / CPD Support)</b>
National Curriculum, Reading Plus, Vocab Ninja
<b>Intent:</b>
Reading is a life skill which is the cornerstone to enabling our children to become articulate communicators and we use the National Curriculum to do this effectively. We believe that all children should have the opportunity to be fluent, confident readers who are able to successfully comprehend and understand a wide range of texts. We want pupils to develop a love of reading, a good knowledge of a range of authors and be able to understand more about the world in which they live through the knowledge they gain from texts. It is not only key for academic success across the whole curriculum but remains a crucial lifeline which prepares pupils for the next stage of their education. The aim for all of our children is to be able to read fluently and with confidence in many subjects. The foundations for successful reading at Moorhill are formed through our comprehensive phonics programme: Read Write Inc. We use Read Write Inc because it provides a succinct, repeated learning process which allows Moorhill children the opportunity to embed new skills before applying them in a comprehensive manner. At Moorhill, we understand the importance parents and carers have in supporting their child to develop word reading, comprehension skills, fluency and a love of reading; we aim to encourage a home-school partnership which enables parents and carers to understand how to enhance the skills being taught in school through good quality texts
<b>Implementation:</b>
We have organised reading into the following stages: Read Write Inc Phonics Programme How we read TO children How we read WITH the children How children read BY themselves  There is a clear structure provided to all staff for the teaching of Phonics, Reading For Pleasure and Guided Reading.
<b>Impact:</b>
As a school, we always aim for children to leave Moorhill as competent readers who can recommend books to their peers; have a hunger for books and seeking out new authors, texts and genres which includes poetry and have a growing confidence in evaluating and discussing authorial language. As a Year 6 reader, transitioning into secondary school, we aspire that children are fluent, confident and able readers, who can access a range of texts for pleasure, as well as use their reading skills to unlock learning and all areas of the curriculum. Our outcomes will always aim to be at least in line with national averages for both age-related and greater depth expectations in both Key Stage 1 and Key Stage 2. We want our pupils to acquire a range of self-help strategies so that they have the tools to continue to improve their reading skills in the future. We firmly believe that reading is the key to all learning and so the impact of our reading curriculum goes beyond the results of the statutory assessments.
<b>Learning Environment:</b>
The school will have a culture that promotes reading and the exploration of authors. Each classroom will have a reading display. It is impossible to force children to read for pleasure but we know that we can inspire them to engage in reading wildly. Even though we celebrate reading through activities such as World Book Day, dressing up days and other national celebrations, we also employ other core strategies to sustain voluntary reading. <ul style="list-style-type: none"><li>• Adults to read aloud regularly</li><li>• Informal book talk and recommendations from adults and friends</li><li>• Encouraging the use of the library both in school and locally</li></ul>

- Providing time to read

Sociable reading environments, reading together and sharing books.

Lesson Structure:(Explicit Teaching, Cognitive & Metacognition Strategies, Scaffolding, Flexible Groups, Technology)

Reading is the teaching of reading through ‘explicit instruction and conscious effort’. It will take place daily for 25 minutes and introduce a wide range of literature and non-fiction; explanations, modelling and support from the teacher for different aspects of reading, including fluency and allowing the children to think deeply and discuss a range of rich and challenging texts.

During these sessions, to ensure that the vocabulary gap does not widen further, children who are not able to read fluently will receive specific reading support in smaller groups. The whole school follows a similar plan so that it is sequenced effectively. Lessons will allow children to engage with a wide range of human experience: why characters make the choices that they make and why they feel what they feel. It will give them a chance to consider ideas beyond their experience.

The text for each reading lesson can be more challenging than the children might be able to understand independently because the teacher will be there for support. Even those children with less well-developed language or reading skills will be exposed to the challenging texts. Support for those children might be targeted questioning, further explanations, pre-teaching of vocabulary or the chance to re-read the text after the initial reading as a smaller group.

Teaching will also expose the idea of VIPERS (Vocabulary, Inference, Prediction, Explanation, Retrieval, Summarise and Sequence). Teachers will provide mental models for how each aspect of this works whilst activating their background knowledge and keeping inside the story. For example, asking children to talk to their partners and predicting what happens next based on what they have read, or visualise a character based on reading a description.

Socrative may be used for live assessment within Guided Reading lessons. This is accessed via Showbie.

Teachers will ensure that they use the model of I do, We do and You do, as part of the modelling process. Priority should be given to locating and retrieving information because from there inference, sequencing and explanation type questions can be accessed. We use texts provided by Vocabulary Ninja and other quality resources. *Please see Appendix 4 for the Guided Reading Spine for Year 2-6*

Planning: (Questioning, Vocabulary, opportunities for fluency & automaticity)

Planning structures are provided within the Reading Policy with detailed information for each week of the school year for each class from Year 2 to 6.

Adaptive Teaching (EEF 5 a day) & Intervention

Lessons are adapted based on live tracking and use of assessment for learning.

Teaching Slide Templates

Date and WALT. Progression of the learning through the week. Teaching materials used. One document for the week. Identify clearly the VIPER being used in each stage of the teaching.

Child’s Book Format:

Books will show the use of Ninja Reading Comprehensions with a consistent approach to these tasks (clear overview in the Reading Policy)

Feedback & Marking: (If Showbie is used – how?)

Live marking will be used with individual support given as required. Showbie may be used along with Socrative to generate quizzes and marksheets.

Assessment:

An assessment is formative if it is designed to lead to a change in what the teacher (or the pupil) does (Black & Wiliam, 1998; Speckesser et al, 2018).

Formative assessment is useful for **gathering evidence** to be used as **feedback to improve learner performance**, identify gaps and address them, It must be integral to effective teaching on a day-to-day basis.

Assessment for Learning is constant and leads to adaptive, responsive teaching across the reading curriculum. To support with this staff use Arbor to complete regular live tracking using grades: Above Track, On Track and Below.

Enrichment, British Values, SMSC & Cultural Capital:

Author selections and books read to the children offer opportunities to develop these areas.

Learning Away from School

Showbie and Reading Plus allow for reading tasks to be shared and accessed away from school.

Student Leadership Opportunities:

The development of Book Clubs will include the role of children as reading ambassadors		
23/24 Impact: (Key Milestones / Outcomes / Group Outcomes/ Progress, etc...)		
Development of structured reading system for Year 2 to 6 through the purchasing of reading scheme books. CPD on the teaching of reading. Introduction of Reading Diaries. Refreshed training for staff in the use of Reading Plus RAG rated reading record sheets completed for each week All children to read with class teacher at least once per week		
24 / 25 Priorities: (Monitoring / CPD / Parents / Events)		
Socratic as a Showbie tool. Reading for Pleasure. Book Clubs. Audit and review of Reading Policy.		
Grading:		
Developing	Securing	Embedding