



Overview

Reading is at the heart of the curriculum at Moorside. Throughout school, a love of reading and an appreciation of books is fostered through highly engaging learning opportunities and immersive experiences that are linked to high quality texts. It is these carefully chosen class texts which drive learning in other areas of the curriculum.

Early Reading

At Moorside, *phonics* is taught through the *systematic, synthetic phonics* programme Read, Write Inc. *Fidelity to the programme* is achieved through consistent delivery of the programme that follows the Read, Write, Inc. approach with enhanced elements to support our school context. Resources are all endorsed by Read, Write, Inc. and compliant their programme.

Throughout the programme; children learn the grapheme-phoneme correspondences of the English alphabetic code: the 150+ graphemes that represent 44 speech sounds. They rapidly learn sounds and the letter, or groups of letters; they need to represent them, in three sets of '*speed sound lessons*' and '*word time lessons*'. Children engage in daily writing practice (spelling and writing activity). Simple mnemonics help children grasp the letter-sound correspondences. This knowledge is taught and consolidated every day. This begins in Nursery and continues throughout school to Year 2.

High frequency words that are not phonetically regular are taught as 'red words'.

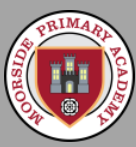
Once ready, children are given phonic books within the lessons that are accurately matched to children's increasing knowledge of phonics and red words so that, early on, they experience success that develops confidence. Repeated practice of the same book throughout the week increases their decoding and builds fluency. Children will read a ditty/book at least three times throughout the week.

The first read, children focus on accurate word reading. The second, on developing fluency, and the third, on comprehension. Fluency and comprehension increase with repeated practice.

Moorside's Dynamic Grouping & Assessment

Moorside follows a pedagogical model of mastery learning. We believe that learning is most effective when learning is 'chunked' into a sequential model of purposeful knowledge that is accessible to every child. Adopting the Read, Write, Inc. system supports our pedagogical model of mastery and ensures that every child is accessing appropriate reading content with the same aspirational focus to read.

Children are assessed and grouped according to their phonic knowledge, but learn through collaborative group work that enables every child to access the same content and learn together as an inclusive class community. Adaptive teaching and assessment for learning in the moment ensure that phonics lessons are tailored to ensure appropriate challenge for all children. We also appreciate that some children may need additional support to master early reading concepts and additional intervention is put in place for individual children/groups where appropriate. Phonics does not end with a session as it is built into our EYFS and KSI literacy approach, with multiple retrieval opportunities to practice key skills.



Approach to Reading

Year Group Sequences

Each year group has a strategic programme of study, which maps out which phase and sounds are taught weekly, so that every child can be closely tracked, ensuring that no one is at risk of falling behind. For those children who do struggle to keep up, a catch up plan is identified and implemented as a matter of urgency so that any gaps are diminished as quickly as possible.

Nursery

- Teachers to teach environmental sounds through small group sessions. Exposure to letters within continuous provision.
- Teachers then teach set one sounds, following the Read Write Inc. sequence. Activities to include initial sound recognition. Children to be sent home with these new sounds daily.
- Reinforce knowledge of set one sounds, and begin to blend CVC words. Children sent home with lilac sound blending books.



Reception

- Teachers to re-cap & teach all set one sounds, and to be reading 'photocopy master' (ditty) sheets in groups when ready. Children taught corresponding red words alongside daily sound.
- Children to build up from phonics session to incorporating 'red ditty books' and writing activities.
- Children to be secure in set 1 & set 2 sounds, and be reading 'green ditty books' in lessons by the end of the year. Children should be working within the full 45 min - 1 hour RWI lesson sitting on tables and recording in books.



Year One

- To recap set 2 sounds and teach set 3 sounds. To expose as many children to these as possible. Start on pink books; aim to finish first term on orange books.
- Children to be secure in set 3 sounds. Aim to be reading yellow books by the end of spring.
- Children should be secure in all sounds and be aiming to read blue/grey books by the end of the year.



Year Two

- Children who did not pass the phonics-screening check need to carry on learning all sounds (according to assessments).
- Small group in Year 2 who still need to access the reading books as their English lesson to do so if appropriate.
- Children who have finished the Read, Write Inc phonics scheme to move onto the Scode spelling scheme.
- Children move onto the whole school Guided Reading approach.