



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'.

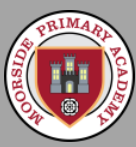
Once ready, children are given phonic books within the lessons that are accurately matched to children's increasing knowledge of phonics and red words so that, early on, they experience success that develops confidence. Repeated practice of the same book throughout the week increases their decoding and 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.



Approach to Reading

Home Reading

Children will practise reading speed sounds and red words and will be given a corresponding Read, Write Inc. book bag book that is matched to their phonic knowledge. Children will also be exposed to a range of other reading books, which are still matched phonetically to their appropriate phonic level, however will provide children with a variety of vocabulary and genres known as our challenge books.

We track all reading - home and school - on a digital reading record on Boom Reader. There is no limit to how much the children read. This is monitored in school and children are encouraged to read daily. We support parents to support children in their reading by running workshops, providing parent guidance and having open communication.

Reading in the Curriculum

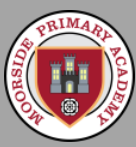
Reading is taught discretely through focused reading sessions as well as through English lessons where strategies from the Power of Reading are used alongside text interrogation to deepen children's understanding. Discrete reading lessons follow a cycle of 8 sessions which have been carefully designed for teaching comprehension by combining a skills-based approach alongside the explicit teaching of vocabulary.

Reading Plus

At Moorside, we are committed to enabling children to become motivated, independent readers. Reading Plus is an online resource which is used in Key Stage 2 to develop silent reading, fluency and stamina as well as providing the opportunity for each child to develop their own vocabulary and comprehension skills. As students work to develop the skills and stamina required for extended reading with good comprehension, they are presented with personalized scaffolding to build independent reading skills. Students who demonstrate mastery are progressed to increasingly higher levels of practice and instructional rigor.

Reading for Pleasure

The children at Moorside are encouraged to read for pleasure. Our children understand what it means to read for pleasure and the importance that it has. Alongside the high quality Power of Reading texts, children also have access to an assortment of interesting books. Each class has its own set of high quality 'class reads' for children to access as well as access to the school library. Our school library is a beautiful, calming environment in which children can explore, engage in book talk with their peers and read for pleasure. Teachers read to the children, along with the children and at the same time as the children to model good reading practices. We also have a group of children in school who are our Reading Champions. Once these children have been selected, the pupils have the opportunity to meet three times a year. They gain information, have opportunities to discuss their achievements, share ideas with other schools and be inspired to develop ownership of reading for pleasure.



Approach to Reading

Guided Reading

Day 1 'Get ready'

In the 'Get ready' session, the children familiarise themselves with the text features, identify the type of text that they are reading and make predictions about the text. The children will have questions to respond to and videos may be used to support new learning. For example, if the text was about tsunamis, then the children may be shown a short clip or pictures of tsunamis in order to deepen their understanding. This session is designed to be carried out verbally as a class.

Session 2 - 'Vocabulary Explore'

Using the Language toolkit, the children explore and learn key vocabulary from the text to boost understanding ahead of reading. First, the children discuss the meaning of each key word and phrase and the possibility of multiple meanings before matching the key vocabulary to their definitions as an activity.

Day 3 - 'Clarify'

During the 'Clarify' session, children will read the carefully selected text. Teachers will model fluent reading and will allow the time for pupils to read the same text aloud with appropriate feedback. Whilst reading, children will highlight the key vocabulary from the previous session as well as underlining any vocabulary which they still need 'clarifying'. Teachers will have read the text carefully before the session and identified key language (Tier 2 and Tier 3 words) which they think the children may need extra support understanding. This is a guided session which enables the children to look closely at the key vocabulary as well as applying the vocabulary to sentence work.

Session 4 - 'Skills Session'

This is the skills-based session. This is an opportunity for children to look at a specific skill and a variety of question types. This session is split into two parts based around one skill. The first part of the session is designed to look closely at a skill such as retrieval, inference or word meaning and strategies to successfully answer comprehension questions which focus on these skills. Teachers will use the 'Let's try... questions' to interactively model questions to the class. The children then have the opportunity to answer questions independently which are based on the focus skill. These are then discussed as a class.

Session 5 - 'Mix it up!'

Following on from session 4, the children have the opportunity to practise reading the text again to develop their fluency and answer a variety of questions which focus on a range of comprehension skills. Before completing the comprehension task, the given questions are discussed as a class and the children have the opportunity to develop their confidence in recognising questions from different skill areas.

Session 6 - 'Vocabulary Challenge'

As well as developing the teaching of comprehension by adopting a skills-based approach, we also aim to extend pupils' vocabulary by providing repeated exposure to new words, and providing opportunities for pupils to use new words. In this session, the children look back over the key vocabulary from session 2. The words are used in a different context and aim to develop a deeper understanding of the language itself.

Session 7 - 'Independent/Cold Piece Comprehension'

During this session, the children will complete an independent comprehension. This should be an age-appropriate text and will often be used to develop learning in the wider curriculum. If there are individuals within the class who cannot access this comprehension independently, because they are not working towards their year group expectations, then teachers will target these children to work in small focus groups.

Session 8 - 'Independent/Cold Piece Comprehension Review'

In this session, the children revisit the work that has been marked from their previous session with a green pen. This session is an opportunity for the children to develop their reading fluency and for answers to be discussed as a class.