



## MOORTHORPE PRIMARY SCHOOL

### ENGLISH - READING POLICY 2022-2023

#### **Rationale and Intent**

At Moorthorpe Primary School we believe that the ability to read is fundamental to pupils' development as independent learners, during their time at school and beyond. Reading is central to our ability to understand, interpret and communicate with each other and the world around us. It also enables children to express themselves creatively and imaginatively, as they become enthusiastic and critical readers of stories, poetry and drama, as well as non-fiction and media texts. Children will gain an understanding of how language works by looking at its patterns, structures and origins. Children will use their knowledge, skills and understanding in speaking and writing across a range of different situations. Success in reading has a direct effect on progress in all areas of the curriculum; therefore, reading is given a high priority at Moorthorpe Primary School, enabling the children to become enthusiastic, independent and reflective readers across a wide range and types of literature, including different text types and genres. Reading is a complex skill with many components.

#### **Aims:**

At Moorthorpe, the English curriculum encourages a life-long love of language and communication. Through our English teaching we promote an appreciation of our rich and varied literary heritage. We set high standards for language and literacy and equip pupils with a strong command of the spoken and written word.

Our English curriculum aims to ensure that all pupils will:

- read easily, fluently and with good understanding
- develop the habit of reading widely and often, for both pleasure and information
- acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language
- write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences
- use discussion in order to learn; they should be able to elaborate and explain clearly their understanding and ideas
- be competent in the arts of speaking and listening, making formal presentations, demonstrating to others and participating in debate.

We use the most effective methods according to the available research, such as work by Maryanne Wolf, Timothy Rasinski and the Education Endowment Foundation to ensure that children are given the best possible start on their reading journey that sets them up securely for their future.

#### **Synthetic Phonics**

A crucial part of the reading process is the teaching of synthetic phonics. At Moorthorpe Primary School we use Read, Write Inc, a highly structured programme which has transformed the teaching

of early reading. Highly-trained staff effectively teach our youngest children the necessary skills in order to become fluent readers. It is important to lay firm foundations in this crucial area of the curriculum and establish a consistent whole school approach to the teaching of reading.

**Our aims for all children at Moorthorpe Primary School are for them to:**

- Become fluent, confident and expressive readers
- Read with enjoyment across a range of genres
- Read for pleasure as well as for information
- Read and respond to a wide range of different types of literature
- Understand the layout and how to use different genres and text types
- Understand and apply their knowledge of phonics and spelling patterns and use this to decode words with accuracy
- Build their bank of sight words to enable fluent reading
- Have an interest in words and their meanings, developing a rich and varied vocabulary.
- Understand and respond to literature drawn from a range of cultures and literacy heritage.

**Reading for pleasure**

At Moorthorpe, we believe that fostering a love of reading is vital and we want children to enjoy reading and to grow up as readers for pleasure. Reading for pleasure is an important part of our school culture. Teachers have a good knowledge of children's fiction and non-fiction. They model good reading and enjoy stories with their class. Teachers know which books link to English narrative units and the wider curriculum and talk about them with children and read them examples of different books to encourage the children to read the whole book themselves. Throughout the year the children will have had the chance to listen to and read a variety of styles and types of books from a range of authors. Reading for pleasure is the single most important indicator of a child's future success. Every class has their own dedicated library area to help foster a love of reading. Books in these libraries are very carefully chosen and link to their units of work.

Some examples of our library and class book areas can be see below.

**High quality text-choices**

Quality texts are central to learning at Moorthorpe. A carefully chosen book is central to the units of work. Where appropriate, wider curriculum work stems from these books; providing a cohesive thread running throughout the units of work. In order to expose children to range of texts that they may not otherwise encounter, an overall organisation of class novels to be read to children and texts to be used in whole class reading lessons has taken place. Books build systematically throughout school and there is a logical and sequenced progression. The texts selected cover as broad a range of genre, diversity and style. They have been carefully chosen to develop the understanding of a variety of text and expose children to authors, ideas and cultures beyond their immediate experience.

**Reading at home**

Read Write Inc

Children on Read, Write Inc have a 'Book Bag Book' that perfectly matches their phonic ability. As the children progress through Read, Write Inc, as well as their 'Book Bag Book, children can also choose a take home book that is phonetically decodable and matches their phonic ability and which introduces them to a wider range of books and a chance to choose a book for themselves. They also have a library book to share with a grown up and reinforce reading for pleasure.

### Beyond Read Write Inc

After finishing Read, Write Inc, children have a choice of which books they would like to take home to read, selected from a range of books, divided up into Accelerated Reader ZPD levels. This gives children a choice from a wide choice of different books and in turn allows them to find their own reader identity. The book stock is reviewed and refreshed and includes current titles as well as more established children's literature. Teachers are learning the book stock and can recommend books to children that they think they will enjoy. The books borrowed are recorded in the child's personal reading record book. Children are encouraged to look after and return promptly the books that they borrow.

- Children are encouraged to read at home with parents/carers.
- Children are encouraged to choose books that they can access and enjoy reading.
- Teachers monitor how often children read at home, rewarding in class and encouraging a reading culture in and out of school.
- Parents are given information about reading through the reading newsletter, Dojo posts and at parent/carer meetings
- Children then quiz on their book using the Accelerated Reader system, when they have read the book a number of times and feel confident to do so. This information is then used as part of their assessment for reading and to measure progress via the system reports.

### Progression

#### Nursery

In Nursery, children begin their reading journey by developing their vocabulary through purposeful role-play opportunities, child-led discussions, planned talk and oral sentence building. Alongside this, there is a huge emphasis on building a love of reading through engaging core texts and creatively enhanced reading areas. From this, adults will start to teach the differentiation between a variety of sounds, leading into the sounds of letters through the systematic scheme of Read, Write Inc. All children will follow the dynamic approach as they learn initial sounds and link sounds to letter shapes.

#### Reception

Moving into Reception, children will learn how to blend and segment to become confident and fluent readers with good comprehension. Spelling techniques are learnt for 'red words' and they build a 'can do' approach from the beginning in order to help them become engaged avid readers who flourish at a pace that suits them. Children are given ample opportunities to apply their phonic knowledge through independent play in the enhanced provision which matches the core text, bringing book to life. This immersion in a book rich learning environment ensures children make links in their learning and, where possible, move into Key Stage One with phonic knowledge beyond the Early Learning Goal.

#### Key Stage One

By the time they reach Year 2, children are confident decoders and have started on their phonic journey. The teachers in Year 2 know that the journey is not over and continue to teach phonics systematically, exploring alternative phonemic spellings and broadening children's understanding of how reading works. Teachers also teach comprehension skills and how to answer a range of styles of questions that children can be asked about their reading. Underpinning this is a rigorous monitoring of individuals' reading so that books can be matched to children's interests and abilities and support targeted where it is most needed. Children have access to a range of books in the

classroom that support their interests and broadens their exposure to a variety of attractive texts. Once the children are ready, they read books that are specifically linked to their ZPD (Zone of Proximal Development) generated from the Star Reader Test on Accelerated Reader.

### Lower Key Stage 2

In Year 3, children are exposed to a wider range of styles of texts and genre. Children read every day in dedicated reading lessons, and are explicitly taught the skills that they need to tackle texts, including specific vocabulary development, asking and answering questions about the texts that they read. Children can choose from a wider range of books, matched to their abilities and understanding; they are supported in their choice by knowledgeable staff and heard read regularly to ensure progress and understanding. The books they read are specifically linked to their ZPD (Zone of Proximal Development) generated from the Star Reader Test on Accelerated Reader. Books, short stories and poetry are read with and to the children for enjoyment and exposure to as much language as possible.

### Year 4

In Year 4 the reading journey continues as children meet a variety of text styles, including classical poetry. The texts that children meet add more challenge to their abilities to comprehend and infer. Children are still very much encouraged and supported in their individual reading; some children are, by now, able readers and reading far above their chronological age at this point. These children have access to age-appropriate texts that engage and motivate them with literary challenge but accessible themes and interest levels. The books they read are specifically linked to their ZPD (Zone of Proximal Development) generated from the Star Reader Test on Accelerated Reader. Dedicated reading lessons continue to cover the range of skills that children need to fully develop their reading, including further embedding and use of phonic skills; and vocabulary is a continued focus.

In LKS2, children continue to enjoy accessing a range of books in their classroom reading areas; these may be topic based to allow children to pursue interests engendered by class work or to follow personal tastes and interests.

### Upper Key Stage 2

Year 5 takes the same structure of a class text to engage and motivate; a class novel read to the class for enjoyment and breadth; explicit teaching of reading skills, including exposure to a wide range of question types and vocabulary; and the monitoring of individual reading. Reading lessons continue to model reading using punctuation and expression to aid meaning. Children are encouraged to be more independent in their own reading, writing in their own reading records with occasional parent involvement. Reading records are closely monitored by the teachers and teaching assistants to support the move to independence. The books they read and take home are specifically linked to their ZPD (Zone of Proximal Development) generated from the Star Reader Test on Accelerated Reader.

In Year 6, children hone and refine their skills, using all the knowledge acquired during their time in school. They continue to develop their vocabulary, inference, prediction, explanation and summarising skills to read and understand longer and complex texts, understanding technical and more obscure vocabulary. Children are still read to regularly and are actively encouraged to read a range of texts independently, taking more responsibility for their own reading. The books they read are specifically linked to their ZPD (Zone of Proximal Development) generated from the Star Reader Test on Accelerated Reader. There are also classroom books for children to borrow that support topics in the broadest sense and there is also a small lending library of books so that

children can access a wide range of age-appropriate texts that stretch their reading and allow children to engage in and enjoy books.

## **Whole Class Reading**

Read, Write Inc lessons are generally taught up to Christmas in Year 2. Children who need additional support may continue to access Read, Write Inc for children in Years 2, 3 and 4 and Fresh Start/I:1 Tutoring in Years 5 and 6. Children are also supported through targeted intervention groups teaching reading comprehension in Years 5 & 6. From the Spring Term in Year 2 onwards, the class reading lesson takes the form of 5 daily sessions in the format below. The texts selected for whole class read lessons cover as broad a range of genre, diversity and style. They have been carefully chosen to develop the understanding of a variety of text and expose children to authors, ideas and cultures beyond their immediate experience.

## **Year 2 Lesson Format**

### **Lesson One: Vocabulary**

Teachers introduce the book. They may also wish to discuss the context of the book too at this stage. Vocabulary knowledge is essential for reading comprehension. Without a broad and deep vocabulary knowledge, children cannot make appropriate inferences in more challenging texts. The explicit teaching of vocabulary can enrich children's knowledge and understanding of the world. Teachers select the vocabulary that they think that children would benefit from to access the text or as general instruction; they explain the vocabulary, they allow the children to explore the vocabulary and they consolidate the vocabulary.

There are many ways to teach vocabulary.

Some important strategies are:

- Say it/repeat definition/ use it/ find and/or use in a different context/ synonyms/antonyms/morphology
- Looking at intensity/shades of meaning/word families
- Model language/learning to love words/root word/word class/spelling rules

### **Lesson Two: Reading for Fluency**

The teacher reads a chosen book extract and re-introduces the book. Talk around the book includes talking about the cover, other books that the author might have written, other books in the same genre, features of the book that influence how/why people choose books such as illustrations or topic. The teacher models being a reader and reads the chosen extract to the class. Then a copy of the extract is handed out and the teacher reads it again while the class follows using a ruler as a line guide to follow as the teacher reads. The teacher reads the extract again in very short chunks, using MTTT for the children to practise reading. The children read it to each other using RWI partner 1 and partner 2 techniques. The teacher then reads the extracts in longer phrases and sentences for prosody.

### **Lesson Three: Reading for Fluency**

The teacher re-reads the extract with fluency and expression, and the children read the extract back. This may need doing in short chunks as in lesson 2 or could be quicker. Children partner read the text with the more able partner reading first, then the less able. There should be discussion of the text, tricky words and inferred meanings. This is close reading. Any knowledge of the world that children need to understand the text should be shared. Children can annotate the text at this stage if appropriate.

#### Lesson Four: Reading for Fluency and Extended Reading

Reread the text with fluency and expression. Teacher read, MTYT, Partner read. It may be possible, when the children have sufficient reading ability, to read some more of the text – either a continuation of the part just read or another part to add further meaning.

#### Lesson Five: Comprehension strategies

Children practice answering questions more formally – supported or independently depending upon their readiness and the difficulty of the text involved. These may be spoken or written even in the same lesson.

### **Year 3 and Year 4 Lesson Format**

#### **Lesson One: Vocabulary**

Teachers introduce the book and reads and extract to the class. They may also wish to discuss the context of the book too at this stage. Vocabulary knowledge is essential for reading comprehension. Without a broad and deep vocabulary knowledge, children cannot make appropriate inferences in more challenging texts. The explicit teaching of vocabulary can enrich children's knowledge and understanding of the world. Teachers select the vocabulary that they think that children would benefit from to access the text or as general instruction; they explain the vocabulary, they allow the children to explore the vocabulary and they consolidate the vocabulary.

There are many ways to teach vocabulary.

Some important strategies are:

- Say it/repeat definition/use it/find and/or use in a different context/synonyms/antonyms/morphology
- Looking at intensity/shades of meaning/word families
- Model language/learning to love words/root word/word class/spelling rule

#### Lesson Two: Reading for Fluency

The teacher reads a chosen book extract and re-introduces the book. Talk around the book includes talking about the cover, other books that the author might have written, other books in the same genre, features of the book that influence how/why people choose books such as illustrations or topic. The teacher reads the chosen extract to the class. There should be discussion of the text, tricky words and inferred meanings. Then a copy of the extract is handed out and the teacher reads it again while the class follows using a ruler as a line guide to follow as the teacher reads. The teacher reads the extract again in very short chunks, using echo reading and MTYT for the children to practise reading. The children read it to each other using RWI partner 1 and partner 2 techniques. The teacher then reads the extracts in longer phrases and sentences for prosody, modelling text-marking where appropriate.

#### Lesson Three: Reading for Fluency and Extended Reading

The teacher rereads the extract with fluency and expression, and the children read the extract back. This may need doing in short chunks as in lesson 2 or could be quicker. Activities that help children to track through the text, such as identifying the pronouns and who is doing what happens at this stage. Any knowledge of the world that children need to understand the text should be shared. This is close reading; children annotate the text at this stage. Children may read some more of the text, either continuing the extract that they have just read or reading another part of the text that adds to their understanding. Discussion of 1-2 questions based around vocabulary, retrieval or inference may take place in this lesson.

Lesson Four: Further Fluency and Extended Reading Practice Teachers continue to read and children partner-practice their fluency of the extract and further extracts to further develop their understanding of a short extract through close reading and of longer pieces of text through extended reading as suits the purpose of the lesson and the type of text used. Discussion of 1-3 questions based around vocabulary, retrieval and inference may take place in this lesson.

#### Lesson Five: Comprehension Strategies

Children practice answering questions more formally – supported or independently depending upon their readiness and the difficulty of the text involved. These are more likely to be written at this stage.

### **Year 5 and Year 6 Lesson Format**

#### Lesson One: Vocabulary

Teachers introduce the book and read the extract to the class. They may also wish to discuss the context of the book too at this stage. Vocabulary knowledge is essential for reading comprehension. Without a broad and deep vocabulary knowledge, children cannot make appropriate inferences in more challenging texts. The explicit teaching of vocabulary can enrich children's knowledge and understanding of the world. Teachers select the vocabulary that they think that children would benefit from to access the text or as general instruction; they explain the vocabulary, they allow the children to explore the vocabulary and they consolidate the vocabulary.

There are many ways to teach vocabulary.

Some important strategies are:

- Say it/repeat definition/ use it/ find and/or use in a different context/ synonyms/antonyms/morphology
- Looking at intensity/shades of meaning/word families
- Model language/learning to love words/root word/word class/spelling rule

Note - It may be appropriate to add example vocabulary question(s) to the end of this lesson to discuss together.

#### Lesson Two: Extended Reading

The teacher reads a chosen book extract and re-introduces the book. Talk around the book includes talking about the cover, other books that the author might have written, other books in the same genre, features of the book that influence how/why people choose books such as illustrations or topic. Children read an extended extract from the book in silence and then discuss with their teacher. Note - It may be appropriate to add example retrieval question(s) to the end of this lesson to discuss together.

#### Lesson Three: Close Reading

The teacher reads an extract with fluency and expression, and the children read the extract back. There should be discussion of the text, tricky words and inferred meanings. Activities that help children to track through the text, such as identifying the pronouns and who is doing what happens at this stage. Any knowledge of the world that children need to understand the text should be shared. This is close reading; children annotate the text at this stage and text-mark for prosody and re-read with their partners.

#### Lesson Four: Further Fluency and Extended Reading Practice / Comprehension Questions

Teachers continue to read and practice their fluency of the extract and further extracts and further develop their understanding of a short extract through close reading and of longer pieces of text through extended reading as suits the purpose of the lesson and the type of text used. It may be appropriate to use this lesson for teaching ways to answer comprehension questions of this text, including inference questions to discuss together.

#### Lesson Five: Comprehension Strategies/Cold Comprehension

Children practice answering questions more formally – supported or independently depending upon their readiness and the difficulty of the text involved. These are more likely to be written at this stage.

It may be appropriate to use this lesson or a further separate lesson to give children the opportunity to answer comprehension questions about a similar text or a 'cold extract'.