



Mountford Manor

Curriculum Policy

Reading

“A reader lives a thousand lives before he dies . . . The man who never reads lives only one.”

George RR Martin

Whole School curriculum Intent:

At Mountford Manor Primary School, children are supported, guided and inspired through our excellent teaching practises, to achieve academic success through a [knowledge-engaged](#) approach to the curriculum, which centres around a key stimulus.

Developing the whole child is at the centre of everything we do and our intention is that the curriculum extends opportunity, raises aspiration and opens children's eyes to the world beyond their immediate environment.

Through our values based approach, the curriculum encourages children to become kind, considerate and accepting individuals who make positive contributions to their community and beyond.

At Mountford we aspire for children to **Make the Most** of their **Potential**.

To do this, we strive for children to;

- Be **Motivated Learners**
- Seek **Meaningful futures**
- Become **Proud citizens**

In order for us to ensure our pupils "Make the Most of their Potential" 5 instrumental **Golden Threads** underpin and weave through everything we do at the school. We believe these threads enable children to have the essential knowledge and skills that they need to be educated citizens.

1. **Embed values** and a sense of community
2. **Develop oracy** through immersing pupils in a language rich environment
3. **Cultivate a sense of value** in the love of reading
4. **Enable and facilitate opportunities and experiences** to accumulate advantage; inspiring ambition and aspiration.
5. **Encourage curiosity**; pupils want to pupils do more, to know more; and therefore, remember more.

How the **5 Golden Threads** are embedded in our Writing Curriculum

Golden Thread	How this is embedded in Writing
Embed Values	Through reading a range of books and stories both from home and around the world; children gain insight into a wealth of morals and messages which reflect many important values.
Develop Oracy Skills	To support the reading process, children are encouraged to talk and discuss their ideas about books and stories with their peers. At school we value the role oracy plays in developing and expanding ideas. We use language frames to first encourage the children talk and then write like an expert.
Cultivating a culture of readers	Books are integral to our whole curriculum and units are linked to and/or inspired by a key text including poetry, myths and legends, fiction, fantasy and fairy tales.
Giving exposure to real life opportunities and experiences	Where possible, the school encourages real-life authors to come into the school and talk about what it is like to write and publish a story. The school works closely with the National Literacy trust to give the children opportunities to write for a range of purposes and audiences.
Encourage curiosity	By being fluent; confident readers enables our children access to the whole curriculum. A love for reading creates a curiosity for different stories and authors meaning they will seek and explore more opportunities to read as an adult.

Reading Curriculum Intent

At Mountford Manor our intent is to provide children with a literacy-rich environment, high quality texts and inspiring learning opportunities. We put reading at the heart of the curriculum. We strive to foster a love of reading at school and at home. We believe reading is an entitlement that should enable children to connect with some of the finest words ever written. It should open up a world of possibility and intrigue and is a fundamental life skill which, enables children to communicate effectively in all areas and equips them for the challenges they will face in the wider world.

.Aims and Objectives:

The reading curriculum at Mountford Manor aims to ensure that all pupils:

- Gain a life-long enjoyment of reading and books.
- Read accurately, fluently and with understanding;
- Are able to read with good prosody, expression, clarity and confidence;
- Develop a good linguistic knowledge of vocabulary and grammar;
- Read and respond to a wide range of different types of texts;
- Read fluently, and with confidence, in any subject.

Supporting the development of reading fluency

At Mountford Manor we see reading fluency as key to developing children as readers as it not only effects children's confidence and enjoyment but impacts their ability to comprehend.

We define reading fluency as having three components: accuracy, rate, and prosody (or expression).

Children who have poor reading fluency may read many words of a passage incorrectly, read text slowly and with obvious effort and/or read in a stilted or robotic way.

1. Accuracy

Accurate reading requires students to be able to pronounce written words correctly. Correct pronunciation of a word allows the young reader to access its meaning from their existing oral vocabulary – the words they use and recognise in spoken language.

Accurate word reading is dependent on the ability to decode words efficiently and the process of 'orthographic mapping'. Briefly, when we decode a word, we use knowledge of the relationships between letters (graphemes) and speech sounds (phonemes) and blend them together in the correct order to form a word.

2. Rate

The rate at which students read is important because slow reading hinders comprehension. Automaticity is the effortless and autonomous recognition and production of a word. Effortlessness is apparent when we see someone reading for long periods of time without fatigue and when they are reading in an easy and natural way. Automatic word reading is important because it allows the reader to pay attention to the meaning of the text rather than decoding the words.

3. Prosody

Prosody is the third element of text reading fluency. Prosody means reading with expression – with the appropriate rhythm, tone, pitch, pauses, and stresses for the text. Prosody depends on both accuracy and rate. In order to read with expression, the student must be able to read words efficiently and break the text into meaningful syntactic and semantic units.

Prosody has a reciprocal relationship with comprehension. For a student to read with prosody, they must be gaining some understanding of the text as they read it if they know the appropriate intonations and pitch to use. Likewise, by reading with prosody, they are more likely to be processing information as they read it, which leads to better retention and comprehension.

To support children’s development in reading; the school uses both formal and informal methods to assess children progress in reading fluency and will implement a number of different interventions to meet the individual needs of those children that fall behind.

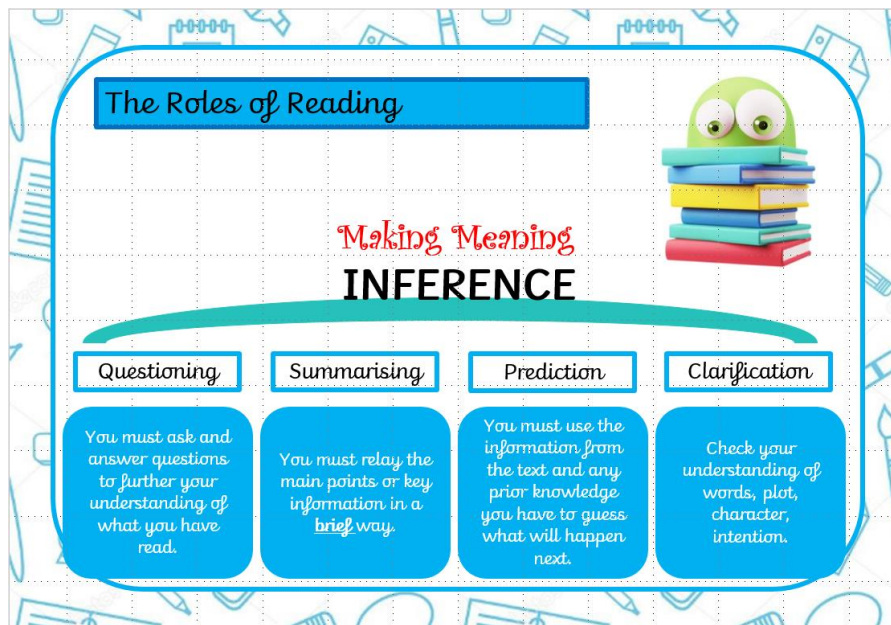
Supporting the development of comprehension

The development of comprehension skills in EYFS and KS1 is carefully integrated in the school’s Systematic Synthetic Phonics Programme (Little Wandle) – For more details on this please refer to the school’s [Phonics and Early Reading Policy](#).

In KS2, the teaching and learning of comprehension skills is taught in discreet Reading Lessons where the **Roles of Reading** are explicitly taught and deliberately practiced.

The Roles of Reading

The skills explicitly taught and practised in this area of the curriculum fall under the subheading ‘The Roles of Reading’ and the follow reading skills are covered: Questioning, summarising, predicting, clarifying and inference. Inference is the skill that runs throughout the roles of reading as it is not possible to do any of the other reading roles without the presence of inference.



The progression of these five reading skills alongside fluency (including word reading), responding to a text and vocabulary development are carefully mapped in our whole school reading progression document (see below) so that children’s prior knowledge and understanding are built upon each year.

Reading Progression

The following Reading Progression documents; supports the development of reading across the school. This ensures children are building upon prior knowledge and skills from previous years. This progression works alongside the school’s [Phonics and Early Reading Policy](#) which outlines the school’s approach to systematic synthetic phonics (Little Wandle)

Year 1

Oral (Y1)	Grammar (Y1)	Response (Y1)	Organisation and research (Y1)	Word reading (Y1)	Range (Y1)
Link what they read or hear to their own experiences	Discuss the meaning of new words by linking to vocabulary they know e.g. unkind = means not kind	Discuss a wide range of poems, stories and non-fiction beyond their independent reading level	Identify the significance of the title and events in stories e.g. why is this story called 'Where The Wild Things Are?' Why did they make Max king?	Apply phonic knowledge and skills to decode words 24. Read words with contractions	Engage with a wide range of familiar poems, picture books, fairy tales, narrative and non-fiction
Orally retell known stories, linked to the Y1 range	Recognise and use predictable phrases in known stories e.g. 'I'll huff and I'll puff; once upon a time; happily ever after	Demonstrate their understanding e.g. through role play, story mapping, discussion, drama	Identify the significance of the title and events in non-fiction	Correctly and quickly read the graphemes for all 40+ phonemes, including the alternatives taught so far	
Recite some simple poems by heart e.g. nursery rhymes, Surrounded by Noise (Ian Souter) The Horseman (Walter de la Mare)	Use age appropriate dictionaries to check the meanings of words e.g. picture dictionaries, first dictionaries	Consider the key characteristics of familiar stories e.g. good and evil characters, happy endings, happening in the past	Understand that non-fiction texts provide information	Accurately blend sounds in unfamiliar words that contain the GPCs that have been taught so far	
Check that the text makes sense to them as they read and correct inaccurate reading		Draw on what they already know to understand a text e.g. through relating to their own experiences (linking learning about penguins to 'Happy Feet')	Answer questions orally about a shared non-fiction text e.g. what do penguins eat?	Note unusual correspondences and identify where these occur in the word, in relation to the Y1 common exception words	
Read aloud books matched to Y1 phonic knowledge		Make simple predictions based on their own experiences e.g. I think mum will be cross because my mum gets cross		Read words of more than one syllable and those that end in: -s, -es, -ing, -ed, -er and -est	
		Make simple inferences e.g. I think Red Riding Hood was scared because the wolf was frightening		Accurately read aloud books that are consistent with their developing phonic knowledge	

Year 2

Oral (Y2)	Grammar (Y2)	Response (Y2)	Organisation and research (Y2)	Word reading (Y2)	Range (Y2)
Orally retell known stories, linked to the Y2 range	Discuss favourite words and phrases	Discuss their understanding of stories, poems and non-fiction (see range) at a level beyond which they can read independently Organisation	Identify the sequence of events in fiction and how these are related e.g. understanding beginning/middle/ 16. Use titles, headings, pictures and blurbs to locate relevant information	Accurately blend sounds in unfamiliar words, especially recognising alternative sounds e.g. too, chew, shoe, blue	Read a wide range of contemporary and classic poems, stories, traditional tales and non-fiction accurately and fluently
Recite poems by heart, using intonation to make the meaning clear e.g. The Sound Collector (Roger McGough) Walking With My Iguana (Brian Moses) Daddy Fell into the Pond (Noyes)	Clarify and discuss the meanings of new words, by linking to vocabulary they know e.g. I think 'kindly' means he spoke in a nice way.	Express a single point of view about a text	Identify the sequence of events in non-fiction and how these are related e.g. introductions /conclusions	Note unusual correspondences and identify where these occur in the word, in relation to the Y2 common exception words	
Read aloud books matched to Y2 phonic knowledge	Recognise simple, recurring literary language across poetry and narratives e.g. in a land far away; long ago; once there lived; it wasn't long before; they searched far and wide	Draw on what they already know to understand a text e.g. through: the vocabulary, grammar or context; cause and effect (thinking about what's prompted a character's behaviour)	Use scanning to locate a single piece of information, in response to questions from the teacher	Read accurately words of two or more syllables	
Check that the text makes sense to them as they read and correct inaccurate reading	Use age appropriate dictionaries to check the meanings of words e.g. first dictionaries, infant dictionaries	Predict what may happen on the basis of what has been read so far e.g. I think mum will get cross because she told Tom not to lie again	Recognise and understand the structure of the non-fiction texts used	Read words containing common suffixes e.g. -ment, -less, -ful, -ness	
		Make inferences on the basis of what is said and done e.g. I think something bad will happen to Hansel and Gretal because they've been left on their own	List key information orally or through text marking (highlighting/ underlining) in response to teachers' question	Automatically read unfamiliar words accurately and without undue hesitation when reading aloud	
				Read fluently and confidently in line with the Y2 range	

Year 3

Oral (Y3)	Grammar (Y3)	Response (Y3)	Organisation and research (Y3)	Word reading (Y3)	Range (Y3)
Read books that are structured in different ways and for a range of different purposes e.g. cartoons (to share plot concisely) chapter books (to provide more detail) diaries (for viewpoint)	Identify the language conventions of non-fiction in relation to the text type (see range)	Discuss their understanding of both texts they have read independently and those read to them (see range)	Summarise the main idea/s within a paragraph or section e.g. this paragraph is about how Harry is feeling. This paragraph is about how penguins feed	Apply their knowledge of root words, prefixes and suffixes to read aloud	Read a wide range of books including: fiction, fairy stories, myths and legends, plays, non-fiction, reference books or textbooks and different forms of poetry independentl
Orally retell whole stories/sections of stories linked to the Y3 range	Identify and discuss the meaning of words in context e.g. I think 'generous' means kind because he gave his money away	Express their views and listen to the views of others	Use contents and sub-headings to locate relevant information	Note unusual correspondences and identify where these occur in the word, in relation to the Y3/4 common exception words	
Recite poems by heart, using intonation, tone and volume to gain the interest of the listener e.g. Waves (Jackie Kay) The King's Breakfast (AA Milne) Up on the Downs and The Boneyard Rap (Wes Magee)	Identify words and phrases that capture the reader's interest and contribute to the meaning of the text e.g. it says gobbled, which tells you he was eating it greedily and quickly. The author's used powerful verbs like flushed, drifting, sneaked, pluck	Identify the over-arching theme of a text e.g. honesty, loneliness, good overcoming evil	Identify a main topic to research, independently and through shared reading		
Read aloud and perform play scripts, gaining the audience's interest in the characters and plot e.g. using stage directions, volume and action	Use age appropriate dictionaries to check the meanings of words	Ask relevant questions to clarify and improve their understanding of a text e.g. why didn't the villagers trust the Iron Man?	Use skimming to locate main ideas in the text		
		Predict what may happen based on both what has been stated (obvious) and implied (less obvious) e.g. I think mum will get cross	Use scanning to locate pieces of information		

		because Tom knew he shouldn't have lied			
		Draw inferences about characters' thoughts and actions e.g. I think the boy really misses his dad because he cries when he sees his friends with their dads	Identify the structural conventions of non-fiction in relation to the text type (see range)		
		Justify inferences with a single piece of evidence from the text to support one specific point	Identify how the structure and presentation of texts contributes to the meaning e.g. shape poems, rhyme in rap, direction/size of print in 'Emily Brown and the Thing'		
			Make notes from one source to capture key information about a topic e.g. information about penguins' habitats through recording or highlighting sentences/key words		

Year 4

Oral (Y4)	Grammar (Y4)	Response (Y4)	Organisation and research (Y4)	Word reading (Y4)	Range (Y4)
Read books that are structured in specific ways and for a range of purposes e.g. comparing online and paper texts (appeal to the reader) comparing information books (Horrible Histories and Eyewitness books)	Identify the language conventions of non-fiction in relation to the text type (see range)	Discuss their understanding of both texts they have read independently and those read to them (see range)	Summarise ideas from across several paragraphs or sections e.g. how a character's fear is portrayed across several paragraphs, identifying the subject of each paragraph in a non-chronological report	In line with Appendix 1: Apply their knowledge of root words, prefixes and suffixes to read aloud	Read a wide range of books including: fiction, fairy stories, myths and legends, plays, non-fiction, reference books or textbooks and different forms of poetry independently
Orally retell whole stories/sections of stories linked to the Y4 range	Explain the meaning of new words in context e.g. I think 'compassionate' means kind because she could have walked away but she didn't	10. Explain their views, listen to others' views and respond	Use contents, indexes, glossaries and sub-headings to locate specific information	Note unusual correspondences and identify where these occur in the word, in relation to the Y3/4 common exception words	
Recite poems by heart, using intonation, tone and volume to maintain the interest of the listener e.g. From A Railway Carriage (RL Stevenson) How to Persuade Your Parents to Give You More Pocket Money (Andrea Shavick)	Explain how words and phrases capture the reader's interest and imagination and how they contribute to the meaning of the text e.g. the author's used powerful verbs like: twisting and turning, tumbled, pounding, spun, which give you an idea about how fast and exciting the acrobats are	Identify the author's message about the theme e.g. being honest is the best way to be; it's ok to lie when you need to	Independently identify key questions to research about a topic		
Read aloud and perform play scripts, maintaining the audience's interest in the characters and plot e.g. using stage directions, appropriate intonation, pace and action for the type of play	Use age appropriate dictionaries to check the meanings of words	Ask specific questions to improve their thoughts about a text; explanations and understanding of language e.g. did Tom do that because he wanted to win the match? How did he escape from the cave?	Use skimming to locate main ideas in the text		

		What does that word mean?			
		Predict what may happen based on what has been implied e.g. I think mum will get cross because she's worried Tom may get into trouble	Use scanning to locate specific information		
		Draw inferences about characters' feelings and motives e.g. I think Leon volunteers because he wants to prove that magic is real	Identify the structural conventions of non-fiction in relation to the text type (see range)		
		Justify inferences with several pieces of evidence from the text to support one specific point	Identify how the structure and presentation of texts contributes to the meaning e.g. the use of chapters; different fonts; artwork		
			Make notes from one source to answer key questions e.g. where do penguins live? What temperature is it there? through: highlighting/ recording key words and phrases; using bullet points, diagrams, symbols, abbreviations, mind-mapping		

Year 5

Oral (Y5)	Grammar (Y5)	Response (Y5)	Organisation and research (Y5)	Word reading (Y5)	Range (Y5)
Read books that are structured in specific ways and for a range of purposes e.g. comparing different approaches to recipes (formal/informal) autobiographies and biographies (viewpoint)	Explore the meaning of words in a given context within fiction and non-fiction e.g. 'flexible' means rubber is a bendy material	Discuss their understanding of both texts they have read independently and those read to them (see range)	Summarise ideas, events and information from the text as a whole e.g. the author's viewpoint about a particular issue	Apply their knowledge of root words, prefixes and suffixes to read aloud	Read a wide range of modern fiction, fiction from our literary heritage and other cultures and traditions, non-fiction and different forms of poetry
Recite poems by heart, using intonation, tone and volume to monitor the interest of the listener and adapt their recital e.g. Night Mail (Auden) The Highwayman (Noyes)	Evaluate how authors use language to impact the reader e.g. use of repetition for effect; the author's used the metaphor 'his face was a grey cloud,' which helps you to imagine his sadness	Explain and develop their own views and build effectively on those of others	Explain their thinking through making reference to key details e.g. quoting from the text		
Read aloud and perform play scripts, monitoring the audience's interest and changing the performance accordingly e.g. consistent use of intonation, pace and action for the characters and type of play	Use age appropriate dictionaries and thesauri to check the meanings of words	Identify an author's treatment of the same theme across one or several of their books/poems e.g. Michael Morpurgo's treatment of WWII	Independently devise key questions and identify themes to research e.g. pollution, recycling		
		Ask relevant questions to improve their wider understanding of a text, topic or theme e.g. Why does Michael become friends with Kensuke? (Kensuke's Kingdom) What was it like to be a child in Victorian times? Why has the author used lots of short sentences?	Use skimming and scanning to locate information efficiently across a range of sources		

		Predict what may happen based on their understanding of the content and the themes within the text e.g. I think Macbeth will die because: he's a murderer / the witches suggest it	Identify the structural conventions of non-fiction in relation to the text type (see range)		
		Draw inferences from within the text about themes and characters' and authors' viewpoints e.g. Tom is scared to move because he doesn't pack; he leaves his favourite toy behind on purpose and he's always nervous	Identify how the structure and presentation of texts contributes to the meaning e.g. graphic novels; stories told from two viewpoints; the order and presentation of points in an argument		
		Justify inferences and views with a variety of references from across the text	Distinguish between fact and opinion		
			Make notes from several sources to gather information		
			Explore and use their own techniques to make notes		
			Refine notes by disregarding irrelevant information e.g. when researching penguins in Antarctica, disregarding information about polar expeditions to Antarctica		
			Use notes to support presentations and debates		

Year 6

Oral (Y6)	Grammar (Y6)	Response (Y6)	Organisation and research (Y6)	Word reading (Y6)	Range (Y6)
Read books that are structured in specific ways and for a range of purposes e.g. timeslip stories, texts that provide information about a theme/topic from the past, present and future	Explore the meaning of words in different contexts within fiction and nonfiction e.g. flexible means he was prepared to compromise/means it was bendy	Discuss their understanding of both texts they have read independently and those read to them (see range)	Summarise ideas, events and information throughout a text and across texts (about a common topic)	Apply their knowledge of root words, prefixes and suffixes to read aloud	Read a wide range of modern fiction, fiction from our literary heritage and from other cultures and traditions, non-fiction and different forms of poetry
Recite poems by heart, using intonation, tone and volume to emphasise key elements of the poem and provoke a response in the listener e.g. The Tyger (Blake) Stop All The Clocks (Auden) recital of well-known speeches (Winston Churchill, Martin Luther King, Nelson Mandela)	Evaluate how and why authors use language, shades of meaning and a range of figurative devices to impact on the reader e.g. explain the differences between words such as: miffed, irritated, furious, fuming, irate, livid, incensed and their impact	Explain and extend their own views and challenge those of others	Explain their thinking through making reference to key details and comparisons		
Read aloud and perform play scripts, refining their performance to illustrate subtleties e.g. to show changes in character, effects of the plot using asides, expressions, gestures, monologues	Use age appropriate dictionaries and thesauri to check the meanings of words	Identify how the same theme is represented across texts e.g. loss in WWI poetry/narratives and how multiple themes are presented in longer narratives e.g. 'Trash' is about courage, poverty, perseverance	Independently devise key questions and identify themes to research e.g. racism, slavery		
		Ask specific questions to develop understanding of a text, topic or theme, including their wider understanding of cultural and social issues e.g. Why did Dickens write so often	Use skimming and scanning to locate information selectively and precisely across a range of sources		

		about the rich and the poor? Why was Adeline treated so badly? (Chinese Cinderella)			
		Predict what may happen based on their wider understanding of content and themes e.g. I think Macbeth will die because it's a tragedy/villains often lose	Identify the structural conventions of non-fiction in relation to the text type (see range)		
		Draw inferences across texts about characters' viewpoints, authors' viewpoints and themes e.g. soldiers were disillusioned with the war because the reality was different from what they'd been told	Identify how the structure and presentation of texts contributes to the meaning e.g. moving backwards and forwards throughout the story ('Holes') using a range of narrators (Trash) pathway stories		
		Justify their inferences and views with a variety of references from across texts and by comparing sources and considering the reliability of information e.g. selecting points that support and discrediting points that contradict their argument	Distinguish between fact, opinion and bias		
			Make notes from several sources to gather information		
			Make choices about the most efficient techniques to make notes		
			Refine notes by disregarding unreliable information e.g. when researching penguins in Antarctica, disregarding information based on		

			opinion or facts that don't correlate with the bulk of the research		
			Use notes to support presentations and debates		

The Teaching and Learning of reading

At Mountford Manor, we approach teaching and learning of reading through 6 Key Principles. These 6 principles are key to effective teaching but by its very nature, teaching is a creative profession so there is no prescribed formula for the way they are implemented in the classroom.

These 6 Key Principles are;

1.CHALLENGE

With the mastery learning model, rather than prejudging potential outcomes and stifling expectations by setting a host of differentiated learning objectives, there is a single challenging learning objective (Challenge for all). Staff are expected to consider what each individual student needs to achieve it and adjust their lesson accordingly.

All students may have different starting points but should aspire to the learning objective and a teacher should tailor and adapt their teaching;

- focused questioning;
- adult/ peer help with starting their sentences;
- Modelled and worked examples
- Manipulatives and practical apparatus to support learning

It is about equity of opportunity, not all getting exactly the same to reach the objective. The aim is to keep students in the challenge zone.

2.EXPLANATION

Three key principles should guide explanations:

1. Plan in to schemes of learning how to **link to and build on something already known**. a. Begin each lesson with a short review of previous learning (Rosenshine, 2012)
2. Allow for the **limitations of the working memory** when asking students to take on board new information, giving instructions, asking them to sort key bits of information etc. a. Present new information in small steps with student practice after each step (Rosenshine, 2012)
3. Where possible try to make the **abstract concrete** – think about and plan, how to make abstract ideas make sense:
 - a. Drawing diagrams; demonstrations; sharing and discussing images; taking the learning outside etc.
 - b. Provide scaffolds for difficult tasks (Rosenshine, 2012)
 - c. Direct explicit instruction (Kirschner, Sweller, Clarke, 2006)

3.MODELLING

Explain the key ideas, then model how to do it / what to do with it. This falls in to two main categories:

1. **Model the creation of products/procedures**. For example: write an essay, *show* them how to do it. Write it out on the board and discuss how/why you are doing each step as you go. Question them on what is being done. Explain, out loud, thought processes. If mistakes are made, point them out.
2. **Deconstruct expert examples and use worked examples** – have an excellent finished product and share it, discuss why it is good.

4.PRACTICE

Plan in time, during the lesson and over a series of lessons, for students to practice using new knowledge and skills. Consider the type of practice and its purpose:

1. Practice for fluency and long-term retention – repeating things in order to master them; coming back to things in subsequent lessons etc.

2. Deliberate 'intelligent' practice at the outer reaches of ability – allowing students to make connections and see patterns. Practising at the outer reaches of ability means students will have to layer skills and use them with agility. a. Guide student practice (Rosenshine, 2012)
- b. Require and monitor independent practice (Rosenshine, 2012)

5.FEEDBACK

Plan in how you will give feedback during/after lessons and – for this feedback to be meaningful -how you will allow students to respond this feedback. Feedback is a two way process and the teacher should use the students' feedback to inform future planning.

Moreover, it is our goal to nurture independent and agile learners who have the skills to be successful in an increasingly globalised and rapidly changing world. To achieve this, we must equip students to be critical and reflective learners in their own right by 'learning how to learn'. Students need to be engaged in their own learning, be part of the creation of their 'next steps' and have the opportunity to assess their own work and that of their peers in a meaningful and useful manner.

1. Engage students in weekly and monthly review (Rosenshine, 2012)
2. Guide student practice

6.QUESTIONING

Some questions can be planned for but some should be responsive to what is happening in the lesson. When considering planned questions, they should be to:

1. Check for understanding – i.e. hinge questions that students should be able to answer at a certain point in the lesson, before they move on. a. Ask a large number of questions and check the responses of all students, b. Check for understanding (Rosenshine, 2012)
2. Provoke deeper thinking
3. Increase the ratio of participation and thinking of all students

Inclusion and the Reading Curriculum

When teaching at Mountford Manor, staff are aware of children's individual needs and how to best scaffold teaching and learning, to enable access for all. Teachers consider; a range of resources, classroom organisation and management strategies to ensure optimal access for all learners, including those with physical and learning needs. Teachers have access to specialist support for advice on target setting and assessment. All SEND pupils are identified (through the Swindon Core Standards paperwork and on the Mountford Manor' SEND register). Their progress is systematically recorded and monitored in individual provision maps / Termly SEN assessments.

Monitoring and Assessment

EYFS

In ETFS the new skills and knowledge learnt in reading is evidenced by collecting photos and work produced by a child and placing it in their Learning Journeys.

Children's knowledge and skills are assessed by judging them against the Early learning goals set out in the EYFS Profile documentation.

Key Stage 1

In KS1 the new skills and knowledge learnt in reading is evidenced through work in their key skills books, reading records and Little Wandle sessions. It is also evident in cross curricular opportunities.

Children's knowledge and skills are assessed by teacher judgement through the assessment opportunities provided by The Little Wandle SSP programme.

Key Stage 2

In KS2 the new skills and knowledge learnt in reading is evidenced through work in their reading journals, reading records and topic books when engaging in cross curricular reading opportunities.

Children's knowledge and skills are assessed by teacher judgement, using our progression document for reading by which teachers determine whether children are achieving their year group objectives at the age related standard. Any gaps in knowledge and skills are to be addressed so each child is best prepared for the next stage of their learning.

Review

To be reviewed September 2023 by Kelly Hall (Writing Curriculum lead) and Lee Edmonds (Principal at Mountford Manor).