



READING POLICY

At Moorside Academy our primary aim as educators is to ensure that our pupils are safe, happy and ready to learn. The ethos of our school is that the foundations are built firmly on peace and respect, regardless of an individual's role in the academy. Our children and their families are at the heart of everything that we do here at Moorside and our curriculum has been developed in partnership with our children to be stimulating and engaging and to promote a lifelong love of learning. Our nurturing approach ensures that our curriculum is fully inclusive for all learners and we work hard to challenge all of our children and develop in them the resilience that will accompany them on their future learning journey.

Aim

We aim to ensure that children at Moorside understand that reading can be for a purpose as well as a pleasure. Staff develop reading skills so that our children are equipped with the life skill of being able to read and comprehend at an appropriate level. We also encourage and enable our children to develop a life long love of reading.

Objectives

1. To develop rapid, early coverage of phonic knowledge and skills ensuring that pupils have a strong foundation for developing decoding skills.
2. To identify pupils' difficulties in reading early, track progress and use intervention programmes when necessary to try to ensure children do not fall behind in expected progress.
3. To develop children's ability to research information and to use information to good purpose.
4. To build on children's own reading interests ensuring a wide variety of both fiction and non-fiction books are available.
5. To encourage parental support in developing children's engagement with reading.
6. To use a range of strategies with children to ensure that they have an explicit awareness of how to approach an unknown or difficult word.
7. To develop a positive attitude to reading.
8. To develop children's ability to understand text through improving their higher order reading skills.
9. To develop children's reading fluency and stamina.

General Guidance

If we are to develop children's reading we must not push them on too quickly, hold them back or destroy any natural enthusiasm children have for books.

While reading schemes are useful in supporting children's reading progression in the early stages of reading, it is important that children have the opportunity to choose books themselves because they find them interesting. As such it is important to be vigilant about the books we provide for children. Books that are seen as boring or out of date should not be used, except those that are considered to be classics. Children should be encouraged to express preferences and reject books if they are not enjoying them. We need to be sensitive to children's reading preferences. Reading stamina is not necessarily built up by making children read books they have little interest in. As an adult you would not continue to read a book that you had chosen if it failed to arouse your interest. We are trying to engender a love of books. Perseverance can be taught through other means.

Reading aloud to children/Telling stories

It is extremely important that we read with and to children as well as children reading to adults. They need to hear good, expressive reading being modelled across the school. Throughout their time in school they need to be introduced to stories that they will love. Children need to be given the opportunity to listen to authors/ stories they may not necessarily choose themselves and to recommend books to each other.

Telling stories is also an important device that teachers can use to support the development of writing.

In addition to using books to develop children's reading skills, teachers ensure that stories and books are also shared with their class for pleasure e.g. storytime, shared novel.

SEND/Intervention

It is important to ensure that children make at least expected progress no matter what their ability is. Texts given to children need to be at the appropriate level to ensure that they can both enjoy reading and have the opportunity to develop their reading. When children have instructional text they will need support to access it. Questions should be differentiated as necessary and appropriate to ability.

School has access to the following materials:-

- Letter and Sounds
- Precision teaching.
- Toe by Toe can be used as a teaching tool if phonics teaching is not effectively meeting the needs of individual children.

- Running records - these are used to ascertain children's reading competency.
- The Rapid Reading intervention programme.
- Target readers.
- Phonics to fluency.
- Bounce Back Phonics.
- Read, Write, Inc.
- SATs boosters.
- Wellcomm.
- Some children may have more personalised learning to meet their needs.

Promoting Books and Reading

It is important to encourage children to see reading as a positive and beneficial activity. This can be done through ensuring that we choose books where they can identify with the main character or theme. New books are selected with this in mind, with the majority of our new titles appealing to all children.

Male and female role models are important in promoting the activity of reading and should be used to help give all children positive messages about the enjoyment of books.

It is important to give children the opportunity to review books they have read and for children to be given the opportunity to read book reviews. Younger children should be given a simpler proforma to complete than older children.

We are increasingly promoting the use of ICT to develop reading. The school uses hudl's, kindles and online ebooks to encourage the children's enjoyment of reading.

Foundation Stage

By the time children arrive in the Reception class they have already begun to discover how to communicate. We are building on the skills and abilities the children have. Early phonic skills are introduced in the Pod (2 year old's) and Nursery allowing children to start Reception with basic skills and knowledge.

It is vital that from the earliest days in Reception children learn how to match sounds and letters to identify the initial phonemes in words. They need to then go on to acquire a broad range of phonic knowledge and the skills to apply it. The vast majority of children should have good phonic knowledge and skills by the end of KS1. For those children who require additional support with this, phonics and reading interventions are put into place.

Progression

Once children have reading confidence because of their good grasp of phonic knowledge and skills it is important that they use other strategies to check and confirm the accuracy of their reading. It is important that children do not become over-reliant on phonics as their principal reading strategy. Children's reading competence is not assessed simply on their ability to decode, they also need to be able to show they understand the meaning of the texts they read.

It is important therefore that we question children's reading at different levels:-

1. Literal
2. Deductive or inferential
3. Evaluative or response questions
4. Sequential understanding

Higher order reading skills need to be developed if children are to make expected and accelerated progress throughout their time in school.

The list below shows how reading at Moorside progresses through the key stages:

Pod

In the Pod, reading is developed in the following ways:

- Nursery rhymes and songs.
- Shared reading to develop listening and attention.
- Talk and communication skills.
- Vocabulary development through talk and stories.
- Word of the week, with new words displayed.
- A reading corner.

- Learning walks around the school environment.
- Regular visits to the school library.
- Phase 1 phonics begins.
- CLL pack sent home.

Nursery

The nursery builds on the above in the following ways:

- Phase 2 phonics introduced.
- 1:1 readers.
- Word of the day.
- Role play area and small world to develop speech, language and communication.
- A stage to encourage the children to perform songs and spoken language.
- Reading books sent home.
- Wellcomm screening tool used to identify gaps in language development.
- Evidence gathered in the child's learning journey.

Reception

Reception class builds on the above in the following ways:

- Reading records are sent home for parents to comment on shared reading at home.
- Target readers read with an adult every day.
- Other children read with an adult in school 3 times a week.
- A reading raffle is held.
- Running records are introduced.
- Phase 3 and 4 phonics begin.
- Children are grouped across Reception and KS1 according to the phonics phase that they are at.
- 4 phonics assessments across the year with progress tracked and monitored.
- Children are grouped for shared reading (similar to guided reading).
- Reading enhancements planned in continuous provision.
- Bug Club reading scheme used which is in line with phonics phases.
- Tricky words are assessed.
- Regular story time.
- Story sacks used.
- Talk shelf.
- Talk embedded through daily routine.
- Performance afternoon each week.
- Curiosity cuboid used to encourage questioning and enquiry.
- New vocabulary displayed.

KS1

KS1 build on the above in the following ways:

- Year 1 – phase 4 phonics continues and phase 5 is introduced.
- In Term 2, reading buddies from Year 5 are introduced.
- Guided reading takes place in groups as a carousel of activities. This links to the assessment criteria in KLIPS.
- Transition books (with short chapters) for more able readers are available.
- In Year 2, fast track phonics is used with children who did not pass the Y1 phonics screening test.
- Intervention for children in need of additional support with reading.
- Reading skills are explicitly taught during lesson time.
- Questioning links to reading domains.
- Children carry out topic based research on computers.
- A tiered approach to developing vocabulary is introduced.
- More comprehension style questioning used through independent reading, written and verbal work with linked homework activities.
- Year 2 – in Term 2 spelling rules are introduced to move on from phonics.
- Year 2 – phonics to fluency introduced in Term 2.
- Knowledge of HFW's and common exception words are assessed.
- Reading speed (words per minute) is assessed 4 times a year with a view to improving speed and fluency.
- Weekly talk presentation by a child.
- Each class has a reading corner with appropriate books.

KS2

KS2 continue to build on all of the above in the following ways:

- Bug Club Comprehension (guided reading) is introduced from Year 3.
- Explicit teaching of higher order reading skills such as inference.
- Ongoing development of speed and fluency.
- Emphasis on continued vocabulary development.
- Use of dictionary and thesaurus.
- Opportunities created for regular discussion and debate.
- Spelling programme used.
- Novel sometimes used as a theme.
- Shared story read for pleasure.
- Children given independent reading time during the day.
- Book reviews written.

Cross-Curricular Reading

There are many opportunities to develop children's reading skills through planned activities across the curriculum. At Moorside teachers seize the opportunity to do so. Every opportunity is sought to make the development of comprehension skills relevant to the childrens wider learning.

Reviewed: by R. Russell October 2021

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