

## Reading at Moat Farm



At Moat Farm Junior, we strive to give our children the best start in establishing secure foundations in reading. Our primary intent is to create avid readers which we believe is the foundation for providing children with the skills and knowledge needed for life in modern Britain. While phonics and fluency will be emphasised in the early teaching of reading, for those children who require that further support, Immersive whole-class reading sessions later take precedent. We use challenging texts to ensure our reading curriculum offers ambition and challenge. These sessions help to develop fluency but primarily focus on the contextualisation of language and literary devices.

By teaching every child to read well, making time within the school day to read, and embedding a culture of reading into the core of what we do, we believe that we have the opportunity to make a profound difference to children's education. We know that extensive reading and exposure to a wide range of texts makes a huge contribution to students' overall educational achievement, as well as positively influencing children's lives in a number of ways. For example, by giving exposure to an increased breadth of vocabulary; providing a better understanding of other cultures; the development of children's general knowledge; by providing an insight into human nature all of which will, it is hoped, enable children to develop a life-long love of reading. Reading great literature opens children up to ideas, experiences, places and times they may never otherwise experience in real life as well as opportunities to learn about a multitude of people, places and ideas not covered by a school curriculum.

We believe that every child can learn to read with the right teaching and support. We acknowledge that not all children will have had the opportunity to develop a love of reading at home, so this has to be taught and encouraged at school. Children at Moat Farm have a chance to read independently, read aloud and be read to during the school day. We promote reading for pleasure and dedicate resources to support reading, including developing the school environment to support reading. We have a wonderful library and a dedicated librarian who actively promotes reading choices and ensures the profile of reading in our school is maintained. We also believe that every teacher should be an advocate for reading and therefore time is devoted to training staff so they are equipped to support children's enjoyment of reading.

### Phonics - Teaching Fluency

#### What is our approach to teaching phonics?

At Moat Farm, we have a number of children, who require further support with phonics to aid their reading journey. Phonics is taught using a systematic and synthetic approach. Synthetic phonics is a method of teaching reading that focuses on the link between letters and sounds. This approach is based on breaking down and blending letters so that children learn to link sounds with individual letters and phonemes. Our teaching of phonics through 'Letters and Sounds', ensures there is a clearly structured programme with an emphasis on progression, the handbook assists our phonics lead to ensure there is consistency in phonics progression.

Our children enjoy regular phonics lessons as part of a systematic programme; gaining satisfaction from putting their learning into practice in their reading and writing.

#### How is phonics taught and reinforced throughout school?

- Daily discrete sessions of a minimum of 30 minutes.
- The session will include:
  - a re-visit of previously learnt phonemes;
  - an introduction to a new phoneme;
  - the opportunity to use and apply knowledge through reading and writing;
- A planned sequence of home reading books are matched to the child's phonetic ability.
- It is the aim of the school, that all phonics children will access 1:1 reading daily in school: These sessions develop children's fluency, automaticity and basic comprehension.
- Phonics learning is revisited and reinforced throughout Guided Reading sessions.

## Developing Fluency and Comprehension

Throughout Key Stage Two, reading and writing are taught using an interwoven-practice. Carefully selected texts are used to allow children to develop as readers and writers interchangeably; contextualisation of texts sits at the heart of our sessions.

In order to prepare children for this approach, whole-class reading sessions take place in upper and lower Key Stage Two. During whole-class reading sessions children are rapidly moving through the mediums of: whole class talk; paired and group talk and individual thinking.

### **Whole Class Reading: Five Reasons Why**

#### Exposure for all.

Whole-class reading sessions mean that children of all attainment bands are immersed in the same high-quality literature and the discussions that these texts promote. It is essential that less confident readers are exposed to the high-quality reasoning of more confident readers and become part of these discussions, mixed-attainment pairs allow for frequent paired discussion.

#### Challenge for all.

The text chosen should provide a clear challenge for all members of the class. A good rule of thumb is that the text chosen should be between 12 and 18 months beyond the reach of your higher attaining readers; that is to say, beyond the reach of their independent reading of it *and* comprehending of it.

#### Role model reading style and question response.

When reading, the teacher should model good use of intonation, movement, volume and expression. Children will pick up good reading styles from teachers' performances. Eventually, they will start to emulate teachers in their own performances.

When discussing literature, the teacher should model, and expect from children, high-quality responses with evidence and explanations provided to support.

Children need to be able to say a response before they can write one; teachers should model and encourage children to make good use of sentence stems (e.g., "The author has used the word \_\_\_\_\_ to suggest \_\_\_\_\_, as the word \_\_\_\_\_ has connotations of \_\_\_\_\_")

#### Pace and engagement.

Teachers should be actively monitoring pace, so as to ensure high levels of engagement throughout the lesson. Reading and listening to reading for long periods of time can be mentally taxing for some children. Interspersing longer stints of reading with paired discussions/independent follow-up tasks can help with this.

#### Use of targeted and open-ended questioning.

Targeted questioning is not only good for Assessment for Learning but also a good way to ensure all children engage with the lesson – if they don't know who will be asked to provide a response then they are more likely to consider your question and make good use of their talking partner.

*Research taken from: 'Why whole-class reading beats a carousel – and seven ways to ensure it is successful'  
TES online, January 2018*

#### How are texts chosen?

High quality texts have been chosen to represent the diverse cultural make up of Moat Farm. It is of vital importance children see themselves represented in texts. Texts link to our school drivers and values, to promote the school's beliefs and our aspirations for all our children.

	<b>Aut1- Change Friendship</b>	<b>Aut2- Conflict</b>	<b>Spr1- Archaic/ classics</b>	<b>Spr2- Inspirational people</b>	<b>Sum1- Our World</b>	<b>Sum2- Diversity</b>
<b>Year 3</b>	Little People, Big Dreams- David Attenborough -non-fiction  Mae among the stars by Roda Ahmed- narrative non- fiction  Our Tree by David Harmer-poem  Something Changes- Michael Rosen poem	Refugees and migrants by Ceri Roberts- non-fiction  Wisp-Zana Frailton - fiction  A child's garden by Michael Foreman- fiction  Little People, Big	Peter Pan-J.M Barrie-fiction  DK Find out Pirates - non- fiction  The Bird Crocodile by Aoife Mannix- poem  Pandora- Victoria Turnbull- picture book	Counting on Katherine: How Katherine Johnson saved Apollo 13 by Helaine Becker- picture book  Nobody owns the sky by Reeve Linbergh-poem  Little people, big dreams: Stephen Hawkings- narrative non- fiction  Anisha: Accidental Detective by Serena Patel-	One Plastic bag - Isatou Ceesay-non- fiction  The River by Valerie Bloom-poem  The street beneath my feet-Charlotte Guillan and Yuval Zommer-picture book  The Great Kapok Tree by Lynne Cherry-fiction	Max and the millions-Ross Montgomery- fiction  Sophia the dreamer and her magical afro-Jessica Wilson-poem  Six dots: a story of young Louis Braille- Jen Bryant- non-fiction  The Invisible- Tom Percival- picture book

### How do we support and encourage parental involvement?

We encourage parents to attend relevant meetings and workshops to help them to support their child at home.

We work with parents to support reading at home. The Reading Team make weekly contact with parents whose children are not reading the expected three times a week.

### **Engagement in Reading and the Reading Culture**

#### How do we inspire children to read a range of high-quality literature whilst promoting reading for pleasure?

The teaching of reading is central to our English ethos. Books have been carefully developed to broaden children's literature repertoire and hopefully encourage them to become wider, more avid and life-long readers. We use texts to aid our writing units. Where possible, cross-curricular links are made and texts are chosen because of their connection with wider learning in areas such as history or geography. Some texts have also been chosen because of the fantastic route they offer into discussing and exploring many social, emotional and cultural issues thus developing the *cultural capital* of our children.

We know that well-chosen literature allows children to develop culturally, emotionally, intellectually, socially and spiritually. Being immersed in good quality literature develops pupils' acquisition of a wide vocabulary; allowing children to explore and appreciate our rich and varied literary heritage.

In order to expose our children to a wider range of high-quality literature, we have our suggested reading list 'Twelve to read before you are twelve'. This recommended reading book list has been carefully created by staff and are a range of traditional and modern classics.

Our reading environment promotes Reading for Pleasure. Outside each classroom, books have been carefully selected to engage and develop knowledge of children's literature. Display boards share what current children's books staff are reading and would recommend, enabling 'book talk' to take place.

We have a strong ethos around the importance of reading; including reading for pleasure. Children are given opportunities to read for pleasure for at least 15 minutes each day in 'Comfy Reading' sessions. Adults in the classroom may also read a book of their choice as a way of modelling this practice: immersed in uninterrupted quiet reading.

In addition to this, each class enjoys listening a class story or poem daily. This again provides an opportunity for staff to be reading role models to our children as well as develop knowledge of children's literature.

We have a newly refurbished School Library and well-resourced Reading Corners in each classroom. To encourage use of the library, each class visits every other week.

Each class has a book corner that includes: a live reading display relating to recommended reading books or their current 'Read at 3' text.

For children who read three times a week, every week throughout a whole term, they are invited to termly reading events. These have included author visits, reading picnics and treasure hunts.

## **Monitoring and Assessment of Reading**

### How do we monitor reading?

All children have a *Reading Record*.

Children are expected to have their reading records in school and to take them home every day. We maintain high expectations that all children should be reading for ten minutes at least three times a week at home. Parents in Year 3, 4 and 5 are expected to write comments in their child's reading record to show that they are reading and as a way of communicating.

In Year 6, children are expected to gradually take more responsibility and record their own books and responses to books, however parents are still required to provide a signature.

### How do we assess reading?

Salford reading tests are completed three times a year to establish reading ages of children. This, along with class work and assessment data allows teacher to provide children with a book band

#### *Reading comprehension assessment*

Formal assessments take place half termly in Year 6. In spring and summer in Year 4 and 5 and in summer term in Year 3. English assessment ladders based on the expectations of the National Curriculum are used throughout the academic year to assess reading. Children's attainment is recorded on the whole school data tracker as: WTS, EXS, GDS. This allows leaders to understand which children are on track, based on their prior attainment, as well as identifying the lowest 20% of readers in each year group through mapping grids.

## **Support**

### How do we support children with SEND and those who are reading below the expected standard for their year group?

We have a determined approach that all children will meet the expected standard or exceed the expected standard in reading.

The following interventions are used in order to support the readers who are working below the expected standard in each year group:

- Flashcards used to develop automaticity with High Frequency Words
- Teaching of Phonics
- Paired reading (UKS2 children reading with younger children)
- 1:1 and/or small group reading
- Differentiated Guided Reading texts and work

