

## Reading at Moat Farm



At Moat Farm Junior, we understand the important role reading plays in the lives of our pupils and how it can impact on all other areas of the curriculum. We believe that reading feeds pupils' imagination and opens up a treasure-house of wonder and joy for curious young minds. It is therefore our aim that, by the end of their primary education, all pupils at Moat Farm Junior are able to read fluently and with confidence, in all subjects and be able to read a range of genres.

### **Aims**

At Moat Farm, we promote a high standard of reading. Pupils will leave Year 6:

- being able to read easily, fluently and with good understanding
- develop the habit of reading widely and often, for both pleasure and information
- acquire 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 modelled in their reading.
- use discussion in order to learn; they should be able to elaborate and explain clearly their understanding and ideas, supported with evidence from the text.
- are competent in the skills of speaking and listening, asking and responding to questions and participating in discussions, demonstrating understanding of what they have read.

### **Reading Intent**

At Moat Farm Junior, we want to foster a lifelong love of reading by exposing our children to various literature across all curriculum areas. We believe reading opens up a new world for children and gives them the opportunity to explore new ideas, visit new places, meet new characters and develop a better understanding of other cultures. Through building up the children's vocabulary it gives them the word power they need to become successful speakers and writers as well as confident readers. Reading is a key life skill and we strive to embed a culture of reading into the core of what we do. Providing opportunities for children to read both independently and aloud as well as allowing them the chance to discuss and recommend books they have read to their peers. Reading and quality literature is implicitly interwoven into our curriculum through the use of key texts to expose our children to various genres and famous authors and to enhance the variety of exciting topics that we teach.

### **Reading Implementation**

Reading is a vital skill that will support children's learning across the whole curriculum. As a school, we will ensure that our children are taught to read with fluency, accuracy and understanding through a variety of discreet and cross-curricular learning opportunities. Above all, we want children in our school to become enthusiastic, independent and reflective readers. Essentially, we want children to enjoy reading. The skills of reading comprehension are taught throughout school during four half an hour timetabled guided reading lessons from Years 3 to Years 6 and throughout the day across the curriculum.

### **Reading domains**

Across years 3-6, we have adopted a style of teaching that promotes the key skills of reading needed for our pupils to fully comprehend what they have read. We teach the whole class using various texts and extracts based on the reading domains. Consequently, this allows pupils to become more confident in understanding the meaning behind the text. Questioning plays a vital role in the teaching of reading across the school. We encourage the pupils to be very specific and precise when responding to questions. The reading domains that we teach are:

- 2A: to be able to explain the meaning of words in context.
- 2B: to retrieve and record key information.
- 2C: to summarise the main ideas from more than one paragraph.
- 2D: to make inferences from the text and justify these using evidence from the text.

- 2E: to make predictions based on details stated and implied in the text.
- 2F: to explain how information is related and contributes to the meaning of the text as a whole.
- 2G: to explain how meaning is enhanced through the choice of words and phrases in the text.
- 2H: to make comparisons within the text.

Teachers model reading strategies during whole class guided reading sessions and across the curriculum, as well as when reading the class novel at the end of the day. Pupils also have the opportunity to discuss texts in detail during these sessions as well as develop their own reading strategies during independent reading time.

### **Reading records and banded books**

Children have the opportunity to read to an adult using banded reading books every week. Moat Farm uses coloured book bands to ensure books are the right level of challenge for children so they make good progress. Children can choose a new book to read at home once a week. Every child has their own reading record which communicates reading progress between home and school, and includes teachers' and parents' feedback.

### **Library**

We have a school library which has a wealth of fiction and non-fiction reading resources. All of the books are labelled and easy to access. There is a timetable where every class visits the library at least once a week to choose a new book to take home to read.

### **Interventions**

Across years 3-6, pupils are assessed in phonics, any child that requires further support with phonics receives this daily following the Little Wandle phonics scheme. Pupils are assessed on a half termly basis. Monitoring of children who are not reading regularly takes place on a weekly basis, with interventions put in place to support these children.

### **Parental Partnerships**

#### **Home Reading**

At Moat farm, we value the importance of parental partnerships in order to provide the best education for their child. Parents are encouraged to listen to their children read at home three times a week. Each child from Year 3 to Year 6 take a 'reading book' home every day, this is a book that the children choose supported by a member of staff to ensure that the text is accessible and in line with their reading ability. Parents are asked to comment/sign their children's reading record book every time their child reads at home. Parents are also provided with guidance about how to best support their children in reading

#### **Parent Workshops**

During the year, Parent workshops are delivered. Within these sessions, parents are able to observe how reading is taught within school and gain advice on how to support their children at home is shared with support packs with resources to use are provided.

#### **Reading Impact**

At Moat Farm, we strive to promote a positive reading culture where books and the love of literature is both celebrated and valued. We aim to ensure that our children's attainment is in line or exceeds their potential when we consider the varied starting points of all our children. We measure this using a range of formative and summative assessment procedures, whilst always considering the age-related expectations for each year group. We intend the impact of our English curriculum will ensure our pupils are academically prepared for life beyond primary school.

