



Strategic Approach to the Teaching of Reading

Background

As a school, we take the view that reading is an **essential life-skill** which enables a person to manage and be successful within the wider world as an adult. To a child on their journey through school and into other forms of training or education, it is important because **it unlocks the rest of the curriculum**. Very importantly, **reading can bring people a lot of pleasure**.

Although there are many aspects to learning to read, it is widely accepted that the process can be seen as being in two main parts:

- developing the ability to decode (fluency) the print on the page so that you know what a word says
- language comprehension ie understanding of language

Taken together, these allow someone to develop the ability to understand written language. A person's own knowledge, culture and home language are also important to the development of reading.

There are **three** main aspects to our approach.

1. Throughout the school, there is a conscious and deliberate strategy to expose children to high quality written and spoken language. This takes many forms: songs, poetry, adults reading to children, the modelling of different sentence structures and explanation and display of a range of vocabulary.
2. The teaching of synthetic phonics.
3. The development of comprehension and deeper understanding of texts through guided reading.

Phonics

We follow the Lancashire 'Red Rose' phonics scheme. Throughout Reception and Year 1, children receive a daily phonics lesson, consisting of: revisit/review, teach, practice and application.

Reception – Children receive phonically decodable books as soon as they start phase 2. Teachers carefully select these books so they are closely matched to the sounds the children are learning in class. By the end of Reception, the expectation is that most children will have been taught up to phase 4.

Year 1 – Children start the year by revising phase 4 phonics and continue to take home carefully selected phonetically decodable books until they finish phase 5. By the summer term, we aim for most children to have finished their phonics learning so from this point, they take home books from our coloured banding scheme.

Phonics into Early Reading

To support a child's transition from a focus on fluency through phonics, we have a set of **'core' books** in YR and Y1 which children take home for an adult to read to them. The hope is that children will be exposed to language and sentence structures which they internalise and ultimately promote their development as reader.

Throughout the school, we share a range of high quality books through an approach called **'Power of Reading'**. The books are shared, enjoyed and discussed to enhance children's understanding and development of language. The books chosen also support the development of writing and a child's understanding of other curriculum areas.

Year 2 – As most children have now finished their phonics learning, they will progress onto guided reading in school. The PM benchmarking system is used to group children to ensure that they are reading books at the correct level. The books that are chosen for group guided reading sessions are selected to be a more challenging level than they are selecting for home readers. At this stage, we encourage the children to make autonomous choices about what they bring home, but keep control of the level of the book through continued use of our coloured banding system. Children are re-benchmarked every term to ensure they remain appropriately challenged.

Key Stage 2 – Throughout Key Stage 2, children remain on the benchmarking system to ensure that they are choosing books at an appropriate level of challenge.

Guided Reading

Throughout Key Stage 2, Guided Reading has a very high profile and takes place every day. Staff have all been trained to deliver it in the same way, although the expectations of the children increase as they progress through school. Staff carefully select a variety of quality guided reading texts to challenge and enthuse the children. These usually have a close link to the topic. On two days of the week, the children follow a whole class model for guided reading and for the other three, they follow a group model. This enables the teacher to spend one day reading the text with the children, modelling fluency and checking understanding. They spend the other whole class day discussing vocabulary used in the text and provide additional opportunities to practise using it in different contexts. One of the group sessions is always teacher-led. During the other group reading sessions, children take part in a range of reading based activities set by their teacher such as: follow-up tasks, independent or topic related reading, comprehension practice on chrome books.

Year 3 – When the children enter Year 3, they follow the above model with the teacher-led group session having an emphasis on reading fluency and basic retrieval questions. In Year 3, all questions are addressed verbally and children are not expected to produce written evidence of their teacher-led session. As they progress through the year, children will become more competent at answering more in-depth retrieval questions and using inference to explain characters' actions and motivations.

Year 4 – Children follow the same model as in Year 3, but progress to become more proficient in using the 'point, evidence' model for answering questions. Although the emphasis of the questioning still remains verbal, towards the end of the year, they may be progressing towards putting one or two of their answers in writing.

Year 5 – Using the same model, the focus on Year 5 is on developing children's stamina and ability to put their verbal responses into written form.

Year 6 – After reading the guided reading text in the whole class session, children answer questions independently and the group guided reading sessions are spent discussing and developing their responses to ensure that they have explained themselves fully. Year 6 children also use the 'Read Theory' programme on Chrome Books once a week to help develop their comprehension skills.

Reading for pleasure and promotion

Reading is given a very high profile in school. We aim for all children to leave Moorside with a strong love of reading which we foster in a variety of ways:

- All classes have a dedicated area to promote the profile of reading
- Exposure to high quality story-telling and reading on a daily basis
- We hold regular events to enthuse the children about reading eg. book swaps, book cafe, book fairs
- Paired reading/reading buddies
- Library club open to families once a week
- Library visit every week
- Yearly book fair
- Staff demonstrate positive reading behaviours by being role models for reading
- Opportunities for children to enjoy books in their play times
- Whole school reading mantras (books are treasure, reading makes you brainy!)

Engaging with parents

At Moorside, we consider positive partnerships with parents to be crucial in developing children's reading potential. Throughout school, we aim to inform parents about our approach to reading, involve them at every opportunity and provide guidance and support when needed with individual children's areas for development.

Some examples of this are:

- Phonic and reading workshops
- Parent storytelling
- Use of online learning platform
- Verbal and sometimes written feedback on reading progress
- Reading reward systems

Supporting children who need extra help

Reception – We assess the children on a half-termly basis in order to organise intervention groups for children who need additional support. We aim to hear all children read once a week, and some will be heard more regularly depending on their needs.

Year 1/2 – Afternoon phonics intervention sessions using the Lancashire 'Fast Track' scheme. Some children will have additional teaching of reading, depending on their needs.

Year 3/4 – Children in Year 3 or 4, who are not yet fully secure in their phonics learning, are given further support at their level. After further assessment of their needs, children are given either 'Fast Track' or 'Bounce Back' phonics intervention. Both of these Lancashire programmes follow on from the previous 'Red Rose' phonics learning they have used in Key Stage 1. Some children will have additional teaching of reading, depending on their needs.

Year 5/6 – Occasionally children in Year 5 still follow the phonics intervention programmes. Children can access further reading support where needed.