A proud member of

Reading Policy

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Approved by:	(CoG)	Date:
	(EHT)	Date:

The school is committed to safeguarding and promoting the wellbeing of all children and expects our staff and volunteers to share this commitment.

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1. Aims and Purpose

Moorcroft Wood Academy aims to:

- Provide clear guidelines on how reading is taught at Moorcroft Wood Academy, including how provision is managed to effectively cater for all pupils, regardless of ability or need.
- Provide a clear explanation of how reading is assessed.
- Explain how the quality of provision in reading is reviewed.
- Identify roles and responsibilities.

At Moorcroft Wood Academy, we believe that reading is the key to unlocking the wider curriculum. Reading enables the foundations of language, critical thinking and creative expression that will support he children throughout their education at Moorcroft Wood Academy, into their next stages of education and beyond.

We aim to inspire children with the use of diverse text based and visual stimuli to develop their understanding of characters, events, cultural similarities and diversities, as well as environmental issues, such as sustainability.

2. Supporting Legislation

This policy has been written in response to *National Curriculum in England: framework for Key Stage 1 to 4 (2014)*. A copy of this document can be accessed by following the link below:

https://www.gov.uk/government/publications/national-curriculum-in-england-primary-curriculum

How Reading is taught at Moorcroft Wood Academy.

3a) Curriculum Intent

Reading is a vital part of the English curriculum at Moorcroft Wood Academy. Daily reading lessons support all the areas of the English curriculum: speaking and listening, reading, writing, handwriting and phonics. Children are actively encouraged to develop effective communication skills both verbally and in written form, in readiness for later life.

Oracy within reading and the English curriculum

At Moorcroft Wood Academy, we encourage our children to build confidence in themselves to articulate their ideas and provide purposes and audiences for talk within a range of formal and informal situations, as well as in individual, partner, group and class contexts. As well as, developing the children's ability to listen with attention and understanding in all areas of the curriculum and where necessary, asking and responding to questions appropriately. Oracy skills are inextricably linked to heightened self-confidence, self-awareness and transferable inter and intrapersonal skills. Oracy has been proven to have a positive impact of academic and cognitive outcomes.

3b) Curriculum Implementation

Approaches to Phonics:

The teaching of phonic skills is embedded within English teaching in each class. Additional provision is made each day from Nursery to Year 1, with additional discrete phonic sessions offered to those pupils who need additional support. These comprise of learning different graphemes, focussing on oral and aural phonological skills and sight vocabulary. During these sessions children are also explicitly shown how to apply their developing skills to their writing. All children are grouped in accordance to their individual needs and is taught alongside English lessons. Moorcroft Wood Academy adopts the structures and learning sequences of the 'Read, Write, Inc.' approach to the delivery of systematic and synthetic phonics. Further information about these processes can be found at: https://ruthmiskin.com/en/programmes/phonics

Approaches to Reading:

Pupils have opportunities to undertake guided, shared and independent reading throughout the school. A diverse range of class reading books and a staged reading scheme are available for pupils to take home to read. When it is felt appropriate for individual children, they may become 'free readers' and choose from the class library. Reading age tests are undertaken throughout the year to identify children who require extra support with their reading. Staff are deployed throughout the school to work with children in order to improve their fluency, intonation, decoding skills and comprehension.

As a school, we utilise Reciprocal Reading strategies. Reciprocal reading involves a dialogue between the teacher and children. It is an activity where the leader first models a number of effective reading strategies which the children learn to use for themselves independently. It is an interactive teaching technique and is suitable for all readers.

Reciprocal reading has four key strategies that the children will become familiar with and can use in not only guided reading session, but also other areas of the curriculum.

Predict	What are we going to read about in the text section? (Inference)
Clarify	Which words and phrases do we need to find the meaning of? (Word meanings)
Question	Can we ask questions to help us learn more about the text? (Discuss any questions about the text to develop children's knowledge and understanding in context)
Summarise	What are the main ideas in this section? (Put it in own words)

Why Reciprocal Reading?

- Research indicates that 10% of 7-11 year olds are poor comprehenders. Reciprocal Reading aims to reduce that percentage by teaching strategies that enable readers to understand and read independently.
- It teaches comprehension skills - comprehension exercises usually test skills, rather than teach them.
- Reciprocal reading helps children talk themselves into an understanding of texts.
- Good readers use a range of strategies to make meaning from text. Reciprocal reading allows children to develop and practise these reading strategies.
- Good readers can use inference and deduction effectively because they are actively involved in the text and use strategies of prediction, summarising, questioning and monitoring their understanding. These strategies are taught through reciprocal reading.
- Good readers have a knowledge of text structure; this is developed within the talk about text.
- Talking about the text ensures clear understanding, which also makes reading more pleasurable.
- Once children have control of these strategies and understand the structure of the session, groups can work independently.
- A 2009 study done by Yvonne Reilly, Jodie Parsons and Elizabeth Bortolot, showed that Reciprocal Teaching can significantly improve students understanding of word based problems in maths.

Whole School:

- Moorcroft Wood Academy observe national events, such as World Book Day and Children's Book Week etc., in order to help instil a passion in reading.
- Annual visits from the Book Bus.
- Teaching staff visit other classes and share books with pupils.
- Extra activities linked to genre/reading, such as school trips, will be organised sporadically throughout the academic year.
- Pupils can use school and class libraries. Every child will have the opportunity to visit the local public library at least once during the academic year and will be encouraged to become a member.
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- 1:1 Reading: All pupils will read with their class teacher at least once per week.
- All pupils will have a reading book to take home to read.

3c) Parents and Reading at Home

Moorcroft Wood Academy believes that parental involvement and encouragement can play a crucial part in pupils' reading development and we promote a home-school reading partnership by:

- Communicating with parents and sharing information with them through: parent meetings, parent workshops and newsletters.
- Pupils each have a book to read at home each day to further the skills they have learned during guided reading, 1:1 and phonics reading sessions.
- Parents/Carers are encouraged to make notes in the pupils' diaries about reading progress made at home.
- Parents are encouraged to read at home with their child at least 3 times per week.
- Class libraries are open to children and parents/carers after school each week to choose and borrow books to enjoy together at home.

3d) Reading areas and Reading Incentives

Reading areas:

At Moorcroft Wood Academy each classroom has its own library as well as an enticing reading area for children to sit and enjoy a book. Reading areas have comfy chairs, bean bags and a range of recommended books for each year group. Whilst in the library pupils are expected to sit quietly and read.

Reading Incentives:

Children who meet the recommended reading target of reading 3 times per week at home are given a raffle ticket each week for the draw at the end of each half term. There is a raffle for KS1, lower KS2 and upper KS2. The winning prizes are books recommended for their year group.

3e) Curriculum Impact

Assessment for learning occurs throughout the entire reading lesson, enabling teachers/ learning support assistants to adapt their teaching/input to meet the children's needs.

Pupil's work is marked in line with the Marking Policy.

As part of our formative assessment, children are encouraged to complete tasks such which focus on the four key principles of Reciprocal Reading. These can be done through activities such as, checking the meaning vocabulary, comprehension focusing on a particular area of inference, deduction and literal, writing predictions and summaries.

Phonics assessments are undertaken each half term to ensure children are making progress and accessing the correct level of the phonics programme.

Summative assessments are undertaken each term in order to provide further understanding of the level a child is working at and to inform a more rounded judgement of their abilities.

- Reception – children are assessed against statements from the age-related development bands each half term and the Early Learning Goals at the end of the Reception Year.
- Year 1 – 6 complete termly NTS assessments –
- Year 2 and Year 6 also complete end of Key Stage SATs.

Tracking is used in order that children who are not making good progress over time can be targeted for support. What that support will be and how intensive, depends upon the child's needs.

Children in the Foundation Stage are baselined in September to provide an accurate starting point for each pupil. Pupils are then continually assessed throughout the year and progress towards the Early Learning Goals is monitored.

Assessment results are analysed by the Senior Leadership Team through Pupil Progress meetings. Reading fluency is assessed each half term, including accuracy, pace and expression. Pupils requiring additional support receive targeted reading practice or interventions, with progress regularly reviewed.

At the end of each academic year, a written report is given about English which includes phonics and reading and parents are informed of SATS results. Termly progress is discussed at Parents' Evening.

An annual report will be given to governors stating what has been carried out in reading and phonics and the impact it has had. Attainments in reading will be reported to parents at the end of the school year.

4. Monitoring the Provision of Reading

The Subject Leader is responsible for monitoring the standard of children's work and the quality of teaching in Reading, through the use of book looks, learning walks or 'Pupil Voice' questionnaires.

The Subject Leader is also responsible for supporting colleagues in their teaching and ensuring that all staff are informed about developments in their subject area(s).

The Subject Leader gives the Executive Head Teacher, Head of School and Local Governing Board an annual report in which s/he evaluates the strengths and weaknesses in the subject, and indicates areas for further improvement.

5. Roles and Responsibilities

Executive Head Teacher/ Head of School:

The Executive Head Teacher/ Head of School is responsible for:

- Ensuring fair access to a broad and balanced curriculum as stated within *National Curriculum in England: Key Stage 1 to 4* (2014)
- Delegating budgetary responsibility to the identified Subject Leaders.
- Identifying key school development actions, in conjunction with Senior Staff, and ensuring that this information is shared with all pertinent staff.
- Strategic budgetary planning based on information from Subject Leaders.
- Monitoring the quality of teaching and learning within reading and phonics (alongside the Head of School, Senior members of staff and the Subject Leader)

Subject Leader:

The Reading Subject Leader is responsible for:

- Ensuring that teaching staff have access to the resources needed to implement the teaching of reading and phonics, in line with the National Curriculum (2014).
- Monitoring the teaching and learning of reading and phonics throughout the school and identifying any areas for development.
- Ensuring that all staff are informed of any developments or changes to statutory requirements in reading and phonics.
- Ensuring that support requirements are effectively communicated to the Executive Head Teacher, Head of School and the wider Senior Leadership Team or other stakeholders as needed.

Teaching Staff:

The teaching staff are responsible for:

- Ensuring that all objectives for their Year group from the English curriculum, in particular reading and early reading are covered in the lessons taught (in line with the National Curriculum 2014)
- Adapting lessons as appropriate, so that all children in their class have the opportunity to develop both their skills and knowledge.
- Making formative assessments of children's understanding within lessons and providing verbal feedback as needed.
- Providing written feedback on children's work and addressing misconceptions through the use of identified support systems, or 'enhanced provision' such as close the gap teaching strategies or interventions, where appropriate.

6. Monitoring and Review

This policy will be reviewed by the Subject Leader on an annual basis, or in line with any pertinent legislative changes within an annual cycle as needed.

7. Linked Policies

- Assessment Policy
- Teaching and Learning Policy
- Foundation Stage Policy
- Remote Learning Policy
- Special Educational Needs Policy