

INTENT

Aspire



A reader from Morley Meadow Primary School will be able to:

- Read easily, fluently and have a good understanding of text.
- Develop a wide reading habit for both pleasure and for information purposes.
- Make informed reading choices and select preferred authors, giving recommendations.
 - Engage in discussions around high-quality texts.
 - Develop a love of books and the sharing of stories.



IMPLEMENTATION

For those children at our school who are on the Read Write Inc. programme, reading is taught daily. In Key Stage 2, reading is delivered through whole class reading sessions; this provides a consistent whole-school approach to reading for all children. Through discussion and reflection with peers and staff, children develop the knowledge and skills that they need to become competent and fluent readers, as well as learn to recognise the language features of different text types. A range of fiction, poetry and non-fiction in many forms are selected based on the subject themes taught and the children's interests. Questioning and building comprehension skills through oracy based approaches. Resources are selected from Literacy Shed Plus reading. We also ensure that reading is at the centre of our English lessons by using high quality texts from Babcock Teaching Sequences.

Literacy Shed Plus Comprehensions are used each term to develop the children written responses to text and build their reading stamina with challenging text.

The more you read the more knowledge you will gain!

Emoji	Reading Tools	How to develop your knowledge
🗉	Vocabulary	Think about the vocabulary used and why. Discuss new vocabulary.
🔮	Prediction	Consider what may happen next or what may have happened before.
📄	Retrieval	Find information that you have read/seen/heard.
❤️	Evaluation	Express opinions and feelings on the text/story/music/film.
🕵️	Inference	Dig deeper to find out more and use the clues to solve a question.
🗨️	Summariser	Recognising the main points from the text/story/music/film.
🎵	Author intent	Discuss what the author <i>wants</i> and why. For example a particular word or a piece of music in a film.

READING REWARDS

3 x 100% on quizzes = Dojo lucky dip

3 Dojo = 5 Dojo = 10 Dojo = 15 Dojo = 20 Dojo = 25 Dojo = 30 Dojo = 35 Dojo = 40 Dojo = 45 Dojo = 50 Dojo = 55 Dojo = 60 Dojo = 65 Dojo = 70 Dojo = 75 Dojo = 80 Dojo = 85 Dojo = 90 Dojo = 95 Dojo = 100 Dojo = 100% on quizzes = Dojo lucky dip

Target achieved = prize box

50,000 words read = certificate

When you reach your year group word target you will receive a £5 book token!

Year 3 = 250,000 words
Year 4 = 500,000 words
Year 5 = 750,000 words
Year 6 = 1,000,000 words

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In addition to the reading sessions taught across the week, we use a number of ways to ensure reading is at the heart of our curriculum:

- Books are loaned from Plymouth Schools Library Service to support reading and research across the curriculum through selected high quality text linked to the topics.
- Each class has a challenging class story book, selected above the children's reading ability, to encourage love of stories and reading.
- Class reading lists are shared with parents to encourage reading linked to the current topic.
- Listening to children read on an individual basis to encourage children to read text aloud is timetabled in.
- Children who are at bottom 20% are targeted and listened to as often as possible across the week. This is monitored and recorded.
- A wide range of rewards are on offer to encourage reading at home.
- Accelerated Reader is used to build a love of reading and provide opportunities to practice reading comprehension.

Pupils will learn to read by:

YF

Y1

Y2

Y3

Y4

Y5

Y6

Comprehension and decoding skills required to achieve age related expectations (as detailed in National Curriculum).

Exposing children to a high-quality text model in a variety of text types, as models for writing at a higher level than all children could access independently

- Building a bank of story and rhyme knowledge.
- Exposing children to texts beyond what they can read themselves.
- Developing an enjoyment for reading.
- Independently reading phonically decodable books matched to their phonic knowledge and skills.
- Listening to and discuss information books, other non-fiction and related narrative/poetry texts to establish the foundations for their learning in other subjects.

- Widening knowledge of texts and authors, including non-fiction and poetry.
- Sustaining stamina in listening and reading texts.
- Making connections within a book.
- Reading age-appropriate books.
- Increasing stamina.
- Listening to, discuss and read independently, texts which develop their knowledge across the wider curriculum.

- Introducing children to a wider range of authors and contexts e.g. historical and cultural.
- Choosing appropriate texts.
- Reading for sustained periods of time.
- Increasing the length and complexity of texts being read.
- Read short novels independently with understanding (by end of Y4).
- Listening to and read a wide variety of texts to find out information and develop knowledge across the wider curriculum.

- Exposing children to challenging and archaic texts, e.g., language, themes.
- Reading age appropriate books, including whole novels.
- Widening the range and challenge of books they read, including texts from a wider literary heritage.
- Applying the skills of information retrieval in reading textbooks from across the curriculum and in contexts where pupils are genuinely motivated to find out information.

IMPACT

Children will show achievement through independently applying the knowledge learned; this will be evidenced through:

- Early Years Foundation Stage Profile
- PIRA assessments
- SATS
- Accelerated Reader Assessments (Termly and after each text has been read)
- Evidence Gathering Grids to assess Year 2 Reading (EGG)
- Displays
- Lesson observations and discussions with pupils
- Pupil voice
- Annual pupil and staff questionnaire

Achieve