



Early Reading Provision

Ask

"Reading transforms the human brain which transforms the mind, which transforms the life of every reader." Maryanne Wolf.

At Morley Meadow we recognise that reading is the single most important thing a child will learn in school **and allows them to access their learning across the curriculum.**

We strive to support children to learn to read quickly and accurately and are determined that every child will learn to read, regardless of their background, needs or abilities. We endeavour to foster a real love of reading in our children in order that they choose to continue to read for pleasure.

Adopt the principles and recommendations set out in The Reading Framework (2022).

At Morley Meadow we want to equip the children not only with the expectations of the Early Years / National Curriculum but prepare them for opportunities, responsibilities and experiences in their lives.

Aspire

At Morley Meadow we use the Read, Write Inc phonics programme to teach Early Reading.

Read Write Inc. (RWInc) is a consistent, rigorous, and dynamic literacy programme to teach EVERY child to read. Using **synthetic phonics**, children quickly learn to blend letter sounds together to read words.

Reception

Year 1

Term Set	Total number of children	0-15	16-24	25-30	31-34	35-40	41-46	47-51	52-57	58-63	64-68	69-74	75	At/+ expected
Baseline														
Autumn half term			■											
End of Autumn half term				■										
Spring half term					■									
End of Spring term						■								
Summer half term							■							
End of Summer term								■						

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Summer half term												■		
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Children have a RWInc lesson daily and are placed in groups in line with the half termly assessments. Outside of these sessions the children are provided with afternoon sessions, pinny time, online resources and online links to use in school and home

All children are provided with high-quality decodable books that are closely matched to their increasing knowledge of phonics and 'tricky' words and, as children re-read the stories, their fluency increases. Home reading books are closely aligned to the order that sounds are taught in the programme to

ensure children are taking home fully decodable books to practise and develop word reading fluency once they have learnt specific sounds. Children are expected and encouraged to read at home every day and communications are made through DOJO.

Oracy is developed by exploring new vocabulary and talking about their books and answer questions through retrieval and inference appropriate to their stage.

Children that have completed the RWInc programme move on to:

- RWInc Comprehension that enables them to explore a variety of texts and consider the vocabulary used.
- Accelerated Reader – these are books at the appropriate level of vocabulary for the children to develop comprehension.

Early Years Framework / National Curriculum objectives are taught through English lessons and also provides the transition between reading and writing. Texts to develop additional reading skills are well-chosen to ensure they link to wider curriculum themes and develop children's comprehension skills.

Whole school themed events raise the profile, as well as promote a love of reading such as World Book Day.

Assessment

Groupings and identification for Tutoring or Spotlight children is provided for pupils based on assessments Summative judgements (Working Towards/Working At/Working Above age-related Expectations) are recorded each term, discussed at pupil progress meetings and in end of year reports for all KS1 pupils.

Star Tests are used to assess the ZPD range for those who have completed RWInc and are using Accelerated Reader.

Assessment is informed by observations during phonics sessions, verbal feedback and half termly phonic and screening assessments.

Staff Development

Effective CPD is available to staff to ensure high levels of confidence and knowledge are maintained through coaching and training.

Achieve

At the end of Reception, a teacher-assessed judgement of expected or emerging is made for the word reading ELG and for the comprehension ELG and reported to parents.

Year 1 Phonics Screening Check is administered in June. This determines whether or not children are able to decode and use phonic knowledge to an age-appropriate standard. At the end of KS1 pupils are assessed through a teacher-assessment judgement in Reading (Working Towards/Working At/Working Above age-related Expectations) using optional SATs to support judgements.

NGRT tests are completed from year 1 through to year 6.

At Morley Meadow we aspire that:

- All pupils, including our lowest readers, make sufficient progress to meet or exceed age-related expectations.
- Pupils are familiar with and enjoy listening to a wide range of stories, poems, rhymes and non-fiction.
- Children will develop a love of reading and will be familiar with different authors and genres.

