



ENGLISH CURRICULUM

Reading Policy

2023-2025

Effective Date: January 2019

Last Reviewed: September 2023

Reviewed by: Mrs L Robbins

Next Review Date: September 2025

Intent

Our 'Big Ideas' Curriculum intent:

At Moggerhanger Primary School we provide a curriculum for our pupils that **inspires excellence** through promoting **determined** and **courageous** learners.

Our carefully considered 'Big Ideas' thread through each subject, ensuring our curriculum is progressive and provides our children with rich, diverse, first-hand experiences with a focus on stimulating, challenging, practical and enjoyable learning opportunities.

We are passionate about providing high quality learning experiences that enable our pupils to deepen and extend their knowledge through real life, purposeful application of skills.

Our progressive curriculum is designed to promote and understand our local world and community, while also reflecting the wider world beyond Moggerhanger. We prepare our pupils to be active, rounded citizens in the wider world. Our curriculum is rich in culture and diversity, our school is a safe place for all, where individuality and inclusivity thrive.

Aims

We believe in both the importance of developing children's discrete word-reading skills and comprehension, and the need to engender their love of books and reading. We recognise that the two elements are intertwined; each relies on the other if children are to become life-long readers.

What the Research Tells Us

Young people who enjoy reading very much are nearly five times as likely to read above the expected level for their age compared with young people who do not enjoy reading at all. Children's and Young People's Reading Today, National Literacy Trust, 2012.

Developing a love of reading can be more important for a child's educational success than their family's socio-economic background. OECD, 2002.

Other benefits include an increased breadth of vocabulary, pleasure in reading in later life, a better understanding of other cultures, better general knowledge and even 'a greater insight into human nature'. Reading for Pleasure: A research overview, National Literacy Trust, 2006.

In too many schools there is no coherent policy on reading overall; schools put in place numerous programmes to support reading, especially for weak readers, but do not have an overall conception of what makes a good reader... there is not enough curriculum time to focus on wider reading or reading for pleasure. Moving English forward, Ofsted, 2012.

In schools that have success with their pupils' reading, teachers read, talk with enthusiasm and recommend books, the results of which are seen not only in test results but also in an enthusiasm for reading which extends beyond the classroom. Excellence in English, Ofsted, 2011.

At a reading school, all children learn to love books, and the school is prepared to make this an absolute priority. This relentless focus on reading is important for many reasons. The intent of our English curriculum is to ensure that every child can reach their full potential, and therefore we strive to deliver one which is fully inclusive and accessible to all. This includes children who have additional needs, whether this be children with Special Educational Needs and Disabilities, or Gifted, Talented and More Able. Such children may need to develop or extend their reading skills in a one-to-one or differentiated, smaller group situations. If appropriate, assessments will be undertaken to determine specific areas of difficulty and a targeted intervention programme will then be delivered.

Our priorities in becoming an outstanding reading school:

- place reading and books at the centre of the curriculum
- recognise that being able to read well is a key life skill for children, whatever their background
- believe that every child can learn to read with the right teaching and support
- acknowledge that not all children will have had the opportunity to develop a love of reading at home, so this has to be taught and encouraged at school – just like any other area of the curriculum
- build time for all children to read independently, read aloud and be read to during the school day
- develop a coherent whole-school strategy for promoting reading for pleasure
- spend money and time to support reading, including buying books and developing the school environment to support reading
- believe that every teacher should be an advocate for reading
- devote time to training staff so they are equipped to support children's enjoyment of reading
- involve parents to ensure the culture of reading that we have developed extends into the home.

Implementation

In order to achieve our aims, we plan and teach the highest quality of English lessons daily across the school. Our planning is in line with the National Curriculum and follows a clear progression of skills map, placing reading for pleasure at the heart of the English curriculum. A successful approach to developing reading in a school could follow six interlinked strategies. Reading schools use each of these strategies to help all their children become life-long readers. These strategies are explained fully below.

<i>Six strategies to build an outstanding reading school</i>					
1	2	3	4	5	6
SUPPORTING STAFF	TEACHING THE READING CURRICULUM	ENGAGING PARENTS	DEVELOPING THE READING ENVIRONMENT	TARGETING RESOURCES	CELEBRATING READING
Equipping staff with the skills and knowledge they need to teach children to be accomplished and keen readers	Making use of every opportunity the curriculum offers to teach children to become life-long readers	Harnessing the enthusiasm of parents to ensure the culture of reading developed by the school extends into the home	Understanding the role the physical environment, including libraries, book areas, and displays, can play in teaching children to be readers	Using a wide range of different reading material to teach children to become readers	Involving the school community in special events to raise the profile of reading and engage children

‘Building an Outstanding Reading School, 2017, Oxford Primary’

Our Whole School Approach to Reading and Curriculum Time

Year Group	Approach to Teaching of Reading	Teaching Reading through Daily Discrete Phonics Teaching	Expected Phonics Level at the end of year group (also see Phonics Policy)	Expected Reading Book Level at end of year group	Expected Standard of Reading and Standardised Assessments	Intervention
Pre-School	<ul style="list-style-type: none"> • Learning through play • Book based curriculum • Reading and sharing books with children • Systematic Synthetic Phonics programme • Reading books when appropriate 	Some pupils (Gifted, Talented and More Able)	Level 1	<ul style="list-style-type: none"> • To access picture and reading books in continuous provision in line with EYFS Age 3&4 	<ul style="list-style-type: none"> • EYFS Development Matters Literacy – 3 & 4 year olds 	<ul style="list-style-type: none"> • Additional 1:1 adult support in the continuous provision environment
Reception	<ul style="list-style-type: none"> • Learning through play • Book based curriculum • Reading and sharing books with children • Systematic Synthetic Phonics programme • ERIC – Everyone Reading in Class • Reading books and 1:1 reading with all children 	9.00am-9.30am - 'Twinkl Phonics' All pupils	Level 2, 3 & 4	<ul style="list-style-type: none"> • Level 4 Rhino Readers 	<ul style="list-style-type: none"> • EYFS Development Matters Literacy – Reception • EYFS Statutory Framework Literacy ELG for Comprehension and Word Reading 	<ul style="list-style-type: none"> • Additional 1:1 reading
Year 1	<ul style="list-style-type: none"> • Book based curriculum • Reading and sharing books with children • Systematic Synthetic Phonics programme 	9.00am-9.30am - 'Twinkl Phonics' All pupils	Level 5	<ul style="list-style-type: none"> • Level 5 Rhino Readers 	<ul style="list-style-type: none"> • Teacher Assessment against NC Objectives • Year 1 Phonics Screening 	<ul style="list-style-type: none"> • Additional Year 1 daily discrete phonics in Spring Term

	<ul style="list-style-type: none"> • ERIC – Everyone Reading in Class • Reading books and 1:1 reading with all children • Library time 					<ul style="list-style-type: none"> • Additional 1:1 reading
Year 2	<ul style="list-style-type: none"> • Book based curriculum • Reading and sharing books with children • Systematic Synthetic Phonics programme • ERIC – Everyone Reading in Class • Reading books and 1:1 reading with all children • Library time 	9.00am-9.30am - 'Twinkl Phonics' All pupils	Level 6	<ul style="list-style-type: none"> • Level 6 Rhino Readers or Free Reader 	<ul style="list-style-type: none"> • End of Key Stage 1 Assessments 	<ul style="list-style-type: none"> • Additional Year 2 retake daily discrete phonics in Spring Term • Additional 1:1 reading
Year 3 and Year 4 (LKS2)	<ul style="list-style-type: none"> • Book based curriculum • Reading and sharing books with children • Systematic Synthetic Phonics programme • ERIC – Everyone Reading in Class • Reading books and 1:1 reading with all children • Library time 	20 minutes - 'Codebreakers Phonics' 20 minutes daily for pupils working towards the expected standard	Year 3 and 4 National Curriculum Programme of Study for English	<ul style="list-style-type: none"> • Free Reader accessing LKS2 Book Band 	<ul style="list-style-type: none"> • Teacher Assessment against NC Objectives 	<ul style="list-style-type: none"> • Additional 1:1 reading
Year 5	<ul style="list-style-type: none"> • Book based curriculum • Reading and sharing books with children • Systematic Synthetic Phonics programme • ERIC – Everyone Reading in Class • Reading books and 1:1 reading with all children 	20 minutes - 'Codebreakers Phonics' 20 minutes daily for pupils working towards the expected standard	Year 5 and 6 National Curriculum Programme of Study for English	<ul style="list-style-type: none"> • Free Reader accessing UKS2 Book Band • Free Reader accessing UKS2 Book Band 	<ul style="list-style-type: none"> • Teacher Assessment against NC Objectives 	<ul style="list-style-type: none"> • Additional 1:1 reading
Year 6	<ul style="list-style-type: none"> • ERIC – Everyone Reading in Class • Reading books and 1:1 reading with all children 			<ul style="list-style-type: none"> • Teacher Assessment against NC Objectives 		

	• Library time				• End of Key Stage 2 Assessments	
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Our Reading Book Schemes

Year Group	Expected Phonics Level at the end of year group (also see Phonics Policy)	Expected Reading Book Level at end of year group	Reading Scheme (also access to Levels above and below where appropriate)
Pre-School	Level 1	<ul style="list-style-type: none"> To access picture and reading books in continuous provision in line with EYFS Age 3 and 4 	Range of picture/reading books Access to Level 2 Rhino Readers where appropriate
Reception	Level 2, 3 and 4	<ul style="list-style-type: none"> Level 4 Rhino Readers 	Rhino Readers - Level 2a
			Rhino Readers - Level 2b
			Rhino Readers - Level 2c
			Rhino Readers - Level 3a
			Rhino Readers - Level 3b
			Rhino Readers - Level 3c
			Rhino Readers - Level 4a
			Rhino Readers - Level 4b
Year 1	Level 5	<ul style="list-style-type: none"> Level 5 Rhino Readers 	Rhino Readers - Level 4c
			Rhino Readers - Level 5a
			Rhino Readers - Level 5b
Year 2	Level 6	<ul style="list-style-type: none"> Level 6 Rhino Readers or Free Reader 	Rhino Readers - Level 5c
			Rhino Readers - Level 6a
			Rhino Readers - Level 6b
Year 3 and Year 4 (LKS2)	Year 3 and 4 National Curriculum Programme of Study for English	<ul style="list-style-type: none"> Free Reader accessing LKS2 Book Band 	Rhino Readers - Level 6c
			Pandora - LKS2 Booster (High interest, low threshold)
			Pandora – LKS2 Booster Best Picture Books (High interest, low threshold)
			Pandora – LKS2 Recommended Fiction
Year 5 and Year 6 (UKS2)	Year 5 and 6 National Curriculum Programme of Study for English	<ul style="list-style-type: none"> Free Reader accessing UKS2 Book Band Free Reader accessing UKS2 Book Band 	Pandora – LKS2 Recommended Non-Fiction (Black spine label)
			Pandora – UKS2 Booster (High interest, low threshold)
			Pandora – UKS2 Recommended Fiction
			Pandora – UKS2 Recommended Non-Fiction (Black spine label)

Whilst we avoid narrow reading bands which can limit children's progress, we do group our books to ensure children are reading developmentally appropriate texts at the right stage in their learning, in line with the DFE Reading Framework 2023. In addition to this, all children will have access to supplementary reading books as allocated by the class teacher or learning support assistant, a new library book every week of their own choice, access to a wide range of picture books, chapter books, fiction and non-fiction books and a well-stocked reading area in their classroom.

Sight Reading of High Frequency Words

Children are taught to read 'Tricky Words' and 'High Frequency Words' and 'Common Exception Words' by sight. These are defined as follows:

- **Tricky Words** - Tricky words are words that early readers will struggle with. This might be because they have unusual spellings, contain new sounds and graphemes or don't follow ordinary phonemic rules
- **Common Exception Words** - Common exception words are words that appear commonly in both written and spoken language, but which don't follow standard spelling rules
- **High Frequency Words** - High-frequency words are the words that appear most often in a given language. These may also be Tricky Words/Common Exception Words.
- **Sight Reading** – To recognise the word without sounding out.

Teaching children to sight read these words helps them to become faster, more fluent and more confident readers. This skill is taught within discrete phonics lessons and during individual reading sessions with a teacher, teaching assistant, trainee teacher or experienced volunteer.

The words which we aim for children to be able to sight read, in line with our Phonics programme and the National Curriculum, are listed below:

Year Group	High Frequency Words
Pre-School	<ul style="list-style-type: none">• Child's own name• Familiar words e.g., 'Mummy'
Reception	<ul style="list-style-type: none">• Level 2 Tricky Words• Level 3 Tricky Words• Level 4 Tricky Words• First 100 High Frequency Words
Year 1	<ul style="list-style-type: none">• Level 5 Common Exception Words• Year 1 Common Exception Words• Next 200 High Frequency Words
Year 2	<ul style="list-style-type: none">• Level 6 Common Exception Words• Year 2 Common Exception Words
Year 3 and Year 4	<ul style="list-style-type: none">• Year 3 & 4 Common Exception Words
Year 5 and Year 6	<ul style="list-style-type: none">• Year 5 & 6 Common Exception Words

Word Reading

Teaching early reading and word reading begins as soon as children start school, including in our pre-school. We teach early reading through our Systematic Synthetic Phonics Programme, Twinkl Phonics. The following paragraphs have been taken from our Phonics Policy which can be found on our website:

At Moggerhanger Primary School we use Twinkl Phonics as our systematic, synthetic phonics programme (SSP). It is high quality and robust in its purpose. With a clear, structured progression through the programme, it allows all of our pupils to meet or exceed the expected standard.

The Twinkl Phonics approach combines rigorous progression with engaging learning materials. We believe that children learn best when they are enjoying their learning and that this comes from a mix of bright, fun and engaging lesson resources within a clear and systematic approach that builds on children's skills daily.

Reading Books and Fluency

While younger children will be sounding and blending to read, it is expected that by the end of the Level 5 Rhino Readers books, a child should be able to read fluently and rely less on sounding and blending. In line with the DFE Reading Framework (2023), it is thought that after these Level 5 books, and around the same time as the Level 6 books, pupils no longer need 'decodable' books and therefore can move on to be a 'Free Reader'. However, at this point the pupils will be selecting their reading books from carefully chosen reading schemes purchased from Pandora Books, which are in line with the expectations of the Key Stage they are in. It is expected that fluent pupils will be reading around 90 words per minute.

Language and Comprehension

Language and Comprehension begins from Pre-School and continues all the way to Year 6.

Assessment

Assessment is an integral part of teaching and learning in school. Children's progress should be monitored through observation and by using planning and learning objectives. Feedback to pupils should be provided on their attainment against the objectives of the English and Reading curriculum. Pupils are encouraged to improve their own learning performance through regular verbal feedback during whole class, individual or group reading sessions.

Children will have:

- **Reception to Year 4** pupils will have a 'Reading Record' book. Comments and 'Next Steps' must be developmental, and focus on what the child has achieved, as well as having a strong focus on what the child needs to do in order to improve their reading. Parents/carers will also use the Reading Record to record their own reading sessions at home.
- **Pre-School** pupils will have a 'Reading Record' when they begin having reading scheme reading books.

- **Year 5 and 6** pupils have a Record Record Card which encourages independent reading at home.

Teachers will have:

- A working **Reading Folder** with standardised pro formas for recording reading and running records
- A note of what **Reading Book Level** each child is on
- A record of the words each child can **sight read**

The following assessments are undertaken upon entry to a school year, and at the end of every half-term:

- Reading comprehension assessment paper for Years 1-6
- Reading of relevant high frequency words for child's ability
- Reading of relevant grapheme/phoneme correspondence for child's ability in Phonics
- The teacher recording which reading level the child is accessing
- Running Records are completed for each child and stored in the reading folder
- Reading Age is assessed for some pupils
- All reading will be carefully monitored regularly throughout the year and each teacher will record how their class are progressing in a marked reading folder, linking each child's reading and discussion carefully to national curriculum objectives. This will be recorded on SIMS half termly, by updating the statements once per term, and the overall assessment grade once per half term.

Reading will be monitored throughout the school by the class teachers, English Co-ordinator, and Senior Leadership Team, who will be responsible for gathering evidence that reading is being taught effectively and matches the needs and abilities of the pupils. Lessons will also be monitored to help promote quality of learning and standards of achievement in reading across the curriculum.

Inclusion, including meeting the needs of SEND pupils

In line with our Equality Policy, we are committed to providing a teaching environment that promotes learning. Children are given opportunities to work with others, listen to each other and treat everyone with respect:

- We plan our classroom activities to challenge and involve all pupils appropriately, according to age and capability, ethnic diversity, gender and language background.
- We are aware of different learning styles and the need to allow pupils to be able to work in their preferred learning styles for some of the time.
- We use materials for teaching which avoid stereotyping, and bias, towards race, gender, role or disability.
- We deal with such issues clearly and sensitively when they arise.

At our school we teach reading to all children, whatever their ability. Reading forms a core part of the school curriculum, and we aim to provide a broad and balanced education to all children. Through our English teaching we provide learning opportunities that enable all pupils to make progress. We do this by setting suitable learning challenges and responding to each child's different needs. Assessment against the National Curriculum allows us to consider each child's attainment

and progress against expected levels. We use a range of strategies to support pupils. A few of these, particularly relevant to English are:

- Evidence suggests that a Systematic Synthetic Phonics Programme is the best way to teach reading skills to pupils with SEND needs, and therefore our Twinkl Phonics is delivered to all pupils (DFE Reading Framework, 2023)
- The use of appropriate vocabulary at varying levels of difficulty during lessons
- Word mats for key topic words
- Word mats for high frequency words
- Careful use of support for pupils with English as an additional language

For our gifted and talented pupils, we will expect:

- Teachers to provide teaching and learning experiences that encourage pupils to think creatively, explore and develop ideas, and try different approaches. Pupils should be encouraged to set their own questions, offer ideas, suggest solutions or explanations, and reflect on what they have heard, seen or done in order to clarify their thoughts
- Greater independence in their work, and regular opportunities to read at length
- Provide opportunities within reading for pupils to develop their skills in other areas, such as intrapersonal skills (for example, opportunities to use initiative), and interpersonal skills (for example, leadership and group membership). These opportunities also relate to the key skills of working with others and improving own learning and performance.

Implementation through resources



Upper Key Stage 2: a wonderful choice of books featuring heroic characters from different ethnic backgrounds, refugees, diverse families and people living with disability. The collection largely features children living in the UK today and includes adventures, beautiful stories of hope, funny books, mysteries and fairy tales to enjoy.

Resources available in school include:

- The full range of Rhino Readers reading scheme which is linked with our Twinkl Phonics Systematic Synthetic Phonics Scheme
- Newly purchased Reading Schemes from Pandora, expertly chosen and selected to match the Key Stages, and including a range of 'booster' texts which support less able readers
- Well stocked library with a wide range of genres
- Well stocked Reading Areas with bookshelves or book-boxes in every classroom from Pre-School to Year 6 with a range of age appropriate, high quality texts
- Reading records and reading books for all children
- Dictionaries and thesauruses within lessons and to foster curiosity
- Class sets of texts for the relevant book-based curriculum texts
- Wide range of highly recommended multicultural and diverse books for Key Stage 1, Lower Key Stage 2 and Upper Key Stage 2
- Online subscription to Twinkl for scaffolding resources e.g., word mats and writing frames
- Range of iPads, laptops and mini laptops to enhance reading through use of ICT
- All classrooms have high quality interactive touchscreen boards to enable whole class reading opportunities across the curriculum
- Enriching outdoor areas available to all children.

The English Coordinator will regularly review resources and obtain, within the constraints of the allocated budget, additional resources as necessary.

Implementation through Professional Development and Training

The English Coordinator and Senior Leadership Team will:

- Ensure that the delivery of English meets the long term plan
- Ensure the English curriculum meets the aims and objectives of the school
- Support, guide and motivate teachers and other adults in their teaching of the subject
- Ensure colleagues are aware of current initiatives
- Evaluate and monitor the effectiveness of teaching and learning within the school
- Monitor progress towards targets for pupils and staff to inform future priorities and targets for the subject through:
 - Book scrutiny
 - Scrutiny of planning
 - Lesson Observations
 - Looking at displays and photographs
 - Discussions with staff
 - Analysis of assessments
- Review current practice in school, evaluating strengths and areas for development
- Lead staff meetings as appropriate
- Review and revise policy
- Audit resources and order resources when needed
- Keep regular contact with Governors
- Write school development plan and a SEF
- Attend relevant in-service training and prompt others about relevant training
- Representing the school in local cluster groups.

Spiritual, Moral, Social and Cultural Development

At Moggerhanger Primary we aim to promote our children's SMSC development through our teaching of English and Reading.



Woodpeckers (Year 1 & 2) enjoying their 20 new books recommended for Key Stage 1: A beautiful collection of contemporary books that feature diversity as we experience it in Britain today and which sensitively promotes understanding and an inclusive society where all individuals are valued. Together, these lovely books contribute to a library which represents ethnic and cultural diversity, people with disability and LGBTQ+ families.

Spiritual Development

Examples of promotion of Spiritual development in English and Reading include:

- In responding to a poem, story or text; pupils can be asked "I wonder what you think happens next?" "How would you feel if you were the person in the story?" "Where have you met these ideas before?"
- By appreciating the beauty of language

Moral Development

Examples of promotion of Moral development in English and Reading include:

- Exploring stimulus for thinking about the consequences of right and wrong behaviour; pupils speculate and apply their learning to their own lives. When they do this, they are developing their speaking and listening and higher order thinking skills
- By considering different perspectives

Social Development

Examples of promotion of social development in English and Reading include:

- By supporting conceptual and language development through an understanding of debates about social issues
- By providing opportunities for talk in a range of settings

Cultural Development

Examples of promotion of Cultural development in English and Reading include:

- Pupils telling and reading stories from their own cultures and backgrounds, creating the idea that 'everyone has a story to tell'
- By providing opportunities for pupils to engage with texts from different cultures

British Values

As a school we promote British values ensuring that our children leave school prepared for life in modern Britain. At Moggerhanger Primary we aim to promote British values through English and Reading. British values, including those of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs are embedded in the English curriculum.



Impact

As a result of the intent and implementation of this policy, the children at Moggerhanger Primary School will:

- Have a high standard of reading, in line with or exceeding age-related expectations
- Make excellent progress, which will be measured from their initial reading ability to ensure continual progression of skills
- Have the skills to pass their Year 1 Phonics screening check
- Have high levels of comprehension ability, as demonstrated in end of year assessments in Years 1, 3, 4, and 5
- Have the skills to reach the expected level of development in end of Key Stage Reading assessments in Years 2 and 6
- There will be high levels of engagement in books and reading across the school, from Pre-School to Year 6. Children will be able to talk about the books they are reading, the progress that they are making, their 'Next Steps', and what they enjoy about reading for pleasure
- Children will enjoy and thrive during their English lessons, and apply the knowledge and skills they have learnt across the broader curriculum
- There will be excitement about reading and reading and high-quality texts will feature prominently across the curriculum.