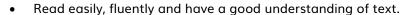
Morley Meadow Primary School

Reading Provision



INTENT

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



- 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.



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.





IMPACT

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

Y2

Widening knowledge of

texts and authors,

wider curriculum.

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

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

Pupils will learn to read by:

Y4

Introducing children to a

curriculum.

Displays

Pupil voice

Lesson observations and discussions with pupils

Annual pupil and staff questionnaire

Y5

Y6

Exposing children to

to find out information.

Achieve

YF

• Building a bank of story and

Early Years Foundation Stage Profile

Accelerated Reader Assessments (Termly and after each text has been

Evidence Gathering Grids to assess Year 2 Reading (EGG)

PIRA assessments

SATS

read)

rhyme knowledge.

independently

Y1