



Mickleover Primary School

Reading at MPS



Intent

The **intent** of our reading curriculum is to deliver the aims of the National Curriculum in a way that teaches pupils to speak and write fluently so that they can communicate their ideas and emotions to others and through their reading and listening, others can communicate with them. Through our text based units, pupils have a chance to develop culturally, emotionally, intellectually, socially and spiritually. Literature, especially, plays a key role in such development. Reading and writing enables pupils both to acquire knowledge and to build on what they already know. All the skills of language are essential to participating fully as a member of society and this is what we strive towards in our curriculum. New knowledge which is sequenced and skills that build on what have been taught before work towards clearly defined endpoints.

At Mickleover Primary School we want to equip children with reading skills for life, so that they are confident readers of the future and can access the skills in all areas of school work and the wider world. As well as delivering and meeting the objectives of the National Curriculum we also want to foster a love of reading. By the end of Year Six we intend our children to have developed a confidence in reading that will allow them to discover more about the world and pursue personal interests.

Our aims in reading are:

- To create a stimulating environment in which children are actively encouraged to enjoy books, and are motivated to want to read by themselves.
- To teach pupils to read efficiently and effectively for a variety of purposes.
- To teach the rules governing the structure of language.

To provide children with an effective, rigorous and well-tracked phonics program in EYFS and Key Stage one that meets the requirements of The Twinkl Phonics Scheme

Implementation

Foundation Stage

Children will be taught to read in the Foundation stage using the Letters and Sounds resource from the DFES. Children will be rapidly introduced to phonemes (Phases 1-4) in the Autumn term and throughout the rest of the year, which will give them good foundations for learning to read. The 'tricky' and 'decodable' words from each phase will be introduced alongside reading books for children to develop a good sight vocabulary. Children will be introduced to a rich and wide selection of books, and reading will be modelled on a daily basis. By the end of the foundation stage most children should demonstrate the following skills:

Read and understand simple sentences. They use phonic knowledge to decode regular words and read them aloud accurately. They also read some common irregular words. Reading books will match the child's individual ability based on rigorous phonics tracking. They demonstrate understanding when talking with others about what they have read. We strive for children to fall in love with

reading at an early age, so reading a range of texts from a range of genres to the children regularly is key. Book talk, listening skills and language skills are key in setting the foundation for reading for pleasure.

Key Stage One

In Key Stage 1 teachers will continue to build on the children's reading skills further by sharing books together and continuing to model good reading. They will also be taught the remaining phases (4-6) from the Letters and Sounds document. During whole-class lessons, children will be taught and encouraged to use the specific reading skills of Decode, Explain, Retrieve and Interpret. Phonics will be closely tracked to allow teachers to target any gaps and encourage fluent readers who can tackle unfamiliar words with confidence and speed.

In addition, they will have the opportunity to do 'guided reading' where teachers can target ability groups for reading and teach specific skills. Children will be introduced to a range of text types including: multicultural stories, poems, rhymes, fairy tales, traditional tales, encyclopaedias, dictionaries, non-fiction texts, picture books and stories by significant authors. Children will be taught how to read for meaning and answer questions about texts looking at characterisation and plot. Some children may require intervention with extra phonics teaching to accelerate their progress.

As in the foundation stage, key stage one will strive to foster a love of language and a love of reading. Children will be read to regularly; stories, poems, information texts and more. Children will be experience rich language from a range of authors and will be encouraged to use ambitious language in their own vocabulary. Reading for pleasure and with confidence is an MPS priority.

Key Stage Two

In Key Stage 2 teachers are responsible for continuing the phonics program with children who need extra support in reading. Teachers will use 'whole-class' sessions to teach, and further develop reading skills (Decode, Explain, Retrieve, Interpret and explain author's Choice of language and their intent) and make assessments. A range of genres will be introduced to all children including autobiographies, letters, diaries, short stories, poems and play scripts. Children will be taught how to analyse texts and comment on author creativity. Children should have regular opportunities to read aloud to teachers and peers. From this, the teacher can monitor mastery of sight vocabulary, application of phonics, development of fluency and expression, knowledge of the structure of language and audience awareness.

Teachers will keep records of their pupil's progress in reading and will report to parents regularly throughout the year. Reading achievements will be entered on the whole school tracking system.

We do not put ceilings on what pupils can achieve in reading and we do not hold pre-conceptions about any pupils' ability to make progress. Our curriculum for reading aims to meet the needs of all learners. The excellent subject knowledge of all our staff allows teachers and teaching assistants to provide support for children within lessons and intervention outside of lessons.

We use national Book Bands within our reading scheme and free choice is encouraged during library sessions.

We believe that a purposeful curriculum is key to long term, lifelong learning. That is why we ensure the books children engage in meet their needs; whether this is through our cohesive and phonics based reading scheme or our wide variety of planned texts and genres, it is vital that these match the children's ability, interests and cultural capital gaps. That is why we consistently promote rich language skills as well as our curriculum expectations. To make the implementation as purposeful as possible, we also ensure we assess, track and respond to frequent and meaningful assessment opportunities to triangulate the planning, teaching and assessment cycle. Reading for pleasure and with confidence is an MPS priority.

Impact

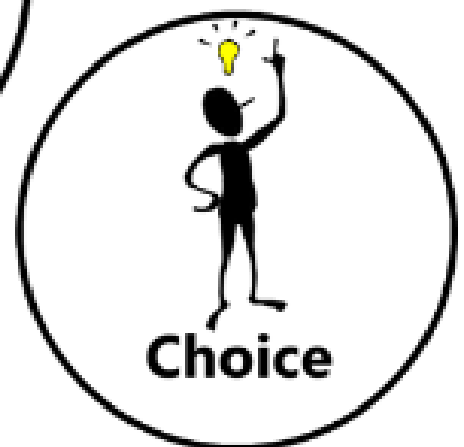
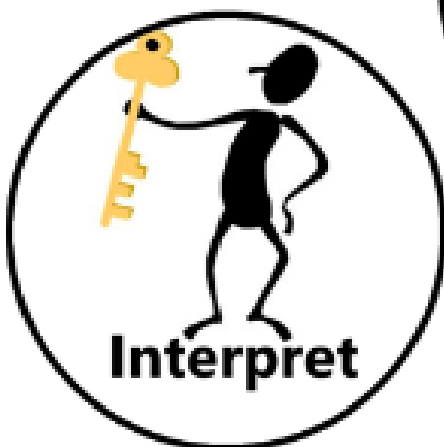
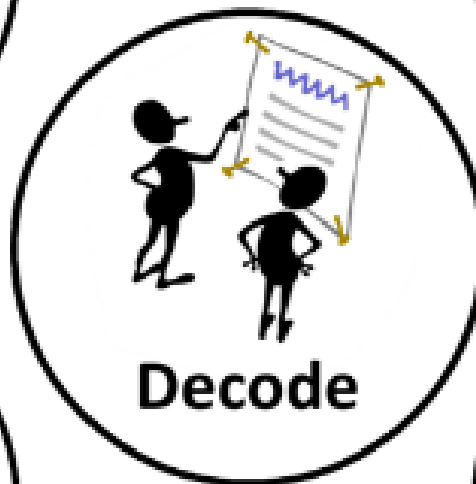
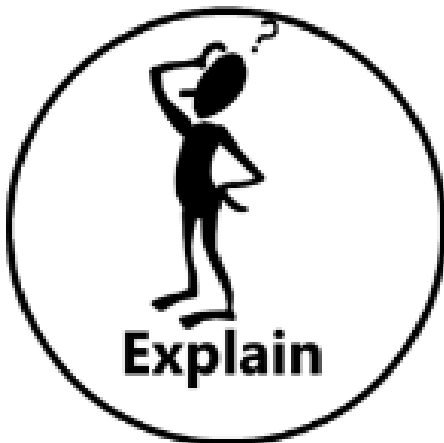
Through the delivery of our English curriculum at MPS, all children will have equal opportunity to become avid readers. Throughout the school year, children will read regularly with their teachers in order to identify how to improve their reading. Pupils from disadvantaged backgrounds will have additional support during the year to ensure they are on track to achieve. As a result of all that we do, The Mickleover Primary School have a community of enthusiastic readers and writers who enjoy showcasing their developing literacy knowledge and skills by a variety of means. Not only do we have a group of teaching practitioners who know exactly the needs and passions of each and every pupil but we also have pupils who are confident to take risks in their reading and writing, love to discuss and share their ideas and make strong progress.

Teachers believe that every child can achieve in reading and will expect high standards; children will achieve their full potential in reading. Children will leave our school confident readers equipped with the skills for secondary school and life beyond.

At MPS, we prioritise reading and seek opportunities to use reading to enhance our learning. We have English lessons dedicated to reading, story times, library times, crossed curricular reading opportunities and much more. The reading skills we focus on link to our DERIC skills, which are introduced from reception right up to Year 6. Our intent, implementation and impact statements give important details on what the MPS reading diet looks like.

Reading with DERIC

DERIC serves as a comprehensive framework encapsulating key skills essential for fostering literacy development in young learners. Decoding forms the foundation, as students learn to decipher and make sense of written words, enabling them to navigate the intricacies of language and use their phonics with confidence. Explanation skills come into play as students articulate their understanding of the text, demonstrating not only the ability to comprehend but also to communicate their interpretations. Retrieval emphasises the importance of recalling information from the text, encouraging students to actively engage with the material and retain crucial details. Interpretation skills prompt students to go beyond surface-level comprehension, encouraging critical thinking, predicting, inferring, deducing. Finally, the element of choice highlights the empowerment of students to make informed decisions about their reading materials, fostering a sense of autonomy and a lifelong love for reading. It also promotes the importance of how authors have chosen to write their texts, focusing on vocabulary choice, genre, plot and much more. Through the DERIC framework, our pupils are equipped with a well-rounded set of skills that contribute to their overall literacy proficiency and cognitive development.



Our Reading Scheme

At MPS we use the Oxford Reading Tree and Twinkl Phonics as the main reading scheme to teach, assess and engage our young readers. ORT/ Twinkl Phonics offer readers a range of strategies for them to develop as well as the opportunity to discover a strategy that best suits their learning needs. Some of these include, systematic phonics, contextual clues and sight vocabulary. Oxford Reading Tree's well-loved characters, breadth and enrichment makes reading engaging, fruitful and enjoyable whilst specifically promoting strong vocabulary amongst learners. Our reading books are matched to the phases of phonics set out in the Letters and Sounds progression and our accredited Twinkl phonics scheme, meaning that each child receives a book that will consolidate and accelerate their phonics learning where appropriate.

Our reading scheme allows us to do the following:

- **Teach** - using systematic phonics resources.
- **Practise** - with more decodable readers.
- **Offer richer reading** - through a huge selection of stories and text types.
- **Make progress** - through careful levelling.
- **Support parents** - with engaging stories.
- **Assess** every child and **identify** their reading level.
- **Choose** the right books to move them on.
- **Evidence** their progress.

The children at Mickleover will receive a new text on a regular basis that will inform their teacher of their next steps to success. A reading record will also provide parents with top tips and advice as well as notes that celebrate success.

Colour banding is how we assess and level the children's progress. Below is an example of the progression through the book band colours and their related stages. The chart shows the progress of an 'average' band of children- but no individual child is 'average', so no child makes smooth progress precisely in this way. Children tend to learn in fits and starts – periods of growth followed by periods of consolidation when their progress seems to halt for a while. The periods where you don't see rapid progress may be worrying, especially after a 'growth spurt', but they are important as your child develops confidence in using and applying their newly acquired skills. If you are ever worried about your child's progress, talk to their teacher.

Book Band Colour	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Lilac							
Pink							
Red							
Yellow							
Blue							
Green							
Orange							
Turquoise							
Purple							
Gold							
White							
Lime							
Brown							
Grey							
Blue (KS2)							
Red (KS2)							

Oxford Reading Tree is the focus for our individual reading, not our whole class reading. Another one of our aims is to expose children to a variety of texts and authors. This will give even more purpose to their reading and learning and contextualise the children's reading experiences even more. Children may also take home a Collins or Big Cat book, which has been carefully assigned a phonics phase. These too relate to the colour bands system and enables the books to be effectively pitched. We always ensure that children are on the right book at the right time.

Our Scheme in Pictures

*Decodable means the words can be sounded out as they are spelt. 80% decodable means 80% of the text is decodable and can therefore be sounded out using phonics skills.

*Sight vocabulary are words that children can read rapidly without sounding them out.

*Tricky words require sight vocabulary and cannot be sounded out.

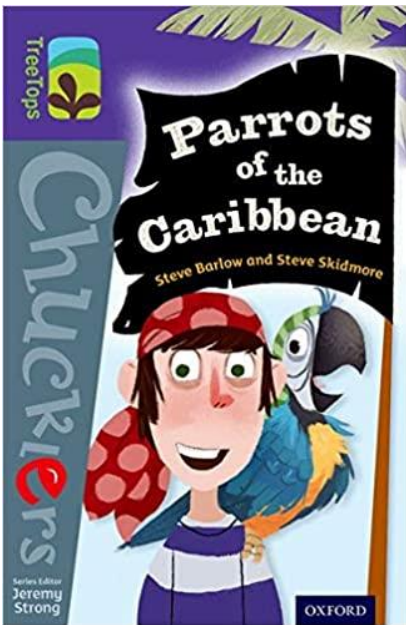
*Our reading scheme matches the progression recommended by our accredited phonics scheme "Twinkl Phonics" ensure all pupils are on the right book at the right time.



Non- Fiction
EYFS/KS1
100% Decodable



Non- Fiction
EYFS/KS1/KS2
80% Decodable* 20% Sight Vocabulary*



Fiction
KS2
Comprehension Based

Fiction / Non-Fiction
EYFS/KS1/ KS2
Phonics Decodable and Sight Vocabulary*

Fiction / Non-Fiction
EYFS/KS1/ KS2
Phonics Decodable and Sight Vocabulary



Oxford Reading Tree



Reading at Home Top Tips!

How can I boost reading comprehension?

In school we use DERIC to promote reading comprehension skills. DERIC helps us to understand a text fully using the following strategies.

Decode; this is the ability to apply phonics skills fluently and confidently.

Explain: this requires pupils to explain what is happening in a text and what words mean.

Retrieve: this is the ability to retrieve information from a text.

Interpret: this expects children to read between the lines and hunt for clues to answer less obvious questions.

Choice: this refers to author choice and how they have used words to engage the reader.

What questions can I ask my child to support our DERIC skills?

Explain why the character is feeling this way? **Explain**

What has happened so far? **Explain**

Why do you think the story is called....? **Explain**

Find me the word that tells me the character is unhappy. **Retrieve**

What does Harry do when Hagrid knocks on the door? **Retrieve**

What animal type does a Aardvark belong to? **Retrieve**

What's going to happen next? **Interpret**

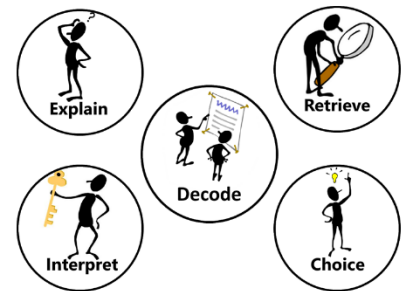
How do you think that character is feeling? **Interpret**

Which part of the story do you think is the funniest/saddest/most interesting? **Interpret**

Who is your favourite character and why? **Choice**

Why do you think the author has used this word? **Choice**

Can you think of another word for this one that the author has used? **Choice**



Any other top tips?

- ✓ Choose a quiet time to read.
- ✓ Make reading enjoyable, model expression.
- ✓ 5-10 Minutes each session is more valuable than 1 hour a week.
- ✓ Memorising? Read backwards. Roll a dice. Cut and order sentences.
- ✓ Maintain the flow, turn take!
- ✓ Be positive.
- ✓ Regular practise.

- ✓ Talk about the books.
- ✓ Variety is important.
- ✓ Read to your children.

“READING IS A PASSPORT
TO COUNTLESS ADVENTURES.”
- MARY POPE OSBORNE

