

READING AT MOBBERLEY CE PRIMARY SCHOOL



Our reading curriculum aims to nurture a love for reading. We give opportunities to practise reading skills within a broad and balanced curriculum. We aim to consolidate and reinforce taught skills while exploring a variety of fiction and non-fiction texts discreetly and throughout other subjects and the school day. Reading success has a direct effect on progress in all areas of the curriculum and is crucial in developing children's self-esteem, confidence and motivation.



Mobberley CE Primary School Curriculum Drivers



Thrive

The children are able to thrive and build their **confidence** through experiencing a wide selection of books in a variety of genres and subjects.

Opportunity

Children have the opportunity to better make sense of the world around them by reading books with themes, dilemmas and issues and stories set in different countries.

World

We want them to know that reading is an essential life skill needed for everyday and all forms of employment.

Self

We want children to be able to read independently and across a wide range of subjects to support their learning and develop their knowledge and SMSC development.

PHONICS

- We follow the Little Wandle programme, which ensures children build on their growing knowledge of the alphabetic code, mastering phonics to read and spell as they move through school.
- We model the application of the alphabetic code through phonics in shared reading and writing, both inside and outside of the phonics lesson and across the curriculum.
- Any child who needs additional practice has daily Keep-up support, taught by a fully trained adult. Keep-up lessons match the structure of class teaching, and use the same procedures, resources and mantras, but in smaller steps with more repetition, so that every child secures their learning.
- We teach children to read through reading practice sessions three times a week and use books matched to the children's secure phonic knowledge.
- Assessment is used to monitor progress and to identify any child needing additional support as soon as they need it. Assessments take place in Reception and Year 1 every six weeks.
- The Phonics Screening test results are above National Expectations.

CURRICULUM

- To deliver the statutory National Curriculum in an exciting and accessible way with high expectations of the children.
- To provide children with meaningful, engaging contexts for reading.
- To read with confidence, fluency and understanding, orchestrating a range of independent strategies when reading.
- To provide children with the necessary skills to become competent, confident and creative users of the English language and to prepare them for secondary school and further in life.
- To nurture children who will leave school with an interest and passion for language and literature.

PROGRESS



- Evaluative marking is used and assessment informs planning.
- Children read independently, to adults, whole class and in shared reading.
- Units of work are planned around specific books, themes or genres.
- The skills of reading are built upon year-on-year using a clear progression document.
- Benchmarking enables teachers to find their instructional level for reading, which is then used for their independent reading, home reading and daily reading in school.
- Rising Stars Assessment – PIRA (Y3-6)

INSPIRATION & PLEASURE

- Quality texts used in every year group.
- Book club/story times.
- Poems of the Month
- Teachers' recommended books
- Education Library Service books
- Reading Volunteers (Y5/Y6)
- Adult Reading Volunteers
- Reading Areas in every classroom
- Author & Illustrator Visits
- Free Read Friday
- Library Friday (Reception & Parents)
- Book Fairs
- Mobile Library van
- World Book Day (Themes & Activities)
- Readathon (Charity fundraising)
- Pre-loved book sales.

DEPTH

- Extension and challenge is built in to lesson content and planning.
- Reading VIPERS questioning develops deeper understanding within whole class, group and independent work
- Variation within lessons of activities.
- Embedding Greater Depth in Reading strategies (From Literacy Counts).

FLUENCY AND TEACHING

Children explore a wide range of texts and genres.

In EYFS and Year 1, children read three times a week in a small group alongside a fully-trained adult.

In Year 2 – 6, children are read with an adult once per week individually with a book appropriate to their level.

All children take part in whole class shared reading sessions four times per week.

Some children are in focused guided reading groups, to challenge and support those who need it.