



Reading at Moorside
2025-2026



Shared Reading

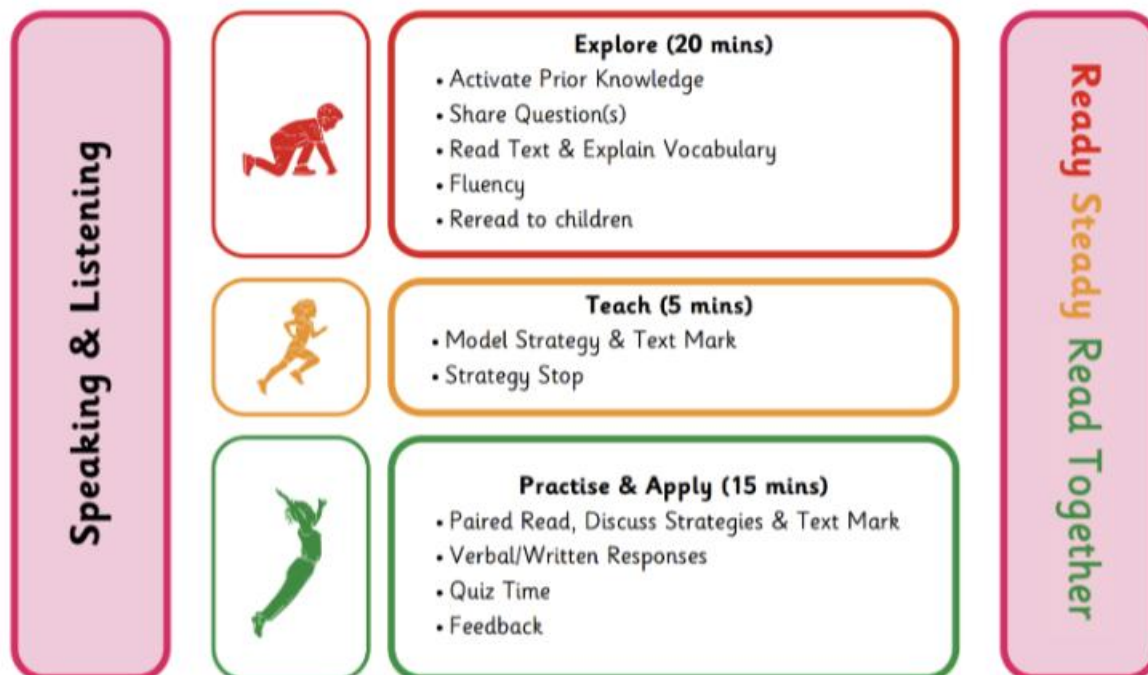
At Moorside, our reading curriculum is designed to provide a broad and balanced education that meets the needs of all children. It provides opportunities for children to develop as independent and confident readers, who have developed a love of reading.

We aim to meet, and where possible exceed, the expectations laid out in the Early Learning Goals and National Curriculum, with pupils progressing appropriately across school. We use **Ready, Steady Read Together** by Literacy Counts as a clear, structured and supported programme to support the teaching of reading from Year 2 to Year 6. It provides clear structured teaching support, strategies to develop children's metacognition and engaging, exciting texts to support, challenge and extend children's learning.

Ready, Steady Read Together

Children from Year 2 to Year 6 are taught a reading lesson daily, for 40-minutes, following the **Ready, Steady Read Together** structure. Each half term the children will engage with 2 fiction, 2 non-fiction and 2 poetry texts.

Ready, Steady Read Together teaches a range of strategies throughout the year groups which are revisited across and between year groups too, allowing learning to be embedded as the children progress through school. We follow the Explore, Teach, Practice & Apply sequence to enable children to activate prior knowledge and apply comprehension skills and knowledge following the whole class teaching.



On the last day of each week there are questions for the children to answer independently with an additional focus on Speaking and Listening.

Modelled reading

In every lesson, teachers model reading the text to the children to demonstrate appropriate pace, accuracy, expression, intonation and how the reader identifies different punctuation. Reading lessons involve a first read, reread and fluency, echo and choral read. The echo and choral read encourages all children to practice and demonstrate the skills modelled by the teacher. Teachers also model different activities throughout the reading lesson using ‘my turn, our turn, your turn’ to support children’s journey through the lesson.

Within **Ready, Steady Read Together** there are 8 strategies are explicitly taught to the children during reading lessons to support their development of reading comprehension.



The Strategy Stop posters are displayed in all classrooms and are referred to during the lessons, reminding the children of what each strategy means. The children also have the posters available on the tables during reading lessons to allow the children to identify the strategy they will use in the lesson.

When planning Shared Reading lessons, teachers ensure the learning is adapted for children who may have Special Educational Needs and Disabilities or English as an Additional Language using the adaptive planning guidance from **Ready, Steady Read Together** as well as their professional judgement and understanding of the children’s needs in their class. This may also include flexible grouping to ensure peer support and appropriate level of challenge and deployment of teaching assistants to scaffold and support learning further.

Assessment

During whole-school assessment weeks, which take place each term, the children are assessed using NFER Reading assessments (from Year 3-5) and SATs practice papers (Year 2 and 6). Teachers use this data to inform the reading skills that need further teaching and development with the children. In Reception and Year 1, reading assessments are based on the children's phonics knowledge using the **Read Write Inc** assessments which take place each half-term. Children in Year 2 also undertake the **Read Write Inc** assessments to ensure the books they take home are fully-decodable.

Benchmarking

When children have successfully completed the **Read Write Inc** programme, the books they read are levelled book band books. At Moorside, we use the PM Benchmark resource to accurately track and assess children's reading progress. Within this process, children will read an unfamiliar text and answer a range of comprehension questions about what they have read. Children then have the freedom to choose a book from the level they have been assessed at, ensuring the books are still appropriate. When the children have demonstrated that they are secure on their current level, they are reassessed and moved onto the next book band if appropriate.

All children read at least once a week in school with their teacher, a teaching assistant or volunteer reader. Children who are identified as being within the lowest 20% in their class are targeted as a daily reader in school to support the progress of their decoding and fluency skills.

Reading in Year 1

In Year 1, children continue their Early Years reading and are immersed in a range of reading activities. The children engage with daily 30-minute reading lessons where they are exposed to a range of fiction, non-fiction and poetry texts.

Teacher-led whole class input (15 minutes)

During this part of the lesson, children will have the opportunity for book talk, to discuss the title of the book and the front cover, they will also discuss the blurb and discuss what the text may be about. Children will also activate their prior knowledge through discussion of key vocabulary which will be explored in the text.

The teacher will then read the text to the children.

After the teacher has read the text, a question will be asked (strategy focus to be discussed using Ready, Steady Read Together Strategy Stop), using the text the teacher and children will work together to answer the question.

Teacher-led small group session (15 minutes)

During this part of the lesson, children will work in small groups with the teacher to explore the text further. This will include the teacher re-reading part of the text and the children working in pairs to verbally answer questions, with the teacher supporting discussion and reasoning of answers with the group. In the Summer term, children will begin to write answers to the questions asked in small group sessions.

Reading experiences

Whilst the teacher is working with a small group of children, the rest of the class will access independent reading activities, such as:

- Reading for Pleasure
- Listening stations
- Re-telling stories verbally and/or with puppets
- Ordering and re-telling stories with sequence cards
- Reading taught RWI red words
- Reading 1:1 with a teaching assistant

Reading in Early Years

We place high priority on the teaching of reading in the Early Years. We follow a child-centred approach and believe that this is where the children demonstrate high levels of interest in stories, phonics, reading for pleasure and reading for a purpose, the children will develop a love for reading.

Nursery

To support the development of children's reading skills in Nursery, there is a focus on phonics, with a phonics session taking place each morning with the activities being based on a core story (from our list of 10 Core Stories). Planning is 'Book Led' so each week, there is a focus on a story and the enhanced provision is linked to this. The children in Nursery all take a story book home, changing this at least weekly or when a child expresses the need or want to change their book.

Reception

Daily literacy sessions incorporate speaking and listening, reading and writing following **Ready, Steady Write** and once the Reception Baseline is completed in September, children have daily phonics sessions following the **Read Write Inc** programme, using 'Making a Strong Start' in whole class sessions for the first 6 weeks before moving to smaller groups following the **Read Write Inc** assessment.

Shared reading in Reception takes place at least daily, the book shared during this time is from the Reception Core Stories, this book is then shared with the children over a two-week period to allow the children to learn and retell the story during provision time. If a child chooses a book linked to their interests this is also shared as part of their shared reading time.

During the Autumn term of Reception, the parents/carers are invited into school for a Phonics Tea and Talk, here the EYFS Phase Lead and Reading Lead discuss the importance of Phonics and Reading at school and at home.

Reading Environment

Every classroom has a Reading Corner, which is a calm, tidy and place of interest for the children. The books are well-organised so the children can find and select books of interest to them or to find a book their teacher has recommended based on their interests. In the Reading Corners, there is a range of fiction and non-fiction texts for the children to browse and enjoy, the texts available include the books the children have read in class as part of their reading or writing lessons. In EYFS, areas of provision include books that are dedicated to that area (eg. the construction area has a range of books linked to construction) in addition to their Reading Corner.

As well as daily Shared Reading lessons in class, the children also engage with a class novel (from Year 2-6), allowing children to listen to a wider variety of texts which they may not access independently. In EYFS and Year 1, the children will listen to a range of stories throughout the year, from the Core Stories (Nursery and Reception) or chosen by the teacher or children in the class.

Each week, during our Deputy Head Teacher's assembly, the children can win a token for our Book Vending Machine. Class teachers choose a child from their class who is entered into the draw, this can be based on the children's engagement with shared reading lessons or their enjoyment of books in the classroom or at home.

Reading at home

Children are encouraged to read at home daily but it is recommended that they read at least 3-times a week and this is to be recorded by their parent/carer in their home Reading Record, alternatively a short sentence about what they have read can be written by the child (if age appropriate).

In EYFS, KS1 and into KS2 if necessary, the children choose and take home books that are fully decodable and match their current phonics ability, following the **Read Write Inc** phonics programme. This allows the children to practice the sounds they have been taught and confidently blend these sounds in words, as well as support and build their confidence in reading. The children also have access to the Oxford Owl ebook library, where the book they have learnt in their phonics lesson is sent home for the children to practice further. Additionally, the children choose a story book that is of interest to them, to promote Reading for Pleasure and that can be shared at home with their parent/carer. When children have successfully completed the **Read Write Inc** programme, the books they read are levelled book band books. The children have the freedom to choose a book from the level they have been assessed at, ensuring the books are still appropriate.