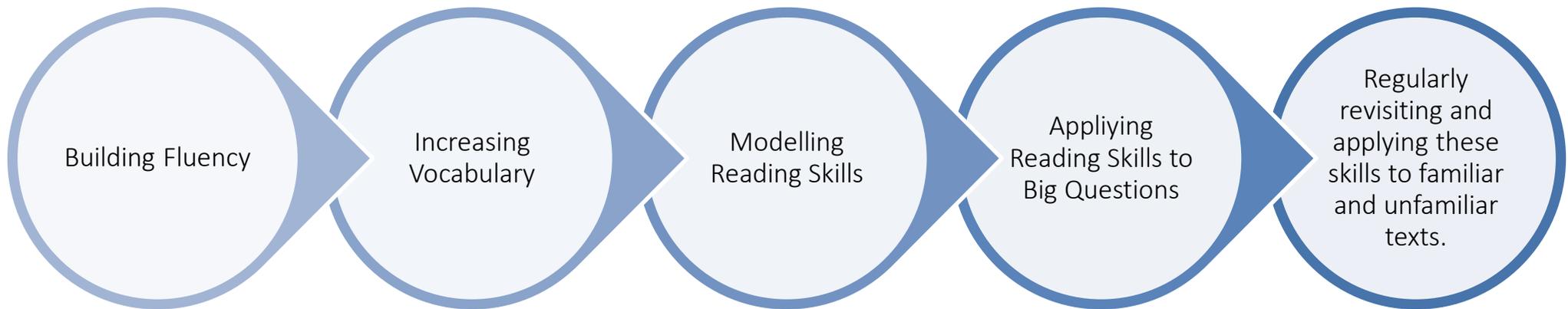


**Intent:** At Moorhill Primary School, we believe that every learner should leave our school with the necessary skills to read **accurately, fluently and with understanding** in order to achieve success throughout their adult life. They see **reading as key to their success** and engage with it enthusiastically, **reading for pleasure and information**. They use the new **vocabulary acquired through reading in context** to support their communication with the wider world. They demonstrate a **deep understanding** of what they have read and are able to articulate why authors have crafted texts in a particular way, **understanding how this affects them as a reader**, enabling them to **read critically** in a world of increasing

This is achieved through:



**Intended Impact:** As a result of teaching reading in this way, it is expected that learners will:

- Make excellent progress from their starting points.
- Develop the full range of reading skills and apply these in different contexts.
- Utilise reading skills independently, knowing when and why to use each.
- Be fluent in their reading and read with understanding.
- Respond to questions with high-levels of articulation.
- Deepen their reading skills regularly. /
- Access reading tests with the confidence to succeed.

**Documents that support us in delivering this vision effectively in the classroom are:**

- Reading skills progression matrix
- Language progression mats
- Reading Together progression map
- Reading Overview for Moorhill (Phonic Phases, RWI Levels)
- Teaching Reading: Reception – Year 2
- Teaching Reading: Year 3 – Year 6

## How does our curriculum organisation support our intent:

**Accurately:** Learners are taught systematic, synthetic phonics through Read, Write, Inc. in Years R,1 and 2. This is taught 5 x per week in sets linked to phonic stages.

**With understanding:** Learners revisit the same text throughout a week in order to understand it on a variety of different levels, through exploring the text, unpicking the language, and diving in with a specific reading skill focus.

**Reading for pleasure and information:** Reading skills are developed across the curriculum, through topic lessons and within reading lessons. In reading, learners are taught the necessary skills to read for information through the use of engaging cross-curricular, non-fiction texts. Learners are taught to read for pleasure through the home-reading scheme, daily story time (where all learners are read to by their teacher), through book-launch events and through the use of stimulating and exciting fiction extracts utilised in reading lessons.

**Read Critically:** Learners are taught to read critically through explicit teaching of reading skills such as authorial intent and contribution to meaning. This skill is of vital importance to our learners as they will need to be able to critically assess a wealth of information if they are to become well-rounded global citizens.

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**Fluently:** From Year 1, learners are explicitly taught fluency through a dedicated session each week. This focuses on reading with intonation, performance voice and prosodic reading.  
**Reference: Herts Fluency Project Impact.**

**Reading as key to their success:** In all areas of the curriculum and beyond, reading skills are of paramount importance. We use reading for information as a vehicle in all areas of the curriculum. In reading lessons we use engaging cross-curricular texts to fuel our reading lessons as well as stimulating extracts from fiction.

**Vocabulary acquired in context:** We understand that vocabulary must be learnt in context and we use the vehicle of reading to develop and improve our learners' vocabulary and articulation. Vocabulary is explicitly taught each week in reading lessons, through unpicking and exploring language in context. It is then expected that this vocabulary will permeate throughout all learning across the curriculum.

**Deep understanding:** Opportunities to deepen understanding each week are offered through a 'Big Question' lesson, this means that learners have to dig deeper into a text and consider a range of possible answers, before reaching a conclusion. This is explored collectively to further build understanding.