Reading at The Mulberry

'The more that you read, the more things you will know. The more that you learn, the more places you'll go.' Dr Seuss

'Developing a love of reading can be more important for a child's educational success than their family's socio-economic background.' Organisation for Economic Co-operation and Development (OECD) 2005

'Other benefits include an increased breadth of vocabulary, pleasure in reading in later life, a better understanding of other cultures, better general knowledge and even 'a greater insight into human nature.' Reading for Pleasure: A research overview, National Literacy Trust, 2006

During Foundation Stage at The Mulberry

From Nursery upwards, we use *The Mulberry Phonics* to teach phonics. Reception children have daily taught phonics lessons where we aim to have as many children as possible working at Phase 4 by the end of Reception. In the Nursery and Reception classes, we focus on engaging children in a love of books by using high-quality texts as a central theme in the provision and by sharing stories throughout the day.

In Reception, children read weekly in small groups with an adult. Children also read on a one-to-one basis where this is needed. In the spring term, we introduce 'Daily Supported Reading' (DSR) to the Reception classes. Children take home a decodable book for independent reading and also take home a story from the book corner to enjoy.

During Key Stage 1 at The Mulberry

In the mainstream classes from year 1 and in the P4A, we continue teaching phonics, daily in phase groups, using *The Mulberry Phonics*. We aim that all children leave Year 1 with the expectation being that all children will be secure in phase 5 by the end of the year and having met the Phonics Screening Check threshold. In Year 1, children also take part in 'Daily Supported Reading' (DSR) for 25 minutes every day in streamed groups.

In year 2, we continue teaching phonics through *The Mulberry Phonics*. We aim that all children leave Year 2 with the expectation being that all children will be secure in phase 6 and are reading at Gold level. In the Spring term, children will have half an hour sessions where they are taught specific skills or strands of reading, e.g. retrieval, prediction, inferencing in 'Destination Reader' (DR). The session is followed up by a whole-class follow-up activity. We also teach many reading and comprehension skills through our English lessons where children learn about each genre, they will deconstruct texts, learn new vocabulary and make inferences. Children take home a decodable book for independent reading and also take home a story from the book corner to enjoy.

During Key Stage 2 at The Mulberry

The Mulberry Phonics programme continues to support pupils in KS2 who are not yet at or secure in Phase 6, delivered through targeted intervention with trained adults. In addition, children who are not yet reading Gold level books benefit from DSR, provided in class or as a focused intervention to further develop their reading skills. Those children will have a reading-phase appropriate book for their independent home reading.

Once children are fluent readers, our approach to the teaching of reading in KS2, like in year 2, is to embed many of the reading and comprehension skills into English lessons.

In addition to this, children have 5 x weekly 45 minute 'Destination Reader' (DR) lessons in which they read an age-appropriate text and answer a range of comprehension questions on the text. This session is taught as a whole-class beginning with a fluency session and moving on to answering comprehension questions, using a gradual release model and ends with children completing independent questions on the same age-appropriate text. We use real, high-quality children's books to support these sessions.

Planning

- The school's curriculum map shows the scope and sequence of reading skills to be covered each term from the acquisition of early reading skills through to provision for competent readers.
- There is a whole school map for 'Destination Reader' to ensure children are exposed to a range of challenging texts including ones with archaic language, symbolic meanings, non-linear time sequences, narratively complex plots or resistant texts which deliberately avoid easy meaning.
- Where possible, texts link to units being taught in the foundation subjects.

Teaching

- Flexible groupings are used during lessons e.g. ability and mixed ability groups, paired reading, guided and independent reading and whole-class learning.
- Teachers are expected to have a regular 'read-aloud' session with their class reading a specially selected range of modern and classic books.
- Unfamiliar vocabulary is taught using Word Aware strategies which are planned into reading lessons.
- In KS1, children receive a reading record in which they record comments using specific reading and comprehension skills. It is expected that children read for at least 10 minutes every day.
- Reading records are monitored regularly by staff and children can

Marking and feedback Work from DR sessions in books should be marked according to the school marking policy by using: • Peer and self-assessment • Oral feedback • Written feedback	receive a reading reward from the SAHT for that phase for every 20 times that they have read. • In KS2, children complete a quiz on their book on Accelerated Reader, which is checked regularly by teachers.

Assessment Formative:

Day-to-day classroom assessment
Teachers continually assess reading through questioning during lessons—checking understanding, inference, vocabulary, and prediction. This might happen during whole-class reading, guided reading, or story time.

Guided reading session's
Small group reading allows teachers to listen to children read, observe fluency and decoding, and ask targeted questions.

Individual reading (1:1)
When children read aloud to an adult, teachers and support staff can assess accuracy, pace, expression, and comprehension in real time.

Phonics assessment
Regular informal checks help teachers see which GPCs children have secured and which need revisiting.

- Reading skills assessment is built into comprehension activities in class.
- In KS2, teachers comment and record children's progress in the back of their DR books on individual trackers.

Summative:

- All children in EYFS undergo baseline assessment for reading skills.
- In Year 1, children undergo statutory Phonics Screening Check (which is repeated in Year 2 for those not meeting expected standards).
- End of KS1, (Year 2), children take the non-statutory reading tests.
- End of KS2, (Year 6), children take the statutory SATS reading test.
- Year 2-6 have termly standardised reading tests with Year 1 also completing this in the Summer term.
- In KS1 and KS2, the lowest 20% of readers are PM benchmarked half-termly.
- All new admissions receive a phonics baseline using our *The Mulberry Phonics* screening check and a running record is used to benchmark the child's banded book level.

EYFS:

- Teachers and key workers make observations regarding the pupils' development in this subject.

Resourcing and display

Reading is such a fundamental part of learning, the school has invested in a wide variety of high-quantity books and supporting materials to develop reading skills and provide opportunities for reading for both learning and pleasure.

Phonics resources are key in EYFS and KS1—these might include phoneme mats, flashcards, decodable books, and interactive displays that reinforce grapheme–phoneme correspondence. In KS2, resources shift more towards comprehension: high-quality class texts, vocabulary displays, and access to dictionaries or thesauruses.

Phonics displays (EYFS/KS1): Clearly visible GPCs charts, tricky words, and examples that children can refer to during reading and writing.

Vocabulary traffic lights: Tiered vocabulary on display across foundation subjects to build subject knowledge, enhance instruction and improve comprehension.

Libraries and Book Corners:

Our KS1 library provides a rich selection of genres and picture books, along with puppets to help encourage bringing stories to life, spark imagination, and encourage children to engage more actively with books. They support storytelling, build language and communication skills, and make reading a more interactive and enjoyable experience. The library also has cushions and beanbags to create a comfortable, welcoming space where children can relax and enjoy reading, helping them stay engaged for longer and associate books with a positive, cosy experience, developing reading for pleasure. Our KS1 library also has movable baskets make books easily accessible and flexible to organise, allowing children to browse independently, explore different topics, and adapt the space for different activities or groups.

Our KS2 library has a large and well-stocked library from which children can borrow books to read in class and at home. Every class has a 'book corner' to provide even more books for the children to choose from.

All of our classrooms have inviting book corners with a rotating set of books each half term, to keep the space fresh and engaging, spark curiosity, and ensure children are regularly exposed to a wide range of texts and genres and develop reading for pleasure.

Working wall:

Displays in all subjects are focussed on reading and story-telling through the curriculum and support the acquisition of reading skills and vocabulary.

Reading for Pleasure and Reading Events

Reading for Pleasure is encouraged every day so that the children can enjoy reading in a variety of ways: supported one-to-one with adults and listening to their 'read aloud' book at the end of the day'.

Children have areas to read outdoors with a calm, low-pressure opportunity to engage with books, helping to build positive reading habits and confidence. It increases exposure to reading beyond lesson time, supports wellbeing by offering a quieter alternative to active play, and encourages children to see reading as an enjoyable, everyday activity rather than just a classroom task.

Accelerated Reader quizzes monitor children's progress with home reading and their achievements towards targets are celebrated in weekly assemblies.

The school promotes Book Fair which give children the chance to browse and buy books, often earning rewards for the school. The school celebrates World Book Day which is a widely celebrated event where children dress up as book characters, take part in themed activities, and receive book tokens. At The Mulberry, we have author visits, workshops bringing stories to life and yearly reading challenges.

Monitoring

Monitoring is undertaken by the subject leader and SLT team during the school year. This will include:

- learning walks during Phonics, English, DSR/DR lessons and related intervention groups.
- weekly assessment sheets completed during DSR sessions to monitor progress.
- termly benchmarking in both Phonics and DSR to ensure children are in groups that best match their ability.
- half-termly updated Phonics groups.
- reading with pupils and discussions about what they have read and enjoyed.

Early Reading

Early reading plays a vital role in our school by building the foundations for learning across all subjects. It develops language, comprehension, and communication skills, supports cognitive development, and fosters confidence and independence. Strong early reading also nurtures a lifelong love of books, helping children succeed both academically and personally. At The Mulberry, we have a clear approach in developing our pupil's early reading skills which is incorporated through *The Mulberry Phonics, DSR and DR.* We also have SEND interventions to support learning for children who are new to the school, new to English and SEND needs.