



Oakridge Primary School

Reading

Our curriculum intent statement states that we provide the tools for children to be able to learn by allowing them to master basic skills such as reading, writing and understanding number. At Oakridge Reading is given high priority and we believe we have a culture of reading embedded at Oakridge. Reading is prioritised to allow children to access the full curriculum. Our children enjoy reading and attain highly in reading. We teach all children how to read fluently and with understanding regardless of background, needs or abilities.

Our children understand the benefits of reading – as a crucial life-skill necessary for accessing and achieving academic success in all areas of the curriculum and beyond. We endeavour for our children to leave Oakridge as confident, independent readers with a life-long passion to explore books for pleasure in order to be able to lead a culturally educated and fulfilled life.

Teachers plan a rigorous and sequential approach to reading (taken from National Curriculum expectations). This develops children's fluency, confidence and enjoyment in reading with books that reflect increasing levels of complexity appropriate to their age. Direct reading teaching begins in the early years through daily systematic and synthetic phonics. We use the systematic synthetic phonics 'Read Write Inc' scheme in FS and KS1 where children read phonetically decodable books.

As children move through KS1, children read at greater length and with increased independence. Once children are reading confidently at grey book level and complete the RWI scheme they are assessed and begin to use Accelerated Reader to inform and track their independent reading. There is a shift to ensure that the children are confident to comprehend texts on their own.

By KS2 we expect all children to be ready for whole class reading sessions which are undertaken daily as part of our literacy lessons.

Whole class reading in KS2

The focus at KS2 is on vocabulary development, the development of specific reading skills as outlined in the national curriculum and immersion in a wide range of texts as well as continuing to encourage a love of reading. These lessons use class texts as a stimulus and these are carefully chosen for maximum engagement and enjoyment for the children. Reading lessons are supplemented with a variety of genres including books (including picture books), poetry, and non-fiction as well as text extracts that allow the children to apply their new reading skills independently. The teachers, in collaboration with the literacy subject leader, choose the key texts to ensure that reading challenge is both progressive throughout the age range and provides a broad range of genre, themes, cultural experience and considers gender equality. It also exposes children to texts and authors that they may not have chosen to read. An example of this was highlighted when Y5 and 6 read the Girl of Ink and Stars: *"It was adventurous. I felt in the world of the characters. It was different to my usual books of action and adventure and I hadn't thought to read it before."*

Opportunities are taken to develop children's vocabulary throughout all areas of the curriculum. We always have emphasis on new vocabulary. We have high expectations for our children, so we choose texts that are challenging – with vocabulary that even our most gifted readers may not have experienced. We do this so that children are exposed to more ambitious vocabulary – safe in the context of whole class reading where concepts are explained by the teacher through planned teaching and learning experiences.

Using our knowledge of the needs of our children, we plan and teach each of the following curriculum elements using the VIPERS acronym:

V – vocabulary

I – Infer

P – Predict

E – Explain

R – Retrieve

S – Sequence/Summarise

Children in Key Stage 2 use Accelerated Reader to track their progress as independent readers. Once they have completed their half-termly STAR reading test and have been given a reading range, they work with their teacher to select books that are at an appropriate level of challenge for them. At Oakridge, we value the contribution that parents make to support their children as readers. Children are expected to read 5 times a week at home (20 minutes at a time in year 3 building to 30 minutes in year 6) and when they have completed their reading book, they take a book quiz. Our children are asked to maintain an average of 85% or above on their book quizzes to show that they have engaged with the book and it is at an appropriate level for them to develop as a reader. Weekly meetings are held in each class to celebrate achievements on AR and to set new targets and goals. Children also use this opportunity to share recommendations of books they have enjoyed.

Reading for Pleasure

We promote reading for pleasure as part of our reading curriculum and our children are encouraged to develop their own love of genres and authors and to review their books. This enhances a deep love of literature across a range of genres, cultures and styles. We provide many opportunities for children to develop a love of reading throughout the school year and we work hard to ensure reading is celebrated as a highly regarded subject at Oakridge. In addition to daily story-times for pleasure we have a welcoming and well-resourced library, classroom reading areas and displays, quality key texts and lessons that are creative and engaging reading experiences. We share many reading celebrations and promote reading wherever possible, for example our Golden Book assemblies will ensure that reading achievement is celebrated. We also recently had a visit from Francesca Gibbons, author of the Clock of Stars trilogy. We hold an exciting World Book Day event each year which sees children dressing up and enjoying a carefully chosen book theme for the whole school and exciting activities arranged for the day.

