



Reading at Oakridge Primary School

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. Our English curriculum reflects this by immersing pupils in practical and exciting learning opportunities underpinned by a wide range of high-quality class texts. These experiences inspire pupils to become accurate and imaginative readers, writers and speakers who are prepared to communicate their ideas to the world with clarity and passion.

At Oakridge Reading is given high priority and we believe we have a culture of reading embedded. 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:

- Systematic synthetics 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 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 English lessons.

Whole class reading in KS2

The focus is on vocabulary development, the development of specific reading skills as outlined in the national curriculum and immersion in a wide range of texts. These lessons use class texts as a stimulus. 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 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 gives careful consideration to gender equality.

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



We also teach further reading skills, such as skimming and scanning, as part of our English lessons and other subject lessons where appropriate linked to the National Curriculum expectations for English.

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.

Disciplinary Reading

Disciplinary literacy is the ability to read, write, speak, listen, think critically, and perform in ways that are meaningful and unique to a specific subject or discipline. It involves the content knowledge, experiences, skills, and tools that are used by experts in the disciplines. It helps children to understand how language works and how to communicate knowledge within different subject areas. At Oakridge all children will have opportunities to develop their confidence and competence in disciplinary skills by accessing a range of texts linked to all areas of their learning. These texts are easily accessible to the children in their own class libraries. Our



book selections promote every child to read and think critically in ways that are meaningful and unique to a specific subject or discipline. We believe this also increases their understanding and breath of vocabulary and develops further fingertip knowledge in addition to sticky knowledge.

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 extra-curricular activities, for example we work with local and national authors to visit the school and talk to them about their work author as well as theatre trips linked to reading. A recent example of this is when Francesca Gibbons visited our school. We celebrate 'millionaire' readers. 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. Each class hold reading for pleasure in high regard. Daily story times are timetabled, regular book talk happens, classes to promote a passion for reading in a variety of ways for example: reading scrap book, everywhere bear, reading recommends bookmarks and our favourite place/books to read displays.