



A policy for Reading at Oakthorpe Primary

Headteacher: Mrs D. Moulds

Chair of Governors: Vicki Giffard

June 2017

A policy for Reading at Oakthorpe Primary School

Reading at Oakthorpe is a core skill that underpins our whole curriculum. Through our whole school termly themes, themed weeks and ongoing schemes of work we aim to enrich our children's reading journey to have a passion for reading with high quality texts.

As well as a structured progression taught through literacy lessons, reading is taught across the curriculum through all of our other topic work. Teachers use time additionally to develop library skills and support children in making selections from our stock of library books. Classes provide an exciting reading centred classroom environment with topic displays of books and reading displays.

Early phonics

Phonics is taught in focused sessions from reception to year 2. Where children need further support this also continues into reading and spelling support in year 3.

At the beginning of children's phonics learning, children will be taught through visual phonics which incorporates learning the letter sound, name and an action.

The main resource for planning phonics in R and KS1 is Phonics Play and Visual Phonics resources with supplementary activities and actions to teach all the sounds in a set progression, beginning initially with s,a,t,p,i,n. Teaching of phonics is daily and children will be taught sometimes as a whole class or in small groups with activities to re-inforce fluency across the curriculum.

Classrooms display the phonic sounds as a resource for children and do this in a variety of fonts (in addition to our cursive handwriting style) so they are used to seeing them displayed as a reflection of real life.

Guided reading

Wherever possible we link our GR to our writing so that the children appreciate a real purpose for it. We have a range of texts connected to our schemes for all year groups which are supplemented with selected extracts linked to text types at teachers' discretion. We also have kindles so we can offer a much broader range of texts and keep up with latest publications as well.

Guided reading is a structured method of efficiently focusing on some core skills in reading with the guidance of an adult. This method of shared reading is led by an adult who facilitates analysis and dialogue about a text using Bloom's Taxonomy questioning to ensure challenge and depth.

GR is recorded in the child's individual reading records (as well as noted on teacher's planning) so it is clear to all when these have taken place.

Reciprocal reading

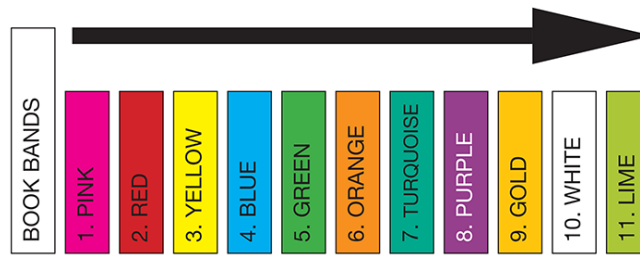
This approach is a child led approach where children adopt different roles in looking at an analysing a text. In adopting different roles children get the opportunity to take on key roles for e.g. being the questioner, in a very child-led approach, which nurtures independence. We also ensure that texts link to topics across the curriculum and where relevant reciprocal reading approaches are used in subjects for a research approach.

Inference intervention

In addition to our quality first teaching input in the classroom, we also support readers with additional interventions where needed. In KS2 teachers use a Leicester scheme to support children's reading inference. Children develop their inference by expressing their understanding through drawings and answering questions to search for clues in the text.

Reading Schemes

Children work their way through banded reading schemes in the early stages of their reading development.



At Oakthorpe our aim is to ensure children at the end of year 1 are at least at the orange band level and by the end of year 2 are at least at gold with many on white. Children will progress at their own rate – sometimes accelerating in spurts and at other times at a slower pace. It is important to note that we ensure children understand what they read and be able to talk about the text as well as de-code it as well before they progress through the bands.

We use early phonics developmental books such as Julia Donaldson’s Song Bird books, Oxford Reading Scheme books and Project X. In addition to the reading schemes we have a selection of ‘real books’ that are banded and these supplement our reading schemes to offer breadth and variety to the children’s reading experiences.

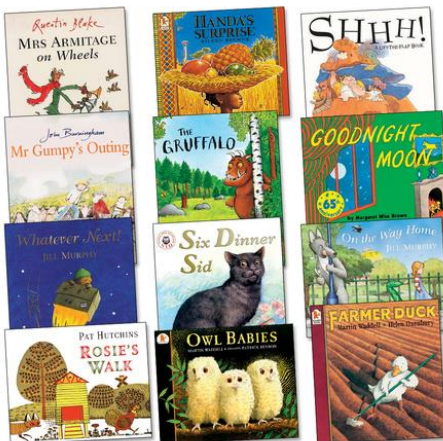
We encourage repetition of reading favourite books to read at home and enjoy, as well as reading banded books at the right band for their ability. Children also select books from the library from the non-fiction range and more challenging texts to share with parents and supplement our reading schemes. Children may therefore bring home more than one book to read. We expect all children to read and shared books every night.

Reading Spines

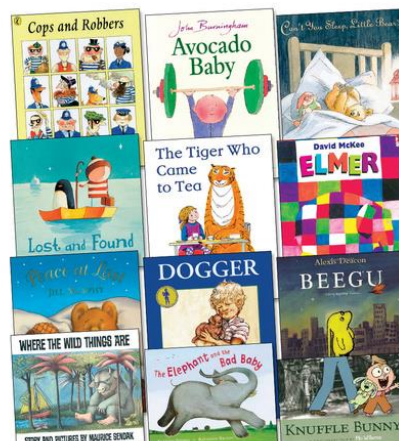
Each year group has a defined set of core texts. This **reading spine** is intended to offer our children a core bank of texts that ensures they experience a range of high quality texts and authors during their time at school. Teachers use these in a range of ways, as whole class texts to share, as guided reads, as part of their literacy schemes and in connection with our topics. Children are also encouraged to read these texts independently or share with parents at home. Our set texts also offer the opportunity to use ‘Talk for Writing’ techniques in encouraging children to ‘act out’ and bring alive texts they read to embed the language and structure of books.

We recommend the nursery spine of books for children arriving into school as recommended reads.

Reception



Year 1



Year 2



Year 3



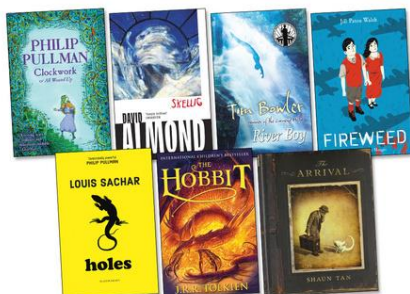
Year 4



Year 5



Year 6



Additional set texts

To ensure children experience a broad range of genres throughout their studies, teachers also ensure that children:

- Experience an historical classic text
- KS2 classes will study a text from Shakespeare each year
- Within the breadth of poetry that they cover, children will learn and recite a classic poem each year.
- Each class will include at least one text from another culture each year.

Classic Texts included in our scheme on a 2 year rolling programme are:

Macbeth
Midsummer Night's Dream
Hamlet
War Horse
Alice in Wonderland
The Jungle Book
Treasure Island
The Railway Children
The Wind in the Willows

Classic Poetry covered each year on a 2 year rolling programme, includes a selection from:

R and KS1

The Owl and the Pussycat – Edward Lear
The Crocodile – Lewis Carroll
Caterpillar – Christina Rossetti
Mary's Lamb – Sarah Hale
The Wind – Christina Rossetti
The days of the month
Twinkle Twinkle Little Star
Poems by Michael Rosen

Year 3/4

The Tyger – William Blake
If – Rudyard Kipling
The Spider and the Fly – Mary Howitt
The Night Before Christmas – Clement C. Moore
The Tale Of Custard The Dragon - by Ogden Nash
My Shadow – Robert Louis Stevenson

Year 5/6

Still I Rise – Maya Angelou
The Highwayman – Alfred Noyes
From a Railway Carriage – Robert Louis Stevenson
The Witches spell – Macbeth
The Jabberwocky - Lewis Carroll
Sonnet 18 – Shakespeare
An Arundel Tomb – Phillip Larkin
The Eagle – Alfred Tennyson
Charge of the Light Brigade – Alfred Tennyson

Monitoring Reading

Class teachers are vigilant in monitoring reading activity for children in their classes. Class teachers check children's author choice, frequency of reading, progression through the reading bands and parental engagement in their own reading logs. They celebrate and promote reading with initiatives and incentives in class to ensure children are reading broadly.

Senior Leaders frequently monitor reading by listening to readers and checking reading records to ensure reading is frequent and is being recorded at school and at home.

Governors also monitor children's reading and talk to children about their reading preferences.

Reading Assessments

Teachers use a range of techniques to assess children's reading skills and proficiency. This includes a combination of reading assessments that are more formal and informal & ongoing mini assessments to inform our tracking of reading in Target Tracker. Children are assessed through 1 to 1 reading, using phonics assessments, through reading activities to ensure children can decode and read words with fluency and accuracy alongside ensuring children's use of inference and deduction for effective comprehension.

SEND support

To support our vulnerable readers, who despite varied efforts and approaches still do not make expected progress, we conduct more in depth additional assessments such as Phab tests, phonological reading speed tests, dyslexia screening etc... as well as referring them to an educational psychologist to review support is appropriately given. It may be that children are logged with initial concerns in line with

our SEND policy. Additionally we may use resources such as coloured overlays, coloured paper, dyslexic friendly books or similar to support children's learning.

Use of the Library

Our library is well maintained and great care goes into looking after it with school librarians taking a lead role. Classes have a weekly library slot where they use the books and select new books. They are guided and supported to locate books and make selections independently.

We also ensure that each class has at least one visit to the Measham library a year and we further support this link by sharing at least one school display with the library to encourage children to go down and visit.

In line with our charging policy, if books from the library or reading schemes are missing or damaged we will charge parents £5.00 towards their replacement.

Celebrating reading in classes

Classes use a variety of methods to celebrate reading in class. Each class has a reading display of some kind to give books a high profile in class. The reading spine books that are being used are given high priority on class doors to promote these as well. Class teachers use their own incentives to encourage wider reading such as certificates or similar. Classes also have their own librarians who take responsibility for their reading corners.