

Primary

At Oakwood, we believe that every pupil has the right to learn to read and to gain pleasure from their reading experiences. By the time children leave our school at the end of Year 6, they will have been exposed to a plethora of high-quality texts (including fiction, non-fiction and poetry) across the whole curriculum. These texts develop in complexity, and a reading spine shows how the complexity in texts evolves.

An Oakwood reader is able to choose books suited to their interest level and is able to talk in detail about the contents, themes and characters within their book.

An Oakwood reader is able to recommend books to their friends justifying their reasons. All adults at Oakwood are passionate about reading, and all adults engage regularly in book talk with the pupils as well as being able to recommend books of interest. By being a successful reader, pupils at Oakwood develop respect and thoughtfulness for others through the characters and plots they encounter in their books. They develop their teamwork skills by collaborating and sharing their views about books.

An Oakwood reader develops their own resilience by asking questions about the books they read and monitoring their own understanding of the texts they choose. By the time children leave in Year 6, they will be accomplished in terms of comprehending deeper meanings and inference within books. They will have completed the programme of study set out in the National Curriculum. Children will have the skills they need to take part in the end of KS2 tests; however, emphasis will always be placed upon reading for pleasure. Implementation

The following sections detail how Reading at Oakwood is implemented. It details the coverage, concepts and skills as well as timetabling, resourcing, teaching sequences, and developing a Reading For Pleasure culture. EYFS Early Learning Goals The following strands from the EYFS statutory framework will be taught through crosscurricular lessons, phonics lessons and WCR sessions. Comprehension Children at the expected level of development will:

- Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary
- Anticipate – where appropriate – key events in stories
- Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play. Word Reading Children at the expected level of development will: -
- Say a sound for each letter in the alphabet and at least 10 digraphs
- Read words consistent with their phonic knowledge by sound-blending

- Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.

National curriculum for KS1 and KS2 Teachers will follow the programmes of study for reading at Key Stages 1 and 2, which consist of two dimensions:

- Word reading
- Comprehension (both listening and reading) It is essential that teaching focuses on developing pupils' competence in both dimensions; different kinds of teaching are needed for each. Good comprehension draws from: linguistic knowledge, knowledge of the world, high quality discussion and experience of a range of genres.

In Key Stage 1, children will listen to and discuss a wide range of poems (including contemporary and classic), stories and non-fiction including fairy stories, traditional tales and rhymes, at a level beyond that at which they can read independently. In Key Stage 2, children will read, listen to and discuss a wide range of fiction; poetry (including free verse and narrative); plays; non-fiction and reference books or textbooks; fairy stories; myths and legends; traditional stories; modern fiction; fiction from our literary heritage; and books from other cultures and traditions. For year group specific information see National Curriculum programme of study. In all Key Stages, children will independently read books that are at an age-appropriate ability and interest level.

Reading Concepts:

In order to read, there are 5 key concepts that underpin the ability to read words and comprehend.

- Phonemic Awareness
- Phonics • Fluency
- Vocabulary
- Comprehension Children need to have comprehensive understanding of these 5 concepts in order to be a well-rounded reader.

The concepts directly link to the content of the EYFS Early Learning Goals and the KS1 and KS2 National Curriculum.

Reading recognition Scheme

To encourage both the love of reading and also reading with an adult at home, Oakwood readers complete a themed by class chart that is completed with a sticker.

Two full charts of 12 stickers will enable the student a positive experience award. This engages the learners and the responsible adults for that student to work towards an achievable and positive goal.

